



## Taneytown Elementary School

### School Improvement Plan 2018-2019

<p><b>TES Vision</b> <i>As students, staff members and parents, we are building a collaborative community of lifelong learners so every student will be an independent thinker, proficient reader, writer and problem solver.</i></p> <p><b>TES Mission</b> <i>The mission of Taneytown Elementary School is to ensure maximum achievement for every student by providing high quality rigorous instruction in a safe, nurturing and engaging environment for learning.</i></p>
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<p align="center"><b>Carroll County Public Schools Vision 2018: Focus on Excellence Objectives</b></p> <p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> <li>➤ Fully implement a CCPS curriculum aligned with the Maryland State Standards.</li> <li>➤ Partner with local institutions of higher education to ensure college readiness.</li> <li>➤ Enhance programs to ensure career readiness for all students.</li> </ul> <p>Meet Each Student's Instructional Needs</p> <ul style="list-style-type: none"> <li>➤ Close the achievement gap between highest achieving and most struggling students.</li> <li>➤ Provide appropriate education services for students identified with Autism Spectrum Disorder.</li> <li>➤ Enhance alternative programs responsive to the needs of at-risk students.</li> <li>➤ Implement a Gifted and Talented Program aligned with COMAR requirements.</li> <li>➤ Enhance alternative learning opportunities through the use of digital resources.</li> </ul> <p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> <li>➤ Attract and retain highly qualified, effective, and diverse employees.</li> <li>➤ Promote a culture of diversity in the workplace.</li> <li>➤ Develop an electronic observation, evaluation, feedback, and professional development system.</li> <li>➤ Continuously monitor the organizational structure to support the Vision 2018 Plan.</li> </ul> <p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> <li>➤ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.</li> <li>➤ Improve and modernize the environment within our school facilities and school buses.</li> <li>➤ Enhance security for all CCPS students, staff, volunteers, and visitors.</li> </ul>
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<p align="center"><b>School Needs Assessment</b></p> <p>In June 2018, the School Improvement Team met and analyzed local assessment data for Math, ELA, and Behavior. Based on the data, we found three specific areas in ELA, Math content standards, and student behavior our greatest school-wide needs.</p> <p>School-wide Spring 2018 ELA data indicated students struggled to demonstrating reading comprehension through selected and written response. Specifically, in the areas of informational multiple choice, narrative writing, vocabulary, and phonics. The Comprehension Benchmark Assessment (CBA) showed an overall decrease in student performance based on Fall trend data in grades 2 through 5, as a result of limited time with technology and lack of explicit comprehension and writing instruction across disciplines. Also, this need is reflected in about half of students in grades 2 through 5 meeting the County expectation of 80% on the</p>
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Spring 2018 CBA (Meeting: Grade 2- 54%, Grade 3- 47%, Grade 4- 40%, Grade 5- 53%). More specifically, students in grades 3 through 5 need support with informational multiple choice, an overall 71% in the Spring, and Grades 2-5 in Narrative writing, with the overall performance of 60% in the Spring.

On the Carroll County Phonics Assessment (CCPA) students demonstrated a lack of mastery and a decrease in trend data in 2C: closed syllables with blends, 2D: vowel consonant e, 2E: 2 syllables closed, 2F: R control, vowel digraphs, and 2G: diphthongs, requiring further explicit instruction of these skills and application to increase reading levels. Pre-K students demonstrated a lack of mastery, and a decrease in trend data, of Letter Identification and Concepts of Print (COP) requiring further explicit instruction in FUNdations/Early Concepts of Print.

Math data from our End of Year (EOY) Math County Benchmark Assessments reflected low performance across all grade levels in the area of operations and algebraic thinking and numbers in base ten or fractions. The majority of the grade levels did not meet county average or expectation in the area of operations and algebraic thinking. In grades K-2, the majority of grade levels did not meet county average or expectations, or decreased in overall average, in the domain of numbers in base ten. Incoming students in grades 3-5, students showed overall weakness in the domain of Fractions and the partitioning standards. These three domains are our focus in order to improve school achievement.

