

Comprehensive Progress Report

Mission:

Mission

T.C. Henderson will encourage lifelong learning, expect individual growth for everyone, individualize instruction, provide a safe and supportive school environment, teach appropriate life skills, and prepare our students for the ever-changing 21st Century workplace.

Vision Statement: Transylvania County Schools provides a bright and promising future for its students; both recruits and retains a professional, caring, and talented workforce; engages with parents, families and the community at large; drives economic development and opportunity for our citizens; and exists as the central point of pride in our community.

Vision:

T. C. Henderson Elementary School

Vision

Students, Parents, Educators, and the Community will all come together to achieve success by cultivating educated, responsible, contributing citizens!

Goals:

Improve student behavior using PBIS and Growth Mindset.

The school will use student data, standards aligned units of instruction, and principal generated feedback from monitoring curriculum and classroom instruction to improve student academic performance and growth.

We will improve parent attendance, communication, and participation in all aspects of our school.

Achieve recognition as a North Carolina STEM School of Distinction by the end of the 2023-2024 school year.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Schoolwide rules and expectations are posted and maintained in all common spaces in a behavior matrix.</p> <p>All classrooms develop a set of classroom rules and expectations that align with schoolwide rules and expectations and post them in a visible manner.</p> <p>Monitor and inspect the presence of classroom rules and expectations in each classroom during formal and informal observations.</p>	Limited Development 10/20/2021		
<i>How it will look when fully met:</i>		<p>School and classroom rules and procedures will be clear, easy to understand, and posted in a highly visible manner in common spaces.</p> <p>Classroom rules will be in alignment with school expectations, will be created with and/or clearly explained to the students, and clearly posted in 100% of classrooms upon each weekly formal or informal observation.</p> <p>All teachers and staff will implement and effectively utilize classroom and school rules.</p> <p>All students will be in a good mental and physical state and ready to learn.</p>		Patrick Chapman	06/30/2023
Actions			0 of 3 (0%)		
10/20/21	100% of teachers will develop and/or cover classroom rules and expectations with students and have rules and expectations posted in student appropriate language.			Patrick Chapman	06/30/2023
<i>Notes:</i> must include at least one SEL skill/expectation					
10/20/21	School wide expectations will be clearly stated and posted in a visible manner in all common spaces such as hallways and cafeteria. They will be checked and updated once per quarter.			Nichole Cash	06/30/2023
<i>Notes:</i>					
9/30/22	100% of teachers will effectively implement and adhere to classroom and school rules and expectations.			Patrick Chapman	06/30/2023

