



Taneytown Elementary School Improvement Plan 2026-2027

Vision: TES strives to be a safe, caring, and inclusive community that values every child and inspires a love of learning. We work to empower confident, curious, and compassionate learners prepared to thrive.

Mission: We ensure every student feels safe, included, and supported as they grow into lifelong learners. Together with families, staff, and community partners, we create meaningful opportunities that empower all students to become confident, capable, and responsible members of our community.

What? We will develop and implement strategic actions

How? By looking at school wide trends and data

Why? In order to increase student achievement

Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement <ul style="list-style-type: none">➤ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.➤ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
Strengthen Productive Family & Community Partnerships <ul style="list-style-type: none">➤ Communication between CCPS and the community demonstrates transparency, trust, and respect.➤ CCPS partners with local government, businesses, and agencies to support student learning.➤ CCPS will increase transparency in the public procurement process.
Develop and Support a Successful Workforce <ul style="list-style-type: none">➤ CCPS recruits qualified candidates for all teacher positions.➤ CCPS supports staff to build the Blueprint for Maryland's Future career ladder.➤ CCPS recruits and retains diverse employees reflective of our student community. <hr/>
Provide a Secure, Healthy, & Modern Learning Environment <ul style="list-style-type: none">➤ CCPS promotes a culture of school security to protect and educate our students.➤ CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment

The TES School Improvement Team (SIT) met during the summer of 2026 to review school data, county data, and work collaboratively to develop goals for the 2026-2027 school year.

Attendees included a representative from each grade level, behavior support specialist, principal, assistant principals, community school specialist, Math Resource, ELA Specialist, a representative from special education and fine arts, and a TES parent representative.

The following data pieces were reviewed:

- All County end of year data from 2025-2026
 - MAP Growth, Acadience, CBA, CCPA, DAPPA, HFW
 - Math benchmark and fact fluency data
 - Comparison data for all assessments in subgroups of FaRMs and Special Education
- TES SIP goals from 2025-2026
- TES SIP strategic actions from 2025-2026
- TSI Data including attendance, state testing data, and MD report card
- Available MCAP data was reviewed, including historical data from Spring of 2025. Spring 2026 data was reviewed later, when available.

The SIT specifically noted the performance of students from the previous year as well as the rising students in each grade level on county-based assessments. The SIT then compared county performance to develop appropriate goals for the 2026-2027 school year.

TES is also a TSI (Targeted Support and Improvement) school. The SIT reviewed Special Education data and developed additional strategic actions to provide targeted support for the special education student group in the areas of reading, math, and attendance.

Reading	2025-2026 Data	2026-2027 Goal
Pre K	100% of PreK Students met the following goals: 17/26 uppercase letters, 17/26 lowercase letters, 8/10 Early COP, Heggerty – Blending onset-Rime (ending part of a syllable) into Spoken Words assessment by the EOY. 90% of PreK scored 8/10 DAPPA – Initial Consonants the Same and 95% of PreK scored 10/26 letter sounds, 74% met Acadience expectations.	100% of PreK Students will meet or exceed the county PreK expectation for the following by the EOY... 17/26 uppercase letters, 17/26 lowercase letters, 10/26 letter sounds, 8/10 Early COP, 8/10 DAPPA – Initial Consonants the Same, 80% of the PreK students will meet or exceed the expectation of 8/10 on the Heggerty – Blending onset-Rime into Spoken Words assessment by the EOY.
K	Acadience Composite: CCPS – 76.19% TES – 73.58%	STAR Early Literacy - 76%
1	Acadience Composite: CCPS – 64.85% TES – 64.42%	STAR Early Literacy - 70%
2	Acadience Composite: CCPS – 65.11% TES – 68.33% MAP Growth Percent: CCPS – 67.69% TES – 72.13%	STAR Early Literacy – 75% STAR Reading – 75%
3	MAP Growth Percent: CCPS – 73% TES – 56.67%	STAR Reading – 73%
4	MAP Growth Percent: CCPS – 77.8% TES – 74.57%	STAR Reading – 77%
5	MAP Growth Percent: CCPS – 77.76% TES – 70.77%	STAR Reading – 77%

For MCAP ELA gr. 3 had 52% proficient 2% above the state; gr. 4 had 62% proficient 13% above the state; gr. 5 had 49% proficient 2% above the state.

