


# 2021-2022 State of the School Report

Tuckaseegee Elementary School	
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Principal Name	Travares Hicks
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## I. SCHOOL REPORT CARD SNAPSHOT

### 2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	21.4	15.7	27.3		17.6	<5
	CCR	13.4	7.8	18.2		8.8	<5
Grade 4	GLP	33.3	34.5	24.2		<5	<5
	CCR	18.6	18.2	18.2		<5	<5
Grade 5	GLP	38.9	27.7	48.0		14.3	8.3
	CCR	23.9	12.8	34.0		<5	8.3
School	GLP	31.2	26.1	34.6	35.7	11.5	<5
	CCR	18.7	13.1	24.4	28.6	5.1	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	22.7	18.0	34.1		20.6	<5
	CCR	6.4	<5	13.6		11.8	<5
Grade 4	GLP	40.2	29.1	45.5		26.1	9.1
	CCR	25.5	20.0	27.3		21.7	9.1
Grade 5	GLP	38.1	23.4	46.0		19.0	16.7
	CCR	22.1	12.8	26.0		9.5	8.3
School	GLP	33.5	23.7	41.7	35.7	21.8	8.3
	CCR	17.8	11.2	22.0	28.6	14.1	5.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	49.1	32.6	60.0		23.8	16.7
	CCR	34.8	19.6	44.0		19.0	8.3

EOG School Composite 2020-21	34.8
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will improve our focus on standards based instruction to include rigorous instructional learning experiences for all students through culturally responsive teaching and

implementation of a multi-tiered system of support to address student needs. This will be measured by increasing our overall school reading composite to 47% GLP and 34% CCR, overall math composite to 48% GLP and 33% CCR, and overall science composite to 64% GLP and 50% CCR as measured by the EOG assessment (Indicators: A2.04, A4.01, B1.01, B1.03, B2.03, B3.03, C2.01).

Emphasis on a school-wide performance management system using a continuous cycle of coaching and feedback to increase teacher efficacy and instructional/leadership capacity. Evidence of successful implementation will be measured by: Insight Survey Results (Questions focused on instructional support and coaching) - Increase from Fall 2020 to Spring 2021. Increase workload domain: Spring 2019 at 3.7 index to an increase in Spring 2021 to a 5.7 index measured by the Insight Survey. Observation and feedback: Spring 2019 at 5.8 index to an increase in Spring 2021 to a 6.8 index measured by the Insight Survey. EVAAS - 100% of teachers K-5 will demonstrate "meeting" or "exceeding" growth (Indicator: A1.07, A2.04, B1.01, B1.03, B3.03, C2.01, C3.04).

### III. CHIEF CHALLENGES

- Chronic absenteeism is a challenge that we are consistently working to improve.
- Consistency of interventions--TA's are being used to cover classes which makes it challenging for them to conduct their groups with consistency.
- HR--Filling vacancies is a huge challenge as there are few highly qualified applicants from which to choose.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

We are leveraging our focus on small group instruction, grade level standards, assessments and working towards grade level mastery. PLCs will reflect these components, as well as analyzing data and developing action plans to maximize student achievement by focusing on our intervention block.