

Comprehensive Progress Report

Mission: Tuckaseegee Elementary will work with parents and the community to provide students with the skills and experiences necessary to succeed and lead in the education and career paths of their choice.

At Tuckaseegee, our vision is to provide excellent instruction, equitable experiences, and partner with families so that students can reach their full potential.

Vision:

Goals:

We will decrease our ISS and OSS by at least 50% from 66 suspensions in 2024-25 to 33 suspensions or less in 2025-26. (Aligns with Guardrail 2 and A4.06).

We will increase our Students With Disabilities performance from a F to a D or higher in 2025-26. We will maintain our English Language Learner and Students with Disabilities performance from exceeds in 2025-26. (Aligned to A4.01, D1.02 and CMS Goal 2 and Guardrail 1)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 76% in SY2024-5 to 85% in SY2025-26 and 91% by SY 2028-2029. (Aligns with A2.04, A 4.01, and Goal1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 27.7% in SY2024-25 to 45% in SY2025-26 and 50% by 2028-2029. Specifically increase the percent of 3rd grade Black and Hispanic students to 30% CCR.(Aligns with A 2.04, A 4.01, and Goal 2).

Tuckaseegee Elementary School will retain 95% of licensed classroom teachers throughout the 2025-26 SY by utilizing the TWC survey to create teacher focus groups targeting areas for growth. (Aligns to C3.04 and CMS Guardrail 4)

We will decrease our chronic absenteeism rate of 30% in 2024-25 to less than 23% for the 2025-2026 SY. (Aligns to A4.06 and Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

	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>05/30/2025 - The principal and instructional leaders have consistently conducted calibration walkthroughs to ensure instructional alignment across grade levels. There have been a total of 250 informal walkthroughs conducted this year, along with the formal NCEES observations for all certified teachers. The assistant principal also led instructional leadership walks with the instructional leadership team, consisting of a teacher from each grade level, MCL's, EL, EC, and student support services. As a result, grade-level teams maintained consistency of curriculum implementation, small group planning, and implementation of scaffolds and amplifications. Grade level representatives also shared specific feedback with their teams to continue improving instruction on their grade levels. For the 25-26 school year, we will continue to refine our school priorities and continue to build a team that is solid with planning, assessment, and pedagogy.</p> <p>Summer 2024 - The principal and the admin. walks weekly to calibrate instruction and process around school goals and priorities. This year, there have been a total of 220 walkthrough forms completed on staff. All formal observations and summatives have been completed and on time. Tuckaseegee has a coaching caseload where the MCL's and admin. Coach teachers weekly or bi-weekly, depending on the teacher, need and skill set. Fall insight survey indicated that 82% of staff felt that they get feedback that gives them specific action toward their teacher, 82% regularly discuss feedback about their teaching with an instructional leader, 82% of staff feel that the feedback that they are given improves student outcomes, 85% say they get enough instructional feedback, and 87% of staff agree that they get feedback on what and how they are teaching. Challenges could include retraining new staff while trying to deepen the work we started this year. We will also have a new curriculum in math that staff has to learn and we have to build upon. Opportunities will be to continue to refine our school priorities and continue to build a team that is solid with planning, assessment, and pedagogy.</p>	Limited Development 07/16/2024		

How it will look when fully met:	Ms. Wilson will lead the charge of the admin team visiting all classrooms in their respective grade levels on a weekly basis. The school-based google form will be used to collect data and provide coaching points for instructional coaches to deliver to teachers during their weekly coaching sessions.		LaTresha Wilson	06/30/2026
Actions		0 of 6 (0%)		
8/5/24	Principal Wilson will conduct routine walkthroughs across all grade levels and establish a walkthrough schedule for the admin and leadership teams. For Quarter 1, walkthrough feedback will be based on the Core Action 1 - Ensuring equitable access to grade level content. Ms. Wilson will follow up with the team to discuss highest leverage action steps to support academic and emotional growth of all students based on these walkthroughs. (Goal 1, 2, Guardrail 1 and 4, FAM-S 29)		LaTresha Wilson	10/31/2025
<i>Notes:</i>				
8/5/24	Principal Wilson will conduct follow up checks with admin and facilitators to ensure that meaningful feedback is being provided to teachers in a timely manner after walkthroughs are conducted. (Goals 1 and 2, and Guardrails 1 and 4)		LaTresha Wilson	10/31/2025
<i>Notes:</i>				
8/5/24	Tuckaseegee Elementary will implement a strategic Beginning Teacher Support Plan that includes monthly meetings with mentors, opportunities for beginning teachers to visit other classrooms, and walkthroughs with coaching that includes meaningful, bight sized feedback using the Get Better Faster coaching protocol. Quarter 1 focus will be coaching around classroom management for our beginning teachers. (Goals 1 and 2, Guardrails 1 and 4) BT Support Plan - https://docs.google.com/document/d/1z2-QAXT5pjggRKfLHXL6Mn1KA6faYU6WPSv4pyOpwQg/edit?usp=drivesdk		LaTresha Wilson	10/31/2025
<i>Notes:</i>				
5/19/25	The principal will complete the ATSI School Annual Resource Allocation Review Self- Assessment for Tuckaseegee Elementary School.		LaTresha Wilson	05/23/2026
<i>Notes:</i> Added to documents folder as evidence.				
8/14/24	Develop and execute a SWVling for Success schedule so the all teachers have an opportunity to record and receive feedback on lesson delivery with specific looks fors around scaffolding and applications. (Goals 1-2, Guardrails 1 and 4)		Germeka Ogundapo	06/25/2026

Notes: Each homeroom content teacher will SWIVL a lesson, complete a personal reflection, and reflect in their PLC during first semester and second semester.
10/18/24 - 1st Semester SWIVL completed by all teachers.