OA	Pre-K	K	1	2	3	4	5
TES vs. County Average	+12%	-5%	-22%	-4%	-15%	-11%	-14%
TES vs. County Expectation	+9%	+1%	-23%	-17%	-15%	-11%	-30%
TES 2018 vs. TES 2017	+15%	+6%	-12%	-5%	-4%	+8%	+26%

NBT	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
TES vs. County Average	-4%	-12%	+1%
TES vs. County Expectation	-5%	-7%	+2%
TES 2018 vs. TES 2017	-7%	-14%	-3%

NF	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
TES vs. County Average	-17%	-35%	+8%
TES vs. County Expectation	-58%	-43%	-6%
TES 2018 vs. TES 2017	-11%	-3%	+17%

Data Analysis from the 2017-2018 school year showed a 42% reduction in major discipline referrals from the previous year and a 9% reduction in minor discipline referrals. Major behavior referrals 93.8% of students are in the green zone, 4.2% of students are in the yellow zone and



2% of students are in the red zone. Minor discipline referral data, 85% of students are in the green zone, 6.6% of students are in the yellow zone, and 8.4% of students are in the red zone. Based on this data, we determined that the primary focus is to reduce the number of minor behavior referrals while maintaining the previous reduction of major behavior referrals, keeping the green zone at 90%.

### School Improvement Goals to Target Areas from Needs Assessment

1. Students in Pre-K through 5 will improve their ability to comprehend and respond to grade level text orally and within writing.
  - 1.1 Students in Pre-K through 2<sup>nd</sup>, and students in 3<sup>rd</sup> through 5<sup>th</sup> who have not met previous county expectations, will master grade specific phonics skills (Pre-K: letter ID and concepts of print; K-2: CCPA;) tasks to increase in reading levels.
  - 1.2 Students in grades 2<sup>nd</sup> through 5<sup>th</sup> will apply Literary and Non-Fiction Notice and Note strategies across content areas to improve comprehension in selected and written responses,
    - a. Demonstrating 80% accuracy or 15% growth from the Fall to Spring CBA and/or TES created formative assessments.
    - b. Increase SRI by achieving double growth from fall to spring and/or meeting or exceeding county's **shifted** expectations.
2. Students in Pre-K to 5 will meet or exceed 80% of CCPS math expectations or meet the county average in identified content areas.
  - 2.1 K-2 will meet or exceed county mastery expectations (80%) or meet or exceed county average in the identified critical content domains (OA and NBT).
  - 2.2 Grades 3-5 will meet or exceed county mastery expectations (80%) or meet or exceed county average in the identified critical content domains (OA and NF).
  - 2.3 Pre-K students will meet or exceed county mastery expectations (80%) or meet or exceed county average in the operations and algebraic thinking domain.
3. Using evidence-based classroom management strategies, PBIS, and direct social emotional learning instruction, staff will consistently implement Tier one and Tier two strategies, as measured by a 10% reduction in **minor** discipline referrals while maintaining the 42% reduction in **major** referrals.
  - 3.1 Taneytown will maintain improvements in major discipline referral data at a rate of at least 90% of students having 0-1 major referrals (Green Zone).
  - 3.2 Taneytown will improve upon minor discipline referral data by reducing the number of students with 6 or more minor referrals (Red Zone) by 2%.



**School Improvement Goal 1**

1. Students in Pre-K through 5 will improve their ability to comprehend and respond to grade level text orally and within writing.
- 1.3 Students in Pre-K through 2<sup>nd</sup>, and students in 3<sup>rd</sup> through 5<sup>th</sup> who have not met previous county expectations, will master grade specific phonics skills (Pre-K: letter ID and concepts of print; K-2: CCPA;) tasks to increase in reading levels.
  - 1.4 Students in grades 2<sup>nd</sup> through 5<sup>th</sup> will apply Literary and Non-Fiction Notice and Note strategies across all content areas to improve comprehension and writing in selected and written responses across disciplines.
    - c. Demonstrating 80% accuracy or 15% growth from the Fall to Spring CBA and/or TES created formative assessments.
    - d. Increase SRI by achieving double growth from fall to spring and/or meeting or exceeding county's **shifted** expectations.

