

## Comprehensive Progress Report

**Mission:** Educators will work with parents and the community to promote students today and leaders tomorrow.

**Vision:** At Tuckaseegee, our vision is to enrich, enhance, and empower student learning, as scholars reach their full potential and explore their future possibilities.

**Goals:**

We will improve our focus on standards based instruction to include rigorous instructional learning experiences for all students through culturally responsive teaching and implementation of a multi-tiered system of support to address student needs. This will be measured by increasing our overall school reading composite to 47% GLP and 34% CCR, overall math composite to 48% GLP and 33% CCR, and overall science composite to 64% GLP and 50% CCR as measured by the EOG assessment. (Indicators: A2.04, A4.01, B1.01, B1.03, B2.03, B3.03, C2.01)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Indicator: B2.03)

Instructional Planning: Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving and average of at least 5 hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Indicators: A2.04, B2.03)

School Climate: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Indicator: A4.06 E1.06)

Emphasis on a school-wide performance management system using a continuous cycle of coaching and feedback to increase teacher efficacy and instructional/leadership capacity. Evidence of successful implementation will be measured by: Insight Survey Results (Questions focused on instructional support and coaching) - Increase from Fall 2020 to Spring 2021 Increase workload domain: Spring 2019 at 3.7 index to an increase in Spring 2021 to a 5.7 index measured by the Insight Survey Observation and feedback: Spring 2019 at 5.8 index to an increase in Spring 2021 to a 6.8 index by measured by the Insight Survey. EVAAS - 100% of teachers K-5 will demonstrate "meeting" or "exceeding" growth (Indicator: A1.07, A2.04, B1.01, B1.03, B3.03, C2.01, C3.04)



! = 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>		Classroom management continues to be an area to strengthen and train teachers at Tuckaseegee Elementary to meet the needs of all students in their respective classrooms. The behavior expectations continue to be to implement the schoolwide "PRIDE" expectations and students are reminded of these expectations on a daily basis. A team of classroom teachers, support staff, and administrators continue to plan out activities that promote and recognize positive behavior. Teachers are given tools and support through the current culturally responsive teaching strategies professional development, beginning teacher support program, and individualized coaching sessions to support strong classroom management.	Limited Development 09/24/2021		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		100% of students will be able to articulate the Tuckaseegee's PRIDE EXPECTATIONS. Students who exemplify Tuckaseegee PRIDE EXPECTATIONS will be recognized for the student of the week by their classmates. Each class will participate to nominate a student to represent their homeroom. Students can also earn Tuck bucks for class accomplishments and exemplifying TUCKASEEGEE'S PRIDE EXPECTATIONS. Students will be able to spend Tuck bucks at our Pop up shop. Tuck bucks can also be earned for attendance, reduction in suspension, chronic absenteeism, and tardiness.	<b>Objective Met 06/10/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>
<i>Actions</i>					
	9/24/21	100% of teachers will conduct daily morning meetings to support student internalization of classroom and school-wide procedures and expectations. Implementation will be monitored through suspension data, behavioral referral data, internal tracker and attendance data.	Complete 06/08/2022	Jason Otto (8.20.19)	01/24/2022
<i>Notes:</i>					
	2/27/22	Admin has created a morning meeting folder that teachers can use as a resource hub. Morning meetings will be added to weekly grade level agendas. Admin will conduct weekly morning meeting walkthroughs.	Complete 06/08/2022	Jason Otto (8.20.19)	06/08/2022
<i>Notes:</i>					

<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	6/10/2022 We have a resource hub located in google drive of all morning meetings and resources.			
<b>Experience</b>	6/10/2022 The challenge was the inconsistency in alignment.			
<b>Sustainability</b>	6/10/2022 We will need to incorporate an SEL committee to help drive this work and implement systems to gauge the effectiveness of the program.			