9/11/24 ILT will meet monthly to conduct walkthroughs and calibrate on highest leverage instructional moves for each PLC/Team. (Goal 1; Goal 2; Guardrail 1)

LaTresha Wilson

06/30/2026

Notes:

!	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>05/30/2025- Title one was used to mitigate economic disadvantages by supplying supplies for students, classrooms and teachers. ATSI funding was used to provide professional development for EC teachers and core content teachers of EC students. Anticipated challenges to continue addressing resource allocation include uncertainty of federal budget funding and realigning other funds to compensate accordingly.</p> <p>7/2024 - To mitigate inequities in teacher training and highly qualified staff, instructional leaders attended and completed NCILA Relay training based on Teach Like a Champion and Get Better Faster practices. Instructional Leaders implemented coaching, practice clinics, structured PLC and data meeting protocols, and strong start playbook actions for scheduling walkthroughs and feedback. 222 walkthroughs were completed throughout the year. Coaching logs were maintained for each teacher, including multi-language, exceptional children, and Talent Development teachers. Challenges anticipated for the 24-25 school year include maintaining fidelity to the Relay practices while there are no more training sessions. To mitigate this challenge, Relay practices will be added to Admin Meeting agendas and include professional development reminders for the admin team.</p>	Limited Development 09/20/2023		

<p>How it will look when fully met:</p>	<p>During the 2024-2025 school year, administrators and MCL's will implement strategies from RELAY/NCILA to include coaching clinics and group professional development to better meet the needs of improving teachers' practice with Tuckaseegee's instructional priorities.</p> <p>This indicator will be fully met when we have met our goals below:</p> <ul style="list-style-type: none"> • Goal 1-The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74% in SY2023-24 to 85% in SY2024-25 and 91% by SY 2028-2029. • Goal 2 - The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34% in SY2023-24 to 45% in SY2024-25 and 50% by 2028-2029. • We will increase our Students With Disabilities performance from a F to a D or higher in 2024-25. • We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. 		<p>LaTresha Wilson</p>	<p>10/01/2025</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>4/7/25</p>	<p>ATSI BUDGET(received in February): \$3,075 for Professional Development</p> <p>ACTION: School will use ATSI funds to ensure that EC students receive support throughout core instruction with the use of scaffolds by providing professional development to staff.</p>	<p>Complete 06/10/2025</p>	<p>Melissa Barone</p>	<p>06/30/2025</p>
<p>Notes:</p>				
<p>6/23/25</p>	<p>Complete ATSI School Annual Resource Allocation Self-Assessment</p> <p>Notes: https://drive.google.com/file/d/1ji_ch8KEUS7HcBQbyfWXNkYXngRe6lmy/view?usp=sharing</p>		<p>Melissa Barone</p>	<p>06/20/2026</p>
<p>4/9/25</p>	<p>Title 1 BUDGET: \$6275,05 for Supplies & Materials</p> <p>ACTION: School will use Title I funds to ensure teachers and students have needed supplies during the school year for instructional purposes and by providing the necessary tools and resources to effectively teach and engage students, ultimately leading to a more positive and productive learning environment. (Goal 1 & 2, Guardrail 1, FAM-S 3) Vendor: Curriculum Associates</p>		<p>Jennifer Dominguez</p>	<p>06/30/2026</p>

<i>Notes:</i>			
9/20/23	Within the 2025-26 school year, our school identified quality amplifications provided for our SWD and ML subgroups across grade levels as a resource inequity that impacted the success of these groups of students last year. As a result, our school plans to mitigate this inequity by adding intentional planning structures for PLCs to discuss and model intentional amplifications for specific groups of students this year. (Goals 1 and 2, and Guardrail 1)		LaTresha Wilson 06/30/2026
<i>Notes:</i>			
12/5/24	Professional Development will be provided to all staff during our Panther Academy around providing scaffolded instruction for SWD during core instruction. This will be followed by intentional walkthroughs and feedback from instructional coaches around implementation of these scaffolds. (Goals 1 and 2).		Melissa Barone 06/30/2026
<i>Notes:</i> Professional development will be once a year (January) with bi-monthly follow up walkthroughs and feedback.			