Strategic Actions	Time Line w/Check in Dates for Progress	Measures of Success / Desired Performance Level w/Lead Person Responsible
<p>1.a Identify and adjust the priority standards based upon previous and current TES data (CBA and PARCC) to plan first pass instruction including frequent formatives, focusing on informational text.</p> <p>1.b Increase the time on-task in daily reading and writing, as well as provide students with access to technology by</p> <ul style="list-style-type: none"> <li>• Use of flexible grouping beginning in grades 2 through grade 5.</li> <li>• Use Notice and Note strategies when reading and communicating about texts across content areas (Math, ELA, Science, and Social Studies)</li> <li>• Grades 1 and 2 will use RAZ kids and ConnectEd resources to read and respond to text on the computer.</li> <li>• Grades 2 through 5 will use SCE model to read, synthesizing multiple texts, and respond, in essay format, through online platforms including EdCite.</li> </ul>	<p>1.a Ongoing Throughout the School Year</p> <p>*Partial use of 2 full PD days per teacher (9-11, 9-14, 9-26, 9-28, 10-2, 10-5, 10-9, 10-12, 1-4, 1-7, 1-8, 1-11, 1-14, 1-15, 1-18)</p> <p>1.b Ongoing Throughout the School Year</p> <p>*August 28<sup>th</sup> and Partial use of 2 full PD days per teacher (9-11, 9-14, 9-26, 9-28, 10-2, 10-5, 10-9, 10-12, 1-4, 1-7, 1-8, 1-11, 1-14, 1-15, 1-18)</p>	<p>1.a Professional Development, Collaboratively Planned Lessons and Related Documents, TES Grade Level Created Formatives and Summative Growth (CBA, SRI, PLA). Person/s responsible: <i>All ELA teachers, Special Education, Title I and Reading Specialist</i></p> <p>1.b Teacher-made formative assessments, PLA, CBA, SRI, use of CCPS writing rubrics to measure comprehension/writing growth. <i>Persons responsible: All 2<sup>nd</sup> to 5<sup>th</sup> teachers, Special Education, Title I and Reading Specialist</i></p>