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>		Professional Learning Communities develop standards aligned units of instruction for each subject and grade level. MCL's and Facilitators meet weekly for instructional practices based on standards. Standard alignment is done prior to each unit for every subject. Planning is done with the assessment in mind so the standards are addressed in the teaching. Deep dives are done to look for possible gaps in learning and/or teaching. EC, ELL, and AIG teachers are involved in planning to provide resources to teachers, for remediation, elevating, and acceleration of standards and assignments. Vertical alignment was started at the end of last year and will continue throughout the school year. PLC Agendas are created with the standards aligned.	Limited Development 09/10/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		PLC's are ran with fidelity to the needs of all learners. All stakeholders involved come to planning sessions with the goal of meeting each individual child's needs. Differentiated Professional Development will bridge gaps in the students learning. Activities and instruction is planned with the interest of the child through the standards	<b>Objective Met 06/10/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>
<i>Actions</i>					
	9/10/21	Differentiated Professional Development will occur based on teachers needs/wants every month on Wednesday (Third Wednesday).	Complete 06/08/2022	Adrienne Ciccarello (9/8/2020)	01/24/2022

*Notes:* 10/20/21 Expanded Impact Teachers provided professional development to the staff based on the book For White Folks that Teach in the Hood and the Rest of Y'all Too. PD was well-received by staff.

11/16/21 School Improvement Team discussed Wiseways article and discussed how A2.04 is being addressed at the school. PLCs conduct weekly meetings to discuss and collaborate on academic subjects ,data and trends. PLCs have begun to look ahead at each unit to know what students need to master the unit and how to use pre assessment data to tailor instruction.

1/11/22 Mentors/Mentees meet monthly to discuss different ideas/strategies and resources.

1/11/22 Teachers present within their PLCs. TD teacher presented a Taba lesson. Based on teacher/team interest, PD will be provided. EX) PACE toolkit to address needs of second language learners.

1/12/22 ED-camp PD including breakout sessions for small group instruction, culturally responsive teaching, thinking maps, MTSS and student engagement. Teachers select sessions based on need/interest to discuss best practices moving forward in each area.

2/27/22 Modeling will begin to occur in PLCs to differentiate strategies for remediation, near mastery, mastery, and enrichment strategies. Lesson plans will reflect these strategies and this will be evident by the instructional leadership team monitoring and providing feedback for weekly lesson plans.

Complete 06/08/2022

Adrienne Ciccarello  
(9/8/2020)

06/08/2022

*Notes:* Each content area specialist will be responsible for monitoring and tracking their individual area.

**Implementation:**

06/10/2022

**Evidence**

6/10/2022

**Experience**

6/10/2022

**Sustainability**

6/10/2022

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>		MTSS team meetings twice a month. Weekly data meetings in each grade level. Counselors/ELL/EC attend data meetings. What I Need (W.I.N.) on the master schedule to ensure students are receiving targeted support. Weekly planning meetings led by instructional leader. MTSS training of supplemental and intensive interventions. MTSS monthly professional development calendar.	Limited Development 09/14/2021		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		W.I.N. is an intervention block that is included in every teacher's schedule. Students will have the opportunity to be provided remediation and enrichment opportunities for re-looped standards. Groups of students will change according to the data from each assessment. Teachers/MCLs/Facilitators will flex groups based on the needs of the student and strength of the teacher and/or support staff.	<b>Objective Met 06/10/22</b>	<b>Adrienne Ciccarello (9/8/2020)</b>	<b>06/08/2022</b>
<b>Actions</b>					
	9/14/21	This action is related to the MTSS process. The Dean and MCL will lead the initial MTSS meeting orientating staff to the process. Teachers will need data trackers, followed by a protocol to action plan, as well as understanding the tiering system and identify research based interventions for behavior/academics.	Complete 06/08/2022	(New Dean)	01/24/2022

Notes: 10/12/21

School Improvement Team reviewed the Wise Ways article and discussed MTSS procedures. Our pyramid is skewed but based on our data our students need more support. During WIN all students are getting support regardless of ability. Students receive learning support based on data in math/literacy/science. Coteaching is occurring with ESL teachers. All classes in Grades 1-5 are ability grouping during WIN block.