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent				
!	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

Initial Assessment:

05/30/2025 - This year MCL's served as coaches and instructional leaders by content area or grade level. This helped support beginning teachers and lighten the demands of teachers as far as planning and analyzing data. Incentives for staff included holiday recognition for a week in December with luncheons, gifts, and time off campus. PTA, parent volunteers, and community partners sponsored lunches, breakfasts, gifts, and snacks during teacher appreciation week. Professional development was provided for all staff as part of our regular monthly meetings. Beginning teachers were also provided with a mentor and substitute coverage so that they could visit other classrooms. All teachers received support from an instructional coach. Feedback was also routinely provided both through informal walkthroughs and formal evaluation conferences. A standardized Google form was used to record and track informal walkthrough feedback. The principal has met with all staff members to focus on strengths and areas of continued growth as far as continuing to establish a strong, positive culture.

During the 2023-24 school year, we focused on increasing the number of highly effective teachers and coaches on staff at Tuckaseegee Elementary School. Restart and Title I funds were used to leverage the Teacher Leader Pathway program to recruit and retain highly effective teachers and coaches. With Restart funding, teachers visited the Ron Clark Academy for professional development to incentivize teachers and encourage retention.

Fall insight survey indicated that 87% of teachers knew the expectations for effective teaching, 79% leaders at my school work hard to retain effective teachers, 90% my school is committed to improving my instructional practice We will also have a new curriculum in math that staff has to learn and we have to build upon. Opportunities would include us continuing to refine our practice and train new staff coming in on the Tuckaseegee way.

Limited Development
09/25/2023

<p>How it will look when fully met:</p>	<p>For the 2024-2025 school year, our focus is to increase the number of highly effective teachers and coaches on staff at Tuckaseegee Elementary School.</p> <p>Guardrail 4: Tuckaseegee Elementary School will retain 95% of licensed classroom teachers throughout the 2024-25.</p>		<p>LaTresha Wilson</p>	<p>10/01/2025</p>
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<p>Actions</p>	<p>0 of 2 (0%)</p>		
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<p>9/25/23</p>	<p>Restart and Title I funds will be used to leverage the Teacher Leader Pathway program to recruit and retain highly effective teachers and coaches. BUDGET: \$20,535 (TLP position and stipends)</p> <p>(Goals 1 and 2, Guardrail 1 and 4)</p>		<p>LaTresha Wilson</p>	<p>10/31/2025</p>
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<p><i>Notes:</i> This budget flexibility was also used for the 2022-2023 school year. This budget flexibility was also used for the 2023-24 school year. This budget flexibility was also used for the 2024-2025 school year. The budget flexibility will be used for 2025-26 school year.</p>			
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<p>11/19/24</p>	<p>Use of Budget Flexibility to purchase incentives for students and staff to increase staff and student morale, motivation and student ownership and to purchase field trips to enhance student learning experiences. (SFO Goal 1 & 2)</p>		<p>LaTresha Wilson</p>	<p>06/30/2026</p>
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<p><i>Notes:</i> This flexibility was used in the 24-25 school year. This flexibility will be used in the 25-26 school year.</p>			
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Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

	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
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<p>Initial Assessment:</p>	<p>May 2025 - WIN is continuing on each grade level with a focus on literacy for K-2nd grades and both literacy and math in 3rd-5th grades. Our focus has also included providing differentiated core instruction to provide on-ramps to grade-level standards for students who are not performing on grade-level. This includes the use of intervention plans,</p>	<p>Limited Development 07/09/2024</p>		
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implementing ML amplifications during core instruction, and providing scaffolds for EC students during core instruction.

Our Fam-S results indicate a need for a more stream-lined focus on monitoring intervention plans and their effectiveness. We will address this in the 25-26 school year by setting progress monitoring calendars that instructional leaders monitor. This data will be used to adjust interventions as needed to improve student outcomes.

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-2025 to 85% in SY2025-26 and 91% by SY 2028-2029.

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from ___% in SY2024-25 to 45% in SY2025-26 and 50% by 2028-2029.

2024-2025 Current Implementation:

All grades are implementing WIN (What I need) time in order to differentiate instruction. Students are provided enrichment and remediation during this time. During the second part of core instructions teachers pull small groups based on formal and informal assessments.

200 students in our school have academic or behavior intervention plans in Branching Minds.

Students are being provided with interventions as well as ongoing progress monitoring so that we can determine if interventions have been effective.

Students that have not met their goals, according to Branching Minds, have been recommended for further evaluation.

It has been a challenge for teachers to find time to implement all interventions and progress monitors with fidelity. It has also been a challenge for teachers to find time to create/update/end plans.

EOG data for grades 3-5 from 22-23 to 23-24 school year:

- 3rd Reading- GLP - 32.1% - 41.5%; CCR - 17.9% - 22.0%
- 3rd Math- GLP - 56.6%-58.5%; CCR - 39.6%-26.8%
- 4th Reading- GLP - 36.5% - 39.1%; CCR - 16.7% - 23.6%
- 4th Math- GLP - 46.0% - 47.3%; CCR - 29.2% - 30%

- 5th Reading- GLP - 25.7% - 50%; CCR - 9.7% - 26.6%
- 5th Math- GLP - 40.2% - 64.9%; CCR 25% - 51.1%
- 5th Science- GLP - 50.4% - 71.3%; CCR - 37.2% - 58.5%

How it will look when fully met:

This indicator will be fully met when we have met our goals below:

- Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74% in SY2023-24 to 85% in SY2024-25 and 91% by SY 2028-2029.
- Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34% in SY2023-24 to 45% in SY2024-25 and 50% by 2028-2029. Teachers will routinely use data disaggregation to determine needed tiered instruction to increase individual student mastery leading to an overall increase in College and Career Ready student achievement.