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>All classroom teachers are directed to utilize and teach to fidelity the newly adopted reading and math curriculums.</p> <p>All teachers are directed have learning targets posted.</p> <p>Learning targets are expected to reflect and connect to prepared lesson plans that reference the North Carolina Standard Course of Study for their specialty.</p> <p>Lesson plans are expected to be available at all times.</p>	Limited Development 12/11/2020		
How it will look when fully met:		<p>100% of classroom teachers will utilize and teach to fidelity the newly adopted reading and math curriculum. It will be evident and readily observable during formal and informal observations.</p> <p>100% of teachers will have learning targets posted and updated daily.</p> <p>100% of teachers of all grade levels and subject areas will have their learning targets reflect and connect to prepared lesson plans.</p> <p>100% of teachers' lesson plans will be prepared and available at all times.</p>		Patrick Chapman	06/30/2023
Actions			0 of 2 (0%)		
	10/2/22	Learning targets will be looked for daily during formal and informal observations held a minimum of once per week.		Patrick Chapman	06/30/2023
<i>Notes:</i>					
	10/2/22	Lesson plans that address and list specific standards in the North Carolina Standard Course of Study will be readily available upon request.		Patrick Chapman	06/30/2023
<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>		<p>We have established and implemented the MTSS Process.</p> <p>We have regularly scheduled and utilized MTSS meetings.</p> <p>We have extended the scheduled I&E periods to deliver targeted interventions to students without loss of core instructional time to a daily duration of 45 minutes (increased from 30 minutes daily).</p>	Limited Development 12/11/2020		
<i>How it will look when fully met:</i>		<p>Efficient and consistent utilization of the MTSS process by all grade levels and team members.</p> <p>100% of students will attend I&E periods daily.</p> <p>Student data will be monitored on a data wall to track progress.</p> <p>Weekly scheduled MTSS meetings will be established and utilized as needed.</p>		Margaret Joseph	06/30/2023
Actions			1 of 4 (25%)		
	10/2/22	We will extend the I&E period each day to 45 minutes from the previous 30 minutes.	Complete 08/29/2022	Patrick Chapman	08/29/2022
<i>Notes:</i>					
	10/2/22	Weekly MTSS meetings will be established and scheduled to be utilized as needed.		Margaret Joseph	12/19/2023
<i>Notes:</i>					
	10/2/22	A data wall will be established and utilized to visually track students' academic progress.		Nichole Cash	12/19/2023
<i>Notes:</i>					
	10/5/22	100% of students will have I&E scheduled daily.		Margaret Joseph	12/19/2023
<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
<i>Initial Assessment:</i>			<p>We have scheduled "morning meetings" to begin each school day for teachers to have SEL based "check-ins" with their classes.</p> <p>Faculty and staff are participating in professional development on SEL and the mental health of our students.</p>	Limited Development 12/11/2020		
<i>How it will look when fully met:</i>			<p>100% of students present will attend morning meeting each day.</p> <p>All students will attend guidance lessons each quarter of the school year.</p> <p>All students present will be mentally, emotionally, and physically ready to learn each day.</p> <p>100% of required faculty and staff will complete district wide professional development on SEL and students mental health.</p>		Patrick Chapman	06/30/2023
Actions				1 of 2 (50%)		
	12/11/20		We will implement morning meetings for each grade level; all students will attend regularly.	Complete 08/29/2022	Patrick Chapman	08/29/2022
			<i>Notes:</i>			
	12/11/20		100% of faculty and staff will complete related professional development at the district's direction and instruction.		Patrick Chapman	06/30/2023
			<i>Notes:</i>			

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Transition meetings are held for students and families as students move from Pre-K to Kindergarten and from 5th grade to 6th grade.</p> <p>Classroom teachers are currently partnered in PLCs with colleagues in either the grade level above or below their own to facilitate vertical alignment in planning and communication of expectations.</p>	Limited Development 10/02/2022		
How it will look when fully met:		<p>Students, teachers, and families will be fully aware of the goals and expectations, academically and socially, of the grade level the students will be moving to next.</p> <p>Transition meetings will continue to be held specifically for students entering the school (kindergarten) and those leaving the school (5th grade).</p>		Nichole Cash	06/30/2023
Actions			0 of 2 (0%)		
	10/2/22	Classroom teachers meet with peers during PLC meetings to understand vertical alignment of standards and goals.		Patrick Chapman	06/30/2023
		<i>Notes:</i>			
	10/2/22	Transition meetings will be held for rising Kindergarten and 6th grade students at the end of their Pre-K and 5th grade years.		Patrick Chapman	06/30/2023
		<i>Notes:</i>			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The district has a support team consisting of the curriculum director, assistant superintendent, superintendent, and school board members to assist and support the creation, implementation, and revision of the school improvement plan.	Full Implementation 10/02/2022		

	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>			<p>School leadership has been scheduled to meet twice monthly for staff meetings and School Improvement Team meetings as a part of the larger gatherings.</p> <p>School leadership has scheduled meetings each Wednesday.</p>	Limited Development 10/02/2022		
<i>How it will look when fully met:</i>			<p>School leadership will continue to meet twice monthly for staff meetings and School Improvement Team Meetings. 100% of the meetings will take place and attendance will be taken.</p> <p>School leadership will additionally meet weekly each Wednesday. Appointments will be made and kept 75% of the assigned dates.</p>		Patrick Chapman	06/30/2023
Actions				0 of 2 (0%)		
	10/2/22		Staff Meetings and School Improvement Team meetings will continue monthly.		Patrick Chapman	06/30/2023
			<i>Notes:</i>			
	10/2/22		The principal will schedule and establish school leadership meetings each Wednesday during the instructional school year.		Patrick Chapman	06/30/2023
			<i>Notes:</i>			
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>			The school wide master schedule allows for appropriate planning time and clearly lists instructional duties for all faculty.	Full Implementation 10/02/2022		