1/11/22 Grades 1-5 have been working to group students based on data. Groupings are based on specific ability levels in which they receive targeted interventions. Teachers analyze data to determine reteach groups within the core block and during WIN time.

2/27/22 MCLs and the instructional leadership team will train assistants and tutors to provide reading interventions to the near mastery group of students who didn't show growth based on the triangulation of the mid-year assessment data.

Complete 06/08/2022

Adrienne Ciccarello  
(9/8/2020)

06/08/2022

Notes:

**Implementation:**

06/10/2022

**Evidence**

6/10/2022  
The Literacy MCL trained our tutors to provide small group instruction for students who needed an additional push towards our spring semester.

**Experience**

6/10/2022

**Sustainability**

6/10/2022

**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**

<b>Initial Assessment:</b>	Teachers conduct morning meetings using the Caring School curriculum to help students learn different ways to manage their emotions. The morning meeting sets the tone for the day and allow students opportunity to share. Student support services will conduct individual, small group, and whole class guidance lessons. Teachers seek the help of the social worker and counselor whenever students need additional social or emotional support. During the 2020-21 school year the EIT team led a book study on Culturally Responsive teaching each month. This will continue into the 2021-2022 school year. The focus will be on identifying Culturally Responsive Pedagogy strategies to address the opportunity gap within our subgroups. Tuckaseegee also has School Based Mental Health which is an outside provider. They provide therapeutic support for eligible students. Communities in Schools support attendance, academics, and behavior. Mr. Arias is the Intensive Support Case manager for Tuckaseegee. Panorama Data to use mini lessons to address the needs of students and conduct surveys between fall and spring assessment.	Limited Development 09/14/2021		
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	When this objective is fully met, teachers will facilitate morning circles that are aligned to our Panorama data using Caring Schools as a resource. These meetings will happen every morning with fidelity, all students will learn and then apply skills to understand and manage emotions, set goals, foster positive relationships and practice making good decisions. Morning circles implementation will help students develop their skills with targeted instruction and structured supports to increase their social capacity. Culturally Responsive Teaching strategies will be observable in all classrooms which will lead to a 15% increase in subgroup student performance.	<b>Objective Met 06/10/22</b>	<b>Crystal Speaks (5/28/21)</b>	<b>06/08/2022</b>
<b>Actions</b>				
9/14/21	Panorama Data will be used to facilitate and benefit children's Social Emotional Learning. Students will be periodically assess throughout the school year. Student will have their own data tracker to set behavior, attendance and academic goals. Students will have the opportunity to reflect and conference with their teachers and or support staff. We will have an attendance behavior monitoring committee. These committees will tie attendance and behavior goals to the incentive programs. Panorama survey will be used as a data resource, behavior/attendance will be monitored on a weekly basis.	Complete 06/08/2022	Crystal Speaks (5/28/21)	06/08/2022

*Notes:* 1/11/22 School Social Worker has been tracking data, sending teacher daily/weekly emails about attendance concerns. Collaborate with community partners to provide incentives for attendance.

1/11/22 MTSS has been reviewing attendance and behavior to provide classroom guidance.

1/11/22 Panorama: Participation was not as high as it was in the fall. There is a new window coming up in the spring.

2/25 Tuck bucks are now implemented and students will have the opportunity to earn these rewards by exemplifying PRIDE EXPECTATIONS. Students can redeem these rewards by spending their earned bucks at our Pop up Shop.

Students who exhibit behavior concerns have trackers  
3/1- Students will have the opportunity to reflect and conference with their case managers and or support staff (High needs).

2/27/22 Students can earn Tuck bucks by exemplifying Tuckaseegee's Pride Expectations. These expectations are tied to building community and students' emotional capacity.

Complete 06/08/2022

Crystal Speaks  
(5/28/21)

06/08/2022

*Notes:* 3/1 Pop-up shops will happen bi-weekly.

**Implementation:**

06/10/2022

**Evidence**

6/10/2022  
Classroom PAWs for behavior  
Tuck Bucks for individual behavior incentives

**Experience**

6/10/2022  
The roll out of incentives helped drive student engagement and positive behavior.

