



**Taneytown Elementary School Improvement Plan
2023-2024**

The TES vision is our overall purpose as a school.

Vision: Taneytown Elementary students will develop essential skills to be kind, successful life-long learners.

TES mission is how we are going to achieve that purpose.

Mission: As a community we are accountable for providing and supporting quality instruction by collaborating and meeting high expectations in a safe and welcoming 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		
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. 1. Pre-K Letter ID, Letter Sound and DAPPA 2. Grades K through 2 Running Record 3. Grades 3 rd through 5 th CBA and RI		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level

1.1 Explicitly teach comprehension strategies, 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)

- Use [common language and visuals](#) to aid in comprehension. (Stool visual, main idea and key detail support structure, plot coaster)
- Model [evidence-based comprehension strategies](#) for main idea and key details
- Use [evidence-based comprehension strategies](#) to explicitly teach main idea and key details. (Intermediate)

2023-2024

1.1

- 100% of **Pre-K students** will achieve the following by the end of the year.
 - 8/10 on matching familiar consonants
 - 17/26 on uppercase letter identification
 - 17/28 on lowercase letters identification
- 85% of **Kindergarteners** will be reading a Level D by the end of the year.
- 80% of **1st graders** will be reading at a Level J by the end of the year.
- 80% of **2nd graders** will be reading at a Level O by the end of the year.
- 60% of **3rd graders** will score at least an 80% on the multiple choice portion of the spring CBA.
- 51% of **4th graders** will score at least an 80% on the multiple choice portion of the spring CBA.
- 56% of **5th graders** will score at least an 80% on the multiple choice portion of the spring CBA.

2023-2024

1.2

1.2 Explicitly teach phonics/vocabulary instruction using a strategic scope and sequence with direct application to grade level text in order to comprehend the text and communicate this progress to all stakeholders.

- **Apply** word study (FUNdations, greek and latin roots, etc) knowledge to help decode **and** encode in reading and writing.
- **Primary:** Explicitly teach decoding and encoding strategies using [evidence-based instructional practices and resources](#)
- **Intermediate:** Explicitly teach inferring strategies to determine the meaning of unknown words when reading to develop vocabulary knowledge
 - knowledge rating
 - context clues (definitions, antonyms, synonyms, surrounding sentences)

- 100% of **Pre-K students** will achieve the following by the end of the year.
 - 9/14 on PLA Concepts of Print
 - 5/10 on PLA-DAPPA – Initial consonants the same sound
- 85% of **Kindergarteners** will be reading a Level D by the end of the year.
 - 79% of **Kindergartners** will score at least an 8/10 on 2A: Closed Syllables
- 80% of **1st graders** will be reading at a Level J by the end of the year.
 - 94% of 1st graders will score at least an 8/10 on 2E: Two-Syllable Closed
- 80% of **2nd graders** will be reading at a Level O by the end of the year.
 - 75% of 2nd graders will score at least a 17/21 on 2I: Two-Syllable All Types

<p>1.3 Conferencing and Goal Setting</p> <ul style="list-style-type: none">• Use student friendly data tracking sheets to frequently progress monitor (reading levels, comprehension formatives, CCPA, RI)• Conference with students to select and set attainable goals throughout each quarter (at least twice a quarter)	<p>2023-2024</p>	<ul style="list-style-type: none">• 70% of 3rd graders will be reading at a RI score of 572 or higher.• 70% of 4th graders will be reading at a RI score of 720 or higher.• 76% of 5th graders will be reading at a RI score of 824 or higher. <p>1.3 See data above</p>
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School Improvement Goal

2. Students in Pre-K to 5 will demonstrate comprehension and accuracy when solving problems by utilizing the MQI model, specifically chunking and formative assessment as measured by summative assessments.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>2.1 Explicitly teach comprehension strategies in order for students to make sense of the problem</p> <ul style="list-style-type: none"> Students will use the “Unlocking the Problem” strategy to make sense of problems before solving <ul style="list-style-type: none"> *Primary Resource *Intermediate Resource Teachers will implement a “Problem of the Week” daily to explicitly teach each step of the process 	<p>2023-2024</p>	<p>2.1</p> <p>100% of Pre-K students will score at least an 80% on January and May Benchmark Assessments</p> <p>86% of Kindergarteners will score at least an 80% on January Assessment</p> <p>89% of Kindergarteners will score at least an 80% on May Assessment</p> <p>87% of 1st graders will score at least an 80% on January Assessment</p> <p>90% of 1st graders will score at least an 80% on May Assessment</p> <p>84% of 2nd graders will score at least an 80% on January Assessment</p> <p>90% of 2nd graders will score at least an 80% on May Assessment</p> <p>64% of 3rd graders will score at least an 80% on January Assessment</p> <p>75% of 3rd graders will score at least an 80% on May Assessment</p> <p>50% of 4th graders will score at least an 80% on January Assessment</p> <p>66% of 4th graders will score at least an 80% on May Assessment</p> <p>51% of 5th graders will score at least an 80% on January Assessment</p> <p>55% of 5th graders will score at least an 80% on May Assessment</p> <p>2.2 See above</p>