Math	Last Year's Students % Meeting (2025-2026)	Last Year's Students Mean Score (2025-2026)	CCPS % of Students Scoring 80% or Above	Last Year's SIT goal	2026-2027 Goal % of students scoring 80% or above on EOY Benchmark	2026-2027 Goal Mean score target
PreK	100% Jan 100% May	96.8%	88% Jan 86% May	100% Jan 100% May	100%	97%
K	91% Jan 94% May	94.1%	89% Jan 87% May	88% Jan 93% May	95%	95%
1	78% Jan 88% May	91.8%	80% Jan 88% May	88% Jan 92% May	88%	91%
2	85% Jan 89% May	91.7%	72% Jan 77% May	85% Jan 90% May	88%	92%
3	27% Jan 39% May	70%	48% Jan 58% May	69% Jan 74% May	58% (county avg.)	75%
4	61% Jan 68% May	81.6%	63% Jan 69% May	54% Jan 64% May	69% (County avg.)	82%
5	14% Jan 25% May	63.4%	53% Jan 48% May	50% Jan 55% May	48% (county avg.)	70%

For MCAP math gr. 3 had 52% proficient 9% above the state; gr. 4 had 33% proficient 2% below the state; gr. 5 had 31% proficient 1% above the state.

Writing	25-26	26-27 Goal
Pre K	85% of students could write a complete sentence	100% of PreK students will demonstrate mastery of grade level writing expectations as determined by the PreK end of year rubric.
K	72% of students met grade level writing expectations on a 5-point rubric	For HSIW 80% of K students will demonstrate mastery. For Foundations Unit assessments 90% of K students will demonstrate mastery.
1	62% of students met grade level writing expectations on a 10-point rubric	For HSIW 95% of first-grade students will demonstrate mastery. For Foundations Unit assessments 88% of first-grade students will demonstrate mastery.
2	63% of students met grade level writing expectations on Benchmark Advance assessment.	For HSIW 100% of second-grade students will demonstrate mastery. For Foundations Unit assessments 85% of second-grade students will demonstrate mastery.
3	68% of students met grade level writing expectations on Benchmark Advance assessment	<i>For Benchmark Advance comprehension assessment, including writing to task 70% or greater, students will score 80% or greater. This is above the county percentage from 25-26.</i> <i>CCPS had 56.44% of students score 80% or greater during the 25-26 school year in grade 3.</i>
4	48% of students met grade level writing expectations on Benchmark Advance assessment.	<i>For Benchmark Advance comprehension assessment, including writing to task 70% or greater, students will score 80% or greater. This is above the county percentage from 25-26.</i> <i>CCPS had 58.53% of students score 80% or greater during the 25-26 school year in grade 4</i>
5	75% of students met grade level writing expectations on Benchmark Advance assessment	<i>For Benchmark Advance comprehension assessment, including writing to task 70% or greater, students will score 80% or greater. This is above the county percentage from 25-26.</i> <i>CCPS had 63.59% of students score 80% or greater during the 25-26 school year in grade 5.</i>

When analyzing writing data, the team noted that in pre-k-1st the data collection tool was teacher- created rubrics and writing assignments. To align with county-based assessments and developmentally appropriate writing assessments, the team decided to track data regarding the encoding piece of phonics. Therefore, in the primary grades we will track Foundations encoding assessments, which include spelling and dictation using proper spacing, punctuation, capitalization and spelling as well as utilizing the county Hearing Sounds in Words writing dictation assessment. Second grade will be monitored for both encoding and Benchmark Advance Assessments.

Special Education Math Data				
CCPS Met 80% EOY	TES Met 80% EOY	CCPS Mean EOY	TES Mean EOY	26-27 Target EOY
38.4%	32.8%	64.9	70.8	% Meeting – 40% Mean Score – 75%
Special Education Acadience Composite Data				
Grade Level	# of students Passing	# Did Not Pass	% Passing	26-27 Target STAR Early Literacy
K	4	5	44%	50%
1	1	7	13%	40%
2	1	5	17%	40%
Special Education MAP Composite Data				
Grade Level	# of students Passing	# Did Not Pass	% Passing	26-27 Target STAR Reading
3	2	16	11%	40%
4	1	7	13%	40%
5	3	6	33%	40%
Special Education Attendance Data				
# of Students with 90%	90% Attendance %	# of Students with Chronic absences 10% or more	Chronic %	26-27 Target
41	67%	20	33%	80% with 90% or better attendance

After determining goals, the SIT discussed research-based strategic actions to implement to reach our 26-27 goals. SIT will meet monthly to monitor progress of SIP goals. Additionally, each grade level team will continually update WIGs/SMART Goals that align with our SIP and attend monthly targeted data meetings. Data meetings will provide an opportunity for each grade level team to meet with administration and ELA and Math Resource to analyze formative and summative data to develop SMART goals and to make the most appropriate next steps. Teams will engage in Kid Talk 2x a month and utilize the Instructional Support Team to use a balanced approach to data analysis and intervention support.