Elizabeth McLeod

06/30/2026

Actions

1 of 10 (10%)

7/9/24

TITLE 1 BUDGET: \$53,424 (Teacher)
\$22,980 (Tutor)
\$10,000 (Retention Bonuses)

Complete 10/31/2024

Nicki Dudley

10/31/2024

ACTION: School will use Title I funds to \$86,404 of their Title I funds for positions to positively impact student achievement. \$53,424 will be used for a 2nd grade teacher to reduce class size, so second grade teachers will be able to focus more time on small groups as measured through their daily schedule. \$22,980 will be used for a Title 1 tutor who will offer small group support across kindergarten through 3rd grades. \$10,000 will be used to fund retention bonuses for 2 5th grade teachers who have a proven record of high EVAAS data.

Notes: SCHOOL SMART GOAL: Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74% in June 2024 to 82% by June 2025, with an end goal of 91% by June 2029 through the use of their Title I Funds. School will use Title I funds to \$89,000 of their Title I funds for a 2nd grade teacher to reduce class sizes.

8/13/24	Teachers will receive professional development on administering the iReady diagnostic and using this data to create high leverage small groups planned around students' current understanding and level of mastery for specific standards. (Goal 1, Goal 2, Guardrail 1).		Adrienne Ciccarello	10/31/2025
<i>Notes:</i>				
11/19/24	Refine our data tracking systems to track student mastery of standards in Literacy, Math and Science across the month as well as any students making negative growth before the next MVPA. (Goals 1-2, Guardrail 1)		LaTresha Wilson	01/31/2026
<i>Notes:</i>				
11/19/24	Monitor the progress and support of our ML students: (Goals 1-2, Guardrail 1) - Continue with implementation of an ML Lab - Increase focus on planning for amplifications and scaffolds. - Focus on ALFA cohorts and preparation for ACCESS testing		LaTresha Wilson	02/01/2026
<i>Notes:</i>				
5/19/25	The principal will complete the ATSI School Annual Resource Allocation Review Self- Assessment for Tuckaseegee Elementary School.		LaTresha Wilson	05/23/2026
<i>Notes:</i> Submitted as evidence in 24-25 documents.				
9/11/24	Leadership meetings will include time for grade level data comparison for trends and patterns noticed during walkthrough and formal observations. These observations, along with staff surveys, will guide our Professional Development plan to support teacher improvement in achieving high growth with students. (Goals 1 and 2 and Guardrail 1)		LaTresha Wilson	06/27/2026
<i>Notes:</i> BUDGET: \$14,041 (Supplies and Materials for Classrooms) ACTION: Tuckaseegee Elementary will use Title I funds to ensure staff have appropriate resources and training to ensure their learners are proficient or above proficient in ELA assessments.				

7/18/24	<p>Within the 2025-26 school year, our ATSI school will (Goals 1-2, Guardrail 1):</p> <ul style="list-style-type: none"> - implement SPIRE for math and Orton Gillingham - establish co-planning and co-teaching systems and schedules - intentionally integrate amplifications and sentence frames to support grade level instruction - audit SBS program to identify areas of need and develop clear action steps to improve outcomes <p>to increase the overall performance of students with disabilities. (Goal 2, Guardrail 1)</p>		Melissa Barone	06/28/2026
<i>Notes:</i> Continued implementation from the 25-26 school year.				
8/14/24	We will use data trackers to track student progress on weekly/biweekly assessments. We will hold data meetings with teachers, support staff and leadership to analyze most missed questions, and determine a plan of action based on results. We will also use this data to determine who may need additional interventions and refer to the MTSS team. (Goals 1-2, Guardrail 1, FAM-S 3)		Elizabeth McLeod	06/28/2026
<i>Notes:</i>				
9/11/24	Our 2025-26 team structure includes an administrative lead, instructional lead, MTSS lead, FAC lead, Student Leadership and Social Committee Lead. These leads will meet with members of the leadership team monthly to ensure teams are working in alignment with school improvement practices and goals. We will track evidence through meeting agendas, change in practice, and improved student achievement. (All goals, FAM-S 12)		LaTresha Wilson	06/30/2026
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.		Germeka Ogundapo	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The SIP goals that align to this indicator is:	Limited Development 07/16/2024		

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 78% in SY2024-2025 to 85% in SY2025-26 and 91% by SY 2028-2029.

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from ___% in SY2024-25 to 45% in SY2025-26 and 50% by 2028-2029.

