

## **Thomasville Heights Elementary School – Mission and Vision**

### **Long Term Vision**

Thomasville Heights Elementary School will be a National Blue Ribbon School by the end of the 2022-2023 school year.

### **Short Term Vision**

By 2021, Thomasville Heights Elementary School will be among the top 50% of elementary schools in the state of Georgia as measured by CCRPI.

We'll accomplish this by:

- Creating a healthy school culture (Culture and Climate)
- Imbuing our students with a love of literacy (Independent reading)
- Making school a place where kids solve problems that matter to them (PBL)

### **What We Do Daily**

- We arrive on time and come to work every day.
- We hold ourselves and our students to high standards with regard to communication, work habits, and appearance.
- We put the team before the individual.
- We align our thinking and actions to our mission and vision.
- We are strategic and intentional in our decision making.

### **Thomasville Heights Elementary School Students are:**

- Well read
- Strong communicators
- Service oriented
- Kind to one another

### **Personal/Professional Goals:**

1. Decrease the variability in the quality of instruction from class to class and teacher to teacher.
2. Remove as many obstacles to teaching and learning as possible.
3. Focus on building the capacity of the THES administrative team.

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THES Historical CCRPI Performance							
	2012 (APS)	2013 (APS)	2014 (APS)	2015 (APS)	2016 (APS)	2017 (PBSA)	2018 (PBSA)
CCRPI SCORE	34.7/100	37/100	41.9/100	41.8/100	40.3/100	59.8/100	43/100
% 5 <sup>th</sup> GRADERS PASSING 5 CORE COURSES, CRCTs	6.3	17.1	25.0	N/A	N/A	N/A	N/A
% CRCTs (GMAS) SCORED AT EXCEEDS (Proficient + Distinguished) LEVEL	8.3	6.5	4.1	3.409	2.372	8.205	7.112
CRCTs (Meets or Higher) /Milestones (Developing Learner or Higher) – Weighted							
	2012 (CRCT)	2013 (CRCT)	2014 (CRCT)	2015 (Milestones)	2016 (Milestones)	2017 GMAS	2018 GMAS
ELA	68.4	53.8	56.5	12.879	12.992	17.763	16.15
READING	75.2	68.4	73.0	N/A	N/A	N/A	N/A
MATH	45.9	39.3	43.9	18.182	14.173	29.276	30.16
SCIENCE	38.6	36.8	28.8	10.606	8.661	22.093	8.15
SOCIAL STUDIES	39.8	35.9	29.9	10.606	10.000	31.395	18.62
5 <sup>th</sup> GRADE WRITING	70.5	48.4	60.5	N/A	N/A	N/A	N/A
CCRPI Indicators							
% Grade 3 Lexiles >= 650 (670)	13.5	17.4	8.5	17.778	10.000	10.145	11.842
% Grade 4 Lexiles >= 840	N/A	N/A	N/A	N/A	N/A	N/A	11.429
% Grade 5 Lexiles >= 850 (920)	37.2	21.9	22.7	8.824	17.778	34.884	4.651
% Typical/High Growth (33 – 99)	42.132	52.941	54.478	52.711	48.024	71.154	59.63
Achievement Gap Points	0/15	3/15	5/15	3.3/10	2.5/10	6.7/10	1/15
Progress Points	10.5/25	13.2/25	13.6/25	27.5/40	25.1/40	37.2/40	24.8/35
Attendance							
	94.200	94.000	94.000	46.581 X<= 6 days missed	39.33 X<= 6 days missed	33.753 X<= 6 days missed	66.86 Absent less than 10% of enrolled days
<b>Root Causes:</b> Missed 14 of 14 performance targets Minimal progress in mathematics Drastic drops in 5 <sup>th</sup> grade science and social studies achievement No progress in 3 out of 4 content areas No progress for SWD students at all Misalignment between ongoing progress monitoring and current CCRPI/GMAS calculations							

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CCRPI Year over Year Comparison				
CCRPI Performance Indicators	2017 Weight	2017 Performance	2018 Weight	2018 Performance
Achievement (Content Mastery)	50% (included post-elementary school readiness)	15.9 points	30% (weighted performance on each content area)	6.21 points
Progress	40% (Percentage of students meeting typical to high growth)	37.2 points	35% (Percentage of students meeting typical to high growth)	24.8 points
Achievement Gap	10% (Distance between lowest performing quartile and the state average. Privileges growth)	6.7 points	15% (performance on achievement targets. Privileges achievement)	1.207 points
Post-elementary school readiness	Post-elementary school readiness was previously a subset of content mastery.	N/A	20% (On grade-level reading, student attendance, fine arts/foreign language)	10.6 points
Total		59.8		43

