

School Improvement Plan



2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: October 3, 2016	Final Copy Due: October 18, 2016
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Tuckaseegee Contact Information

School	Tuckaseegee LI/TD	Courier Number:	562
Address	2028 Little Rock Road	Phone Number:	343.6055
	Charlotte, NC 28214	Fax Number:	343-6128
Learning Community	West (West Meck Feeder)	School Website:	http://schools.cms.k12.nc.us/tuckaseegeeES/Pages/Default.aspx

Principal	Dr. Rhonda Gomez
Learning Community Superintendent	Paul Pratt

Tuckaseegee School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Dr. Rhonda Gomez	Rhonda.gomez@cms.k12.nc.us	
Assistant Principal Representative	Renée Golz	Renee.golz@cms.k12.nc.us	
Teacher Representative	Michelle Beers	Michelle.beers@cms.k12.nc.us	8-22-2016
Teacher Representative	Celeste Myszka	Celeste.myszka@cms.k12.nc.us	8-22-2016
Teacher Representative	Anna Sigmon	Anna1.sigmon@cms.k12.nc.us	8-22-2016
Teacher Representative	Amy Lalonde	Amy.lalonde@cms.k12.nc.us	8-22-2016
Teacher Representative	Jocelyn Watson-Garland	Jd.watson-garland@cms.k12.nc.us	8-22-2016
Teacher Representative	Sarah Miller	Sarahm.miller@cms.k12.nc.us	8-22-2016

Teacher Representative	Franswa Hill	Franswaq.hill@cms.k12.nc.us	8-22-2016
Teacher Representative	April Johnson	Sprilc.johnson@cms.k12.nc.us	8-22-2016
Teacher Representative	Jason Otto	Jason.otto@cms.k2.nc.us	8-22-2016
Teacher Representative	Jillian Molitor	Jillianl.molitor@cms.k2.nc.us	8-22-2016
Teacher Representative	Jaukeela Jarrott	Jaukeela.williams@cms.k12.nc.us	8-22-2016
Inst. Support Representative	Isaac Murray	Isaac1.murray@cms.k12.nc.us	8-22-2016
Teacher Assistant Representative	Dorita Elmore	Doritab.elmore@cms.k12.nc.us	8-22-2016
Parent Representative	Brittany Hill	brittanyhill626@gmail.com	8-22-2016
Parent Representative	Marlon Pacheco	marlonpacheco62@gmail.com	8-22-2016

Vision Statement

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

School: We support students as they become persistent learners, making their possibilities endless.

Mission Statement

District: The mission of CMS is to 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.

Tuckaseegee Shared 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.

Tuckaseegee SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1 with the goal of proving an average of at least five 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.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Mastery Grading Procedures Plan – Maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready.

- 90 Day Plan

Increase our reading proficiency from 37.1% to 50% by June 2017 as measured by the NC EOG Reading assessment in grades 3-5.

Increase our reading proficiency from the 2015-2016 EOY TRC to the 2016-2017 EOY TRC in grades K-3:

- Kindergarten: 54% to 65%
- First Grade: 36% to 50%
- Second Grade: 40% to 55%
- Third Grade: 41% to 55%

Increase our math proficiency from 35.1% to 50% by June 2017 as measured by the NC EOG Mathematics assessment in grades 3-5.

Increase our math proficiency from the EOY 2015-2016 Math MAP to the EOY 2016-2017 Math MAP assessment data in grades K-2:

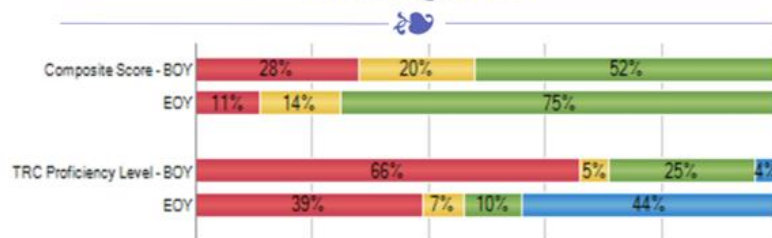
- Kindergarten: 26% to 36%
- First Grade: 30% to 40%
- Second Grade: 24% to 34%

Increase teacher efficacy aligned to individualized management and rigor trajectories. The feedback teachers get from being observed helps them to improve student outcomes. To increase from 74% (Spring 2015/16) to 79% (Spring 2016/17) to meet or exceed top quartile average.