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>		<p>The principal will perform formal and informal observations and will provide feedback to the teachers in a timely manner.</p> <p>The principal will check and monitor the creation of and adherence to lesson plans for all teachers.</p>	Limited Development 10/02/2022		
<i>How it will look when fully met:</i>		<p>All teachers will be observed formally or informally at least once per week.</p> <p>All teachers will receive feedback from the formal or informal observations within 10 days.</p> <p>The principal will check lesson plans for each teacher a minimum of once per two weeks.</p>		Patrick Chapman	06/30/2023
Actions			0 of 3 (0%)		
	10/2/22	The principal will perform a formal or informal observation for each teacher a least once per week.		Patrick Chapman	06/30/2023
		<i>Notes:</i>			
	10/2/22	The principal will provide feedback following each formal or informal observation within 10 days.		Patrick Chapman	06/30/2023
		<i>Notes:</i>			
	10/2/22	The principal will inspect the submitted lesson plans of each teacher at least once per two weeks.		Patrick Chapman	06/30/2023
		<i>Notes:</i>			
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
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<p>Initial Assessment:</p>	<p>Staff is expected to participate in the school working conditions survey.</p> <p>Students take all required state standardized tests.</p> <p>Staff are given the data resulting from those standardized tests.</p> <p>Students are given school-wide screeners and diagnostic assessments such as mClass and enVision screeners an NC Check-in benchmark exams.</p> <p>Data from screeners, diagnostics, and benchmarks for arranged into a digital data wall.</p> <p>School leadership is working to establish a physical and visual data wall in a secure and confidential area of the school.</p> <p>Data wall information is used to form I&E groups, progress monitor MTSS progress, and make other data based academic decisions.</p>	<p>Limited Development 10/02/2022</p>		
<p>How it will look when fully met:</p>	<p>Staff participates in the school working conditions survey. School leadership will utilize that data to inform decision making.</p> <p>Students take all required state standardized tests.</p> <p>Staff are given the data resulting from those standardized tests.</p> <p>Students are given school-wide screeners and diagnostic assessments such as mClass and enVision screeners an NC Check-in benchmark exams.</p> <p>Data from screeners, diagnostics, and benchmarks for arranged into digital and physical data walls.</p> <p>Data wall information is used to form I&E groups, progress monitor MTSS progress, and make other data based academic decisions.</p> <p>All academic decisions and all instructional planning will be based on accurate and up to date data.</p>		<p>Nichole Cash</p>	<p>06/30/2023</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>10/2/22</p>	<p>School leadership will create an actual, physical data wall in the secure and confidential conference room in the media center. It will be updated quarterly.</p>		<p>Nichole Cash</p>	<p>10/28/2022</p>
<p><i>Notes:</i></p>				

10/2/22	Student assessment data will be used in weekly PLC / cooperative planning sessions to effectively provide targeted instructional support for students during their I&E period.		Margaret Joseph	10/28/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has a recruitment plan and a new teacher orientation and retention program in which all new and beginning teachers must participate	Full Implementation 10/02/2022		

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

Initial Assessment:

Annual Title 1 Night
Conferences 1st and 3rd quarters at minimum
Agendas grades 1-5
Phone Calls/Letters Home
Parent Contact Log- Positive phone calls to all parents in 1st 2 weeks of school
Dojo used by all teachers
Websites current
School Messenger used regularly
Monthly parent newsletter sent to parents via Facebook, Twitter, TCH website
Homework/Communication Folders
Parent Events: Back to School Picnic, Math Night, Science Night, Reading Night, STEM night, and EOG night.

Limited Development
10/08/2018

<p>How it will look when fully met:</p>	<p>100% of teachers will use class dojo for parent communications.</p> <p>100% of teacher websites will be accurate and updated.</p> <p>80% of student families will be present or represented at Title One events.</p> <p>100% of student families will be contacted via phone or face to face conversation within the first four weeks of school. Logs will be kept to verify those contacts.</p> <p>100% of student families will be scheduled for conferences at the end of each quarter.</p> <p>School social media and website will be frequently updated and accurate.</p>		<p>Margaret Joseph</p>	<p>06/30/2023</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>12/3/18</p>	<p>All teachers will update and maintain their official school websites.</p>		<p>Candace Reese</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				
<p>10/2/22</p>	<p>Attendance will be kept at all Title One events.</p>		<p>Patrick Chapman</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				
<p>10/2/22</p>	<p>Parent contact logs will be kept and submitted by each teacher at year's end.</p>		<p>Patrick Chapman</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				