<ul style="list-style-type: none"> <li>Selected groups of students in Grades 1 through 5 will use online Lexia reading intervention program.</li> </ul> <p>1.c Increase daily phonics instruction with a special focus on grades 2 and 3 by</p> <ul style="list-style-type: none"> <li>Consolidating early units in FUNdations, pre-teaching grade level CCPA skills and creating a timeline of phonics skills to meet grade level expectations.</li> <li>Providing additional professional development to 2<sup>nd</sup> and 3<sup>rd</sup>. grade teachers on teaching strategies and learning activities designed to promote the mastery of higher-level phonics skills and transfer to reading.</li> </ul> <p>1.d Utilize data binders and writing portfolios to make student achievement visible as measured by grade-level county ELA assessments by:</p> <ul style="list-style-type: none"> <li>Creating data binders and writing portfolios that reflect student achievement across ALL contents.</li> <li>Developing student-centered goals specific to the formative and summative county reading and writing data and student work samples found in the data binders.</li> <li>Regularly send data binders and writing portfolios home, requiring a care-giver signature to increase home-school connections and home support.</li> </ul> <p>1.e Weekly Grade Level Achievement Meetings (including Kid Talking and collaborative planning) focused on closing the gap for all PARCC Level 3 approaching level students.</p> <ul style="list-style-type: none"> <li>A 6-week SMART goal will be set at grade level achievement meetings based on the current reading data including one or</li> </ul>	<p>1.c Daily, on-going; weekly planning</p> <p>1.d On-going Throughout the School Year, Grades Pre-K to 5, including interim and report card dates</p> <p>1.e Biweekly Achievement Meetings</p>	<p>1.c Carroll County Phonics Assessment and end-of-unit FUNdations Assessments: Students will meet/exceed CCPS expectations based on CCPA Information to Support Instruction grade-level benchmarks and end-of-unit student assessments. <i>Person/s responsible: All ELA teachers, Special Area, Title I Teachers, and Reading Specialist</i></p> <p>1.d Incorporate data binder and writing portfolio check-ins during collaborative planning and achievement meetings. <i>Person/s responsible: All teachers, including STEM teachers, Special Areas, Title I, Math and Reading Specialist</i></p> <p>1.e. Teacher-created formative and summative assessments, PLA, CCPA, FUNdations Unit Assessments, CBA, SRI, and Lexia <i>Person/s responsible: all teachers, including STEM teachers, Special Areas, Title I, Math and Reading Specialist</i></p> <p><b>TES Achievement Meeting OneNote Intervention Summaries on P Drive</b></p>
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<p>more of the following measures: formative assessment, CBA, SRI, CCPA, PLA, Weekly Wonders Formatives, and CCPS Writing Rubrics.</p> <ul style="list-style-type: none"> <li>An intervention will be identified to address the needs of the individual or groups of students including Double Dose (with a written plan) including FUNdations, LLI, Lexia or Wilson.</li> </ul>		
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School Improvement Goal		
<p>2. Students in Pre-K to 5 will meet or exceed 80% of CCPS math expectations or meet the county average in identified content areas.</p> <p>2.1 K-2 will meet or exceed county mastery expectations (80%) or meet or exceed county average in the identified critical content domains (OA and NBT).</p> <p>2.2 Grades 3-5 will meet or exceed county mastery expectations (80%) or meet or exceed county average in the identified critical content domains (OA and NF).</p> <p>2.3 Pre-K students will meet or exceed county mastery expectations (80%) or meet or exceed county average in the operations and algebraic thinking domain.</p>		
Strategic Actions	Time Line w/Check in Dates for Progress	Measures of Success / Desired Performance Level w/Lead Person Responsible



<p>2.a Using the current math data, collaborative planning will occur with classroom teachers, Title 1, Special Educators, Speech Pathologist, and Math Resource.</p> <ul style="list-style-type: none"><li>• Weekly Collaborative planning with grade level team, math resource, and Title 1 teachers</li><li>• Evaluate how we use TES resources and Title 1 teachers to implement high quality first pass instruction</li><li>• Use progression documents during achievement meeting and/or planning to extend or remediate students</li><li>• Use math tasks strategically as they align with grade level standards</li><li>• During planning we will focus on increasing time on task, use of flexible groupings and increase students' use of technology</li></ul>	<p>2.a Weekly, ongoing throughout the year</p>	<p>2.a Creating high quality first-pass instruction as demonstrated in planning guides that results in students meeting teacher-created expectations on all assessments. <i>Person/s Responsible: Classroom Teachers, Special Educators, Title 1, Math Resource</i></p>
<p>2.b Weekly Grade Level Achievement Meetings (including Kid Talking) focused on all students to meet or exceed grade level expectations in identified areas.</p> <ul style="list-style-type: none"><li>• A SMART goal will be set and analyzed at grade level achievement meetings based on the current math data including one or more of the following measures: formative assessment-quiz, Unit Tests, Math Tasks, and Benchmark Assessments</li><li>• An intervention will be identified to address the needs of the individual or groups of students including Double Dose (with a written plan) including DreamBox, Origo Fact Box and other interventions based on student needs.</li></ul>	<p>2.b Weekly, ongoing throughout the year</p>	<p>2.b Demonstrate growth as shown through evaluation of SMART goals and evaluation of assessments based on grade level time frame. <i>Persons Responsible: Classroom Teachers, Special Educators, Title 1, Math Resource</i></p>
<p>2.c Provide Professional Development on</p> <ul style="list-style-type: none"><li>• Identified curricular areas</li></ul>	<p>2.c</p>	<p>2.c Achievement of teacher created SLOs, summative assessments measuring identified domains and</p>