Tuckaseegee Assessment Data Snapshot

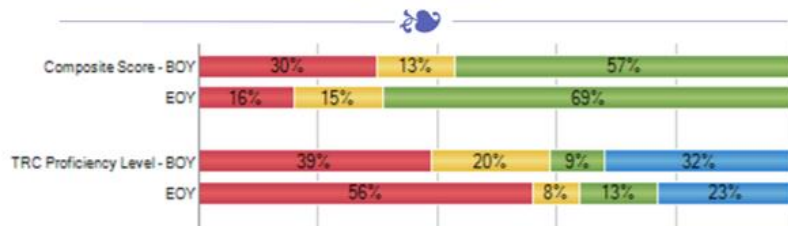
Tuckaseegee Elementary School (562)	2015-16	3/4/5s Change Symbol	GLP Achievement Level 3/4/5				2013-14	4/5s 2015-16	Change Symbol	CCR Achievement Level 4/5 in 2013-14 And Beyond Achievement Level 3/4 in 2012-13							
			2014-15	2013-14 to 2014-15 Pct. Change	2014-15 to 2015-2016 Change	2014-15				2013-14 to 2014-15 Pct. Change	2013-14	2012-13 to 2013-14 Pct. Change	2012-13				
School Composite	37.12%	↑	1.92%	35.2%	-3.9%	↓	39.1%	26.97%	↑	1.57%	25.4%	-2.2%	↓	27.6%	1.1%	↑	26.5%
Grade 03 EOG Reading	32.81%	↓	-4.89%	37.7%	10.3%	↓	48.0%	21.88%	↓	-3.32%	25.2%	-7.6%	↓	32.8%	3.3%	↑	29.5%
Grade 04 EOG Reading	34.78%	↓	-7.42%	42.2%	6.4%	↑	35.8%	21.01%	↓	-11.79%	32.8%	10.2%	↑	22.6%	13.1%	↓	35.7%
Grade 05 EOG Reading	38.10%	↑	7.80%	30.3%	10.1%	↓	40.4%	25.40%	↑	0.40%	25.0%	-0.4%	↓	25.4%	5.7%	↑	19.7%
School EOG Reading Composite	37.12%	↑	0.42%	36.7%	-4.5%	↓	41.2%	26.97%	↓	-0.53%	27.5%	0.6%	↑	26.9%	-1.0%	↓	27.9%
Grade 03 EOG Math	37.21%	↑	5.41%	31.8%	15.8%	↓	47.6%	25.58%	↑	5.68%	19.9%	12.6%	↓	32.5%	10.0%	↑	22.5%
Grade 04 EOG Math	28.57%	↓	-0.13%	28.7%	-1.2%	↓	29.9%	25.71%	↑	4.81%	20.9%	-1.7%	↓	22.6%	-2.4%	↓	25.0%
Grade 05 EOG Math	39.84%	↑	13.34%	26.5%	12.1%	↓	38.6%	34.38%	↑	12.38%	22.0%	12.2%	↓	34.2%	6.2%	↑	28.0%
School EOG Math Composite	35.01%	↑	5.91%	29.1%	-9.4%	↓	38.5%	28.46%	↑	7.56%	20.9%	-8.5%	↓	29.4%	4.2%	↑	25.2%
Grade 05 EOG Science	49.61%	↑	0.41%	49.2%	15.0%	↑	34.2%	34.65%	↑	1.35%	33.3%	9.6%	↑	23.7%	-2.8%	↓	26.5%
EOG Composite	37.12%	↑	1.92%	35.2%	-3.9%	↓	39.1%	26.97%	↑	1.57%	25.4%	-2.2%	↓	27.6%	1.1%	↑	26.5%

TRC Data Kindergarten



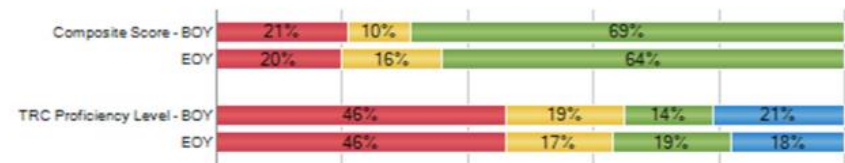
	BOY @ or above proficiency	EOY @ or above proficiency	Growth
Composite	52%	75%	+23
TRC	29%	54%	+25

