Title I School Improvement Plan Components
2025-2026

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Describe the steps taken to ensure an effective school-wide program has been established by addressing each of the four components, based on your School Improvement Plan documentation Reg. 200.25-28 and Sec. 1114.

Title I School-Wide School Improvement Plan Components

SWP Component #1: A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Things to consider:

- ☐ What types of qualitative and quantitative data are being collected?
  - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
  - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- ☐ What are the strengths of students, teachers, school and community? What are their needs?
- ☐ What are the contributing factors to academic strengths and needs?
- ☐ How is the data being used by administration, teachers and parents to guide decisions and instruction?
- ☐ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- ☐ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Needs Analysis/SIT Goals

Types of qualitative and quantitative data being collected:
Benchmark Interim Assessments
Acadience Reading
MAP Growth
Math Benchmark
CCPA
MCAP
Administrators and teachers also analyze trend data to ensure data progression occurs in a positive way.
ELA Trend Data.xlsx

Taneytown May Benchmark Trend Data

Contributing factors to academic strengths/needs:
Attendance data, FARMS data

Use of data by administration, teachers, and parents to guide decisions and instruction:
Administration, teachers, and parents review county and state assessment data to guide decisions and instruction. Administration and teachers participate in weekly achievement team meetings to analyze data

and create instructional next steps. Also, teachers communicate data with the use of data binders that are sent home to families in between interims and reports cards as well as communication through teacher access center.

Review of data to look at progress and needs of all student groups:
Starting at summer SIT, data is continually reviewed by the school improvement team to create and monitor goals in the areas of Math, ELA, Writing, and a Gap Goal. Each week, data meetings take place for each grade level. In addition, monthly school improvement team meetings invite all members of the school to attend. During these meetings, we monitor progress of varying groups and populations in all areas of academics and other impacting factors such as attendance.

Use of needs assessment for a cycle of ongoing continuous improvement engaging all stakeholders:

The TES School Improvement Team (SIT) met in the summer 2025 to review school data, county data, and worked collaboratively to develop goals for the 2025-2026 school year.

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

The following data pieces were reviewed:

- All County end of year data from 2024-2025
- Map Growth, CCPA, Acadience
- Math benchmark and fact fluency data
- Comparison data for all assessments in subgroups of FARMs and Special Education
- TES SIP goals from 2024-2025
- TES SIP strategic actions from 2024-2025

The SIT specifically noted the performance of students from the previous year as well as the rising students in each grade level. The SIT then compared county performance and triangulated all three data points to develop appropriate goals for the 2024-2025 school year.

Math	Last Year's Students	Rising Student Data	% of kids that met County target of 80%	Last Year's SIT goal	2024-2025 Goal *% of students scoring 80% or above on Jan and May benchmarks*

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Pre K	100% met	n/a	92%	100% on Jan and May	100% on both
K	76% Jan 85% met	100% (Pre-K)	89%	86% Jan 89% May	86% January 89% May
1	64% Jan 88% met	76% Jan 85% May met	89%	87% Jan 90% May	87% Jan 90% May
2	64% Jan 85% May	88% of students	74%	84% Jan 90% May	84% Jan 90% May
3	57% Jan 73% May	85% of students	65%	64% Jan 75% May	64% Jan 78% May
4	54% Jan 55.7% May	57% Jan 73% May	66%	50% Jan 66% May	55% Jan 68% May
5	27% Jan 35.9% May	54% Jan 55.7% May	69.8%	51% Jan 55% May	51% Jan 55% May

ELA **CCPA, RI, CBA**	**Last Year's Students**	**Rising Student Data**	**% of kids that met County target of 80% or "on grade level"**	**2024-2025 Goal** ***% of students will meet county expectations***	**Achievement of 24-25 Goal**	**25-26 Goal % of students will meet county expectations**
Pre K	100% met goal on Int Sounds, Letter ID+sounds	n/a	Upper – 92% Lower – 91% Sounds – 86% Int Sounds – 83%	100% of PreK students will meet or exceed the county PreK expectation for the following by the EOY… met -17/26 uppercase letters -17/28 lowercase letters	-17/26 uppercase letters **100%** -17/28 lowercase letters **100%** - 10/26 letter sounds **94%** - 8/10 Early Concepts of Print (10) **94%**	100% of PreK Students will meet or exceed that county PreK expectation for the following by the EOY… 17/26 uppercase letters

