

CMS SCHOOL IMPROVEMENT PLAN REPORT

School: Tuckaseegee TD/LI Elementary School

Principal: Bonnie Schmidt

Title I Specialist: Kevin Paige

Address: 2028 Little Rock Road
Charlotte NC 28214

Courier Number: 562

Phone: 980-343-6500

Learning Zone: Central Elementary Zone

Zone Superintendent: Tyler Ream

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MISSION STATEMENT

District: Maximize academic achievement by every student in every school.

School: Educators will work with parents and the community to promote scholars today and leaders tomorrow.

BELIEFS

- We believe that all children can learn.
- We believe that all children should be provided with a safe and orderly learning environment.
- We believe that all children should be cared for and respected as special and unique learners.
- We believe that parents and the school community should be actively involved in the learning process.
- We believe that all children are entitled to a supportive and caring environment that fosters the social, physical, and emotional well being of the child.
- We believe that all teachers and parents will model a love of learning in order that our children will become life-long learners.

VISION

District: *CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.*

School: Tuckaseegee staff will provide a strong foundation in literacy, language, math and pro-social/emotional skills with the goal that all students will be successful students and will graduate from high school and college

SMART GOALS

Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:

- Increase average student proficiency in reading, math, by 5% and science by 10% as measured by the EOG assessments
- Decrease the achievement gap in proficiency between the lowest performing subgroups vs. the highest performing subgroup students in Math and Reading by 5% percentage points.
- Decrease the percentage of students in OSS by 5% and ISS by 10%

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ASSESSMENT DATA SNAPSHOT 2011/2012

(Please see below)

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Subject/Measure	# in Membership	# Tested	% Tested	# In Performance Composite	# Proficient	% Proficient	# in Growth Composite	# Making Growth	% Making Growth	Growth Sum	Avg. Growth	Growth Status	High Growth Ratio	High Growth Status
EOG Grade 03 Math	115	115	100.0	115	84	73.0								
EOG Grade 03 Reading	115	115	100.0	115	67	58.3								
EOG Grade 04 Math	144	144	100.0	144	91	63.2	128	42	32.8	-31.547	-0.2465	Not Met	0.49	Not Met
EOG Grade 04 Reading	144	144	100.0	144	76	52.8	128	34	26.6	-44.414	-0.3470	Not Met	0.36	Not Met
EOG Grade 05 Math	131	131	100.0	131	83	63.4	115	44	38.3	-15.798	-0.1374	Not Met	0.62	Not Met
EOG Grade 05 Reading	131	131	100.0	131	78	59.5	114	59	51.8	-1.689	-0.0148	Not Met	1.07	Not Met
EOG Grade 05 Science	131	131	100.0	131	67	51.1								
EOG Math Total	390	390	100.0	390	258	66.2	243	86	35.4	-47.344	-0.1948	Not Met	0.55	Not Met
EOG Reading Total	390	390	100.0	390	221	56.7	242	93	38.4	-46.103	-0.1905	Not Met	0.62	Not Met
EOG Science Total	131	131	100.0	131	67	51.1								
EOG Total	911	911	100.0	911	546	59.9	485	179	36.9	-93.447	-0.1927	Not Met	0.58	Not Met
School Composite	911	911	100.0	911	546	59.9	485	179	36.9	-93.447	-0.1927	Not Met	0.58	Not Met

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		2009-2010 School Year				2010-2011 School Year				2011-2012 School Year			
Subject	Demographic Subgroup	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Grade 03 Reading	Grade Total	61.2				61.7				58.3			
Grade 03 Math	Grade Total	79.6				77.3				73.3			
Grade 03 Total	Grade Total	70.4				69.5				65.8			
Grade 04 Reading	Grade Total	73.4	58.6	0.071	1.4	63.6	41.3	-0.080	0.7	52.8	26.6	-0.3470	0.4
Grade 04 Math	Grade Total	86.7	73.5	0.237	2.8	84.6	53.5	-0.022	1.2	63.2	32.8	-0.2465	0.5
Grade 04 Total	Grade Total	80.1	66.1	0.155	1.9	74.1	47.4	-0.051	0.9	58	29.7		
Grade 05 Reading	Grade Total	65.0	53.3	-0.006	1.1	69.4	54.8	0.004	1.2	59.5	51.8	-0.0148	1.1
Grade 05 Math	Grade Total	79.7	70.1	0.252	2.3	87.9	64.7	0.173	1.8	63.4	38.3	-0.1374	0.6
Grade 05 Science	Grade Total	68.3				72.6				51.1			
Grade 05 Total	Grade Total	71.0	61.7	0.123	1.6	76.6	59.7	0.089	1.5	58	45.05		
Reading Total	Total	66.3	56.1	0.034	1.3	64.7	47.7	-0.040	0.9	56.7	38.4	-0.1905	0.6
Math Total	Total	81.9	71.9	0.244	2.6	83.1	58.8	0.071	1.4	66.2	35.4	-0.1948	0.5
Science Total	Total	68.3				72.6				51.1			
EOG Total	Total	73.3	64.0	0.139	1.8	73.7	53.3	0.016	1.1	60	36.9	-0.1927	0.6
School Composite	Total	73.3	64.0	0.139	1.8	73.7	53.3	0.016	1.1				

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Performance of Students in K-2 on the Summative Assessment
Percentage of Student's Scores At or Above Grade Level

	Kindergarten		Grade 1		Grade 2	
	Reading	Math	Reading	Math	Reading	Math
Our School	91.41%	68.99%	95.56%	95.56%	63.78%	74.22%
CEZ	76.76%	60.64%	80.75%	92.62%	46.6%	63.15%
District	86.0%	74.992%	91.07%	94.18%	60.80%	74.94%

Performance of Students in 3-5 on the ABC's End-of-Grade
Tests

	Grade 3		Grade 4		Grade 5	
	Reading	Math	Reading	Math	Reading	Math
Our School	58.3%	73.3%	52.8%	63.2%	59.5%	63.4%
CEZ						
District	69.2%	81.5%	70.7%	85.2%	73.5%	83.8%
State						

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SCHOOL PROFILE

This narrative should include a description of student and staff demographics, recent achievement, and staff qualifications.

