

Comprehensive Progress Report

Mission:

TLMS will work to ensure that we will:

Teach with purpose

Learn together

Motivate students

Strengthen our community

Vision:

TLMS will commit to supporting all stakeholders as we strive to foster and nurture a community of lifelong learners who reach their full potential and experience success beyond the classroom.

Goals:

By June 2023 TLMS will Increase the overall percentage of students proficient in state-mandated testing for reading to: 6th: 50% 7th: 50% 8th: 50%

By June 2023 TLMS will increase the overall percentage of students proficient in state mandated testing for math to: 6th: 50% 7th: 50% 8th: 50% Math I-100%

By June 2023 TLMS will increase the overall percentage of students proficient in state-mandated testing for 8th-grade science to 75%.

By June 2023, TLMS will focus on building overall school culture with an emphasis on positive student/teacher/parent relationships resulting in a 10% decrease in student referrals.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers at TLMS are getting acclimated to the frequent use of common formative assessments as a norm. We currently use FCS RCD Curriculum Units and implement the newly adopted Learning-Focused strategies during the lesson planning process and in lesson delivery.	Limited Development 11/17/2022		
<i>How it will look when fully met:</i>		When this goal is fully met, we expect to see effective use of the FCS Curriculum Units and the Learning Focused lesson plan template with appropriate, rigorous lesson activities included. Teachers will collaborate and routinely conduct common formative assessments, analyze the data in PLT settings and tailor instruction to student needs based on the data.		Crystal Davis	05/31/2023
Actions			0 of 2 (0%)		
11/17/22	TLMS teachers will meet weekly with the instructional coach in the Professional Learning Team setting to collaborate, plan and discuss the implementation of best practices. The coach and administration will be present to assist as needed.			Kendall Doyle	05/31/2023
<i>Notes:</i> Teachers will discuss common formative assessments as needed based on pacing and curriculum planning.					
11/17/22	Teachers will conduct the common formative assessments provided by the district. They will collaborate on how to use the data to drive instruction and increase student proficiency.			Kendall Doyle	05/31/2023
<i>Notes:</i>					

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers participated in professional development at the beginning of the school year. Feedback is also being given during classroom walkthroughs.	Limited Development 11/17/2022		
<i>How it will look when fully met:</i>			When fully implemented, teachers will fully grasp all concepts regarding effective classroom management and students will respond appropriately to classroom expectations and procedures. This should also result in a decrease in office referrals.		Christopher Oakley	05/31/2023
Actions				0 of 2 (0%)		
	11/17/22		Conduct frequent walkthroughs and provide timely, relevant, specific feedback regarding classroom practices using the TLMS Walkthrough form.		Crystal Davis	05/31/2023
<i>Notes:</i>						
	11/17/22		Teachers will receive professional development on effective classroom management strategies and best practices. The TLMS curriculum team will conduct follow-up sessions to ensure that teachers are supported in the implementation of the strategies.		Christopher Oakley	05/31/2023
<i>Notes:</i>						

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet weekly according to content. ELA and social studies teachers meet during one weekly session. Math and science teachers meet together during another weekly session. During those sessions, the instructional coach will implement protocols regarding unpacking standards, screening or creating an assessment or assignment, vertical alignment, standards-based lessons, etc.	Limited Development 11/17/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will be able to lead these PLTs with administration, and the coach available to watch the processes and offer assistance or feedback as needed. Teachers will meet regularly to unpack standards to ensure that they have a good understanding of what students should be able to understand and do based on those standards. Teachers will be able to create or select assessments that align with standards and analyze the data that those assessments provide once they are administered. Teachers will have relevant conversations during vertical alignment meetings with content-specific teachers from other grade levels to ensure that prerequisites are taught and learning gaps are addressed. Lessons and delivery should improve as a result, thus increasing student proficiency.		Susette McConnell	05/31/2023
Actions					
<i>Notes:</i>					