May 2025 - A heavy focus was placed on overall instructional coaching and teacher effectiveness. Continuing from the 23-24 school year, walkthroughs and spotlights in the Paw Print (weekly staff newsletter) were used as part of fidelity checks. Weekly communication was distributed in our newsletter around extending the use of amplification for ML students. PLC teams met weekly, differentiating the planning model per team. ML teachers were also consistently present and contributing to planning. Aggressive monitoring continued to be a school-wide priority. Extended half-day plannings were provided to all grade-level teams, allowing teacher leaders to collaborate as well as have individual planning. One-on-one coaching and support was provided to designated teachers in order to build their capacity. Elements of aggressive monitoring were seen being implemented in core instruction, particularly with in-the-moment feedback. Instructional leaders and teachers were able to see a clearer path of how to support scholars. Challenges that we faced include differentiation in training, teacher buy-in and confidence with implementing amplifications, and core support for EC students. For the 25-26 school year, we will continue our ML initiatives for providing a foundational literacy lab and strengthening the use of amplifications during core instruction. We will initiate a similar lab model for our EC students and focus on implementing scaffolds during core instruction.

2023-24 EOG data indicates that we have a 20.7% CCR for Black and Hispanic students in 3rd grade ELA. Our overall 3rd grade spring MAP performance data resulted in 11.3% of scholars scored College and Career Ready. DIBELS shows 49% of third graders showed at or above benchmark per their composite score. Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS was increase from 74% in June 2023.

32% of Hispanic and African American students scored at or above benchmark. Other data points to consider: Grade level agendas,

Thinking Map spotlights, walkthrough data, PD calendar, data presentations and spreadsheets. Successes that we had for the 2023-2024 school year include partnering with the Data Use of Accountability Team to support instructional leaders and classroom teachers in disaggregating data and determining action steps. Thinking Maps were incorporated during core instruction. Walkthroughs and spotlights in the Paw Print (weekly staff newsletter) were used as part of fidelity checks. Weekly communication was distributed in our newsletter around extending the use of Thinking Maps. PLC teams met weekly, differentiating the planning model per team. Aggressive monitoring was initiated and spotlights. Evidence of Thinking Maps were used in all grade levels and in connect/special area classes. Extended half day plannings were provided to all grade level teams, allowing teacher leaders to collaborate as well as have individual planning. One on one coaching and support was provided to designated teachers in order to build their capacity. Elements of aggressive monitoring were seen being implemented in core instruction, particularly with in-the-moment feedback. Instructional leaders and teachers were able to see a clearer path of how to support scholars based on our meetings with the DUSI team. Challenges that we faced include differentiation in training, teacher buy-in for total implementation of aggressive monitoring, teacher capacity and fidelity with extending the Thinking Maps protocol. Opportunities for professional development will be built into the calendar to allow these opportunities that address various skill levels. Including teacher leaders and grade level chairs will be included in planning coaching and professional development.

How it will look when fully met:	<p>This indicator will be fully met when we have met our goals below:</p> <ul style="list-style-type: none"> The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 74% in SY2023-24 to 85% in SY2024-25. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 34% in SY2023-24 to 45% in SY2024-25. 		Elizabeth McLeod	06/30/2026
Actions		0 of 10 (0%)		
7/18/24	Teachers will prepare and model specific parts of lesson plans for math, science (5th grade) and literacy (Module, Skills Block, ALL Block, and Small Group), implementing the core curricula, during PLC meetings and receive feedback from MCLs to ensure plans are implemented with fidelity. (Goals 1 and 2, Guardrail 1 and FAM-S 29)		LaTresha Wilson	10/31/2025
<i>Notes:</i>				
9/11/24	All teachers (K-5th grade) will meet in vertical teams to discuss alignment across specific standards based on their taught subject areas. Kindergarten through 2nd grades will discuss literacy and math. 3rd-5th grade teachers will divide into teams based on their departmentalized subject (literacy or math). 4th and 5th grades will also discuss vertical alignment of science standards and lessons. Teams will discuss anchor charts and strategies so that all teaching language is aligned across the school. (Goals 1 and 2, Guardrail 1, and FAM-S 29)		Elizabeth McLeod	10/31/2025
<i>Notes:</i>				
8/14/24	K-2 Literacy teachers and support staff will utilize benchmark and cycle data to create targeted foundational skills groups and implement an alphabet boot camp in kindergarten. (Goal 1)		Elizabeth McLeod	12/01/2025
<i>Notes:</i>				
11/19/24	Restart Budget Flexibility - use of Employment Flexibility to retain a non-certified staff that exceed goals in the previous school year. (SOF Goal 2)		LaTresha Wilson	12/02/2025

Notes: This flexibility was used 2022-2023.
 This flexibility was used 2023-2024
 This flexibility was used 2024-2025
 This flexibility will be used in 2025-26.

8/14/24 Weekly PLC meetings will be implemented that consist of unpacking standards (digging deeper in standards), creating exemplars and analyzing student work. Teachers will stamp higher order questions to be used in the lesson, preplan scaffolds and amplifications, key points to academic monitor using walk-throughs, and use academic monitoring to determine misconceptions and next steps.