School Improvement Goal #1- Reading

1. We will implement evidence-based best practices to increase the overall percentage of students meeting and/or exceeding county expectations in ELA as measured by summative assessments: STAR Early Literacy and STAR Reading by June 2027. (See % increases in the Desired Performance Level Section)

Strategic Action

1.1 Explicitly teach comprehension strategies including text structure, and close reading.

- Teachers will introduce the structure of narrative and informational texts to students. Classrooms will have visuals for text structures as referenced in Benchmark Advance. (Grades 2-5)
- Weekly use of the vocabulary routine and resources (Grades PreK-5)
- Use Benchmark Advance Routines and metacognitive strategies. (Grades 2-5)
- Activate prior knowledge and build background knowledge and vocabulary. (Grades PreK-5) (Benchmark Advance 2-5)
- Utilize weekly comprehension response to text in oral or written formats using the state-cite-explain structure. (Grades 2-5)
- Use LETRS Comprehension Planning Checklist to structure lessons.
- Implement adaptive, personalized literacy practice using Lalilo and Freckle to provide differentiated instruction aligned to students' identified reading needs.

1.2 Use the Science of Reading (SOR) best practices, as referenced in Shifting the Balance: K-2 and Shifting the Balance 3-5 to teach decoding, phonics, fluency, and vocabulary.

- Progress monitor using formative and summative data including STAR Early Reading tools, Foundations tools, Benchmark Advance Weekly assessments.
- Practice fluency during whole group and small group through modeling, Benchmark Advance Decodable Reader's Theater Resource, repeated reading, echo reading, choral reading, etc. (PK-5)
- Use the Fluency Development Lesson plan within small groups. (Grades PreK-5)
- Use class resources for vocabulary routine. (ex. Journal, rings, bulletin board, etc.) (Grades PreK-5)
- Explicitly teach word study from Benchmark Advance (2-5) and/or Just Words resources. (Grades 4-5)
- Weekly use of decodables and authentic texts in small group (Grades PreK-5) Foundations Decodable Readers (Pre-K-2) and Benchmark Advance Decodable Readers. (2-5)
- Grades pre-K-1 will implement phonemic Awareness Instruction through Heggerty daily.

1.3 Use Tier 1 best practices in all daily lessons to provide consistent, high-quality core instruction.

- Progress monitoring using formative and summative data, including STAR Early Literacy and STAR literacy progress monitoring, Foundations progress monitoring and probes, Benchmark Advance Weekly Assessments (Grades PreK-5)
- Prioritize speaking and listening standards. (Grades PreK-5)
- Clear rubrics that align with state and county expectations.
- Prioritize and increase use of engagement strategies. (Grades PK-5)

1.4 Ongoing goal setting and Conferencing to build ownership of learning.

- Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. (PreK-5)
- Assessment conferencing (after summative assessments including STAR Reading, STAR Early Literacy and formative assessments) with students to discuss and set goals on mastery of standards. (PK-5)

Measures of Success / Desired Performance Level

STAR Reading and STAR Early Literacy			
Grade		25-26	26-27
PreK	17/26 uppercase letters	100%	100%
	17/26 lowercase letters	100%	100%
	10/26 letter sounds	100%	100%
	8/10 Early COP	100%	100%
	8/10 DAPPA	100%	100%
	80% Heggerty Blending onset-Rime into Spoken Words assessment	80%	100%

2025-2026 Acadience Composite			
Grade	CCPS	TES	New Target – Star Early Literacy
K	76.19	73.58	76%
1	64.85	64.62	70%
2	65.11	68.33	75%

2025-2026 MAP Growth Percent on Grade			
Grade	CCPS	TES	New Target – Star Reading
2	67.69	72.13	75%
3	73	56.67	73%
4	77.8	74.57	77%
5	77.76	70.77	77%