**Sustainability**

6/10/2022  
Continue to refine and teach kids Tuckaseegee Pride Expectations.

KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>We currently transition students in the following ways: Beginner's Day: rising kindergarten students are invited to participate in a kindergarten classroom experience before beginning school, full time. We also follow a staggered entry plan for these students. 5th Grade Promotion</p> <p>Experience: rising middle school students get to meet with counselors and pick classes, on our school campus. Our feeder middle school provides an overview of 6th grade. Additionally, we hold a promotion ceremony at the end of the year.</p> <p>Stepping Up Night: In late May/early June, families are invited to attend a Stepping Up Night where they are provided with an overview of the grade their student is rising into. They have the opportunity to visit classrooms, gain information on general curriculum, and receive instructional materials they can work on over the summer.</p> <p>Students meet with their classes to discuss their progress on common assessments on a weekly basis. Students updates their individual data trackers, which will be used to have robust conversations about academic progress. Areas of focus will be easy to identify and will help to promote student ownership of their work.</p>	Limited Development 09/24/2021			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	When fully implemented, this objective will indicate: increased parent attendance at all transition events, combination of events to increase parent attendance (as possible), offer vertical team planning opportunities to teams to ensure they fully understand the transitional needs of each grade level, and offer an open classroom opportunity to parents.	<b>Objective Met 02/27/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>	
<b>Actions</b>					
	9/24/21 Counselors from the rising middle school visit Tuckaseegee and introduce themselves, discuss curriculum for the upcoming year, and review the class selection process.	Complete 06/06/2022	Crystal Speaks (5/28/21)	01/24/2022	
<i>Notes:</i>					

9/27/21	Magnet Open houses take place to inform prospective parents of the LI/TD Magnet and how it could enhance a students education. Magnet children would be given information to follow the magnet to the IB middle school programs that are available to the students. Magnet coordinator would facilitate an information night for students interested in attending IB magnet schools.	Complete 01/24/2022	Neil Deegan (11/2/20)	06/08/2022
<i>Notes:</i> A low number of attendees.				
<b>Implementation:</b>		02/27/2022		
<b>Evidence</b>	2/27/2022			
<b>Experience</b>	2/27/2022 The remote process was difficult to market this event.			
<b>Sustainability</b>	2/27/2022 Early promotion.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus, Priority and Low Performing schools. These meetings included specific requirements identified under the current state (low performing) and federal regulations (Focus and Priority), utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. The Learning Community also completes walkthroughs, at least twice per month, with the Principal and member of the leadership team. The feedback sessions from these walkthroughs provide the school with action items and next steps.

Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principals, and coordination of allotted funds. The Learning Community staff will facilitate SLT meetings, and provides stakeholders additional information to help in decision making for low performing schools. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, can facilitate the SLT team meetings, if requested; and will coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Title I Office will provide training in NCStar to principals and process managers throughout the year, as needed, in coordination with NCDPI training and will provide coaching comments monthly with constructive feedback to Priority and Focus schools in NCStar as they document and review their implementation progress of their strategic plan.

Instructional leadership team meetings will be led by the principal and consist of all instructional leaders ( assistant principal, dean of students, multi-classroom leaders, facilitators, magnet coordinators) to focus on analyzing instructional practices and increase teacher effectiveness weekly. The meetings will always have a heavy focus on instructional practice and less focus on managerial tasks that can be handled in a different session.