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### Problem areas to address

- A misalignment of curriculum, pedagogy, and assessment
- Ineffective use of data (SST program)
- A lack of a consistent school wide emphasis on literacy
- Poor school culture
- Poor home-school connections

### Action Steps

#### Year Zero: Team Building and Setting Expectations (2017-2018)

- Y0 – Develop school wide goals for 2018-2019
  - School Culture
  - Literacy
- Y0 – Hold 1 on 1 or small-group team meetings to address preliminary expectations and priorities (Spring 2018)
- Y0 – Hold 1 on 1 meetings with influential parents (Spring and Summer 2018)
- Y0 – Seek input in refining THES Mission and Vision (Spring and Summer 2018)
- Y0 – Identify duties and responsibilities for administrative team (Spring and Summer 2018)
- Y0 – Fill outstanding vacancies and shift staff as needed (Spring and Summer 2018)
- Y0 – Hold THES leadership retreat for administrative team (Summer 2018)
- Y0 – Staff will complete FIP module 1 (Summer 2018)
- Y0 – Refine expectations for student behavior (Summer 2018)
- Y0 – Develop rubrics for grade/content team leads (Summer 2018)
- Y0 – Establish and refine the THES Way [Expectations for behavior, attendance, academics, and student dress] (Summer 2018)

#### Year One: Culture and Climate (2018 – 2019)

- Y1 – Hold culture and climate info sessions with parents in all grade-levels during week 1 of each semester (**parents**)
- Y1 – Distribute copies of student rights and responsibilities to all families. Ensure that signed acknowledgement of receipt are on file for all students. (**students**)
- Y1 – Homeroom and enrichment teachers will teach/review the student rights and responsibilities handbook during week 1 of each semester. (**students**)
- Y1 – Publicly celebrate positive and/or desirable behaviors daily (shout outs and cougar bucks), weekly (school store, phone calls/letters home), monthly (Kids Congress), and quarterly (Jungle Jams/Awards Days). (**students**)
- Y1 – Address student infractions by the book (**students**)
- Y1 – Continue Second Step implementation. Ensure that TKES is used to capture Second Step implementation. (**staff and students**)
- Y1 – Establish regular home-school communication and collaboration (go teams, monthly coffee and conversation, bi-monthly meetings with PALS, quarterly parent academies) (**staff and parents**)
- Y1 – Attend a minimum of four grade-level team meetings per month. (**staff**)
- Y1 – Hold a minimum of 1 faculty meeting per month. (**Staff**)
- Y1 – Hold weekly admin team meetings (**staff**)
- Y1 – Hold bi-monthly leadership team meetings (**staff**)
- Y1 – Survey staff members quarterly with regard to admin team performance (responsiveness, support, communication, etc.) (**staff**)
- Y1 – Establish expectations for staff performance and align TKES, Coaching Conversations, etc. to those performance expectations (**staff**)

## Thomasville Heights Elementary School – Mission and Vision

### Year One: Literacy Initiatives (2018-2019)

- Y1 – Incentivize independent reading (cougar bucks, book-it, weekly, monthly, quarterly, and annual reading challenges)
- Y1 – Establish a word of the day during morning announcements
- Y1 – Establish the Principal's Book Club (Incentivize reading and writing about specific books at each grade-level/grade-band)
- Y1 – Carve out daily time for independent reading for ALL students (15-20 minutes during enrichment, replacing meditation with DEAR, incentivizing reading at lunch and breakfast)
- Y1 – Ensure that all classrooms and offices are stocked with student-friendly libraries
- Y1 – Establish weekly library time for all homerooms
- Y1 – Leverage parent academy and coffee and conversation to explain to parents how they may support literacy at home
- Y1 – Establish a THES Spelling Bee
- Y1 – Books as hall-passes

