



**Taneytown Elementary School School Improvement Plan
2022-2023**

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		
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. <ul style="list-style-type: none">● Pre-K Letter ID, Letter Sound and DAPPA● k-1 running record and CCPA● Grade 2 Spring 2023 Running Record● Spring 2023 CCPA 2J Multisyllabic Words● 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 <u>common language and visuals</u> to aid in comprehension. 	<p>2022-2023</p>	<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 • 55% of 2nd graders will be reading on grade level according to RI • 64% of 2nd graders will achieve a running record level O • 72% of 1st graders will achieve a running record level J • 78% of K students will achieve a running record level D
<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>2022-2023</p>	<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 • 55% of 2nd graders will be reading on grade level according to RI • 73% of 2nd graders will achieve a 6 out of 8 on the CCPA 2J Multisyllabic Words • 73% of 2nd graders will achieve a 17 out of 21 on the CCPA 2I Multisyllabic Words • 93% of 1st graders will achieve an 8 out of 10 on the CCPA 2E Two Syllable Words • 73% of K students will achieve an 8 out of 10 on the CCPA 2A Closed Syllables • 100% of Pre-K will achieve an 8 out of 10 on matching familiar consonants (maintain) • 95% of Pre-K students will achieve a 17 out of 26 uppercase letters

- 95% of **Pre-K** students will achieve a 17 out of 28 on **lowercase letters**

School Improvement Goal

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 	<p>2022-2023</p>	<p>2.1</p> <ul style="list-style-type: none"> In grade 5 the mean score for January will be 74% or higher and May Benchmark will be 76% or higher. In grade 4 the mean score for January will be 71% or higher and May Benchmark will be 78% or higher. In grade 3 the mean score for January Benchmark will be 70% or higher and May Benchmark will be 80% or higher. In grade 2 the mean score for January Benchmark will be 82% and May Benchmarks will be 85% or higher. In grade 1 the mean score for January Benchmark will be 85% and May Benchmark will be 89% or higher In K the mean score for January Benchmark will be 87% and May Benchmark will be 89% or higher. In Pre-K the mean score for January Benchmark will be 91% and May Benchmark will maintain 97% 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 	<p>2022-2023</p>	<p>2.2</p> <p>Pre-K:</p> <ul style="list-style-type: none"> The combined mean score for Unit 2, 5, and 6 will be 97% or higher <p>K:</p> <ul style="list-style-type: none"> The combined mean score for Unit 1 and 3 will be 89% or higher. <p>Grade 1:</p> <ul style="list-style-type: none"> The combined mean score for Units 1, 2, 3 will be 89% or higher. <p>Grade 2:</p> <ul style="list-style-type: none"> The combined mean score for Units 1, 2, and 5 will be 85% or higher. <p>Grade 3:</p> <ul style="list-style-type: none"> The combined mean score for Units 1, 2, 4, and 6 will be 80% or higher. <p>Grade 4:</p> <ul style="list-style-type: none"> The combined mean score for Units 1, 2, and 6 will be 78% or higher.

	<p>Grade 5:</p> <ul style="list-style-type: none"> The combined mean score for Units 1, 2, 3, 5, 6, 7 will be 76% or higher.
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School Improvement Goal

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.

- Spring 2023 CBA Writing assessment (literary analysis) in grades 2 through 5

Strategic Actions	Time Line	Measures of Success / Desired Performance Level
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<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 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 <ul style="list-style-type: none"> Use state, cite, explain with flexible writing groups to accurately organize and develop a response to text Using mentor text effectively to analyze craft Oral rehearsal; oral responses in pre-k and k Use common organizers and language to aid in writing comprehension 	<p>2022-2023</p>	<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 opinion writing assessment 63% of 4th graders will achieve an 80% or higher on writing portion of 4th grade Spring CBA opinion writing assessment 66% of 3rd graders will achieve an 80% or higher on writing portion of 3rd grade Spring CBA opinion writing assessment 61% of 2nd graders will achieve an 80% or higher on writing portion of 2nd grade Spring CBA opinion 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 <ul style="list-style-type: none"> Using mentor/student samples to evaluate writing pieces 	<p>2022-2023</p>	<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).

- Increase in feelings of safety and engagement will be measured by achieving a 10% reduction in referrals.
- Increase in positive classroom environment will be measured by achieving a school-wide increase of positive Dojo points and/or communications.

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"> ● Introduction to fostering Trauma Sensitive Classrooms ● Zones of Regulation with strategies specific to RESET SPACE ● Restorative Practices 	2022-2023	<p>4.1</p> <ul style="list-style-type: none"> ● Schoolwide there will be a 10% reduction in referrals (2021-2022 had 476 referrals).
<p>4.2 Staff will implement second step initiatives daily in selected primary grades</p> <ul style="list-style-type: none"> ● Selected primary grades will implement Second Step daily with the use of morning meetings. 	2022-2023	<p>4.2</p> <p>Schoolwide there will be a 10% reduction in referrals (2021-2022 had 476 referrals).</p>
<p>4.3 Staff will implement <u>preventative</u> Tier 1, 2, and 3 strategies through the use of the progression of intervention process, PBIS initiative, family connections, and SST interventions</p> <ul style="list-style-type: none"> ● Frequent review of Progressions of Interventions, Restorative Practices, and other classroom management resources available such as, PBIS, reset area, Sensory Garden/room, morning meetings, etc ● Consistent daily use of DOJO to positively and equitably communicate between teachers, administration, and parents ● Periodic “informal” collaborative social/emotional needs meetings that include classroom teachers, SPED if applicable, psychologist, counselor, student support staff and/or other SST members 	2022-2023	<p>4.3</p> <ul style="list-style-type: none"> ● 75% of dojo points given need to be positive dojo points.