Data Analysis and Intervention: Targeted monthly data meetings

- Implement SRIPs and intervention plans including progress monitoring. Intervention Supplemental Instruction (Grades K-3)
- Ensure the use of research-based interventions in reading phonics (Foundations re-teach, Fun in Focus, Just Words, Wilson, Benchmark Advance Fluency Kits and Fluency Reader's Theatre etc.) and reading comprehension (Steps to Advance, Being a Reader, use of Foundations Decodable passages in small group etc.)
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIP goals/strategic actions to see professional development strategies in practice.
- Hold Monthly Collaborative Data Meetings with general educators and special educators to plan for students and review data from research-based interventions, advanced academics data, IEP goals data, and ESOL WIDA data.
- Following data meetings, lessons can be modeled and co-taught by the Reading Specialist in general education, special education, advanced academics, and ESOL, as needed.
- Planning meetings with the reading specialist weekly focused on implementing Benchmark Advance, writing, Foundations, Heggerty and all curriculum-based resources as well as needed planning for use of research-based interventions for SRIPs and Tiered interventions.

Professional Development:

- Ongoing PD on Choosing and Using Decodables by Wiley Blevins to target reading phonics within texts.
- On-going county-wide and school-based PD on Benchmark Advance Curriculum, STAR Early Literacy and STAR Literacy assessments and LALILO and FRECKLE resources.

School Improvement Goal #2- Math

2. We will consistently implement effective Tier 1 instructional practices to increase the percentage of students meeting grade level expectations on the CCPS MYA and EOY Math summative assessments for students in pre-K–5 by June 2027. (See % increases in the Desired Performance Level Section)

Strategic Actions

2.1 Increase comprehension and reasoning with grade level word problem structures through daily practice using components of the following strategies:

- **Routines for Reasoning** [Decide and Defend Routine](#) (Grades 1-5) and [Capturing Quantities Routine](#) (Grades 1-5) and [Teaching for Thinking](#) strategies.
- Unlocking the Problem (Grades K-5)
*[Primary Resource](#)
*[Intermediate Resource](#)
- Problem solving is implemented weekly to provide structured opportunities for students to apply problem-solving strategies, justify their thinking in writing or discussion, and engage in productive struggle. (Grades PreK-5)
- Use Math Tasks and Reasoning Tasks found within the CCPS curriculum at least 2x/month to deepen reasoning and support transfer of strategies. (Grades PreK-5)
- Professional Development from Math Resource teacher to support implementation of reasoning routines.

2.2 Provide daily opportunities for meaningful fact fluency instruction, practice and review through:

- Utilizing resources within the CCPS Fluency OneNote and Building Fact Fluency Toolkit. (Grades K-5)
- Teachers will include number routines daily during their math block to improve number sense, fact fluency, and reasoning. Number routines will come from the books [Daily Routines to Jump Start Math Class](#) and [Figuring Out Fluency](#) by John Sangiovanni.
- Flexible groups for explicit targeted fluency instruction. (Grades K-5)
- Progress monitoring with fluency check-ins at least 2x/month. (Grades K-5)
- Fluency centers, games, and approved online program (XtraMath, IXL) for ongoing independent practice and spiral review. (Grades K-5) IXL grades 3-5
- Provide activities to practice and reinforce fact strategies at home. (Grades K-5)

2.3 Use Tier 1 best practices in all daily lessons to provide consistent, high-quality core instruction.

- Use of manipulatives during whole group and small group instruction to support conceptual understanding. (Grades PreK-5)
- Daily thinking/number routine to promote reasoning, number sense, and fluency.
- Collaborative planning. (Grades PreK-5)
- CCPS Unit assessment matrices to guide instructional planning, monitor student progress, and inform reteaching. (Grades K-5)
- Anchor charts to support strategy use and vocabulary. (Grades PreK-5)
- Prioritize and increase use of [engagement strategies](#) (Grades PreK-5)

2.4 Ongoing goal setting and conferencing to build ownership of learning.

- Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. (Grades PreK-5)
- Assessment conferencing after each unit assessment or larger formative with students to discuss and set goals on mastery of standards. (Grades PreK-5)

Measures of Success / Desired Performance Level

26-27 SY GOALS for EOY Benchmark Assessment		
Grade Level	26-27 % Meeting Target	26-27 Mean Score Target
PK	100%	97
K	95%	95
1	88%	91
2	88%	92
3	58% *	75
4	69%*	82
5	48%*	70

*This indicates the % of students meeting 80% in CCPS during the 25-26 school year. For grades in which we performed below the county average, we have set the goal to meet the county average.