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				- 10/26 letter sounds - 8/10 Early Concepts of Print (10) - 8/10 DAPPA – Initial Conson. 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 at the EOY.	- 8/10 DAPPA – Initial Conson. the Same **67%**	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	82% CCPA 1- Short vowels 94% Letter sounds- 90.4% Blending – 97% 2A closed syllables- 72.6%	n/a	83% CCPA 1- Short vowels 95.7% Letter sounds- 92% Blending – 95% 2A closed syllables- 82.8%	Letter sounds- 92% Blending – 98% 2A closed syllables- 82.8%	84% 93% 82%	HFW- 54% CCPA 2A- 88% Blending- 94% Acadience Composite- 78%

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1	74% met HFW- 65% CCPA 2c- 93% 2D 90% 2E- 2a- 98% 2b- 95% Fluency- 73%	85% met	County HFW 70.9% CCPA 2c-89% 2D- 85% 2E-	HFW- 78% CCPA 2c- 2D- 90% 2E-90%	90% 2C 97% 2D 90% 2E 90%	Acadience Composite- 82%
2	RL- 74% RI-41% **58 students assessed CCPA 2G- 91% 2H- 87% 2I-67% 2J- 59% CBA opinion 77 Literary 80	CCPA 2c- 93% 2D 90% 2E- 2a- 98% 2b- 95%	RL- 72% RI –71% CCPA 2G-89% 2H-80% 2I-63% 2J-70% CBA opinion 76 Literary 78	Map Growth- 65% CCPA 2G- 93% 2H- 89% 2I- 69% 2J- 65% CBA- 79% opinion 82% literary	36% 2G 87% 2H 89% 2I 69% 2J 65% Literary 72% Opinion 67%	Acadience Composite- 75% MAP Growth- 43%

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	Fluency – 72%					
3	RI- 64% Lit- 76% Opin- 78% CCPA 21- 82% 2j- 87%	RI- 41% met Lit- 82% Opin- 77% CCPA 2I-68% 2J-59%	RI- 70% met Lit- 65% Opin- 66% CCPA 2I –85% 2J-86%	On grade level expectations Map Growth- 64% Lit- 78% Opin- 80% CCPA 21- 85% 2j- 89%	36% 77% Lit 27% Opinion: 32%	Acadience Composite- 50% MAP Growth- 45% 60% of students will meet grade level expectations on interim post test.
4	RI-65% Lit-71% were 80%or better Op-56% met 80%or better	RI-64% Lit-54% met 80%or better Op-59% met 80% or better	RI-72% Lit-61% met 80%or better Op-44% met 80% or better	Map Growth- 65% Lit- 73% Opin- 58%	53% Opinion 44% Literary 77%	MAP Growth- 55% 60% of students will meet expectations on interim post test.

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5	RI-58% Lit.- 48.7% Op.- 49.3%	RI-65% Lit-71% were 80%or better Op-56% met 80%or better	**RI- 75%** **Lit- 72%** **Op.- 68%**	**Map Growth- 58%** **Lit.- 60%** **Op.- 67%**	**23% Map Growth** **Lit 40%** **45% opinion**	**MAP Growth- 55%** **70% of students will meet expectations on Interim Post Test.**

Writing	**Last Year's Students**	**Rising Student Data**	**2024-2025 Goal**	**24-25 Performance**		
Pre K	**100% met 2 or higher on EOY rubric**	**n/a (data will be gathered during first 2 weeks)**	**Students will meet or exceed 2/3 on Teacher Created Rubric to assess informational writing.**	**94%**	**Pre K**	95% of students demonstrate mastery of printing upper and lower case letters in first name 95% of students produce complete sentences in shared language activities as measured by observational assessment.
K	**59% met**	**100%**	**75%**	**63%**	**K**	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations.
1	**74% met**	**59% met**	**80%**	**90%**	**1**	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations.
2	**62% met on Lit. An.**	**74% met**	**70%**	**70%**	**2**	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task.
3	**Lit- 44% met**	**Lit- 62% met**	**60%**	**53%**	**3**	60% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task.
4	**80% met an 80%or better-Lit an.**	**44% met 80% or better-Lit an.**	**82%**	**71%**	**4**	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task.

