

# Our Direction

**T C Henderson Elementary School**

**Date of Report: 1/31/2019**

## **Vision:**

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.

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!

## **Values:**

Motto: Teaching Everyone Takes Everyone

Values:

- All children can learn; however, they learn differently, and we must value and understand those differences.
- High expectations will result in high achievement.
- Through the shared responsibility of students, teachers, parents, and community, we can reach our goals.
- Children are our most important resource.
- All children deserve a safe, comfortable, attractive, and inviting atmosphere that fosters learning.
- All educators, students, and parents deserve respect.
- Minds and hearts are the focus of education.

### 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.

### Goals:

- Improve parent attendance, communication and participation in all aspects of our school.

#### Performance Measure(s)

Performance Indicator: Improved attendance at events Improved homework completion More parent volunteers Multiple ways of parent communication		
Data Source: sign-in sheets	Baseline Year: 2017/2018	Baseline: 25
Target Date: 2018/2019	Target: 50	Actual:

- Improve student behavior using PBIS and Growth Mindset.

**Performance Measure(s)**

Performance Indicator: Decreased office referrals Improved hallway, classroom and bus behavior Improved positive Shout-outs More classrooms earning quarterly rewards		
Data Source: PowerSchool, referral forms, PAWS, clip charts, behavior plans, agendas	Baseline Year: 2017/2018	Baseline:
Target Date:	Target:	Actual:

- Using student data to improve instruction to improve student performance and growth.

**Performance Measure(s)**

Performance Indicator: Comparing BOY to MOY to EOY 80% proficiency 1+ year growth for all students		
Data Source: mClass, Benchmarks, Online Programs	Baseline Year: 2017/2018	Baseline: 70
Target Date: 2018/2019	Target: 80	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

[TC Henderson EVAAS Data 2017/2018 School Year](#)

12 out of 17 identified test/subject areas met expected growth (70%). 5 out of 17 did not meet expected growth.

[School Report Card](#)

**Student Outcome Data:**

[2018/2019 TCH Testing Data](#)

[TCH Kindergarten Math Assessment Tasks 2018-19](#)

[TCH 1st Grade Math Assessment](#)

[TCH 2nd Grade Math Assessment](#)

**Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:**

2018/2019 TCH School Improvement Team Members

F. Hughes

N. Cash

M. Joseph

A. Reese

B. Morgan

L. Childress

K. Moore

A. Reneau

Pam MacDonald

Meetings begin at 3:30 in the Science Lab

Meeting Dates:

9/10/18

10/8/18

11/19/18

12/10/18

1/14/19

2/11/19

3/11/19

4/8/19

5/13/19

### **Selected Indicators:**

#### **Data analysis and instructional planning**

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|-------|--|
| A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)  |
| A3.05 | The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)  |
| A3.08 | Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)          |
| A3.09 | All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350) |

#### **Distributed leadership and collaboration**

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| B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) |
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#### **Family Engagement**

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| 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)                       |
| E1.11 | All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187) |

#### **High expectations for all staff and students**

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| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)                           |
| A1.08 | ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089) |

#### **Strategic planning, mission, and vision**

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| B1.01 | The LEA has an LEA Support & Improvement Team.(5135) |
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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)

**Talent recruitment and retention**

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C3.04                    The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)