Limited Development  
09/24/2021

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The process manager and principal will have a full understanding of the NC Star process and will utilize it in a manner that leads to an increase in student achievement and teacher efficacy. The School Improvement Plan (SIP) will be documented in the Indistar platform and will be reviewed regularly by all stakeholders and modified as needed to reflect current practices, growth, and areas of improvement.		<b>Objective Met 06/10/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>
<b>Actions</b>						
	9/24/21	Monthly SLT and weekly ILT meetings will be scheduled to review school data, improvement practices, action steps, and monitor growth towards school improvement goals.		Complete 06/08/2022	Travares Hicks	06/08/2022
<i>Notes:</i> This is ongoing.						
<b>Implementation:</b>				06/10/2022		
	<b>Evidence</b>	6/10/2022 Weekly Admin Agendas, followed by SIT Team Agendas				
	<b>Experience</b>	6/10/2022 We met monthly as a SIT team followed by weekly ILT team meetings.				
	<b>Sustainability</b>	6/10/2022 Continue to analyze data and identify trends to refine our practices and systems.				
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Members of our instructional leadership team meet weekly to:

- set short and long term goals to improve overall school performance
- review walkthrough data and decide on next steps
- follow up on distributed tasks to ensure vision alignment
- discuss coaching plans, procedures, and impacted practices

The principal has created a structure that allows for each instructional leader to have a one-on-one meeting to discuss progress on school improvement areas of focus. The principal or assistant principal will use these meetings to challenge each leaders thinking and also calibrate by walking through classrooms to identify trends. Assessment data will be used to determine if instructional impact is made with teachers. A heavy emphasis on developing leaders capacity will be implemented on a regular basis and evidence of this will be placed on the principals tracker and on the agenda of all leadership team meetings.

Limited Development  
09/24/2021

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>The School Leadership Team will meet twice a month, at a minimum, for at least 2 hours, to review the general operations of the school and it's continuous improvements. This team will communicate information discussed and to other stakeholders by means of:</p> <ul style="list-style-type: none"> <li>• A Weekly Update, sent to all staff each Thursday.</li> <li>• Meeting minutes documented in the Indistar platform for review</li> <li>• Monthly Team Leader meetings, which will serve as a bridge between the leadership team and the instructional teaching team (classroom teachers) in sharing information on review of implementation of effective practices.</li> <li>• SLT will regularly review indicators and provide input on needed tasks to reach goals.</li> </ul> <p>Grade level teams will meet at least 2 times per week to plan instruction and improvements, review student data, and develop next steps to improve student achievement. Meeting minutes will be documented on their planning agendas.</p> <p><a href="#">3.3.22 Admin Lead Meeting</a></p>		<b>Objective Met 06/10/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>
<b>Actions</b>					
9/24/21	ILT team will meet weekly to discuss schoolwide, grade level, and class data. Action steps will be created to address areas of concern.		<b>Complete 06/08/2022</b>	Travares Hicks	06/08/2022
	<p><i>Notes:</i> 10/29/21 ILT met every Friday throughout the month of September and October.</p> <p>The ILT teams continue to meet with fidelity to monitor instruction, discipline, culture, and support of staff.</p>				
<b>Implementation:</b>			06/10/2022		
<b>Evidence</b>	6/10/2022 Weekly ILT agendas.				
<b>Experience</b>	6/10/2022 This happened with fidelity. The process of our ILT meetings helped everyone stay in the loop and abreast of our goals and strategies to help us move forward.				

<i>Sustainability</i>	6/10/2022 Continue to reflect and analyze data to refine our practices.			
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**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>	<p>Our master schedule allows for weekly collaboration aligned to instructional planning structures:</p> <ul style="list-style-type: none"> <li>• literacy planning</li> <li>• math planning</li> <li>• data driven instruction planning</li> <li>• ongoing professional development is embedded within this framework</li> </ul> <p>Specific duties outside of instructional duties are limited, as a priority of focus. This goal will be measured through the Insight surveys and how teachers respond to the instructional supports (coaching) and how teachers report the level of job satisfaction measured on informal surveys. In the staff handbook roles and responsibilities have been communicated in writing of who is responsible for what throughout the school building. It will also be monitored that these expectations are carried out in real time.</p>	Limited Development 09/24/2021		