<p>2.2 <u>Students will develop flexible fact strategies in order to compute accurately</u></p> <ul style="list-style-type: none"> • Staff will be trained to implement <u>Building Fact Fluency Toolkits</u> with fidelity at least 10 minutes each day • School wide incentive to monitor and track facts in each grade level • Students will use Dreambox in K and 1st grade and Prodigy in Grades 2- 5 • Apply multiple strategies to compute accurately <p>2.3 <u>Conferencing/Goal Setting</u></p> <ul style="list-style-type: none"> • Frequent check-ins with reflection before and after each unit (at least twice a quarter) • Second Chance Learning Contract • Pre-Requisite skills assessment 	<p>2023-2024</p> <p>2023 - 2024</p>	<p>2.3 See above</p>
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School Improvement Goal		
<p>3. Students will improve text dependent writing by utilizing the MQI model, specifically chunking and formative assessment as measured by Spring CBA in Grades 2 - 5, Teacher Created Assessment in Grades K-1 and an Oral Assessment in PreK.</p> <ol style="list-style-type: none"> 1. Spring 2024 CBA Writing assessment (literary analysis) in grades 2 through 5 2. Spring 2024 K-1 teacher created literary analysis prompt (graded using CCPS rubric) 3. Spring 2024 Pre-K teacher created oral literary analysis response (graded using CCPS rubrics) 		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>3.1 Utilize <u>best practices for writing instruction</u> when responding to a prompt in all content areas and communicate this progress to all stakeholders.</p> <p>During PLC 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.</p> <ul style="list-style-type: none"> • Unlock the prompt • Use of mentor texts and samples to model responding to text • <u>Use common organizers and language to aid in writing comprehension</u> 	<p>2023-2024</p>	<p>3.1</p> <ul style="list-style-type: none"> • 100% of PreK students will achieve a score of 2 or 3 on the county PreK Narrative Writing Rubric. • 40% of kindergartners will meet an 80% or higher on the January literary analysis formative. (A May goal will be set after re-evaluation in January) • 40% of 1st graders will meet an 80% or higher on the January literary analysis formative. (A May goal will be set after re-evaluation in January) • 40% of 2nd graders will meet an 80% or higher on the January literary analysis

<p>3.2 Provide explicit grammar instruction across all grade levels.</p> <ul style="list-style-type: none"> Oral rehearsal and orally responding to a question/prompt. Structure of a sentence, to paragraph, to essay Explicit Grammar instruction <p>3.3 Rubrics/Conferencing 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.</p> <ul style="list-style-type: none"> Using mentor/student samples to evaluate writing pieces. Goal setting (at least twice a quarter) 	<p>2023-2024</p> <p>2023-2024</p>	<p>formative. (A May goal will be set after re-evaluation in January)</p> <ul style="list-style-type: none"> 63% of 3rd graders will meet 80% or higher on the spring literary CBA writing. 52% of 4th graders will meet 80% or higher on the spring literary CBA writing. 62% of 5th graders will meet 80% or higher on the spring literary CBA writing. <p>3.2 See data above</p> <p>3.3 See data above</p>
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School Improvement Goal		
4. Students in Pre-K to 5 will demonstrate comprehension and accuracy when solving problems by utilizing the MQI model, specifically chunking and formative assessment as measured by summative assessments.		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>4.1 <u>Make sense of problems/comprehension</u></p> <ul style="list-style-type: none"> Students will use the Unlock the Problem strategy Teachers will implement a Problem of the Week to explicitly teach each step of the process 	<p>2023-2024</p> <p>2023-2024</p>	<p>4.1 100% of Pre-K students will score at least an 80% on January and May Benchmark Assessments</p> <p>100% of students will meet their banded growth goal or score at least 80% on the May benchmark.</p>

<p>4.2 General Educators and Special Educators will collaborate weekly/bi-weekly to plan and monitor progress for special education students.</p> <ul style="list-style-type: none">• Discuss/Create plans for special education students based on weekly/bi-weekly progress• Share curriculum plans, goals, strategies, etc to best meet student needs		<p>4.2 See above data</p>
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