TRC Data 1st Grade



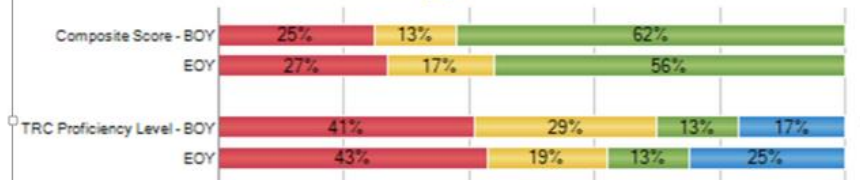
	BOY proficiency	EOY @ or above proficiency	Growth
Composite	57%	69%	+12
TRC	41%	36%	-5

TRC Data 2nd Grade



	BOY proficiency	EOY @ or above proficiency	Growth
Composite	69%	64%	-5
TRC	35%	37%	+2

TRC Data 3rd Grade



	BOY proficiency	EOY @ or above proficiency	Growth
Composite	62%	56%	-6
TRC	30%	38%	+8

Tuckaseegee Profile

Our staff includes a Magnet Coordinator and part-time TD Catalyst Teacher, School Psychologist, (2) School Counselors, Intervention Coach/Specialist (1) Technology Associates, Music, Art, PE Teacher, (2) EC Resource Teachers, BMT, Speech Pathologist, K-5 Literacy Facilitator, Literacy Coach, and 42 classroom teachers, and (11) Teacher Assistants.

Currently Tuckaseegee has 98.2% of our certified teaching staff are highly qualified and have obtained a North Carolina Teaching License. Currently 16% 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, Strategic Plan 2018, and is determined by analyzing the assessment data and instructional needs of our students through adherence to a school wide Data Driven Instruction Model.

Tuckaseegee LI/TD Elementary is a Title I school which serves approximately 750 students. We offer a K-2 and 3-5 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 multiple intelligences, while immersing students in hands-on learning, critical thinking and problem solving experiences. 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 regular K-5 instructional program is designed to meet the needs of all students through small group, individualized instruction, flexible grouping, and personalized learning opportunities.

Currently we have a population that consists of 49% African American, 34% Hispanic/Latino, 10% Asian, 5% Caucasian, 2% Multi-Racial & AI, 16% LEP, 10% Exceptional Children, and 4% 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 behavior referrals. All teachers are focused on a continuous cycle of progress through the full implementation of a balanced literacy model and math workshop. With attention to ongoing assessment, analysis, and action, our teachers are committed to the design of effective intervention that mitigates any achievement gaps.

Staff Professional Development Focus:

In an effort to provide our teachers with the tools and hands on experiences they need to continuously develop professionally, we will offer a variety of professional development courses on site, focused on:

- **Data Driven Instruction: Assessment, Analysis, and Action:** This year Tuckaseegee continues to build on last year's professional development in using the Data Driven Instruction approach to improve student learning and work towards closing the achievement gap. To support teachers as they learn this approach, weekly PLC meetings are scheduled. During these meetings, teachers create common assessments, analyze data, and create individual and team action plans based on their findings.
- **Literacy Best Practices for Teacher Efficacy**
 - Intervention
 - Close Reading
 - EC Strategies
 - Enrichment Strategies
 - ESL Strategies
 - Teacher led PD
- **Personalized Learning: Micro-Society**
- **Intervention: Choosing, Delivering, Progress Monitoring, and Assessing the Effectiveness of Interventions for Struggling Students**

Additional Instructional and Behavioral Support:

- Tuckaseegee has one literacy coach position. The coach works with Kindergarten, 1st, and 2nd grade. The coach works directly with students as well as supports teachers on the components of balanced literacy through planning, one on one coaching sessions, modeled lessons, and co-teaching. The literacy coach also supports students going through the intervention team process by ensuring researched based interventions are delivered with fidelity.
- A 45 minute personalized learning block is built into the master schedule for every student every day. Every student receives small group instruction focusing on remediation or enrichment activities. All staff members work with small groups during this time to ensure each student's needs are being met.
- Tuckaseegee is participating in MTSS-B which helps to establish support for teachers in order to provide a data-driven decision making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment (academic and behavior) for all students. We utilize the a model for our discipline approach that helps us create the positive, learning climate that our students deserve and allows us the teaching time we need to move in a timely fashion through our curricular agenda. We have monthly award ceremonies that celebrate student behaviors and character traits with a culminating quarterly incentive.