Elizabeth McLeod

06/25/2026

Notes:

2/7/25 RESTART BUDGET: \$2,144 for Supplies & Materials

 ACTION: Use of budget Flexibility with Restart funds to ensure students receive support and motivation throughout the school year to achieve proficiency or above proficient in EOG assessments. This includes incentives to motivate students and reward meeting academic and behavioral goals to prepare for testing throughout the school year. (Goals 1 and 2, Guardrail 1, FAM-S 3)

LaTresha Wilson

06/30/2026

Notes: This flexibility was used 2022-2023.
 This flexibility was used 2023-2024
 This flexibility was used 2024-2025.
 This flexibility will be used for 2025-26.

2/7/25 Use of Budget Flexibility to provide teachers with stipends or pay for tutoring, PD, and additional planning. (Goal 1, Goal 2)

LaTresha Wilson

06/30/2026

Notes: This flexibility was used 2022-2023.
 This flexibility was used 2023-2024
 This flexibility was used 2024-2025

2/7/25 Restart -Use of Employment Flexibility to retain a non-certified staff that exceeded goals in the previous school year. (Goal 1)

LaTresha Wilson

06/30/2026

Notes: This flexibility was used 2022-2023.
 This flexibility was used 2023-2024
 This flexibility was used 2024-2025.
 This flexibility will be used for 2025-26.

2/7/25 Restart - Use of Budget Flexibility to provide teachers with stipends or pay for tutoring, PD, and additional planning. (Goal 1, Goal 2)

LaTresha Wilson

06/30/2026

Notes: This flexibility was used 2022-2023.
 This flexibility was used 2023-2024
 This flexibility was used 2024-2025.
 This flexibility will be used for 2025-26.

9/4/25	Instructional Planning: Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least 5 hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		LaTresha Wilson	06/30/2026
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Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	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
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Initial Assessment:

May 2025: Teachers implemented classroom behavior matrices with fidelity and followed our teacher-managed steps to addressing inappropriate behaviors. Behavioral support staff ensured that the school-wide behavior matrix was consistently enforced. TES implemented Educators' Handbook this year which helped to streamline incident tracking. The attendance plan was followed and continued to focus on chronically absent students. Challenges included teacher proficiency with Educators Handbook and a lack of data to track and support students' SEL well-being since we did not have Panorama data this year. Chronic absenteeism was difficult to address with the high number of enrollment late during the school year. Many of these students had existing attendance concerns. For the 25-26 school year, Tuckaseegee will implement Capturing Kids Hearts. All staff will be trained before school starts. There will be a continued focus on using Educators Handbook to analyze discipline data and address concerning trends. The attendance plan will continue with the modification of analyzing newly enrolled students throughout the year to address existing attendance concerns in a more timely manner.

2023-2024: Teachers use the Caring Schools curriculum to begin the day with students. Students have an opportunity to share and listen to others as they engage with conversations about each other. All students completed the Panorama survey that allows students to answer questions about how they feel about themselves and the school. The Panorama data was used by teachers and support staff to support students. Student Services created student groups and check-ins for students to better support their needs. Tuckaseegee has decreased in suspensions this year going from 66 to 2. We are also down 80+% in referrals. Teachers were trained this summer with our school behavior matrix. We conducted multiple PD sessions during the school year. Our BMT and BSC has been actively engaged in being proactive rather than reactive. Our chronic absenteeism decreased from 32% to 26% this year. Challenges next year will be to ensure all staff are really using the Panorama data to gather useful information regarding students. Opportunities include creating attendance incentives that will motivate students to come to school.

Limited Development
07/16/2024

How it will look when fully met:	<p>This indicator will be fully met when we have met our goals below:</p> <ul style="list-style-type: none"> • Our chronic absenteeism rate will decrease from 27.91% (2023-2024) to 23% for 2024-2025. • Teachers and student support services will work together to implement attendance incentives and build an engaging climate that instills students' desire to attend school daily. 		Alanna Rohling	06/30/2026
Actions		3 of 17 (18%)		
8/5/24	Restart flexibility will be used to purchase a Behavior Coordinator position. This position will be used to provide professional development for teachers around behavior management, manage Educators' Handbook implementation, and monitor behavior trends across the school to intervene as necessary (Guardrail 2 and FAM-S 30)	Complete 10/31/2024	Quentin Vines	10/31/2024
<i>Notes:</i>	This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025			
2/7/25	Restart - Use of Budget Flexibility to purchase (2) additional teachers in 2nd and 3rd grade to decrease class sizes. (Goal 1, Goal 2; Guardrail 1)	Complete 12/20/2024	LaTresha Wilson	12/20/2024
<i>Notes:</i>	This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025			
2/7/25	Restart - Use of Budget Flexibility to purchase IXL technology program to support with reinforcement of skills. (Goal 2)	Complete 06/11/2025	LaTresha Wilson	06/30/2025
<i>Notes:</i>	This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025			
9/11/24	<p>TITLE 1 BUDGET: \$35,793 (BMT)</p> <p>ACTION: School will use \$35,793 of their Title I funds for a BMT position. This person will provide professional development for teachers and help them implement classroom management strategies to encourage positive classroom interactions. The BMT will also assist teachers with implementing behavior intervention plans as needed. (Guardrail 2 and 3)</p>		LaTresha Wilson	10/31/2025
<i>Notes:</i>	<p>SMART GOAL - With the implementation of behavior supports from the BMT, office referrals will decrease by 40% from the 23-24 school year to the 24-25 school year.</p> <p>We will continue to utilize these funds for the 2025-26 school year.</p>			