<p><b>How it will look when fully met:</b></p>	<p>Aligning with the school's master planning schedule, teams will collaboratively plan at least three days each week. Teams will utilize a planning agenda, and record planning meeting minutes on this agenda.</p> <p>The planning agenda supports a team approach to planning that distributes leadership between team members.</p> <p>Evidence of full implementation include:</p> <ul style="list-style-type: none"> <li>• teams utilizing planning agenda to structure their meetings and document meeting discussions</li> <li>• data will reflect 100% of students making growth from 1st benchmark assessments to 3rd benchmark assessment</li> </ul>	<p><b>Objective Met</b> <b>06/16/22</b></p>	<p><b>Travares Hicks</b></p>	<p><b>06/08/2022</b></p>
<p><b>Actions</b></p>				
<p>9/24/21</p>	<p>Our 2021-2022 team structure includes an administrative lead, instructional lead, MTSS lead, FAC lead, Student Leadership and Social Committee Lead.</p> <p>These leads will meet with members of the leadership team monthly to ensure teams are working in alignment with school improvement practices and goals. We will track evidence through meeting agendas, change in practice, and improved student achievement.</p>	<p>Complete 06/08/2022</p>	<p>Travares Hicks</p>	<p>06/08/2022</p>
<p><i>Notes:</i> This is ongoing.</p>				

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>		The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Instructional coaching model: K-2 MCL (K-2 Literacy), Magnet Coordinator (K-2 Math), 3-5 MCL (Math/Literacy). Principal: Leadership Team, Assistant Principal: EC, ELL, Special Area, Magnet. Coaches/teachers meet weekly (minimum) for one-on-one check ins, in addition to observation/feedback sessions. GBF is used for coaching structures. Leadership team meets weekly to discuss data and trends in terms of coaching implementation.	Limited Development 09/14/2021		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this is fully implemented, a walkthrough weekly schedule will be conducted based on each leader's coaching caseload. Three of the walkthroughs will be used based on Tuckaseegee walkthrough form. The walkthrough form may change after each professional development to gauge the effectiveness of implementation. All MCLs will be responsible for capturing their coaching notes to share during our weekly admin meeting. Coaches will be meeting with high need teachers once a week and the other teachers on their coaching caseload bi-weekly. EITs will also have a coaching caseload and they will be responsible for conducting weekly coaching sessions and documenting their conversations into their coaching trackers. Each member of the instructional team will commit to using the district's walkthrough form at least once a week. Debriefing and alignment around teacher feedback will happen once a week, during every admin meeting.	<b>Objective Met 06/10/22</b>	<b>Travares Hicks</b>	<b>06/08/2022</b>
<i>Actions</i>					
	9/14/21	Implementing a coaching tracker, training staff on how to use the coaching trackers. Teachers will need to take GBF self trajectory assessment. Coaches will set up their coaching schedules to reflect the needs of their teacher. Progress monitoring of goals will need to be apart of their standing coaching session.	Complete 06/08/2022	Travares Hicks	06/08/2022

Notes: 1/11/22 Coaching is occurring weekly as appropriate based on teacher needs. GBF self assessment was used by some teachers. We will revisit this in the winter. Coaching notes are documented and revisited.

Part of our standing agenda includes each ILT member providing updates regarding their supported area of focus. We then identify trends/patterns and discuss our weekly focus for classroom walkthroughs and support plans. Follow-through is designed to take place during coaching sessions. We are using informal and formal assessments to monitor weekly progress and evidence towards meeting our grade-level goals. Admin will implement a weekly scoreboard to set weekly walkthrough goals to debrief the data during weekly ILT meetings. Weekly strategies are identified and included in the weekly newsletter.

<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	6/10/2022 Coaching Trackers			
<b>Experience</b>	6/10/2022 Coaching has occurred and data trackers were implemented to drive this work.			
<b>Sustainability</b>	6/10/2022 We need to look at a coaching model that aligns with our current needs.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