Other facts about our school include the following:

- Quarterly Parent/Family/Staff Involvement activities (International Night, Micro-Nights)
- Curriculum Night
- Title 1 Parent Meeting
- Talent Development Night
- Learning Immersion Parent Meetings
- Multi-Age Information Sessions
- School-wide Character Education Program – Second Step
- Multi-Tiered System of Support-Behavior (MTSS-B)
- Multi-Tiered System of Support – (MTSS)

- Spelling Bee, Book Fair
- Boys Town Model – SBS Classes
- Personalized Learning – Micro-Society, Genius Hour
- Family Instructional Team - FIT (K-5)
- Mobile Maker Space

Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

SMART Goal (1): Duty Free Lunch for Teachers	Provide a duty-free lunch period for every teacher on a daily basis.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce.
Strategic Plan Focus Area:	Teacher Retention
Data Used:	Statutory Reference: 115C-105.27 (b) (6)

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Lunch coverage will be provided by one lunch monitor and teacher assistants.	Principal: Dr. Gomez Dean of Instruction: Jillian Molitor	Hiring of monitor; Attendance of Monitor	10/71 CMS District	Lunch Monitor & Teacher Assistants	August 2016- June 2017
2. Assigned Seating: Students will be assigned seats through a seating chart devised by the classroom teacher as needed to minimize behavior issues and facilitate behavior management by lunch monitors.	Classroom Teachers	Reduced number of student discipline referrals.	N/A	Teachers	August 2016- June 2017

<p>3. Master Schedule: The schedule for lunches has been arranged to manage the number of students in the cafeteria at any given time. Consideration is also given to the amount of time for transition to/from the cafeteria.</p>	<p>Principal: Dr. Gomez AP: Renee Golz</p>	<p>Lunch Schedule</p>	<p>N/A</p>	<p>Admin & Staff Scheduling Committee</p>	<p>August 2016- June 2017</p>
<p>4. MTSS-B: School Behavior Matrix: The behavior matrix, posted in the cafeteria sets clear behavioral expectations for students.</p>	<p>PAWS Committee, Lunchroom Monitors</p>	<p>Reduced number of student discipline referrals</p>	<p>N/A</p>	<p>PAWS Committee & Staff</p>	<p>August 2016- June 2017</p>

SMART Goal (2): Duty Free Instructional Planning Time	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and - 301.1, with the goal of proving an average of at least five 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.
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce. Goal 5. Optimize district performance and accountability by strengthening data use, processes and systems. Goal 6. Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion strategic school design.
Strategic Plan Focus Area:	Recruitment, PD, Retention, New Career Pathways, Leadership Development; Effective and Efficient processes and systems, Strategic management of district resources, Data integrity and utilization, School Performance Improvement, Disproportionality; Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design
Data Used:	Statutory Reference 115C-105.27(b)(7)

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) Interim Dates
1. Master Schedule <ul style="list-style-type: none"> Create a Master Schedule allowing duty-free instructional planning for every teacher for 45 minutes. 3-4 days of guided planning facilitated 	Principal: Dr. Gomez; Dean of Instruction: Jillian Molitor; Leadership Team; Grade Level Chairs	Master Schedule Planning observations Team Minutes	N/A	Classroom Teachers, Special Area Teachers, Teacher Assistants	August 2016-June 2017

<p>by a member of the leadership team.</p> <ul style="list-style-type: none"> • 1-2 days of planning following the grade level agenda 					
<p>2. Quarterly Planning: Teachers will be afforded the time to complete long-range planning through a schedule of ½ day – 1 full day planning for each grade level.</p>	Leadership Team	Completion of planning template	Title 1 Funds for Substitute Teachers	Leadership Team, Certified Teachers	Quarterly October 2016- May 2017
<p>3. Establish methods of communication such as:</p> <ul style="list-style-type: none"> • Facilitator Newsletter • Magnet Coordinator Newsletter • Grade Level Planning Agenda • Daily Update • E-mail • Google Docs-coaching comments, collaboration, survey information • Weekly DDI Update • Grade Level Newsletters 	Leadership Team Teachers	Copies of Newsletters, agendas, Google docs	N/A	Leadership Team	August 2016-June 2017
<p>4. Reinforce rigorous instruction and integrate the LI/TD magnet theme across</p>		Anecdotal notes from discussions	N/A	Classroom Teachers and	August 2016-June 2017