Title I Components

Based upon your School's Title I Plan alignment with Title I please provide a narrative for each components.

Comprehension Needs Assessments: We have gathered input from various stakeholders including teachers, staff, and parents to inform our Title I plan. In addition, we have used various data points including EOG data to inform the instructional goals of our plan.

Reform Strategies: We have used Title I funds to hire for the following positions: Math Facilitator, 1 additional Literacy Facilitator, Science Lab Teacher, Technology Associate, Dean of Students. These support positions will support in enhancing our instructional program to meet the needs of Tuckaseegee students and families. In addition, we are implementing Balanced Literacy, a research proven approach, to best meet the academic needs of our students. Also, we are working to rebuild a strong parent/ school relationship as a vehicle for enhancing school culture and climate which ultimately affects student academic performance.

Highly – Qualified Staff: 100% of teachers and teacher assistants are deemed highly qualified.

Profession Development: Our professional development plan largely surrounds common core and balanced literacy. Teachers will be trained on numerous occasions throughout the year by administrators, facilitators, and district level staff members.

Strategies to attract highly qualified teachers to high need schools: We continue to use district level supports to attract new teachers to our school coupled with the use of our school's interviewing processes including the use of a trained interviewing team. We seek candidates whose values align with our school's mission and vision and core values.

Transition Plans: We have designated transition plans listed in our SIP for kindergarten students as well as for those fifth grade students transitioning to middle school.

Teachers are included in decisions regarding the use of assessments: Tuckaseegee Elementary follows all state, district, and zone testing platforms as required. In addition, teachers are involved in the creation of common assessments that are used here at the school to inform instructional decisions.

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Effective, Timely, Assistance: We adhere to a 24 hour response time to any stakeholder requests or concerns.

Coordination and Integration of Federal, State, & Local Services

District Technical Assistance

ESEA Waiver (Priority/Focus/Reward): Tuckaseegee complies to all Federal, State, and Local guidelines as outlined in our SIP including a parent involvement policy, bullying plan, professional development plan, as well as the inclusion of targeted SMART goals.

Our staff includes a School Psychologist, School Counselor, Science, Tech, Music, Art, PE Teachers, ISS Assistant, two EC Resource Teachers, Speech Pathologist, 3-5 and K-2 Literacy Facilitator, Math Facilitator, Title One Tutor and 41 classroom teachers, and 9 Teacher Assistants, All certified teaching staff are highly qualified and have obtained a North Carolina Teaching License. Currently 25% of teaching staff have three or fewer years experience. All staff members receive on-going professional development. Professional development is closely aligned with the School Improvement Plan and is determined by analyzing the assessment data and instructional needs of our students.

Tuckaseegee LI/TD Elementary serves approximately 762 students. We offer a K-2 Learning Immersion Program and a 3-5 Talent Development Program which focuses on teaching students through rigor and higher level critical thinking skills. Classroom instruction infuses the multiple intelligences, while immersing students in hands-on learning. Our regular K-5 instructional program is designed to meet the needs of all students through small group, individualized instruction, and flexible grouping. This program also includes a K-2 Multi-age program that builds upon students' strengths and extends and accelerates their learning in a looping environment.

Our school has a diverse population of students. Currently we have a population that consists of 52% African American, 8% Asian, 12% Caucasian, 24% American Indian, 4% Multi-Racial, 18% LEP, 8% Exceptional, and 6% identified as Gifted. This year our school will continue to focus on increasing student achievement in the areas of literacy and language, math, and decreasing student referrals. Seven teachers will pilot a full implementation of Balanced Literacy via Readers Workshop beginning in August and an additional 5 teacher will begin the full implementation in January. The remaining 35 classrooms will implement a partial balanced literacy framework, including guided reading, Word Work, Writing, Independent Reading and 30 minutes of Interactive Read Aloud using Imagine It. Professional development for teachers will focus on Balanced Literacy, Investigations, data analysis, progress monitoring, and Positive Behavior Intervention System. We will continue to work toward narrowing the achievement gap by continuing to develop and implementing a collaborative Response to Instruction-Student Intervention Team for those students working below grade level.

Other facts about our school include the following:

- Monthly Parent/Family/Staff Involvement activities
- Curriculum Night
- Talent Development Night

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- Learning Immersion Parent Meetings
- Multi-Age Information Session
- Talent Development Peer Tutors
- School-wide Character Education Program
- Positive Discipline School-wide Implementation
- Spelling Bee, Book Fair, Safety Patrol, Accelerated Reading, Accelerated Math, Orchard Learning,
- Clubs include Math Olympiad Club, Chess Club and Science Olympiad

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SMART GOAL (1): Further develop, adapt and implement Response to Instruction to improve student achievement by 5% in Literacy, Math, and Science (fifth grade), and decrease the percentage of students referred to EC formal evaluation process by 5%.