	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	TLMS strives to ensure and maintain the use of FCS RCD Curriculum Units and implementation of Learning-Focused strategies during the lesson planning process and in lesson delivery. Our staff has currently been trained on the Learning Focused framework. We are using the lesson plan template for our planning. Teachers are completing the monthly micro PD sessions with our instructional coach. Teachers are expected to collaborate during the planning process and use best practices outlined in the Learning Focused program.	Limited Development 11/16/2022			
<i>How it will look when fully met:</i>	TLMS Teacher lesson plans will be thoroughly completed on the Learning Focused lesson plan template. All sections of the plan will be completed accurately. NC Standards will be unpacked and teachers will have an understanding of what students will be able to understand and do. Appropriate strategies and lesson activities will be selected and implemented when the lesson is taught and students will show proficiency when they are assessed for understanding.		Rebecca Keith	05/31/2023	
Actions			0 of 2 (0%)		
11/16/22	Our Instructional Coach will work closely with teachers as they collaborate during PLTs to ensure that proper use of the lesson plan and that best practices are implemented. Teachers will collaborate weekly during PLTs and grade-level planning to ensure that standards are properly unpacked and appropriate activities are planned throughout the lesson.		Rebecca Keith	09/12/2022	
<i>Notes:</i>					
11/17/22	Teachers will implement Learning Focused strategies to create engaging lessons, increase rigor and foster student discourse in the classroom.		Crystal Davis	05/31/2023	
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are aware of the MTSS process. Our school counselor is our MTSS contact. We receive the MTSS documentation from previous schools and have identified the students who are tiered prior to coming to TLMS. We are currently working to strengthen our Tier 1 instruction.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		Core instruction will be strong and teachers will be able to collaborate to identify approximately 20% of their students who are in need of additional academic support. Appropriate remediation strategies will be implemented for those students to experience academic success. There will also be proper routine monitoring of process. The outcome will be student academic growth.		Karen Perry	05/31/2023
<i>Actions</i>					
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently collaborate with the FCS site-based mental health program to provide individual counseling for qualifying students that present a need. We also use our school counselor to assist with student need. We have found that there is a greater need and we would like to add another layer of support prior to resorting to office referrals.	Limited Development 11/17/2022		
How it will look when fully met:			When this action is fully met, we will see at-risk students making decisions in classes that deter undesired behaviors. We will see teachers and other support staff using restorative practices with students. We will also see a decrease in office referrals.		Karen Perry	05/31/2023
Actions				0 of 2 (0%)		
11/17/22	TLMS will create a CARE Team (Collaborate And Reach Everyone). The team consists of the TLMS administration, the school counselor, the school social worker and intern, and the instructional coach. The team focuses on social-emotional learning, identifying and supporting at-risk students, and equitable practices.			Karen Perry	10/12/2022	
<i>Notes:</i> Weekly CARE Team meetings started on 9/08/22. Student small group sessions started on 10/12/22.						
11/17/22	Implement small student groups for identified male students and identified female students. The TLMS School social worker and the intern will facilitate the girl groups. A site-based mental health therapist will facilitate the boys' group.			Karen Perry	10/12/2022	
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The TLMS curriculum team, which consists of the principal, assistant principals, and instructional coach, has scheduled meetings for each Monday and Thursday.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		The curriculum team will meet twice a week with fidelity. We will rotate the responsibility of creating an agenda to build the capacity of each member of the team. We will include pertinent items to the agenda, including walkthrough data, best practices, updates of roles and duties, and a review of systems in our building.		Crystal Davis	05/31/2023
Actions					
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		TLMS teachers do have a team structure among teachers with specific duties and time for instructional planning. Our challenges come from having a significant amount of new teachers who need to be acclimated to the team concept and responsibilities.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		Teachers at TLMS will be structured into strong grade-level teams with clearly defined duties and responsibilities that are carried out with fidelity. Every team will be fully staffed. Each teacher will have the ability to collaborate with a partner or a group to ensure that appropriate systems be put in place for student success across teams and in individual classrooms.		Haley Marshall	05/31/2023
Actions					
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The TLMS principal currently participates in classroom walkthroughs and observations and provides teachers with feedback. We have created a walkthrough form that provides instant feedback to teachers once the form is completed. Our curriculum team is currently seeking the best ways to maximize our time in classrooms for informal and formal observations.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		The principal and each member will conduct weekly walkthroughs and complete the form accordingly so that each teacher on our staff receives weekly feedback. The curriculum team will meet at the end of each week to review the data collected from the walkthroughs to make decisions about the instruction in the building and how to address teachers according to the information. The data collected will drive what the next week's instructional "look for" will be. The outcome should be improved instructional practices and an increase in student proficiency.		Crystal Davis	05/31/2023
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		TLMS currently reviews cohort proficiency data at the beginning of the year to see where students are when they reach their current grade level. Teachers are guided through the process of putting their students into tiers according to whether they are proficient, approaching proficiency, or well below proficiency. Then teachers set goals for their core classes. TLMS also reviews NC Check-Ins and iReady data 3 times a year and makes decisions on remediation prior to EOGs.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		TLMS will Teachers will continue to review student proficiency data and make sound instructional decisions based on this data. TLMS will incorporate appropriate instructional strategies based on scheduled data talks. TLMS will also create block planning sessions for grade-level teams to provide an extended planning session for each team so that teachers can collaborate to enhance instructional practices based on analyzed data.		Susan Barnes	05/31/2023
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		TLMS makes efforts to celebrate staff and student celebrations. We celebrated the fact that we exceeded growth as a school for the 2021-2022 school year and individual classes celebrated meeting iReady and some NC Check-In goals.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		TLMS will provide quarterly schoolwide incentives for meeting goals in iReady. We will also plan End-of-Year celebrations for students who have met academic expectations. Those criteria will be set by our teachers and our school improvement team. We will also provide consistent morale support for teachers by celebrating academic success, providing a platform for colleague-to-colleague "shoutouts", and planning events for teachers that focus on fellowship.		Amy Leonard	05/31/2023
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		TLMS currently communicates with families via email, phone calls, and Blackboard Messenger regarding general school information and specific student situations including grades, behavior, etc. We also hold our Title 1 Curriculum night events. Our challenges include increasing the number of parents contacted and increasing attendance at our events.	Limited Development 11/18/2022		
<i>How it will look when fully met:</i>		To increase communication about expectations and the importance of curriculum, TLMS will include pertinent information in our teacher and principal communication regarding ways that parents can help students with curriculum. We will also continue to have our curriculum nights and collaborate regarding ways to increase family participation in those events.		Catina Jordan	05/31/2023
Actions			0 of 3 (0%)		
	11/18/22	TLMS will plan and implement two Title I Curriculum Nights during the 2022-2023 school year.		Crystal Davis	05/31/2022
<i>Notes:</i>					
	11/18/22	The principal will send out curriculum information at least once a month in the TLMS Family Update S'mores newsletters. The information will be based on relevant school information and researched information and best practices.		Crystal Davis	05/31/2022
<i>Notes:</i>					
	11/18/22	We will plan a school report card pickup events, the first one being at the end of the first semester, as a means of creating a space to discuss individual student progress and provide parents with information on ways to assist their students.		Kelli Ogburn	05/31/2023
<i>Notes:</i>					