<p>the building through a variety of methods:</p> <ul style="list-style-type: none"> • Socratic Seminar 3 times in a 5 week period (on average) to enhance thinking, reasoning, and comprehension across the disciplines • Incorporate components of the School-Wide Enrichment model • Monthly Rigor walkthroughs • Mobil Makerspace Village 	<p>LI/TD Magnet Coordinator: Jason Otto</p> <p>Leadership Team</p>	<p>Increased involvement in field trips, educational film, and guest speakers of different trades/careers.</p> <p>Rigor walk through checklists</p> <p>Professional development and training in Genius Hour and Makerspace</p>	<p>Title 1 funds for Makerspace Activities</p>	<p>Leadership Team</p>	
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SMART Goal (3): Anti-Bullying / Character Education	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	4. Promote a system-wide culture of safety, high engagement, customer service, and cultural competence. 6. Inspire and nurture learning, creativity, innovation and entrepreneurship through the expansion strategic school design.
Strategic Plan Focus Area:	Physical safety, social and emotional health, high-engagement, customer service, cultural competency; Learning everywhere, all the time, Innovation and Entrepreneurship, Strategic School Design
Data Used:	Statutory Reference: 115C-105.27(b)(2) School Safety Audits; Teacher/Parent/Student Surveys, Suspension Rates

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention <ul style="list-style-type: none"> Lessons taught by the School Counselor based on a needs assessment. School Staff Training: School leadership will provide information to all teachers and support staff regarding the district-wide program, school efforts and BP awareness. PAWS Committee (Positive Attitude with Students) MTSS-B: Continued focus and training on 	Principal: Dr. Gomez; PAWS Committee Members; School Counselors: Mr. Murray & Ms. Muhammad	School Staff will have an understanding of the MTSS-B components and implement the structure with fidelity;	N/A	Admin School Counselor School Staff PAWS Committee	August 2016- June 2017

<p>the MTSS-B components; Boys Town (SBS classes)</p> <ul style="list-style-type: none"> Teachers will be provided with Coaching on Classroom Management (Uncommon Schools Scope and Sequence) 		<p>PAWS Committee: establishes clear objectives and expectations as indicated in the CMS district plan</p>			
<p>2. Character Education</p> <ul style="list-style-type: none"> Guidance conferences Small group conferences Scheduled Special Area class for students in grades K-3 using the Next Step program Implement Morning Meeting (Town Hall Meetings) structure to teach, discuss and resolve classroom issues (Daily Schedule) 	<p>Principal: Dr. Gomez;</p> <p>School Counselors;</p> <p>Classroom Teachers;</p> <p>Intervention Specialist: Jillian Molitor</p>	<p>Lesson Plans</p> <p>Classroom Observations</p> <p>Monthly Recognition of Character Trait winners</p> <p>Recognition bulletin board of Character Trait winners</p> <p>Implementing the Boys Town Model</p>	<p>N/A</p>	<p>Principal Leadership Team</p> <p>School Counselors</p>	<p>August 2016- June 2017</p>

<p>3. Healthy Active Child 30 min.</p> <ul style="list-style-type: none"> • Implement moderate to rigorous 30 minute structured physical activity daily in all classroom schedules • Schedule 45 minutes per week with the certified PE teacher • PE teachers will support classroom teachers by providing guidance and ideas on activities and athletic equipment 	<p>Principal: Dr. Gomez</p> <p>Intervention Specialist: Jillian Molitor</p> <p>PE Teachers: Bode & Pruitt</p>	<p>Classroom Schedules</p> <p>Classroom Observations</p> <p>Master Schedule</p>	<p>N/A</p>	<p>Principal</p> <p>Leadership Team</p> <p>PE Teachers</p>	<p>August 2016- June 2017</p>
<p>4. School Health Team</p> <ul style="list-style-type: none"> • Establish a school Health Advisory Team – Action for Healthy Eating • The committee plans, implements and monitors the implementation of the healthy food plan • The committee will meet monthly • The committee will include the following members: School Nurse, Cafeteria Mg. Parent, Classroom Teacher, Leadership Team Member 	<p>Renee Golz, AP</p> <p>School Nurse</p> <p>Cafeteria Manager</p>	<p>Schedule of Meetings</p> <p>Minutes from the Team Meeting</p>	<p>N/A</p>	<p>Assistant Principal</p> <p>School Nurse</p> <p>Cafeteria Manager</p>	<p>August 2016- June 2017</p>