Data Used: RTI Meeting Minutes, Referral Data, Classroom Tier Log, Evaluation Reports, Discipline Data

SP 2014 Tactic: Effective Teaching and Leadership, Increasing Graduation Rate, Performance Management, Parent/Community Connections, Achievement, Learning/Teaching, Learning Environment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start–End • Interim Check Dates
1. Continue to develop and enhance a three-tiered RTI program to provide teachers and support staff with timely, systematic, focused interventions to meet the needs of all students. <ul style="list-style-type: none"> • Continue to develop stair-step procedures (Tiers) for students who are not responding to instruction through focused classroom instruction with the teacher. Support staff and classroom teachers will provide additional individual or small group instruction as needed during RTI. • Provide professional development and training to all staff members for RTI process and procedures • Increase collaboration among all staff members to ensure shared instructional goals for each student • Continue to develop Response to Instruction Student Agenda to address each grade level • Speech Language Pathologist will 	Counselor- Muhammad AP-Belton Dean- Howton	Evaluation Reports Tuckaseegee Intervention Team Data IEP Student Referral Data		Psych. –Nelson Teacher-Kollar Teacher-Hill Classroom teacher of each student presented to RTI	August 2012 June 2013

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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<p>provide teachers with a speech/language rubric to use to informally assess speech concerns.</p> <ul style="list-style-type: none"> • Teachers will refer all students with concerns, (speech, language cognitive, MCV, behavior etc) to the RTI team • AP and School Psychologist will attend RTI related conference along with webinars • RTI team will consist of AP, School Psychologist, Academic Facilitator, the classroom teacher and Dean of Students as appropriate • Teacher will bring the following data to all RTI meetings: Tuckaseegee Progress Monitoring Tool PEP Tier 2 Interventions in place 					
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SMART GOAL (2): Increase student achievement by 5% for all students in language and literacy and math as measured by the CMS K-2 Local Accountability End of Year Assessment Goals (Summative) and EOG for grades 3-5.

(Each grade level will review 2011-2012 data for objectives that were the lowest and write SMART Goals for each objective to ensure student growth.)

Data Used: DRA, Running Records, PEP, Formatives, Common Assessments, Summatives, EOGS (was already listed)

SP 2014 Tactic Effective Leadership, Achievement, Curriculum, Learning/Teaching, Leadership Management, Learning Environment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. Each grade level will use Data Wise strategies to analyze school assessment data and to plan instruction based on the needs of each student <ul style="list-style-type: none"> • Each grade level Professional Learning Community (PLC) will analyze data using the Tuckaseegee Progress Monitoring Tool and develop lesson plans and teaching strategies to increase student achievement. Lesson plans will include individual and small group differentiation • The Math and Literacy Facilitator will provide ongoing training for teachers on how to effectively use data gathered from Common and Formative Assessment to inform instruction and develop and write differentiation for small group and individual needs • Grade level PLC will analyze Common Assessment data and develop small groups and/or individual instructional based on the lowest performing objectives 	Math Facilitator- Marcy Meyers Literacy Facilitators- Smith and Wilson	Common Assessments in reading and math CMS Formative and Summative Assessment EOGS DRA Running Records Administrative Quarterly Assessment Conference		Classroom Teachers Title One Teacher Math Facilitator Literacy Facilitator CMS	October 2012 June 2013

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<p>or skills</p> <ul style="list-style-type: none"> • Each teacher develops a Personal Education Plan in the areas of language and literacy for students below grade level. Students not making adequate progress will follow procedures as outlined in RTI. (see Outcome 1) • Professional Development Team will develop reading and math lessons to be incorporated into Small Group, and Individual Work Time • Additional support staff hired (position exchanges) to support teachers and students through planning, professional development and direct student instruction <ul style="list-style-type: none"> ○ Math Facilitators ○ 1 additional Literacy Facilitator ○ Science Lab Teacher ○ Technology Associate ○ Dean of Students • CMS Office of Accountability will offer professional development in developing Common Assessments and analysis of data • Group of 7 teachers will pilot a full implementation of Balanced Literacy beginning in August and an additional 5 teacher will begin the full implementation in January. 35 remaining classrooms will implement a partial balanced literacy framework, including guided reading, DRA, Word Study, Writing, Independent Reading and 30 minutes Read Aloud using Imagine It • Implementation of Literacy and Math Lab • Full Implementation of Investigations • Balanced literacy program will be 					
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<p>implemented and will include:</p> <ul style="list-style-type: none"> ○ Readers Workshop ○ Writers Workshop ○ Interactive Read Alouds ○ Independent Reading ○ Comprehension Tool Kit ○ Guided Reading ○ Word & Vocabulary Study ○ DRA Assessment and Progress Monitoring ○ Leveled Books 					
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SMART GOAL (3): Develop, adapt and implement Pro-Social strategies, lessons and policies in order to decrease by 5% of students referred to RTI for social/emotional behavior problems while decrease the number of students reported incidents in NC Wise.

Data Used: Classroom Data Logs, Bus Referrals, Office Referrals, CMS End of Year Discipline Data

2014 Tactic: Increase Graduation Rate, Learning Environment

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. All teachers will use Positive Behavior Intervention System as outlined by the PBIS committee to enhance emotional development and to promote pro-social emotional behaviors for students <ul style="list-style-type: none"> • PBIS team will provide ongoing training for staff • PBIS team will provide training for parents • Teachers will track weekly discipline data using the classroom log on the Groups Drive • School Psychologist will facilitate a social group to improve pro social-emotional student behavior for those students with two or more Bullying or Aggression offenses • Dean of Students and ISS Associate will review weekly discipline data • Students will participate in a social skill curriculum to increase classroom socialization as necessary • School Counselor will provide training to teachers in order to decrease the number of 	Dean of Students- Howton AP-Belton	Classroom Discipline Logs Bus/Office Referrals NC Wise Discipline Data NC Wise School Incident Report ISS Data Weekly Discipline Log Quarterly Discipline Reports		School Psych. – Nelson School Counselor- Muhammad PBIS Team: Otto, Bode, Link	August 2012- June 2013 Weekly November February May

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<p>aggressive acts and bullying behavior (in school suspension, conferences with administration, reported incidents to NC Wise)</p> <ul style="list-style-type: none"> • Fifth grade students will attend two day overnight team building program • ISS Assistant supports students by continuing instruction during detentions and in school suspensions • Tuck Buck reward system will be further implemented by all teachers as outlined by the PBIS committee <ul style="list-style-type: none"> ○ Weekly incentives ○ Quarterly incentives ○ School Leadership 					
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Fifth Grade Transition Plan

It is imperative that students have smooth transitions as they move from fifth grade to Middle School. Consequently, Tuckaseegee has put the following supports in place:

- School counselor receives registration cards and meets with 5th graders to advise on registration
- School counselor returns registration cards to Middle Schools
- School counselor organizes school visits
- School counselor provides classroom guidance on preparing for Middle School
- Feeder schools visit for orientation
- Host Parent University Session: Transition to Middle School

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Charlotte-Mecklenburg School Quality Review School Self-Evaluation Form Add 2012-2013 DATA

Name of principal:

Bonnie Schmidt

Name of school:

Tuckaseegee Elementary School TD and LI

Please complete with as much detail as you can, use the completion as a professional development exercise if appropriate and send it to your lead reviewer (electronically) two weeks before the review.

Completing this form will help you prepare for some of the discussions which will take place both before and during the review. It will also help the review team get to know you and your school and to understand how well the school community knows itself.

Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- Include references to where the evidence of your self-evaluation can be found, e.g., "excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2006".
- Be concise; (for example, use bullet points or note form).
- Aim to confine your response to no more than eight pages.
- Please place an X against the grade (1-4), which most accurately reflects your judgment of overall quality in response to the questions.
- ***You are advised to complete section B last. This section is summative and draws on your evaluations elsewhere in the self-evaluation report.***
- Please omit sections where you feel that you are not in a position to respond.

How should evaluations be made?

- ***You are strongly encouraged to refer to the Quality Criteria, sub-criteria and rubrics and as you complete the evaluations. These are included within the Notes of Guidance for the School Quality Review and should be kept close at hand as you complete the evaluations.***

What approach should we take?

Schools have adopted different approaches.

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In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

Whichever approach you adopt, we recommend that you do not make this an onerous task but that you take the opportunity to stop, reflect and record your immediate perceptions.

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School Profile																											
School name and number: 980-343-6055																											
School address: 2028 Little Rock Road																											
School telephone number: 562																											
	#	%																									
Grades:	K-5																										
Number of students enrolled:	780																										
Number of general education students:	669																										
Number of EC students:	66	7%																									
Number of LEP students:	140	17.8%																									
Principal suspensions:	1	0%																									
Superintendent suspensions:	0	0%																									
Number of economically disadvantaged students:	650	79%																									
Ethnic make-up of the students (by percentage):	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Race</th> <th style="text-align: center;"># Enrolled</th> <th colspan="2" style="text-align: center;">% Enrolled</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td style="text-align: center;">406</td> <td style="text-align: center;">52.1%</td> <td></td> </tr> <tr> <td>American Indian</td> <td style="text-align: center;">186</td> <td style="text-align: center;">23.8%</td> <td></td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">64</td> <td style="text-align: center;">8.2%</td> <td></td> </tr> <tr> <td>Multi-Racial</td> <td style="text-align: center;">31</td> <td style="text-align: center;">4%</td> <td></td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.1%</td> <td></td> </tr> </tbody> </table>			Race	# Enrolled	% Enrolled		African American	406	52.1%		American Indian	186	23.8%		Asian	64	8.2%		Multi-Racial	31	4%		Native Hawaiian or Other Pacific Islander	1	0.1%	
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	White	92	11.8%
	Total # of Students:	780	100%

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A. What is distinctive about your school?
<p>Our staff includes a School Psychologist, School Counselor, Science, Tech, Music, Art, PE Teachers, ISS Assistant, two EC Resource Teachers, Speech Pathologist, 3-5 and K-2 Literacy Facilitator, Math Facilitator, Title One Tutor and 41 classroom teachers, and 9 Teacher Assistants. All certified teaching staff are highly qualified and have obtained a North Carolina Teaching License. Currently 25% of teaching staff have three or fewer years experience. All staff members receive on-going professional development. Professional development is closely aligned with the School Improvement Plan and is determined by analyzing the assessment data and instructional needs of our students.</p> <p>Tuckaseegee LI/TD Elementary serves approximately 818 students. Our school has a diverse population of students. Currently we have a population that consists of 52% African American, 8% Asian, 12% Caucasian, 24% American Indian, 4% Multi-Racial, 18% LEP, 8% Exceptional, and 6% identified as Gifted. We offer a K-2 Learning Immersion Program and a 3-5 Talent Development Program which focuses on teaching students through rigor and higher level critical thinking skills. Classroom instruction infuses the multiple intelligences, while immersing students in hands-on learning. Our regular K-5 instructional program is designed to meet the needs of all students through small group, individualized instruction, and flexible grouping. This program also includes a K-2 Multi-age program that builds upon students' strengths and extends and accelerates their learning in a looping environment.</p> <p>This year our school focus is to increase student achievement in the areas of literacy and language, math and decreasing student referrals. Professional development for teachers will focus on Balanced Literacy, Guided Reading, Investigations, data analysis and Positive Behavior Intervention System. We will continue to work toward narrowing the achievement gap by continuing to develop and implementing a collaborative Response to Instruction-Student Intervention Team for those students working below grade level.</p>

B How effective is your school overall?					
	4	3	2	1	
School Self-Evaluation: High quality (4)			x		Undeveloped (1)
<i>How do you know?</i>					

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Current data reflects that kindergarten and first grade are making the greatest gains in reading and math. Kindergarten results indicate that 91.4% of students were proficient in Reading and 79% were proficient in math while 96% of the first graders were proficient in reading and 96% were proficient in math. Our scores begin to decline after first grade. The scores for reading in second grade drop to 64% and math drops to 74%. Third –fifth grade EOG results are as follows:

Grade 3 Reading: 58.3% Math: 73.3%

Grade 4 Reading: 52.8% Math 63.2%

Grade 5 Reading: 59.5% Math 63.4%

Family surveys data (13% reporting)

Our family survey indicates the following:

- 50.3 % of parents “strongly agree/agree” that the principal uses the school’s mission, values, and beliefs to guide her decision making. 40% answer “don’t know.”
- 73.3% of parents “strongly agree/agree” that school-wide expectations around policies, rules, and structures are clearly communicated at our school.
- 80% of parents “strongly agree/agree” that when they have concerns or problems, they feel comfortable seeking help from staff at our school.
- 94% of parents “strongly agree/agree” that children know the consequences for breaking school rules.
- 100% of parents “strongly agree/agree” that they are kept well informed of their child’s progress.

Teacher survey data (91.7% reporting)

Our teacher survey indicates the following:

- 50.3 % of teachers “strongly agree/agree” that the principal uses the school’s mission, values, and beliefs to guide her decision making.
- 94% of teachers “strongly agree/agree” that they understand the school’s mission, values, and beliefs.
- 86% of teachers “strongly agree/agree” that they feel empowered by the principal to do what is necessary to impact student achievement.

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What are its notable strengths?

- RTI policies and procedures have been implemented and will address all student concern
- 20 staff members have obtained a Master's Degree
- 2 staff members have obtained a Doctorate's degree
- Committees have been formed for to address concerns for the school

What are its main areas for improvement?

- 156 3-5 graders are currently at Level 1 and 2
- Staff collaboration
- Rigor
- Differentiation
- Implement Balanced Literacy throughout the school to address reading deficiencies more effectively
- To improve test scores for subgroups
- To decrease the number of office referrals so instructional time is not interrupted
- Increasing student engagement during instruction
- Increase opportunities for parent involvement, especially in subgroups
- Effective use of teacher assistants during instruction
- Ensuring quality customer service to all stakeholders
- Effective partnership with parents and members of the community
- Communication with non-English speaking families.

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1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?				
	4	3	2	1
School Self-Evaluation: High quality (4)			x	Undeveloped (1)

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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How do you know?

In which subjects and grades do students do best, and why?

Current data shows students performing better in math because the population of ESL students is high and thus math is a more achievable subject. Language barriers prohibit many ESL students from achievement on literacy EOGs. Also, the math curriculum is hands on and interactive.

In which subjects and grades is improvement needed, and what action is being taken?

We are demonstrating low levels of proficiency in reading in grades 2-5. We are developing and implementing the following programs to ensure that students begin to make progress in these areas in the coming year. Our goal, in this initial year, is to improve student achievement by 5%.

- Balanced Literacy- Readers Workshop
- Guided reading
- Common Assessment Training
- Title I tutors
- Productive RTI team
- Planning with a facilitator and Admin.
- Data analysis
- Each teacher will meet with administration to identify individual academic needs twice a year
- ISS Assistant supports students by continuing instruction during detentions and in school suspensions
- Literacy Lab for Students in K-5 performing below grade level
- Math Lab for Students in 2, 3, 4 and 5th Grades performing below grade level

Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken?

Asian, AA and Hispanic students are the scoring lowest students.

In grades 3 – 5, there is evidence of disparities in student achievement in reading and math when comparing the subgroup of white students (86.5%) to subgroups of African American (53.5%), Hispanic (54.1%), LEP (45.5%) and students with disabilities (24.4%).

In grades 3 – 5, there is evidence of disparities in student achievement in reading when comparing the

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subgroup of white students (81.3%) to subgroups of African American (52%), Hispanic (47.9%), Language English Proficient (38.5%) and students with disabilities (21.1%).

In grades 3 – 5, there is evidence of disparities in student achievement in mathematics when comparing the subgroup of white students (89.6%) to subgroups of African American (59.7%), Hispanic (63.53%), Language English Proficient (56.9%) and students with disabilities (26.3%).

In grade 5, there is evidence of disparities in student achievement in science when comparing the subgroup of white students (93.3%) to African American (40%), Hispanic (42.9%), Language English Proficient (23.1%) and students with disabilities (28.6%).

- Involved RTI team
- Professional Development
- Planning with a facilitator and Admin
- Allocation of Title I funding to purchase literacy support materials

How is the school addressing the specialized needs of EC and LEP students?

- Two EC resource teachers and 1 assistant work with the teachers in an inclusion model
- Two ESL Teachers work the teachers in an inclusion model
- ELL WIKI site for parents, teachers and students

How does the school use student performance data to take and adjust actions to improve student achievement?

- Common assessment training to improve student progress monitoring
- Differentiated Instruction based on data analysis

Teachers meet on a weekly basis to create common assessments and analyze data during instructional planning. During this time teachers discuss common objectives that are not proficient, create common assessments and instruments for progress monitoring. Teachers also discuss the three levels of intervention

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for Tier 2 students.

Teachers post lesson plans on the internal drive for administration and support staff to view and use to tailor their lesson plans. They also communicate their needs to support staff so that they may be cognizant of classroom needs and academic support during the tier three block of time.

How does your school allocate available resources to improve student learning and achievement?

Staff members include:

- K-2 Literacy Facilitator
- 3-5 Literacy Facilitator
- Math Facilitator
- Science Lab Teacher
- Dean of Students
- Tech Associate
- School Counselor
- School Psychologist
- Translator

Facilitators meet weekly with teachers during instructional planning. They offer training, resources and support to the classroom teacher in the areas of Math and Literacy best practices. . They will also be responsible for implementing the Literacy and Math Labs to support below grade level students and tracking progress monitoring on each grade level.