<ul style="list-style-type: none"> <li>Vertical teaming that focuses on identified critical content domains</li> <li>Long Range Planning specifically focused on curricular time frame</li> </ul> <p>2.d Math Committee will collaborate to create an organizational structure.</p> <ul style="list-style-type: none"> <li>Fact Attack Initiative</li> <li>Develop common organizers and/or strategies and language to increase student problem solving behaviors.</li> </ul> <p>2.e Fact Instruction and Practice will occur 5 to 10 minutes daily through the use of:</p> <ul style="list-style-type: none"> <li>Mastering the Basic Math Facts</li> <li>Origo Series</li> <li>Math in Practice</li> <li>Other resources as needed</li> </ul>	<p><b>Vertical Teaming:</b>  <b>9/13 (1/2 day)</b>  <b>Pre-K:10/22</b>  <b>1<sup>st</sup>: 9/17, 2/22</b>  <b>2<sup>nd</sup>: 9/18, 2/19</b>  <b>3<sup>rd</sup>: 10/1, 12/7, 2/15</b>  <b>4<sup>th</sup>: 9/24, 12/4, 2/12</b>  <b>5<sup>th</sup>: 9/25, 12/5</b></p> <p>2.d Meeting Dates: 9/11, 10/2, 11/13, 11/27, 12/12, 4/6</p> <p>2.e Daily, throughout the year</p>	<p>maintaining county mandated time frame.  <i>Person/s Responsible: Classroom Teachers, Special Educators, Title 1, Math Resource</i></p> <p>2.d Posters, common language, and fact activities will be observed during Classroom Walkthroughs.  <i>Person/s Responsible: Classroom Teachers, Special Educators, Title 1, Math Resource, Parent Liaison</i></p> <p>2.e Mastery of grade level expectations identified by curriculum.  <i>Person/s Responsible: Classroom Teachers, Special Educators, Title 1, Math Resource, Instructional Assistants</i></p>
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School Improvement Goal		
<p>3. Using evidence-based classroom management strategies, PBIS, and direct social emotional learning instruction, staff will consistently implement Tier one and Tier two strategies, as measured by a 10% reduction in <b>minor</b> discipline referrals while maintaining the 42% reduction in <b>major</b> referrals.</p> <p>3.1 Taneytown will maintain improvements in major discipline referral data at a rate of at least 90% of students having 0-1 major referrals (Green Zone).</p> <p>3.2 Taneytown will improve upon minor discipline referral data by reducing the number of students with 6 or more minor referrals (Red Zone) by 2%.</p> <p>*may need changes</p>		
Strategic Actions	Time Line w/Check in Dates for Progress	Measures of Success / Desired Performance Level w/Lead Person Responsible