	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
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<b>Initial Assessment:</b>	<p>Tuckaseegee Elementary School adheres to a DDI structure to include the review of:</p> <ul style="list-style-type: none"> <li>• Checkpoint Assessments (every other week)</li> <li>• Exit tickets</li> <li>• Benchmark Assessments (mClass, MAP, Quarterly assessments 3-5)</li> </ul> <p>The ILT attends monthly district meetings and brings back information learned at these meetings to implement at the school level.</p> <p>Weekly walkthroughs provide instructional practice data, which is reviewed weekly by the leadership team.</p> <p>Professional development is offered based on the review of individual teacher and schoolwide data to strategically impacting student performance.</p>	Limited Development 09/24/2021		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>During weekly leadership team meetings, the leadership team (to include administration and leadership support staff) will review walkthrough data, aligned to the NC Teacher Evaluation Standards, and compare this data with student learning data. The leadership team will identify strengths that need to be celebrated and weaknesses that need improvement. School improvement decisions and professional development needs of staff will be determined based on this data.</p> <p>Evidence: Tuckaseegee will move out of low performing status based on the NC report card grade.</p>	<b>Objective Met 06/10/22</b>	<b>Jason Otto (8.20.19)</b>	<b>06/08/2022</b>
<b>Actions</b>				
9/24/21	MCL's, facilitators, and administration will complete weekly coaching with fidelity to increase teacher/student performance. Successful implementation will be evident through an increase in student achievement: short term tracking through common assessments, long term/formal tracking through benchmark assessments.	Complete 06/08/2022	Adrienne Ciccarello (9/8/2020)	06/08/2022
Notes: This is ongoing as adjustments to instruction and PLCs are being facilitated.				

9/24/21	Data is tracked for teacher display on a regular basis and analyzed to determine the best next instructional steps for classroom teachers. This data is updated on a weekly basis.	Complete 06/08/2022	Adrienne Ciccarello (9/8/2020)	06/08/2022
<i>Notes:</i> This is ongoing.				
9/24/21	Instructional leads (teachers) and the MTSS leads (teachers) analyze student progress and determine schools next steps. Leads meet with the principal/assistant principal once per month to continue to triangulate assessment data.	Complete 06/08/2022	Adrienne Ciccarello (9/8/2020)	06/08/2022
<i>Notes:</i> This continues to take place in weekly leadership meetings.				
<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	6/10/2022 Agendas from our meetings.			
<b>Experience</b>	6/10/2022 We discuss this in weekly meetings and our MTSS team has met on bi-weekly bases to discuss trends and patterns of students progress.			
<b>Sustainability</b>	6/10/2022 We can improve in these areas as we currently need to gather additional stakeholders to drive this work.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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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
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**Initial Assessment:**

Tuckaseegee Elementary School recruits and retains teachers through the implementation of a strong beginning teacher support program, partial magnet, and an ongoing/non-monetary reward system.

Beginning teachers participate in the beginning teacher support program which includes monthly mentor/mentee meetings, ongoing support from an assigned mentor and walkthrough and observation feedback targeted to specific rigor and/or management areas.

All teachers are assigned and instructional coach. Coaches meet weekly with assigned teachers and discuss best practices in the classroom and walkthrough data.

Professional development is provided at the school level to target challenge areas:

- Schoolwide enrichment - Seminar and SEM trainings
- Literacy - "Literacy Best Practices" - monthly sessions
- Book Clubs - Book topics target specific areas of instruction

(literacy, math, overall best practices, social/emotional support, mindset)

Limited Development  
09/24/2021

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>New hires will receive appropriate support through the beginning teacher program and/or school based coaching. Professional development opportunities will be provided based on walkthrough and evaluation data, and the concepts and topics targeted will be transferred to teacher's instructional practice.</p> <p>The NWLC will perform walkthroughs to evaluate the school's performance and everyday practice and provide the leadership team with honest feedback to improve overall school performance.</p> <p>When this objective is fully met, spring to spring Insight survey data, aligned to the particular questions listed below, will indicate a positive growth trend and compare to or exceed the district average:</p> <ul style="list-style-type: none"> <li>• Effective professional development if offered at the school</li> <li>• Meaningful feedback is regularly provided</li> <li>• Time spent collaborating with peers is effective</li> <li>• Effective formative assessment practices</li> <li>• Accomplishments are recognized <ul style="list-style-type: none"> <li>• Teacher of the month and PLC of the month will be recognized for their contributions.</li> </ul> </li> </ul>		<b>Objective Met 06/10/22</b>	<b>Yolanda Floyd (8.20.2019)</b>	<b>06/08/2022</b>
<b>Actions</b>					
9/24/21	<p>The school is utilizing the teacher leader pathway structure to include three Multi-Classroom Leaders and eight Expanded Impact teacher to serve as PLC leads and coaches to staff. Successful impact will result in an increase in the Insight Survey on questions that focus on coaching/feedback and instructional support, a decrease in turnover rate of our beginning and effective teachers, and an increase in teacher EVAAS.</p>		Complete 06/08/2022	Yolanda Floyd (8.20.2019)	06/08/2022