After an analysis of data and an inventory of resources is completed, a list of effective resources is compiled and shared with literacy facilitators. Literacy facilitators research the information regarding the validity and effectiveness of the programs and share relevant information at the administrative team meetings. Samples of products are purchased and then shared at planning sessions. If staff members and student data reveal that the sources are user friendly and improve student learning, additional resources are purchased.

The school houses available student learning materials and leveled books in a book room. Most materials have been introduced to the staff and cataloged into the school's inventory. Staff members are allowed to check out these materials.

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2. How effective is your school in providing a relevant and appropriate curriculum for all students, grades and sub-groups?					
	4	3	2	1	
School Self-Evaluation: High quality (4)		x			Undeveloped (1)
<i>How do you know?</i> <ul style="list-style-type: none"> Curriculum is being changed from Imagine It to Balanced Literacy Instruction Common Core standards are being used during lesson planning. Accelerated Reader DIBELS/Progress monitoring 					
<i>How is alignment with the Common Core ensured?</i> <ul style="list-style-type: none"> Instructional planning meetings Facilitators meet with teachers during instructional planning and assist with Common Core 					
Alignment with Common Core is ensured during team planning. At this time teachers review and evaluate pacing guides and objectives that they are preparing to teach and assess to ensure that lesson activities are adequately aligned. The objectives are review again at data and program planning. During informal walkthroughs, members of the administrative team review lesson activities and planned objectives for alignment.					

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How does the school ensure a broad range of learning experiences?

- Learning Immersion, Talent Development, Multiage, Traditional Classroom Settings
- Use of Multiple Intelligences
- Integration throughout subjects, even in special areas
- Smart Boards in all classrooms
- Smart Response
- Elmos, projectors and other technology

3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?

	4	3	2	1	
School Self-Evaluation: High quality (4)		x			Undeveloped (1)

How do you know?

- Lesson Plan Feedback Form
- Administrative walkthroughs and feedback
- Teacher evaluations are aligned with School Improvement Plan, and Common Core
- Monthly Student Mini Assessment Data-Analysis of teacher's data
- Parent Teacher Conferences

Tuckaseegee utilizes research based methods and strategies for instruction and the learning experiences of students.

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Which are the strongest features of teaching and learning and why?

- Highly Qualified Staff
- Interactive Math curriculum
- Real world application
- Full Time Technology Associate
- Using technology on a regular basis brings in the 21st century learning skills.
- Utilizing professional development to implement best practices.
- Guided Practice
- Cooperative Learning

What aspects of teaching and learning most need improvement and what action is being taken?

- Differentiation of instruction and understanding what is meant by this as well as how it is applied during small group instruction and individualized work time.
- Implementing rigor through the use of higher level questioning and critical thinking skills.

We continue to provide professional development in these areas. The professional development team develops training that is aligned with staffs' professional development needs. Administration provides feedback on lesson plans, walkthroughs in classrooms, assessment conferences and evaluation conferences. Aspects of teaching and learning that most need improvement are related to student engagement, differentiation and increasing levels of rigor. Actions that are being taken to address these areas are daily walkthroughs, observations, in-services and team planning with the facilitators. Staff surveys are also being used to gauge teachers' needs, team planning and the creation of PLC's. Teachers are using questioning strategies, such as Blooms Taxonomy and Marzano's levels of questioning in a spiraling format to cover all levels of thinking. Reading instruction is being change to a balanced literacy framework.

How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?

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- Teachers and support staff use the RTI procedures to provide additional instruction and interventions to those students not making adequate progress
- Teacher meet during instructional planning time for data analysis and planning of instruction based on student need
Progress Monitoring
- Common Assessments

Teachers assess students' achievement of learning objectives and adjust instruction with assessment information through DataWise strategies that involve digging deeper into the objective, identifying the level of expectation for mastery and then assessing and evaluating student performances through weekly discussions at planning. Through planning, common assessments and pre/post tests are developed by teachers to provided continuous information to guide instruction.

4. How effective is the school in ensuring high quality leadership and management?				
	4	3	2	1
School Self-Evaluation: High quality (4)		x		Undeveloped (1)
How do you know?				
<ul style="list-style-type: none"> • Consistent positive ratings for administration on Parent and Teacher Surveys • All stakeholders contribute to School Improvement Plan • School Leadership Team consists of administration, support staff, school psychologist, classroom teachers, parents and community members. 				

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Which are the strongest aspects and why?

Leadership is collaborative, distributive and shared among school teacher leaders and teacher assistant leaders. All teaching staff members serve on a PLC team and assist in developing educational strategies and the SIP

- Strong focus on student learning and student success and support from administration
- Staff and parents are well represented on School Leadership Team
- Ongoing interest and support from administration to share latest research and best practices through professional journals and books

What most needs improvement and what action is being taken?