<p>3.a Staff will receive professional development in effective strategies for managing classroom behaviors at the Tier 1 level.</p> <ul style="list-style-type: none"> <li>• Consultation and Mentoring Staff Program (Individual)</li> <li>• Team Driven Professional Development on Behavior Concerns</li> <li>• County Tier 1 and Tier II Interventions PD</li> </ul>	<p>3.a On-going, determined by the data and staff request.</p>	<p>3.a Decrease in overall discipline referrals. <i>Person/s responsible: School Counselor, Support Room Staff, School Psychologist, Behavior Support Specialist, Special Educators, Teachers, Additional Selected Staff.</i></p>
<p>3.b Staff members will implement interventions with students identified as red and yellow zone, from previous and current school data.</p> <ul style="list-style-type: none"> <li>• Students will receive increased individual/small group behavior and social-emotional support.</li> <li>• Targeted grade level PD</li> <li>• County resources utilized to incorporate new classroom management strategies.</li> </ul>	<p>3.b Ongoing from throughout the year</p>	<p>3.b Decrease in overall discipline referrals and daily behavior checklist data, periodic classroom walk-throughs. <i>Person/s responsible: School Counselor, Support Room Staff, School Psychologist, Behavior Support Specialist, Special Educators, Teachers, Additional Selected Staff.</i></p>
<p>3.c Teachers will implement preventative Tier 1 and Tier II interventions from Mind-Up curriculum to reduce major and minor referrals.</p> <ul style="list-style-type: none"> <li>• With support from School Counselor and School Psychologist.</li> <li>• Morning Meetings</li> <li>• Increase use of kid-talking for chronic minor behavior issues and including the School Psychologist in these discussions.</li> </ul>	<p>3.c Ongoing throughout the school year; preventative measures daily</p>	<p>3.c Decrease in overall discipline referrals, fewer students in yellow zone. Follow up and support will be provided by respective staff members. <i>Person/s responsible: All staff</i></p>
<p>3.d Implement new county expectations for the support room and link common language/best practices to the classroom teacher and trainings for support room staff.</p>	<p>3.d Ongoing throughout the year</p>	<p>3.d Training days, decrease in overall discipline referrals, periodic classroom walk-throughs. <i>Person/s responsible: School Counselor, Support Room Staff, School Psychologist, Behavior Support Specialist, Special Educators, Teachers.</i></p>
<p>3.e School Counselor will deliver monthly lessons to all grades in the areas of: bullying, social emotional, academic, and career focus.</p>	<p>3.e Minimum 1 lesson per classroom per month.</p>	<p>3.e Staff and student surveys <i>Person/s responsible: School Counselor</i></p>



	Additional lessons will be provided based on needs.	
3.f Love and Logic curriculum lessons will be conducted with parents, guardians and staff of TES students.	3.f September 27- November 1	3.f Decrease in overall discipline referrals. <i>Person/s responsible: Parent Liaison, School Counselor, School Psychologist</i>
3g. Kindergarten students will be identified for social-emotional learning interventions based on an evidenced-based, nationally normed, teacher completed screening of social-emotional functioning.	3.g Quarterly (screening) Weekly (interventions)	3.g Quarterly screening data <i>Person/s responsible: School Psychologist, Kindergarten Teachers, school counselor, support room staff</i>
3.h Pilot program developed for full time School Psychologist to support the social emotional and behavior needs of students through strategic actions: 3.a, 3.b, 3.c, 3.g and 3.h.	3.h Ongoing throughout the year	3.h See individual strategic actions. <i>Person/s responsible: School Psychologist</i>
3.i Behavior Intervention Program (LINKS – general education placement) developed to meet individual student needs, teach behavior and self-regulation, through a collaborative school based process. The goal is to return students to their respective classroom and reduce incidents of behavior and emotional dysregulation.	3.i Intake ongoing throughout school year. Target is a 6-8 week program.	3.i Decrease in overall discipline referrals and achieving 90%, or higher, on daily point sheet. <i>Person/s responsible: Links Teacher (Title I Teacher), Links Support Team, Administration, School Psychologist</i>
3.k Professional Development on restorative practices as an improved response to discipline issues.	3.k PD Oct 8 <sup>th</sup> ; ongoing October to June	3.k Speaker; decrease in overall discipline referrals, reduction in support room visits, periodic walk-throughs. <i>Person/s responsible: School Counselor, Support Room Staff, School Psychologist, Behavior Support Specialist, Special Educators, Teachers.</i>
3.l Parent support group will be held for parents of students with chronic behavior problems.	3.l 8 sessions throughout the year	3.l Decrease in overall discipline referrals and achieving 90%, or higher, on daily point sheet.



		<p><i>Person/s responsible: Links Teacher Title I Teacher(s), Links Support Team, Administration, School Psychologist, Select Staff</i></p>
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