9/11/24	All teachers at Tuckaseegee Elementary School will use the school-wide behavior matrix as the exemplar for creating a classroom behavior matrix with the support of our Behavior Support Coordinator. Teachers will model and teach expected behaviors using the matrix during Morning Meetings throughout the school year. Behavioral data from Educators Handbook will be used to determine if/when students need further intervention. (Guardrail 2 and FAM-S 30)		Elizabeth Canute	12/14/2025
<i>Notes:</i>				
1/28/25	TITLE 1 BUDGET: \$2,000 ACTION: School will use \$2,000 of their Title I funds for a fifth grade field trip to Knights Stadium (Vendor - Charlotte Knights). When students feel more connected to their teachers and classmates they are more likely to value school and try their best on assignments. Students will feel a connection to their classmates and teachers which will lead to better attendance rates and more time learning. (Guardrail 2 and 3)		Elizabeth McLeod	05/07/2026
<i>Notes:</i> Students in fifth grade will participate in a field trip to a Charlotte Knights game. Students will learn about teamwork and perseverance. Students will participate in team building exercises that help strengthen teacher/student relationships and build self esteem and engagement.				
7/18/24	A Tiered Attendance Plan will be implemented to target our chronic absenteeism percentage. Attendance data and steps of attendance plan will be monitored by student services and the admin team. (Guardrail 3) Attendance Plan: https://docs.google.com/document/d/1mp1sY3A-oZA4GoBb5YwoIIXg4Cw0F_Xv26zja6kn1q0/edit		Germeka Ogundapo	06/28/2026
<i>Notes:</i>				
8/5/24	Student support services team and community partners will conduct small groups to be proactive in improving self-efficacy and positive self-perception of students. (Guardrail 2 and FAM-S 31)		Germeka Ogundapo	06/30/2026
<i>Notes:</i>				
2/7/25	Restart - Use Budget Flexibility to purchase additional EL resources for students, families and student incentives. (Goal 1, Goal 2)		LaTresha Wilson	06/30/2026
<i>Notes:</i> This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025. This flexibility will be used for 2025-26.				

2/7/25	Restart - Use of Class size flexibility to cover for loss of staff and to ensure that teachers have a certified teacher or teacher with a track record of success. (Goal 2)		LaTresha Wilson	06/30/2026
<p><i>Notes:</i> This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025. This flexibility will be used in 2025-26.</p>				
2/10/25	<p>E 1 BUDGET: \$1095.0</p> <p>ACTION: School will use Title I funds for a field trip to Discovery Place. When students feel more connected to their teachers and classmates they are more likely to value school and try their best on assignments. Students will feel a connection to their classmates and teachers which will lead to better attendance rates and more time learning. (Guardrail 2 and 3)</p>		Germeka Ogundapo	06/30/2026
<p><i>Notes:</i></p>				
3/4/25	<p>TITLE 1 BUDGET: \$820</p> <p>ACTION: School will use \$820 of their Title I funds for a fourth grade field trip to Junior Achievement Biz Town (Vendor - JA Biz Town). When students feel more connected to their teachers and classmates they are more likely to value school and try their best on assignments. Students will feel a connection to their classmates and teachers which will lead to better attendance rates and more time learning. (Guardrail 2 and 3)</p>		Elizabeth Canute	06/30/2026
<p><i>Notes:</i> The trip to JA BizTown is a fantastic opportunity for our students to gain hands-on financial literacy and engage in real-world scenarios. They will have the chance to apply critical thinking skills learned in their math lessons, along with the reading and writing foundations they have developed. This experience will stay with them for a lifetime. Students will get a firsthand look at the adult world, including paying bills, working a job, and managing their finances.</p> <p>Financial Literacy Projects – Students will complete a budgeting activity where they apply what they learned about managing expenses, paying bills, and making financial decisions.</p> <p>Writing Assignment – Students will write a reflective essay or a personal narrative about their role at JA BizTown and how it relates to real-world financial responsibility.</p> <p>Math Integration – Students will engage in problem-solving activities that reinforce budgeting, payroll calculations, and financial planning concepts covered during the trip</p>				

