



Taneytown Elementary School School Improvement Plan 2021-2022

TES Vision: As students, staff and families, we are building an inclusive collaborative community that develops empathetic global citizens who are independent thinkers, proficient readers, writers, and problem solvers.

TES Mission: The mission of Taneytown Elementary School's community is to maximize achievement by providing rigorous, inclusive instruction in a safe, respectful, nurturing and equitable environment.

What? We will develop and implement strategic actions

How? By looking at school wide trends and data

Why? In order to increase student achievement and close gaps at TES

School Improvement Goal		
<p>1. Increase the overall average percentage of students school-wide reading on grade level by utilizing the MQI model, specifically chunking and formative assessment as measured by summative assessments.</p> <ul style="list-style-type: none"> ● Pre-K Letter ID, Letter Sound and DAPPA ● k-1 running record and CCPA ● 11% growth on the Spring 2021 Running Record in grade 2 ● 5% growth on the Spring 2021 CCPA 2J Multisyllabic Words ● 8% growth on RI in grades 2 through 5 		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
<p>1.1 Explicitly teach strategies for chunking and assessing, to accurately respond to text dependent questions using text evidence to support thinking and communicate this progress to all stakeholders (orally, extended response, multiple choice response)</p> <ul style="list-style-type: none"> ● Use strategies to unlock the prompt and make meaning of what the question is asking, such as Question Answer Relationship ● Use common organizers, strategies and language to aid in comprehension 	2021-2022	<p>1.1</p> <ul style="list-style-type: none"> ● 73% of 5th graders will be reading on grade level according to RI ● 70% of 4th graders will be reading on grade level according to RI ● 63% of 3rd graders will be reading on grade level according to RI ● 68% of 2nd graders will be reading on grade level according to RI ● 63% of 2nd graders will achieve a running record level O

<p>1.2 Emphasis on phonics/vocabulary instruction with direct application to grade level text in order to comprehend the text and communicate this progress to all stakeholders</p> <ul style="list-style-type: none"> ● Apply word study (FUNdations, greek and latin roots, etc) knowledge to help decode and encode in reading and writing ● Explicitly teach inferring strategies to determine the meaning of unknown words when reading to develop vocabulary knowledge <ul style="list-style-type: none"> ○ frayer model ○ knowledge rating ○ context clues (definitions, antonyms, synonyms, surrounding sentences) 	<p>2021-2022</p>	<ul style="list-style-type: none"> ● 85% of 1st graders will achieve a running record level J ● 91% of K students will achieve a running record level D <p>1.2</p> <ul style="list-style-type: none"> ● 73% of 5th graders will be reading on grade level according to RI ● 70% of 4th graders will be reading on grade level according to RI ● 63% of 3rd graders will be reading on grade level according to RI ● 68% of 2nd graders will be reading on grade level according to RI ● 73% of 2nd graders will achieve an 6 out of 8 on the CCPA 2J Multisyllabic Words ● 93% of 1st graders will achieve an 8 out of 10 on the CCPA 2F R-Controlled ● 83% of K students will achieve an 8 out of 10 on the CCPA 2A Closed Syllables ● 85% of Pre-K will achieve an 8 out of 10 on matching familiar consonants (maintain) ● 90% of Pre-K students will achieve a 17 out of 26 uppercase letters (Maintain) ● 90% of Pre-K students will achieve a 17 out of 28 on lowercase letters (maintain)
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2. Students in Pre-K to 5 will demonstrate computational proficiency (fluency, accuracy, and strategies –not speed) in operational thinking and base ten by utilizing the MQI model, specifically chunking and formative assessment as measured by summative assessments having an overall average score of 85% between all grade levels.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 <u>Develop flexibility with strategies and number sense through direct instruction and use of math vocabulary, and communicate this progress to all stakeholders</u></p> <ul style="list-style-type: none"> Flexibly apply fact strategies for Addition/Subtraction/Multiplication/Division to larger numbers in order to improve computational accuracy (counting on/back, doubles, near doubles, make ten, use ten, decomposing, doubling, add/subtract a group) Develop understanding of balanced equations to see flexibility in numbers 	2021-2022	<p>2.1</p> <ul style="list-style-type: none"> In grades 4 - 5 the mean score for January will be 76% or higher and May Benchmarks will be 80% or higher. In grade 3 the mean score for January Benchmark will be 82% or higher and May Benchmark will be 84% or higher. In grade 2 the mean score for January Benchmark will be 83% and May Benchmarks will be 85% or higher. In grade 1 the mean score for January Benchmark and May Benchmarks will maintain 90% or higher In K the mean score for January Benchmark and May Benchmark will maintain 86% or higher. In Pre-K the mean score for January Benchmark and May Benchmark will maintain 89% or higher.
<p>2.2 <u>Effectively implement the Standards of Mathematical Practices and communicate this progress to all stakeholders</u></p> <ul style="list-style-type: none"> Make sense of problems and persevere in solving them using strategies such as visualizing problems, sketch to stretch, taking numbers out of problems, 3 Big Questions. Use appropriate tools strategically in order for students to bridge prerequisite skills with grade level expectations 	2021-2022	<p>2.2</p> <p>Pre-K:</p> <ul style="list-style-type: none"> The mean score for Unit 2, 5, and 6 will be 89% or higher <p>K:</p> <ul style="list-style-type: none"> The mean score for Unit 1 and 3 will be 86% or higher. <p>Grade 1:</p> <ul style="list-style-type: none"> The mean score for Units 1, 2, 3 will be 90% or higher. <p>Grade 2:</p> <ul style="list-style-type: none"> The mean score for Units 1, 2, 3, and 6 will be 85% or higher. <p>Grade 3:</p> <ul style="list-style-type: none"> The mean score for Units 1, 2, 4, and 6 will be 84% or higher. <p>Grade 4:</p>