Planning, Data Analysis and Intervention:

- Administration will conduct weekly walkthroughs, focused on the MQI model and SIP goals/strategic actions to see professional development strategies in practice.
- Formative and Unit Assessment data monitored at least monthly during data meeting teams.
- Planning Meetings and PD with MRT (focused on numeracy, modeling, reasoning, fluency, and number sense routines)

Targeted monthly data meetings:

- Implement targeted Tier 1 supplemental block to provide opportunity for second chance learning, reteaching, extension, etc. (Grades K-5)
- Utilize research-based interventions and materials such as Bridges, Number Sense, IXL Do the Math etc.
- Following data meetings, lessons will be modeled/co-taught by the MRT with the general educator, special educator, ESOL teacher, or advanced academics teacher, as needed.

School Improvement Goal #3- Writing

3. We will Improve student achievement in foundational and composition-based writing skills that can be applied to all types of writing across contents by June 2027 as measured by:

1. PreK students will demonstrate mastery on EOY Pre-K writing rubric
2. K-2 students will demonstrate mastery on Foundations Assessments and HSIW. Targets Foundations (K-90%, 1-88%, 2-85%) Targets HSIW (K-80%, 1-95%, 2-100%) Foundations phonics patterns and dictation sentences increase complexity with each grade. HSIW is a mastery skill so all students should reach proficiency on that assessment by grade 2.
3. 2-5 students will demonstrate achievement as measured by the Benchmark Advance Assessment.

(See % increases in the Desired Performance Level Section)

Strategic Actions

3.1 Utilize evidence-based writing instruction in the areas of foundational skills, composition, and ideas.

- Weekly grammar lessons and teaching grammar in the context of student writing. (Grades 2-5)
- Use of writing curriculum with fidelity, including graphic organizers. (Grades PreK-5)
- Build stamina in handwriting and length of writing. (Grades PreK-5)
- Focus on encoding and demonstrating application of phonics skills and patterns taught through Foundations dictation and unit assessments. (pre-k-2)
- Utilize the Benchmark Advance rubric and progress monitor with the county 12-point rubric. (Grades 2-5)
- Use [evidence based writing instruction](#) strategies school wide, and instruction will focus on writing as an application of comprehension of informational, opinion, and narrative texts where students are instructed to synthesize information from multiple texts to respond. (Grades 2-5)

3.2 Writing instruction will occur cross curricular.

- Journals for all writing cross-curricular. (Grades PreK-5)
- Use the [MSDE standards](#) of language progressions to sequence the instruction of foundational skills. (Grades PreK-5)
- Utilize math tasks. (Grades PreK-5) with connection to Decide and Defend when explaining mathematical reasoning.
- Utilize [state-cite-explain](#) format when responding to and unlocking the prompt. (Grades 3-5)
- All teachers will use the recursive writing process—planning, translating (drafting), reviewing and revising when teaching writing. (Grades PreK-5)

3.3 Use Tier 1 best practices in all daily lessons to provide consistent, high-quality core instruction.

- Progress monitoring using pre assessments and post assessments from curriculum materials including pre assessments, interim assessments, performance tasks, and post assessments in grade level curriculum, CCPA, PLA, DAPPA, HSIW (Grades PreK-3) and Benchmark Advance. (2-5)
- Focus on encoding and demonstrating application of phonics skills and patterns taught through Foundations dictation and unit assessments. (Grades PreK-3)
- Flexible groups based on skill needs. (Grades PreK-5)
- Prioritize and increase use of [engagement strategies](#). (Grades PreK-5)
- Clear rubrics that align to county and state expectations. (Grades PreK-5)

3.4 Ongoing goal setting and Conferencing to build ownership of learning.

- Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. (Grades PreK-5)
- Assessment conferencing after summative assessments including encoding, Foundations assessments, HSIW (pre-K-3) and Benchmark Advance formative and summative writing assessments
- Targeted monthly data meetings with staff to assist in data analysis and goal setting.