3/18/25	Title 1 Budget: \$988.67 Students will go home everyday with their homework folder of each subject. This will help students stay organized and keep up with assignments that students need to complete by the due date. Also will be used to keep track of their data for each parent see their child's growth and make sure they have completed assignments on time. (Vendor - Quill)		Elizabeth Canute	06/30/2026
<i>Notes:</i>				
9/4/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.		Germeka Ogundapo	06/30/2026
<i>Notes:</i>				
9/4/25	School Climate: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Germeka Ogundapo	06/30/2026
<i>Notes:</i>				
9/4/25	Restart flexibility will be used to purchase a classroom teacher and front office secretary. These positions will be used in lower class sizes and provide additional support with family communication and engagement. (All goals)		LaTresha Wilson	06/30/2026
<i>Notes:</i>				
2/7/25	Use of budget Flexibility with Restart funds to ensure students receive support and motivation throughout the school year to build strong attendance habits. This will help us decrease our chronic absenteeism by 5% (Goals 1 and 2, Guardrail 1, FAM-S 3).		Germeka Ogundapo	06/30/2026
<i>Notes:</i> This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year. This flexibility will be used in the 2025-26 school year.				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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
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Initial Assessment:

2024-2025 - Our main point of communication with our Tuckaseegee families is through Parent Square. The Parent Square communication is a great way to keep our families informed on what is happening at our school and for teachers to send direct information to parents concerning their child. Our school has a high population of Hispanics so having communication in English and Spanish is a plus in reaching out to all our parents. During most of our school engagements, we have parents sign in or fill out a roster to document attendance. This gives us a chance to look at attendance to see if we need to make adjustments encouraging more people to come out to our events. Parent Square also keeps a log or track of how much communication was sent out for the week. Some challenges we face could be making sure we are reaching out to all families in situations where their could be a language barrier. Recently, we have had an increase in of students who speak French. Our families have opportunities to reach out to the school about any upcoming events or information pertaining to child. Parents have opportunities to volunteer during special events at Tuckaseegee Elementary. The Second Harvest Food Banks gives families an opportunity to help provide food for families. Another is helping to provide uniforms to our students who may have a difficult time providing them for their child. Here are some data points of an overview of our school year of communication we have sent to our families: Open House, Principal Newsletter, Beginners Night, Panther of the Month Celebrations, Fundraisers, School Improvement Meetings, Parent Magnet Survey, TD Newsletter, Classroom Newsletters, Volunteer Opportunities, Important information about our school, School Uniforms, Second Harvest Food Bank, Sports, RTA Night, Community Partners, Spring Fling, Field Day, Hmong New Year, Career Day, Magnet Visit, Teacher of the Year, Superintendent Visit, Teacher Appreciation, Electives, Fall & Spring Concerts, etc.

Parent Square Dashboard report:

- 95% of 562 students' families are contactable. 16 families did not join parent square.

Limited Development
07/16/2024

How it will look when fully met:	We will maintain our current success in family communication through ParentSquare. Parent/guardian attendance at academic events such as conferences, curriculum nights, and benchmark testing preparation sessions will increase by 20%.		Germeka Ogundapo	06/30/2026
Actions		2 of 5 (40%)		
2/7/25	Restart - Use Budget Flexibility to purchase a bilingual secretary to bridge the gap with families and students by being able to communicate with ML families in our building to interpret, support academics, resources, etc. (Goal 1, Goal 2)	Complete 12/20/2024	LaTresha Wilson	12/20/2024
<i>Notes:</i> This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025				
3/18/25	Title 1 Budget: \$1002 Students will go home with their Red communication folders with important information for parents. Parents will need to sign the back of the folder and return next day this confirms the teacher that parents did receive the important information that was sent home.	Complete 06/11/2025	Jennifer Dominguez	06/30/2025
<i>Notes:</i> Signature records will serve as parent communication log.				
8/13/24	“Attendance Counts” incentive program will be implemented for September to kick off the school year. Families will be asked to complete attendance posters and students will participate in an Attendance Spirit Week. Communication methods will be used to publicize the initiatives. (Goals 1 and 2, Guardrail 1and 3)		Maria Maddox, Social Worker	10/31/2025
<i>Notes:</i>				

1/9/25	<p>BUDGET: \$2,000 for food for FCE events</p> <p>ACTION: School will use Title I funds to ensure families receive support throughout the school year to ensure their learners are proficient or above proficient in ELA assessments. This includes resources and incentives to increase attendance at Family Curriculum Nights, Parent Conferences, and Parent Sessions to prepare for testing throughout the school year. Title 1 funds will be used for food to provide dinner for families at our K-2 DIBELS Night, 3rd Grade End of Module parent celebration, and 305 EOG Night. (Goals 1 and 2, Guardrail 1, FAM-S 3)</p>		LaTresha Wilson	06/25/2026
<p><i>Notes:</i> SMART GOAL: 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from 34.1% in June 2024 school year to 37% in June of 2025 and to 50% by June 2029 as measured by EOGs, in part, through the use of their Title I Funds.</p>				
2/7/25	<p>Restart - Use Budget Flexibility to purchase additional EL resources for students, families and student incentives. (Goal 1 and Goal 2)</p>		LaTresha Wilson	06/30/2026
<p><i>Notes:</i> This flexibility was used 2022-2023. This flexibility was used 2023-2024 This flexibility was used 2024-2025. This flexibility will be used for the 2025-26 school year.</p>				