*Notes:* A mock survey was conducted in the fall which revealed areas that are working well and highlighted areas that needed improvement.

9/24/21	Staff recognition on a monthly basis will occur to recognize the talents within the building	Complete 06/08/2022	Vernessa Bowles (10/4/21)	06/08/2022
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*Notes:* This is occurring, however, votes can improve. Create space at the beginning of every meeting for the voting process to take place.

<b>Implementation:</b>		06/10/2022		
<b>Evidence</b>	6/10/2022 Coaching logs Monthly staff recognition. Staff/Teacher of the month post			
<b>Experience</b>	6/10/2022 Although we did not have an insight survey, we gave our own insight survey. 80% of staff felt like they are supported and received constructive feedback.			
<b>Sustainability</b>	6/10/2022 Continue to refine our coaching caseloads and practices.			

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>		The school regularly communicates with parents about events taking place on campus, relevant news and information pertaining to school operations. Communication is facilitated through multiple platforms including Parent Square, Blackboard, and Canvas.	Limited Development 09/14/2021		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		We will form a community engagement committee and each grade level will be expected to have representation. All grade levels will create a google site or newsletter that details the pacing guide, grade level profile and resources that are accessible to parents to engage with students while at home. Family nights/Coffee with the Principal will take place one a quarter. Family night will provide parents opportunities to engage in the content being taught across multiple disciplines. Coffee with the Principal will provide parents an ongoing opportunities to interact with the Principal, stay updated on the plans and programs at Tuckaseegee and to share their thoughts and ideas to maximize student achievement. We will see a 15% increase in parent involvement from fall 2021 to Spring 2022. We will utilize survey and sign-in sheets to gauge an increase in parent involvement.	<b>Objective Met 06/10/22</b>	<b>Yolanda Floyd (8.20.2019)</b>	<b>06/08/2022</b>
<i>Actions</i>					
	9/14/21	Create a survey to gather input for parent input/interest. Utilize the data to incorporate it in our parent engagement plan.	Complete 06/08/2022	Yolanda Floyd (8.20.2019)	06/08/2022

*Notes:* We will implement incentives to spark parent engagement. All meetings will be held virtually until further notice.

Updates: Regular communication with parents through Class Dojo, Parent Square, updated Powerschool assignments, progress reports. Messages sent by Mr. Hicks via phone message at least weekly if not more often due to issues pertaining to Covid.

Schedule more frequent meetings with parents of students that are failing assessments

Check with teachers of failing students that consistent communication is ongoing.

Flyer sent home with technology resources, parent communication log.

2/10- We recently conducted State of your Child Family night with over 150 parents in attendance. We sent out a survey and conducted a raffle for parents across every grade level. Winners received a gift card.

2/27/22

Parents will receive weekly communication from all grade levels. Weekly communication will include updates on grades, behavior, and social skills.

Complete 06/08/2022

Yolanda Floyd  
(8.20.2019)

06/08/2022

*Notes:*

**Implementation:**

06/10/2022

**Evidence**

6/10/2022  
Connected Messages and Parent Square data.

**Experience**

6/10/2022  
This happened consistently as weekly messages went out via parent square/connect ed

**Sustainability**

6/10/2022  
Continue to build on this platform to promote what's taking place at Tuckaseegee.