Measures of Success / Desired Performance Level

EOY PreK Writing Rubric		
Grade	Score 25-26	Target 26-27
PreK	85%	100%

Foundations % passing HSIW (mastery expected by grade 2) % passing			Complexity increases each year
Grade	HSIW Score 25-26	HSIW Target 26-27	Foundations Target
K	66.04%	80%	90%
1	88%	95%	88%
2	92%	100%	85%

Benchmark Advance Assessment		
Grade	BA POST Score 25-26	Target 26-27 based on Total % Passing
2	63% writing only	70%
3	60.4% total 68% BA writing only	70%
4	60.3% total 48% writing only	70%
5	56.7% total 75% writing only	70%

Professional Development:

- On-going professional development in grades pre-k-2 on encoding strategies through Foundations and Choosing and Using Decodable Texts by Wiley Blevins, which incorporates dictation.
- On-going PD on Benchmark Advance Curriculum with a focus on writing text-based responses.
- PD on utilizing Benchmark Advance Graphic Organizers and student-friendly rubrics to explicitly teach the components of grade level rubrics and expectations.

Administration will conduct weekly walkthroughs, focused on the MQI model and SIP goals/strategic actions to see professional development strategies in practice.

School Improvement Goal #4 - Equity/Gap

4. We will increase the percentage of students in the Special Education student group in the areas of math, reading, and attendance by June 2027, as measured by: Elementary Math Benchmark, STAR & STAR Early Literacy, and Attendance data. (See % increases in the Desired Performance Level Section)

Strategic Actions

4.1 Use of evidence-based instructional resources aligned to support growth on IEP math goals

- Bridges, Number Sense

4.2 Use of evidence-based instructional resources aligned to support growth on IEP ELA goals

- Fun in Focus, Just Words, Wilson, Steps to Advance

4.3 Identify and Support At-Risk Students to decrease number of students who are chronically absent

- Community Specialist performs 1:1 student interview with students in K-2 to identify root causes of absences.
- Community Specialist will collect and analyze data from a Microsoft Forms survey for students in grades 3-5 to identify root causes of absences.
- School wide incentive plans to recognize ALL students meeting the 96% attendance rate (monthly “bear track” certificates, quarterly Wall of Fame name postings, quarterly attendance celebrations and end of the year bowling field trip).
- Once “chronic absentees” are identified, implement School Is Cool Mentor Program including daily attendance check ins, mentor conferencing and goal setting, coupons awarded for every four days of attendance and monthly celebrations for having two or fewer absences.

4.4 Targeted monthly data meetings

- Meet monthly with the special education team to review data, caseloads, and determine student progress using research-based interventions.
- Administration will complete walk-throughs to provide feedback and support for staff.

4.5 Foster a Positive School Environment and Promote Attendance (Staff/Student and Student/Student Relationships)

- Summer conferences with students and families invited to be members of the School Is Cool Club to set growth goals. (Target students receiving special education services with attendance below 90% as well as any student below 90%)
- Monthly Attendance Classroom/Grade Level Competitions:
 - Announce number of students at 96% in each homeroom on News Program
- Increase student involvement at the school level:
 - School safety members
 - News show members
 - Special jobs
 - Access to staff mentor daily check-in
- Help students know they were missed when absent, for example a Post Card on their desk with ‘wish you well/missed you’ type message from a peer.
- Staff identifies student connections and creates routines to continually interact with students
- End of the year School Is Cool Attendance celebration and gather parent input on survey.

Measures of Success / Desired Performance Level

26-27 Targets	
Math	% Meeting 80% on EOY - 40% Mean Score on EOY - 75%
STAR Early Literacy	K – 50% 1 – 40% 2 – 40%
STAR Reading	3 – 40% 4 – 40% 5 – 40%
Attendance	80% with 90% or better attendance

The data targets reflect a targeted increase for last year's students who receive special education services on the EOY math assessments and attendance. For reading, the new goals reflect an increase from previously used assessments of Acadience for K-2 and MAP growth for 3-5, which will now be assessed with STAR Early Literacy and STAR Reading.

Family Involvement and Engagement:

* End of the year parent survey goal- 80% of all parents to rate/score TES as “effective” or higher for keeping parents informed about their child’s attendance rate, for providing resources for the family when a student is not meeting their monthly goals and for feeling valued as a partner with the school for improving their child’s attendance.

- Analyze parent survey results from the School Is Cool Club initiative.
- Parent/Family attendance dinner at the beginning of the year including students with and without special education services in School is Cool.
- Ideas/dialogue provided to teachers to use with parents when they call home to increase parent awareness of the importance of attendance.
- Adults (PPW/Admin/Mental Health providers) do home visits for students that are chronically absent.
- Case Managers and SST teams discuss student academic and attendance needs to ensure wrap-around services are being utilized. (Occurs at least monthly at data meetings and 2x/month at SST)
- Quarterly raffles for families of students who have met their quarterly goal for attendance.