<p>5. Girls on the Run:</p> <ul style="list-style-type: none"> Using an established program, girls will be encouraged to join this club which teaches and encourages physical activity for healthy living. 	Mrs. Beers	Weekly Sign-In sheets and participation in the 5K	Student funded and Scholarship	Staff Volunteers	September 2016- January 2017
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SMART Goal(s): <i>Duty Free Instructional Planning Time</i>	
Strategic Plan Goal:	
Strategic Plan Focus Area:	
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.					
2.	<div style="border: 2px solid blue; padding: 10px;"> <p>See NCStar Plan and 90 Day Plans</p> </div>				
3.					

Mastery Grading Procedures Plan – Required for All Schools

Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.				
Strategic Plan Focus Area:	Academic growth/high academic achievement				
Data Used:	Formative Assessments, TRC, MAP, Cycle Assessments, ACCESS Testing, BOG, EOG				
Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Common assessments <ul style="list-style-type: none"> • Assessments A & B that align to CCSS and Essential Standards 	Literacy Facilitator & Coaches; Grade Level Chairs	80% of students will reach mastery (85% or higher) on cycle Form B assessments	\$7,000.00 Copies	All Certified staff	August 2016-June 2017
2. Data disaggregation – Use of the DDI model for analyzing and monitoring data <ul style="list-style-type: none"> • Process of monitoring student achievement by standard in order to facilitate remediation/intervention plans 	Intervention Specialist: Jillian Molitor; Grade Level Teams Facilitator Reading Coach	Data comparison between classes on each grade level. This will lead to strategic planning for students who need remediation. Students' scores should increase each quarter.	N/A	All Certified Staff	August 2016-June 2017

<p>3. Flexible grouping</p> <ul style="list-style-type: none"> • Process of grouping students according to academic need by achievement level • Master Schedule provides daily Intervention Block • Literacy/Math Lab for students working below grade level 	<p>Grade Level Teams</p> <p>Facilitators</p> <p>Reading/Math Coaches</p>	<p>Differentiated lesson plans indicating students who are in each group of instruction. Increase in student scores based on increase in comprehension of content.</p>	<p>N/A</p>	<p>Certified Staff</p>	<p>August 2016-June 2017</p>
<p>4. Late and make-up work</p> <ul style="list-style-type: none"> • School expectations for holding students accountable for completing assignments 	<p>Grade Level Teams</p>	<p>Continued support for all students to support mastery learning. Increase in students turning in all work on time.</p>	<p>N/A</p>	<p>Certified Staff</p>	<p>August 2016-June 2017</p>
<p>5. Personalized Learning Design: Micro-Society</p>	<p>PL Team</p>	<p>PL Profiles, Habits of Mind, Growth Mindset</p>	<p>N/A</p>	<p>Certified Staff</p>	<p>August 2016-June 2017</p>

	Goals	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Reading Proficiency	37.12%	50%	<ul style="list-style-type: none"> • Kid talk time • Tighter planning structure • Exit Tickets • Cycle Assessments - 80% of students will demonstrate mastery (85% or higher) on cycle Form B assessments
2	Math Proficiency	35.1%	50%	<ul style="list-style-type: none"> • Kid talk time • Tighter planning structure • Exit Tickets • Cycle Assessments - 80% of students will demonstrate mastery (85% or higher) on cycle Form B assessments
3	Effective Teaching Goal	40.6%	50%	<ul style="list-style-type: none"> • Coaching Model • Uncommon Schools Scope and Sequence

90-Day Action Plan – Priority #1

Focus Area (Big Rock): Increase reading proficiency from 37.1% to 50% by June 2017 as measured by the NC EOG Reading assessment in grades 3-5. Increase reading proficiency from the 2015-2016 EOY TRC to the 2016-2017 EOY TRC in grades K-3:

- Kindergarten: 54% to 65%
- First Grade: 36% to 50%
- Second Grade: 40% to 55%
- Third Grade: 41% to 55%

School's Priority: Implementation of strategies for Academic Vocabulary, Academic Discourse, and Close Reading

School Leader Responsible:

- Leadership Team:
 - Individual teacher coaching
 - Aggressive monitoring of effective strategy implementation
 - Walk-thru schedule

Desired Outcome:

Increase in grade level proficiency as measured by the 2017 NC Reading EOG test and TRC.
Planning sessions will be highly effective as measured by Insight survey and in house surveys

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Lack of effective planning sessions and instructional consistency; evidence through observation of planning sessions, feedback/surveys, walkthroughs/observations, lack of student proficiency

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<ul style="list-style-type: none"> Structured planning aligned to the lead4ward template https://drive.google.com/a/cms.k12.nc.us/file/d/0BzyUdVycBQV4ZDZUUUZGMEIZRWc/view?usp=sharing 	<ul style="list-style-type: none"> Classroom Teachers Facilitator Instructional Coaches 	September 2016 – June 2017 Daily planning sessions	<ul style="list-style-type: none"> Master Schedule to include 4-5 days of structured planning Lead4ward planning template Instructional Resources Professional Development (Title I funding)
<ul style="list-style-type: none"> Inclusion and co-teaching model will be implemented with the support of the Literacy Facilitator, Reading Coach, EC, and ESL 	<ul style="list-style-type: none"> Classroom teachers Literacy Facilitator Reading Coach EC teachers ESL teachers Assistants 	September 2016 – June 2017	<ul style="list-style-type: none"> SIOP and best practices PD Master schedule maximizes instructional time for students in grades K-5 o allow ESL/EC students to participate in inclusion, co-teaching, and pull-out service models. Literacy Lab for K-4 grade students
<ul style="list-style-type: none"> Individual Coaching for classroom teachers with a focus on rigor and management https://drive.google.com/open?id=0BzyUdVycBQV4NHprVmRIOHd5M1k 	<ul style="list-style-type: none"> Classroom teachers Literacy Facilitator Reading Coach Leadership Team 	September 2016 – June 2017	<ul style="list-style-type: none"> Coaching Schedules Walkthrough schedule/data Get Better Faster Scope and Sequence – Uncommon Schools

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
October 4-7 November 28 - December 2 January 30 – February 3 March 20-24 May 8-12	Cycle Assessments - Cycle Assessments - 80% of students will demonstrate mastery (85% or higher) on cycle Form B assessments	Re-loop and re-teach during the daily intervention block and personalized learning time.
Varies by Teacher	Progress Monitoring – Intervention Lesson Plan DDI Planning sessions provide the time for this discussion and training to occur.	Individual teacher coaching Change in Literacy Lab roster
BOY: September 19 – October 7 MOY: January 17 – February 3 EOY April 17 – May 5	MAP – 80% of students will score above the 25 th percentile	Teachers would complete grade level Tier 1 core strengthening plans
BOY: September 7 – September 30 MOY: January 6 – February 2 EOY: April 30 – May 22	<ul style="list-style-type: none"> • Kindergarten: 54% to 65% • First Grade: 36% to 50% • Second Grade: 40% to 55% • Third Grade: 41% to 55% 	Teachers will follow the required state progress monitoring schedule for students scoring in the intensive or strategic range.

90-Day Action Plan – Priority #2

Focus Area (Big Rock): Increase our math proficiency from 35.1% to 50% by June 2017 as measured by the NC EOG Mathematics assessment in grades 3-5.

Increase math proficiency from the EOY 2015-2016 Math MAP to the EOY 2016-2017 Math MAP assessment data in grades K-2:

- Kindergarten: 26% to 36%
- First Grade: 30% to 40%
- Second Grade: 24% to 34%

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Problem solving skills, lack of basic math fluency, inability to read and comprehend math word problems

Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Increase in grade level proficiency as measured by the 2017 NC Mathematics EOG test and the Math MAP test.

Planning sessions will be highly effective as measured by Insight survey and in house surveys.

School Leader Responsible:

- Leadership Team:
 - Individual teacher coaching
 - Active monitoring of effective strategy implementation

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* The need for continued development of content knowledge. Lack of student proficiency.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<ul style="list-style-type: none"> Structured planning aligned to the lead4ward template 	<ul style="list-style-type: none"> Classroom Teachers Facilitator Instructional Coaches 	September 2016 – June 2017 Daily planning sessions	<ul style="list-style-type: none"> Master Schedule to include 4-5 days of structured planning Lead4ward planning template Instructional Resources Professional Development (Title I funding)
<ul style="list-style-type: none"> Model of inclusion and co-teaching will be implemented with the support of the math coach, EC, and ESL 	<ul style="list-style-type: none"> Classroom teachers EC teachers ESL teachers Assistants 	September 2016 – June 2017	<ul style="list-style-type: none"> Ongoing SIOB and best practices PD Masters schedule maximizes instructional time for students in grades K-5 to allow ESL/EC students to participate in inclusion, co-teaching, and pull-out service models. Math Lab for K-3 grade students
<ul style="list-style-type: none"> Individual Coaching for classroom teachers with a focus on rigor and management 	<ul style="list-style-type: none"> Classroom teachers 	September 2016 – June 2017	<ul style="list-style-type: none"> Coaching Schedules Walkthrough schedule/data