- Student achievement
- RTI
- Differentiation
- ELL Subgroups
- ELL/SIOP based instruction
- Vertical Team Planning
- Behavior Management (PBIS)

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5. How effective is the school in creating a high quality learning environment?					
	4	3	2	1	
School Self-Evaluation: High quality (4) <i>How do you know?</i> Technology resources Rigorous lesson plans Real world application	x				Undeveloped (1)
<i>Which are the strongest aspects and why?</i> <ul style="list-style-type: none"> • Highly qualified staff • Communication with parents • Setting high expectations for students in order to increase student achievement. • Cooperative learning 					
<i>What most needs improvement and what action is being taken?</i> <p>Continue to implement meaningful and appropriate strategies in the areas of literacy, teacher/student interactions, and math skills and by documenting student progress and utilizing this data to drive instruction and lesson plans. Continue to implement strategies to address the needs of English Language Learners and EC students.</p>					

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6. How effective is the school in establishing a high quality partnership with parents, other schools and the community?						
		4	3	2	1	
School Self-Evaluation: High quality (4)			x			Undeveloped (1)
<p><i>How do you know?</i></p> <ul style="list-style-type: none"> Parent workshops in English and Spanish Monthly newsletters from classroom teacher Connect ED used daily for tardies and absences and throughout the year to update families about upcoming workshops and meetings Student Planner sent home nightly with PBIS phone calls to parents about student attendance and tardies Principal and Assistant Principal meet with each teacher as part of the observation review to analyze student data 						
<p><i>Which are the strongest features of communication between home/school about the school's work and about each student's achievement? Why?</i></p> <p>Parent workshops impact student achievement. Workshops are aligned with the School Improvement Plan, curriculum and scientifically based research and best practices Donuts for Dads, and Muffins for Mom, Back to School Night, EOG Training for Parents help parents become involved in their child's education and familiarize them with the school setting in an informal manner. Workshops are given in English and Spanish and are held in the morning, at lunchtime, and in the early evening to address parent needs.</p>						

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What most needs improvement and what action is being taken?

Continue to better address educational needs of our ELL and EC families through additional training and workshops

What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?

- PTA
- Parent University
- Muffins for Moms/Donuts for Dads
- Monthly newsletters
- Friday Folders
- Teacher Websites

Each of these areas provides an opportunity for parents to become actively involved with the school community or assists in providing a vehicle for parents to interact with staff and administration.

What needs improvement and what action is being taken?

- Customer service to stakeholders
- Involvement of ELL parents
- Communication with parents
- Collaboration with parents

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7. What other information, if any, do you feel it would be important for the reviewers to know prior to the review? (For example: principal recently appointed previous month)

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Bullying Prevention Outcome: Decrease the number of incidents recorded in NC Wise for disciplinary actions by 30%.

All scholars at Tuckaseegee will have the benefit of learning in a safe, respectful and responsible environment, where all stakeholders are responsible for creating a positive climate of good character.

Strategies/Rationale • Task	Point Person	Evidence of Success	Names of Participants (Add names to titles where appropriate)	Information related to task as indicated	Timeline
		Outcome Measures			
. School staff training <ul style="list-style-type: none"> School leadership will provide information to all teachers and support staff selected by principal regarding the district-wide program, school efforts and BP awareness. 	<i>Principal or AP, Dean & BP Liaison</i>	<i>School staff will have an understanding of school's BP efforts and expectations.</i>	<i>All school staff</i>		Between 9/30 to 10/17
. Establish a BP taskforce <ul style="list-style-type: none"> A taskforce is created to assist in the implementation and communication of BP efforts. The following stakeholders should be included: School administrator; BP liaison; parent(s), student(s); counselor, teacher(s), other as indicated by principal. 	<i>Principal or AP, Dean & BP Liaison</i>	<i>A taskforce representing all stakeholders establishes clear objectives as indicated by Safety and Respect for All district plan.</i>	<i>List titles, names of taskforce members</i>	<i>BP liaisons will be provided with information on how to work with taskforce to promote and implement BP Plan.</i>	Between 9/30 to 10/17
. Review/Share policy of expectations and processes with students and parents	<i>Teachers BP Taskforce</i>	<i>Parents and students will have an understanding of expectations and BP efforts and discipline management at the school.</i>		<i>Teachers will share information with students and parents via BP Policy discussed in class and sent home for parents to sign and return. BP Taskforce will share information with parents and students via Parent University Workshop, PTA meetings and with students on closed circuit TV and/or assembly.</i>	Between 9/18 and ongoing

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<p>. Administer on-line BP Survey</p> <ul style="list-style-type: none"> Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that school staff is aware of hot-spots and issues in school. 	<p><i>BP Taskforce</i></p>	<p><i>A diverse sample (10%) of 3rd and 5th grade students provides immediate information to BP Taskforce regarding bullying at school to drive BP efforts.</i></p>			<p>Between 9/29 to 10/8</p>
<p>Initiate school-wide Bullying Prevention Month Activities</p> <ul style="list-style-type: none"> This is a national event that will help establish school culture and set tone for rest of year. 	<p><i>BP Taskforce/PBIS Committee</i></p>	<p><i>Activities during this month will promote student integration, a culture of respect and awareness of the impact of bullying.</i></p>		<p>www.pacer.org/bullying/index.asp</p>	<p>10/1 to 10/31</p>
<p>Submit this form with final SIP plan</p> <ul style="list-style-type: none"> Copy of this form should be submitted to jose.hparis@cms.k12.nc.us. Please include the name of your school. 	<p><i>Principal & BP Liaison</i></p>	<p><i>BP SIP form is filled out with the names of all the stakeholders and information requested.</i></p>		<p><i>School will utilize Bully Prevention Backpack, and other publications/resources disseminated/shared at BP training.</i></p>	<p>10/29</p>
<p>First semester Bullying-Prevention activities begin with Mix-It Up Day</p> <ul style="list-style-type: none"> Mix-It up day is a national event to promote better relationships across all segments of the student population (and staff). 	<p><i>BP Taskforce/PBIS Committee</i></p>	<p><i>School environment is greatly improved when students have established at least some basic knowledge and communication with someone from a different background.</i></p>		<p>www.mixitup.org</p>	<p>11/09</p>
<p>. Second semester bullying-prevention activities begin</p> <ul style="list-style-type: none"> Bullying activity and discipline issues tend to increase during the last semester of school. It is important to reconnect with stakeholders and sustain BP efforts. 	<p><i>Dean/Teachers/ BP Taskforce/PBIS Committee</i></p>	<p><i>Discipline referrals related to bullying and school environment continues to improve. BP Liaisons meet to compare best practices and support.</i></p>		<p><i>Dean to assist teachers with providing feedback via discipline logs and compiling data for BP Taskforce to review..</i></p>	<p>1/26/13</p>
<p>Completion of bullying-prevention activities for 2012-2013</p>	<p><i>Principal & BP Taskforce</i></p>	<p><i>Schools will report on how effective BP efforts were through on-line survey and group gathering.</i></p>			<p>5/27/13</p>