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5	**Op. Writing- 59%** **Lit. Writing- 59%**		**65%**	**49%**	**5** 75% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task.

The SIT also reviewed attendance data and noticed the significant impact low attendance rates have on academic progress. The SIT discussed the progress made last year and decided to continue this focus for the upcoming school year.

Furthermore, the SIT discussed evidence based strategic actions to implement in order to reach our 25-26 goals. Strategic actions were developed from PD began in the 24-25 school year and include further development in the areas of reasoning, SOR based comprehension strategies, and the emphasis of accuracy, automaticity, then fluency when reading.

SIT will meet monthly to monitor progress of SIP goals. Additionally, each grade level team will continually update WIGs that align with our SIP and attend weekly achievement team meetings. Achievement team 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 make the most appropriate next steps.

SWP Component #2: A school-wide reform strategy *that:*

a. Provide opportunities for all children, including each of the subgroups of students as defined in section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
b. use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provided well rounded education; (1114(b)(7)(A)(ii);
c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standard, through activities which **may** include (1114(b)(7)(A)(iii)
    - **I. Counseling, school-based mental health programs, specialized instructional support services, mentoring, and other strategies to improve students' skills outside the academic subject**
    - *II. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);*
    - **III. Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.);**

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IV. Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

V. Strategies for assisting preschool children in the transition from Early childhood programs to local elementary school programs;

*d. Delivery of Service **(optional)** - the services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.*

*e. Dual Enrollment **(optional)***

(1) In General -A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards

(2) Flexibility of funds- a Secondary school using funds received under this part for dual or concurrent enrollment program described in paragraph (1) may use such funds for any cost associated with such programs including the cost of –

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
(B) tuition and fees, books, required instructional material for such programs, and innovative delivery methods; and

(C) transportation to and from such program

f. Rule of construction-nothing in this subsection shall be constructed to impose on any State and any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Things to consider:

☐ How do the schoolwide reforms increase the quality and quantity of instruction using **evidence-based** methods and strategies?

☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?

☐ What evidence is being collected to demonstrate the effectiveness of reforms?

Compensatory Education	- Full time school psychologist - Full time behavior support specialist - Full time mental health counselor o Monthly Professional Development from the behavioral support staff - Mentor teacher - Two interventionists to support Math and ELA instruction - Additional assistant principal - Additional Instructional Assistants - Primary Interventionist
Judy Center	Admin is a part of ECAC- Early Childhood Advisory Council and Judy Center Steering Committee. We meet once a month to discuss needs within Carroll County and school districts. We meet with community partners in ways they can support.

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Additional Supports/ Programs	- Restorative Approaches in all classrooms - School Counselors - Attendance committee and school wide program "School is Cool" with individual teacher check ins, weekly and monthly attendance tracking, family dinners to celebrate attendance - Achievement teams to monthly monitor progress on ELA, Math, and provide opportunities for a kid talking process - A kid talking committee ensures effective implementation of the kid talking process - Collaborative meetings between special educators and teachers - Data meetings with special educators and administration - Community School - PD opportunities for Math and ELA during early dismissal days - Extended day (Reading and STEM) - Field trips for all students - Weekly special education collaboration data meetings with administration - Quarterly pacing meetings with special education and special area teachers in addition to PreK through 5th grade teachers - Half day special education professional development with Special Education Instructional Consultant

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SWP Component #3: Parent and Community Involvement - the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school ; 1114(b)(2)

Things to consider:

☐ How will parents, families, and community members be involved in developing the school wide plan?

Parent representatives join faculty at SIT and faculty meetings and help develop our home-school learning compact. Parents share feedback for school wide plans through parent surveys and provide input and action through PTO meetings.

