

Total School Improvement Plan (Thomasville Primary School)

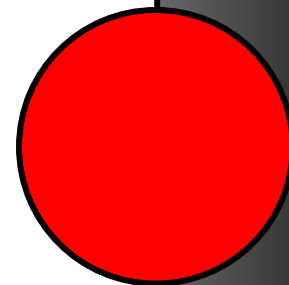


Instructional Teams develop standard aligned units of instruction for each subject and grade level.

School Goal (WIG)

During the 2022-2023 school year, our school will create, implement, and develop active PLC's to strengthen core instruction. This will be accomplished by having targeted, data-driven grade level PLC meetings each week, building relationships in order to have collaborative discussions, and completing weekly PLC maps to demonstrate intentional planning and engaging instructional delivery strategies.

Additionally, teachers will meet at least bimonthly in PLCs to dive into data in order to create differentiated instruction. Progress will be measured through weekly walkthrough data, formative assessments, quarterly NC Check-ins, and by raising student growth and proficiency in reading and math by 12% (according to 21-22 EOG scores).



Strategies/Action Steps

- Created and implementation of a standards map and lesson plan template focused on the gradual release model.
- Revising curriculum maps/pacing guides to utilize best instructional practices including engagement strategies.(What and How?)
- Targeted PLC support from ILT members.
- Standard and data driven PLCs a minimum of 6 times a month. (weekly PLC/bi-weekly data dives)
- Targeted walk-throughs focusing on school goals and the district instructional framework.
- Use the problem solving model to analyze data and differentiate instruction.

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

School Goal



During the 2022-2023 school year, the TPS MTSS team will work together with all stakeholders (TPS staff, parents, district office, DPI support, etc.) to determine tiers of support along with evidence-based instruction in the areas of attendance, academics, behavior, and social and emotional needs. MTSS members will work with TSI teams to identify areas of concern and develop interventions and support. Progress will be measured through data from the following sources: Mclass, ALEKS and Redbird, student progress monitoring, weekly attendance, and Review 360.

Strategies/Action Steps

- Review Redbird, ALEKS, Check-Ins and Mclass data to gather baseline data.
- Monthly/Bi-Monthly MTSS team meetings
- Interventionist support
- Instructional Assistant push-in for K-1 during small group instruction
- Targeted daily small group instruction (K-3)
- Daily use of Mclass, Redbird, ALEKS, Heggerty and Flyleaf to continue to provide ongoing support/data
- Use of Review of 360 to tier student and teacher support
- A minimum of quarterly student data conversations between ILT and individual teachers
- Monthly school wide and TSI team data discussion and analysis
- Vertical alignment discussions

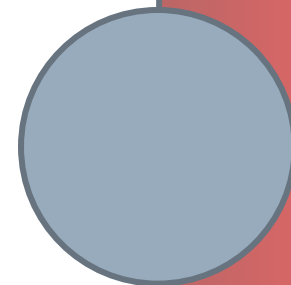
NC STAR Indicator A.4.06



All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

School Goal (WIG)

During the 2022-2023 school year, our school will create, implement, and develop a school wide focus to support social emotional health of students in order to decrease the number of office referrals by 10%. This will be accomplished through morning meetings incorporating social emotional lessons, Second Step curriculum as well as PBIS school wide procedures, expectations, and routines. Training and support will be provided to teachers as needed. ie: Review 360 PD, Trauma Informed Strategies, Grade Level Meetings with students. Progress will be measured by walkthrough data, Review 360 reports and individual teacher office referral data.



Strategies/Action Steps

- . Daily Second Step lessons
- Morning Meetings
- School-wide PBIS procedures and expectations
- Student awards and incentives
- Class Dojo points/Pawbucks, PAWSMart, Buy-in Events
- Professional development for staff (PBIS, trauma informed strategies, CRM)
- Student Grade level meetings (family meetings)
- Working with Social Worker, Success Coach and CIS Worker

The principal monitors curriculum and classroom instruction regularly.

School Goal

During the 2022-2023 school year, the instructional leadership team will establish expectations and non-negotiables, for instructional planning, delivery, and monitoring. This will be accomplished through a monthly instructional focus that aligns with the district instructional framework, the instructional leadership team support during PLCs, and weekly classroom walkthroughs providing targeted feedback. Progress will be measured through weekly walkthrough data trends, formative assessment data, quarterly NC Check-ins, Mclass data and by raising student growth and proficiency by 12% (according to 21-22 EOG scores and MClass data).

Strategies/Action Steps

- Weekly walkthroughs and targeted feedback
- Analysis of instructional trends from walkthrough and assessment data
- NCEES observations
- Monthly instructional focus
- Monitoring student achievement data
- ILT support through PLC discussion and feedback on standard map/Lesson Plans
- Modeled lessons for teachers
- Peer observations among and cross grade level
- Vertical alignment (cross grade level) discussions/planning

The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

School Goal



During the 2022-2023, TPS will provide more opportunities for parents to participate in their child's learning and increase parent engagement in school events/activities. This will be accomplished by having weekly and monthly communication with parents from administration and classroom teachers (Swift K-12 phone messages, monthly newsletters, classdojo and social media posts); providing quarterly curriculum nights to share school data and parent tips for helping at home; and providing monthly informational parent sessions (Tea and Talk). Progress will be measured through end of semester surveys and by having an increase in parent participation by 10% (according to 21-22 parent event sign-in sheet totals).

Strategies/Action Steps

- Class Dojo reports
- Parent MCLASS reports sent quarterly
- Weekly phone tree messages (Swift K12)
- Social media posts (Webpage, Facebook, ClassDojo)
- Quarterly curriculum nights
- Monthly Tea & Talk parent information sessions
- Parent Conferences
- Family compact and Family Engagement Policy
- Monthly FACE team meetings
- Parental Involvement Specialist