	<ul style="list-style-type: none"> The mean score for Units 1, 2, and 6 will be 80% or higher. <p>Grade 5:</p> <ul style="list-style-type: none"> The mean score for Units 2, 4, 5, 6, 7 will be 80% or higher.
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School Improvement Goal		
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<p>3. Students will improve text dependent writing by utilizing the MQI model, specifically chunking and formative assessment as measured by CBA in Grades 2 - 5, Teacher Created Assessment in Grades K-1 and an Oral Assessment in PreK.</p> <ul style="list-style-type: none"> 9% growth on Spring 2020 CBA Writing assessment in grades 2 through 5 		
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Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Utilize best practices for writing instruction when responding to a prompt in all content areas and communicate this progress to all stakeholders</p> <ul style="list-style-type: none"> During achievement meetings, PD will be provided for pre-K through 5 on effective writing strategies (see examples below). Teams will apply these strategies, monitor student progress and reflect <ul style="list-style-type: none"> Use state, cite, explain to accurately organize and develop a response to text Quick Writes Using mentor text effectively to analyze craft Flexible Writing Groups Oral rehearsal; oral responses in pre-k and k Utilize resources within an on-line writing binder 	2021-2022	<p>3.1</p> <ul style="list-style-type: none"> 67% of 5th graders will achieve an 80% or higher on writing portion of 5th grade Spring CBA writing assessment 63% of 4th graders will achieve an 80% or higher on writing portion of 4th grade Spring CBA writing assessment 58% of 3rd graders will achieve an 80% or higher on writing portion of 3rd grade Spring CBA writing assessment 61% of 2nd graders will achieve an 80% or higher on writing portion of 2nd grade Spring CBA writing assessment
<p>3.2 Rubrics/Conferencing</p> <ul style="list-style-type: none"> Explicitly teaching how to utilize the CCPS grade level teacher and student friendly rubrics to assess student progress in ideas, organization, clarity, and mechanics and communicate this progress to all stakeholders 	2021-2022	<ul style="list-style-type: none"> See above

School Improvement Goal

4. The TES Community will continue to prove a safe, positive, and engaging school/classroom environment by merging social emotional learning, trauma informed classrooms, and positive behavior intervention support in order to become "First Responders" (focus on needs) versus "First Reactors" (focus on behavior).

- a. Increase in feelings of safety and engagement will be measured by achieving a 10% reduction in minor referrals while maintaining a reduction in major referrals with 95% of students having 0-1 major referrals.
- b. Increase in positive classroom environment will be measured by achieving a school-wide increase of positive Dojo points and/or communications.
- c. Professional development for teachers will be measured with a pre and post needs assessment. (i.e I understand and feel confident using Zones strategies).

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>4.1 Staff will receive professional development in effectively <u>identifying</u> and responding to social/emotional regulation "needs," (instructional mismatch, personal conflicts, and/or environmental needs)</p> <ul style="list-style-type: none"> ● Second Step Program for PreK, K and 1 ● Introduction to fostering Trauma Sensitive Classrooms ● Zones of Regulation with strategies specific to Calming Corners 	2021-2022	<p>4.1</p> <ul style="list-style-type: none"> ● Schoolwide there will be a 10% reduction in minor referrals (2019-2020 had 478 minor referrals). ● 95% of students will have 0-1 major referrals.
<p>4.2 Staff will implement <u>preventative</u> Tier 1 and Tier 2 strategies through the use of the progression of intervention process, PBIS initiatives and family connections</p> <ul style="list-style-type: none"> ● Re-visit with staff Progressions of Interventions and other classroom management resources available such as Mind Up, PBIS, Calming Corner, Sensory Garden/room, morning meetings, etc ● Consistent daily use of DOJO to positively and equitably communicate between teachers, administration, and parents 	2021-2022	<p>4.2</p> <ul style="list-style-type: none"> ● Each grade will have a 10% increase in positive Dojo points given. <ul style="list-style-type: none"> ○ 5th grade will increase from 1% to 11% ○ 4th grade will increase from 20% to 30% ○ 3rd grade will increase from 28% to 38% ○ 2nd grade will increase from 5% to 15% ○ 1st grade will increase from 26% to 36% ○ K will increase from 12% to 22% ○ Pre-K will increase from 8% to 18%
<p>4.3 Staff members will implement Tier 3 <u>interventions</u> as described by the progression of intervention process in which SST will use teacher/parent referral, discipline data, attendance data, and performance matters data to identify "yellow" and "red" zone level students for SST interventions</p> <ul style="list-style-type: none"> ● Consistent use of the Progression of Intervention form at SST meetings 	2021-2022	<p>4.3</p> <ul style="list-style-type: none"> ● 10% Reduction of minor referrals (from 478 in 2019-2020) ● 95% of students with 0-1 major referral

<ul style="list-style-type: none">• Periodic "informal" collaborative social/emotional needs meetings that include classroom teachers, SPED if applicable, psychologist, counselor, student support staff and/or other SST members		
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