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Required documentation of PD:

1. Maintain sign-in sheets & agendas, handouts, notes 2. Provide renewal credit through MyPD (when appropriate) 3. Teacher feedback on PD (surveys, questionnaires, etc.) 4. Documentation that shows what was learned is being implemented correctly 5. Documentation that shows PD is impacting student achievement 6. Analyze effectiveness & decide what next

For schools in improvement: PD mandatory 10% set aside \$_____

<u>Ongoing Professional Development</u> <i>Conferences, workshops, in-service, mentoring, planning, courses</i>	<u>PARTICIPANTS</u>	<u>Why needed?</u> <i>Tie to needs assessment & Goal/strategy from SIP pg. # & if applicable- How will this help remove from improvement?</i>	<u>Funding Sources</u> <i>State or local Prof. Dev. Money, Title I, grants...</i>	<u>Cost</u>	<u>Timeline</u> <i>When & Effectiveness Check-points</i>	<u>Point Person</u>	<u>Evaluation/Follow-up</u> <i>State specifics ex: # 4 lesson plans, observation, work sample... #5 Progress Monitoring results in ORF, AR diagnostic Reports, tests, EOGs ...</i>
1.Common Assessment Training	Classroom Teachers	Develop tool for progress monitoring	NA	NA	10/13	Myers Wilson Smith	Teacher evaluations use of common assessment in Thinkgate, student achievement
2. Balanced Literacy Training including Reading Assessment Training	Teachers/TAs	Increase Reading Proficiency by 5% as measured on summative assessments and EOGs in May 2013 Teachers will be trained on the following Balanced Literacy Components: * Interactive read aloud *Guided Reading	NA	NA	8/12-5/13	LaTresha Xiomara	Lesson Plans; Handouts; Assessment Monitoring Progress; Common Assessments; WalkThroughs

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		*Reader's Workshop *Message Time Plus *Month by month phonics					
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**Title I Action Plan (2012-2013)
Family/School Partnerships**

School Name: Tuckaseegee Elementary School Title I Allocation for Parent Involvement: _____ \$ _____

Name of Activity (Include a brief summary along with any instructional materials that need to be purchased.)	Date/ Time Must vary days and times	Goal # (from SIP)	Funding Sources/Costs (Title I, contributions, partnerships, etc.)	Which of Epstein's six keys of building successful partnerships does this activity support?*						Refreshments served?	
				Parenting	Communication	Volunteering	Home Learning at	Decision Making	Community Collaboration	Yes	No
Open House Annual Title One meeting, Recruitment of Parent Volunteers for PTA, SLT, feedback requested on Parent Policy (school & district, School Compact, and other school wide activities	Tuesday August 23, 2012 11:30-Title One				X	X			X		X
Curriculum Night/ State of the School Address: AYP & ABC results, School Improvement Status, Parents Right to Know, Parent Policy, and School Compact, and recruitment for parents to join SLT and PTA	Tuesday, September 12(K, 1,2-MA) Thursday September 13(3-5 and TD)				X	X	X	X	X		X
Parent Policy: Feedback requested, Distributed & voted on during Annual Meeting-Distributed during	August 23, and September 12 and 13 at				X	X	X	X	X		X

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Conferences-Ongoing guide for Family Involvement	Curriculum night											
Community Partnerships: Papa John's Pizza Garden Club	Begins January 2012-May 2013				X	X			X			x
Parent Survey- Initial Survey: Distributed to receive input from parents regarding topics for workshops and ideas for school wide events End of Year: Comprehensive evaluation of school wide family involvement activities/workshops.	September 12 and 13 at Curriculum Night			X X	X X	X X	X X	X X	X			x
Family Compacts-1st Distribution Open House 2 nd distribution- Annual meeting 3 rd Parent-Teacher Conferences Teachers actively involved in making (3) different types of attempts to get 100%	August 23, 2012; September 12, and September 13, 2012 Curriculum Night			X	X	X	X	X	X			x
Two Way Communication: Newsletters, Connect Ed, Flyers, Email Notification, Letters home, home visits, academic reports, phone calls Including: information on how to help their child academically, progress feedback, SIP information, curriculum...				X	X	X	X	X		N/A		

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Review of Parent Requests: Feedback and requests will be reviewed through survey data, compact feedback, and workshop evaluations.	Monthly SLT meetings				X	X	X	X		N/A	
Translation: Provided by ESL teacher and use of CMS International Office, and specialized equipment will be utilized when necessary.					X						
PTA Board Meetings: Support membership drives and activities					X	X	X		X	N/A	
Parent Activities Donuts for Dads Muffins for Moms				X	X	X	X		X		
Identify specific events below											
Parent University – free course offerings with a concentration in Parenting Awareness (information that can empower parents to raise confident , educated children ready for the 21st century) and Helping Your Child Learn in the 21st Century (these offerings provide				X	X	X	X	X	X	X	

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parents information about how they can support their children's academic opportunities and challenges.											
English classes for ELL Parents Offered daily through CPCC	9/12-5/13										
EOG Math Parent Night										x	
EOG Literacy Parent Night										x	
Transition to Middle School Parent Night										X	
										X	

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