	<ul style="list-style-type: none"> • Leadership Team 		<ul style="list-style-type: none"> • Get Better Faster Scope and Sequence – Uncommon Schools
<ul style="list-style-type: none"> • Implementation of Engage New York math curriculum to supplement Math Investigations 	<ul style="list-style-type: none"> • Classroom Teachers • Leadership Team 	September 2016 – June 2017	<ul style="list-style-type: none"> • Engage New York Math curriculum

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
October 4-7 November 28 - December 2 January 30 – February 3 March 20-24 May 8-12	Cycle Assessments - Cycle Assessments - 80% of students will demonstrate mastery (85% or higher) on cycle Form B assessments	Re-loop and re-teach during the daily intervention block and personalized learning time.
Varies By Teacher	Progress Monitoring – Intervention Lesson Plan DDI Planning sessions provide the time for this discussion and training to occur.	Individual teacher coaching Change in Math Lab roster
MAP Window: September 19 – October 7 January 17 – February 3 April 17 – May 5	<ul style="list-style-type: none"> • Kindergarten: 26% to 36% • First Grade: 30% to 40% • Second Grade: 24% to 34% 	Re-loop and re-teach during the daily intervention block and personalized learning time.

90-Day Action Plan – Priority #3

Focus Area (Big Rock) – Increase teacher efficacy aligned to individualized management and rigor trajectories. - Teachers report they share a common vision of what effective teaching looks like increase to district average- was 58% Spring 2016 to district average 64%.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

We will continue to increase the percentage of teachers who feel empowered to make instructional decisions in their classroom based on the Insight survey and NC Working Conditions Survey.

We will continue to increase the percentage of teachers who successfully complete their action steps and meet their professional goals outlined in their PDP's.

Based on walkthrough/observation data, and positive trends in progress monitoring teachers will continue to demonstrate proficiency as measured by the NC Teacher Evaluation Tool (Standard I and Standard IV).

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*

Increase in student achievement based on EOG, TRC, MAP and common assessments.

School Leader Responsible:

- Leadership Team:
 - Individual teacher coaching
 - Active monitoring of effective strategy implementation

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*

Inconsistent quality professional development and training aligned to practices that drive instruction.

Student achievement data and multiple survey data indicate inconsistent practices.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Quality professional development that meets teacher's individual goals as outlined in their PDP's.</p> <p>https://docs.google.com/a/cms.k12.nc.us/document/d/12yU1PY7J_aQBA9hvHUY7B3VIZ0tvP5vTQ0-urtT_RI0/edit?usp=sharing</p>	Classroom Teachers	<p>September 30,</p> <p>Jan. 30,</p> <p>May 30</p>	<ul style="list-style-type: none"> • Internal and external experts in the field of literacy and math • Uncommon Schools Scope & Sequence • Chips & Chat: Teacher Feedback
<p>One on one teacher coaching</p> <p>https://drive.google.com/open?id=0BzyUdVycBQV4NHprVmRIOHd5M1k</p>	Classroom Teachers & Leadership Team	<p>On-going</p> <p>2016-2017</p>	<ul style="list-style-type: none"> • Get Better Faster Scope and Sequence – Uncommon Schools <p>https://drive.google.com/a/cms.k12.nc.us/file/d/0B9JfGXi8s5vZVkZocllmNzc3Y2c/view?usp=sharing</p>

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
BOY MOY EOY	Successful progress towards/completion of PDP Goals	<ul style="list-style-type: none"> • Increased amount of coaching support • Modify PDP Goal
Ongoing	<ul style="list-style-type: none"> • Professional Develop Sign in Sheets • Training Feedback Surveys 	Moving beyond attendance at PD sessions to instructional modeling
Monthly	Monthly Principal Coffee	Administration will address all concerns brought forward.

Tuckaseegee - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*