



Focus on Excellence!

Commitment

We are committed to equity, engagement, and excellence for all students. We believe that all of TCS staff members are capable of helping students master complex content, fostering students' creativity, and getting students to believe they can do well in school. As our primary role in impacting student achievement, we are committed to work in collaborative teams to create and support a culture of HIGH EXPECTATIONS for each and every student to achieve personal, academic, and career excellence.

Professional Learning Community Tights

1. The fundamental structure of the school becomes the collaborative team.
2. The team establishes a guaranteed curriculum.
3. The team develops common formative assessments to hold tight to pacing and guaranteed curriculum for all students.
4. The school creates systems of intervention.
5. The team uses evidence of student learning to inform and improve practices.

TCS Instructional Tights

1. All TCS teachers will utilize the Tuscaloosa City Schools Curriculum Maps and Pacing Guides in all content areas to plan for rigorous instruction.
2. All TCS teachers will administer District Benchmark/Unit Assessments in the areas of ELA and Math (K-12) to determine student attainment of priority skills and standards.
3. All TCS teachers will participate in a Professional Learning Community to plan for and evaluate instruction
 - a. Develop standards-based learning targets broken down into manageable chunks of learning for a particular learning cycle
 - b. Discuss specific strategies for instruction
 - c. Create school level common formative assessments (CFA's), both process and product
 - d. Analyze CFA's as evidence to guide instruction
 - e. Plan for interventions
4. All teachers will utilize standards-based learning targets in daily instruction.
 - a. Learning targets should be aligned to the rigor (depth) of the standard
 - b. Tasks should be created to match the rigor (depth) of the standard
 - c. Checks for understanding should be used to check for mastery of the standard that is aligned to the learning target
5. All teachers will analyze data to support all three tiers of instruction within the RtI framework.
 - a. Tier I: Implement tasks using best practices that are aligned to rigorous grade-level learning targets using agreed upon checks for understanding developed in PLC's (whole and small group instruction)
 - b. Tier II: Intervene, in a timely manner, with students who have not attained grade-level learning targets based on daily checks for understanding or CFA's (flexible small groups)
 - c. Tier III: Intervene daily based on results from a universal screener (i.e., aimswebPlus, Scantron) and other formative and summative assessments to fill specific learning and behavioral gaps of students significantly below average. Intervention is skills specific based on the interferences identified
6. All teachers will create rigorous and equitable opportunities for students to own their learning by utilizing the TCS Principles of Personalized Learning; targeted instruction, data driven decisions, flexible content and tools, and student reflection and ownership.
7. All teachers will engage in planning and implementing instruction that facilitates student mastery with effective integration of digital practice.
 - a. Use physical and digital technology resources daily and effectively.
 - b. Use the learning management system daily and effectively
 - c. Provide intentional support for growth in digital literacy.
 - d. Provide ongoing evidence of student learning.