### Year One: Data Driven Tier 1 Instruction (2018-2019)

- Y1 – Provide all teachers with examples of success criteria in the form of learning tasks and/or assessment questions for all standards (**Achievement and Progress**)
- Y1 – Implement school-wide common assessment calendar and protocols, including regular data talks (**Achievement and Progress**)
- Y1 – Use triangulated data to provide teachers with specific and actionable feedback about how changes in their practice may lead to improvements in student achievement (**Achievement and Progress**)
- Y1 – Implement FIP modules 2 and 3 (**Achievement and Progress**)
  - FIP 2: Creating Learning Targets
  - FIP 3: Collecting Evidence of Student Learning
- Y1 – Identify returning students whose performance placed them in the bottom quartile and provide those students with year-long targeted interventions in their deficit areas (**Achievement Gap**)
  - After-School Tutorial
  - Saturday School (writing and literacy in S1/S2. Mathematics in S2)
  - Tutorial Group Lunch Bunches

### Year Two Priorities: Culture, Literacy, Assessment Practices

### Year Two: Team Building and Setting Expectations (2019-2020)

### Year Two: Literacy Initiatives (2019-2020)

- Y2 – Expand reading incentive program (**content mastery, gap, and readiness**)
- Y2 – Regular tracking and charting of student's lexiles in data room (**content mastery, gap, and readiness**)
- Y2 – Literacy Leadership Team (**content mastery, gap, and readiness**)
- Y2 – Establish a word of the day during morning announcements
- Y2 – Establish the Principal's Book Club (Incentivize reading and writing about specific books at each grade-level/grade-band)
- Y2 – Establish weekly library time for all homerooms (**achievement, gap, and readiness**)
- Y2 – Books as hall-passes

### Year Two: Culture and Climate (2019 – 2020)

- Y2 – Miles as a part of morning and afternoon announcements (**climate**)
- Y2 – Script and practice universal systems and routines (**climate**)
  - Hallways transitions
  - Morning Meetings
  - Arrival
  - Dismissal
  - Drills

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- Y2 – Refine Student Recognition (**climate**)
  - Student of the Month
  - Semester Awards
  - Star Reader
- Y2 – Refine Staff Recognition (**climate**)
  - Team of the Month
  - Teachers of the Month
  - Support Personnel of the Month (add the rest of the admin team)
- Y2 – Establish regular home-school communication and collaboration (go-teams, monthly coffee and conversation, bi-monthly meetings with PALS, **quarterly parent academies**) (**staff and parents**)
- Y2 – Attend a minimum of four grade-level team meetings per month. (**staff**)
- Y2 – Hold bi-monthly leadership team meetings (**staff**)
- Y2 – Survey staff members quarterly with regard to admin team performance (responsiveness, support, communication, etc.) (**staff**)
- Y2 – Build out resource closet (**FCE**)
- Y2 – Quarterly partner newsletter (**FCE**)
- Y2 – Annual partner brunch (**FCE**)
- Y2 – Principal Blog or Newsletter (**FCE**)
- Y2 – APTT Pilot (**FCE**)

### Year Two: Data Driven Intervention (2019-2020)

- Y2– Provide all teachers with examples of success criteria in the form of learning tasks and/or assessment questions for all standards (**Achievement and Progress**)
  - UGA for Interim Assessments
  - Begin developing exemplars for writing and open-ended math tasks
- Y2 – Implement school-wide common assessment calendar and protocols, including regular data talks (**content mastery, gap, readiness, and progress**)
  - Active Leadership Team – review assessment data
  - Implementation Calendar – annual and monthly
  - Implement weekly and interim data meeting protocol with instructional leadership and staff
- Y2 – Use triangulated data to provide teachers with specific and actionable feedback about how changes in their practice may lead to improvements in student achievement (**content mastery, gap, readiness, and progress**)
- Y2 – Implement FIP modules 2 and 3 (**content mastery, gap, readiness, and progress**)
  - FIP 2: Creating Learning Targets
  - FIP 3: Collecting Evidence of Student Learning

### Year Three: Data Driven Intervention (2020-2021)

- Y3 – Implement the use of universal writing rubrics in grades 2-5 (**content mastery, gap, readiness, and progress**)
- Y3 – Implement the use of rubrics for all open-ended mathematics questions (**content mastery, gap, readiness, and progress**)
- Y3 – Implement FIP modules 4 and 5 (**content mastery, gap, readiness, and progress**)
  - FIP 4: Using Evidence to Determine Next Steps in Learning
  - FIP 5: Student Ownership of Learning

### Year Three: Process Refinement (2020-2021)

- ~~Y3 – Implement peer observations of the instructional program (**Capacity Building**)~~
- ~~Y3 – Implement lesson study (**Capacity Building**)~~

TKES look fors, teacher recognition, and student celebrations should be tied to next steps and/or school improvement plan (SIP) goals.

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