☐ How will teachers, principals, and other school staff be involved in developing the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Timeline
Reading, Math, Socio-Emotional	Judy Center reaches out to the community to encourage participation through Family Engagement Nights, Parent Training, Facebook Judy Center page, and provides newsletter to regional partners. Judy Center reaches out to Birth through Age 5 *Come Learn with Me Play Groups.* Parents as Teachers Home visiting program and Partner Childcare Centers and Community Events	Parent Survey	Ongoing
Socio-Emotional	Food Pantry		Ongoing
Reading, Math, Socio-Emotional	Pre-K and K orientation. Open House for families new to TES**.** Inform families of grade level expectations.		August 28th
Reading, Math, Socio-Emotional	Back to School and Title 1 Community Resource Night	Survey	September 9th
Socio-Emotional	Let Me Run after school club for boys in 3rd-5th grade		Oct 14th-December 13th
Reading, Math, Socio-Emotional	Parent Advisory Group Meeting – feedback and ideas on Compact, Family Engagement Plan, planned Title 1 Family Engagement Events	Survey	October 28th
Reading, Math, Socio-Emotional	Family Attendance Dinner and Celebration		October 16th

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Reading, Math, Socio-Emotional	Parent-Teacher Conference Night - provide an opportunity for parents and teachers to reflect on students' academics and behavior, setting goals and expectations.		October 16th November 3rd March 26th
Reading, Math, Socio-Emotional	Flu Clinic for students		October 2nd
Reading, Math, Socio-Emotional	The Attendance Committee assigned designated staff mentors to students who struggled with attendance last school year and this year. These identified students are being checked in with every day.		Ongoing
Reading	TES Reads Together		November
Socio-Emotional	School counseling lessons for students in kindergarten receiving tier three attendance interventions.		November 2025-March 2026
Math	Math Night	Survey	November 13th
Reading, Math, Socio-Emotional	American Education Week – provide families the opportunity to visit their child's classroom		November 17-21st
Reading, Math, Socio-Emotional	Title 1 STEM Night – engage families in the Engineering Design Process	Survey	October 6th
Reading, Socio-Emotional	Title 1 ELA Night	Survey	April 23rd
Reading, Math, Socio-Emotional	Family Book Fair Night		April 3rd
Reading, Math, Socio-Emotional	Parent Advisory Group Meeting - feedback and ideas on Compact, Family Engagement Plan, planned Title 1 Family Engagement Events	Survey	Oct 28, 2025, Feb 2026, and May 2026
Socio-Emotional	Hygiene Closet		Ongoing
Reading, Math, Socio-Emotional	Extended Day Opportunities for Reading and STEM		Tues & Thurs for seven weeks in the fall and the spring.
Reading, Math Socio-Emotional	Grade level winter take home learning kits		Dec 22nd
Reading, Math Socio-Emotional	Community School Steering Committee		Ongoing

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Reading, Math Socio-Emotional	Weekly Attendance – graphed by grade and displayed in the lobby		Ongoing
Reading, Math, Socio-Emotional	PTO Meetings – Organize events to support student instruction and family events. Provide monetary donations to staff and students.		Ongoing
Reading, Math, Socio-Emotional	End of the school year attendance field trip		June 2026

SWP Component #4: Coordination with other Federal, State and local services, resources and programs - if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b) (5)

Things to consider:
- ☐ Identify all federal, state, and local programs and services.
- ☐ How are federal, state, and local resources blended to maximize the impact of the school wide plan?

Needs Analysis/SIT Goals	Strategic Actions	Measures of Success/Desired Performance Level	Timeline
Reading, Math, Socio-Emotional	Judy Center participation in Carroll County Early Childhood Advisory Council (ECAC) and JC Steering Committee to develop plans to meet needs of the early childhood population in the county. (Make referrals to Head Start, Birth to 5, Adult Education Programs, etc.)		Ongoing
Reading, Math, Socio-Emotional	Full-time school-based psychologist		Ongoing
Reading, Math, Socio-Emotional	Full-time Community School Specialist		Ongoing
Reading, Math, Socio-Emotional	Food Pantry		Ongoing
Reading, Math, Socio-Emotional	Taneytown Fire Company	Fire Safety for students in PreK-2	October
Reading, Math, Socio-Emotional	AEL Tutor		Ongoing
Reading, Math Socio-Emotional	Community School		Ongoing
Reading, Math Socio-Emotional	Comprehensive Educational Positions		Ongoing

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Socio-Emotional	Assemblies (Social, Emotional Learning)	Ongoing

Additional notes: