



Taneytown Elementary School Improvement Plan 2025-2026

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

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 Needs Assessment

The TES School Improvement Team (SIT) met during the summer of 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, 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, Acadience, CBA, CCPA, DAPPA, HFW
 - Math benchmark and fact fluency data
 - Comparison data for all assessments in subgroups of FaRMs and Special Education
 - Because 25-26 school year was the first year that CCPS used Acadience and MAP Growth, the table below shows only one year's worth of historic data.
- TES SIP goals from 2024-2025
- TES SIP strategic actions from 2024-2025
- Available 2024 MCAP data

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 2025-2026 school year.

Reading	24-25	25-26 Goal
Pre K		100% of PreK Students will meet or exceed that 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	HFW- 48.39% CCPA 2A- 83.87% Blending- 93.55% Acadience Composite- 76.19%	HFW- 54% CCPA 2A- 88% Blending- 94% Acadience Composite- 78%
1	Acadience Composite- 77.61%	Acadience Composite- 82%

2	Acadience Composite- 45.35% MAP Growth- 37.65%	Acadience Composite- 75% MAP Growth- 43%
3	Acadience Composite- 43.48% MAP Growth- 35.71%	Acadience Composite- 50% MAP Growth- 45%
4	MAP Growth- 52.31%	MAP Growth- 55%
5	MAP Growth- 32.86%	MAP Growth- 55%

Math	Last Year's Students	Rising Student Data	CCPS % of Students Scoring 80% or Above	Last Year's SIT goal	2025-2026 Goal % of students scoring 80% or above on Jan and May benchmarks
PreK	95% Jan 100% May	n/a	89% Jan 88% May	100% Jan 100% May	100% Jan 100% May
K	83% Jan 83% May	100% (TES PreK)	90% Jan 87% May	86% Jan 89% May	88% Jan 93% May
1	89% Jan 94% May	83% Jan 83% May	82% Jan 89% May	87% Jan 90% May	88% Jan 92% May
2	79% Jan 79% May	89% Jan 94% May	75% Jan 79% May	84% Jan 90% May	85% Jan 90% May
3	46% Jan 48% May	79% Jan 79% May	56% Jan 60% May	64% Jan 78% May	69% Jan 74% May
4	51% Jan 61% May	46% Jan 48% May	59% Jan 67% May	55% Jan 68% May	54% Jan 64% May
5	27% Jan 5% May	51% Jan 61% May	54% Jan 44% May	51% Jan 55% May	50% Jan 55% May

Writing	23-24	25-26 Goal
Pre K	100% met 2 or higher on EOY rubric	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	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations.
1	74% met	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>
2	62% met on Lit. An.	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>
3	Lit- 44% met	60% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>

4	80% met an 80%or better-Lit an.	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>
5	Op. Writing- 59% Lit. Writing- 59%	75% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>

The SIT also reviewed attendance data and noticed the significant impact low attendance rates have on academic progress. From this, the SIT determined attendance as a priority and thus used attendance as our GAP goal.

After determining goals, the SIT discussed research based strategic actions to implement in order to reach our 25-26 goals. Strategic actions were developed from summer professional development in the content areas of Math and ELA as well as tier 1 best practices including project based/inquiry-based learning.

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.

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:

- MAP Growth
- Benchmark Advance Interim Assessment
- Acadience Composite scores

Strategic Actions	Timeline	Measures of Success / Desired Performance Level				
<p>1.1 Explicitly teach comprehension strategies including <u>text structure</u>, <u>6 thinking moves</u>, and close reading.</p> <ul style="list-style-type: none"> • Teachers will introduce text structure of narrative and informational texts to students. Classrooms will have a visual for text structures. • Teachers will use the 6 thinking moves posters and bookmarks in humanities and STEM classrooms. Teachers will introduce students to the strategies and utilize these strategies across all reading. • Weekly use of the <u>vocabulary routine and resources</u> • Use Benchmark Advance Routines and metacognitive strategies • Use high quality texts and read alouds to model comprehension processes, high quality questions, and fluency practices • Activate prior knowledge and build background knowledge as needed • Utilize weekly response to text in oral or written formats using the <u>state-cite-explain</u> structure <p>1.2 Use SOR best practices to teach decoding, phonics, fluency, and vocabulary.</p>	2025-2026	<p>1.1 MAP Growth, Benchmark Advance Interim Assessment growth</p> <p>1.2 Acadience Composite Scores</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">PreK</td> <td>100% of PreK Students will meet or exceed that 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.</td> </tr> <tr> <td style="text-align: center;">K</td> <td>HFV- 54% of students will meet grade level expectations CCPA 2A- 88% of students will meet grade level expectations</td> </tr> </table>	PreK	100% of PreK Students will meet or exceed that 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	HFV- 54% of students will meet grade level expectations CCPA 2A- 88% of students will meet grade level expectations
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	2025-2026					

<ul style="list-style-type: none"> Progress monitor using Acadience tools, FUNdations tools, Benchmark Advance Weekly assessments Practice fluency during whole group and small group through modeling, readers' theatre, repeated reaching, echo reading, choral reading, etc. Use the Fluency Development Lesson plan within small groups or with an IA Use reading journal for vocabulary routine In grades 4 and 5, explicitly teach word study from Benchmark Advance and/or Just Words resources Weekly use of decodables and authentic texts in small group 		<table border="1"> <tr> <td></td> <td>Blending- 94% of students will meet grade level expectations Acadience Composite- 78% of students will meet grade level expectations</td> </tr> <tr> <td>1</td> <td>Acadience Composite- 82% of students will meet grade level expectations</td> </tr> <tr> <td>2</td> <td>Acadience Composite- 75% of students will meet grade level expectations Benchmark Advance Interim Assessment: 70% of students will meet grade level expectations on Interim Post Test in Q3.</td> </tr> <tr> <td>3</td> <td>Acadience Composite- 50% of students will meet grade level expectations MAP Growth- 45% of students will meet grade level expectations Benchmark Advance Interim Assessment: 60% of students will meet grade level expectations on Interim Post Test in Q3.</td> </tr> <tr> <td>4</td> <td>MAP Growth- 55% of students will meet grade level expectations Benchmark Advance Interim Assessment: 60% of students will meet grade level expectations on Interim Post Test in Q3.</td> </tr> <tr> <td>5</td> <td>MAP Growth- 55% of students will meet grade level expectations Benchmark Advance Interim Assessment: 70% of students will meet grade level expectations on Interim Post Test in Q3.</td> </tr> </table>		Blending- 94% of students will meet grade level expectations Acadience Composite- 78% of students will meet grade level expectations	1	Acadience Composite- 82% of students will meet grade level expectations	2	Acadience Composite- 75% of students will meet grade level expectations Benchmark Advance Interim Assessment: 70% of students will meet grade level expectations on Interim Post Test in Q3.	3	Acadience Composite- 50% of students will meet grade level expectations MAP Growth- 45% of students will meet grade level expectations Benchmark Advance Interim Assessment: 60% of students will meet grade level expectations on Interim Post Test in Q3.	4	MAP Growth- 55% of students will meet grade level expectations Benchmark Advance Interim Assessment: 60% of students will meet grade level expectations on Interim Post Test in Q3.	5	MAP Growth- 55% of students will meet grade level expectations Benchmark Advance Interim Assessment: 70% of students will meet grade level expectations on Interim Post Test in Q3.
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<p>1.3 Use Tier 1 best practices in all daily lessons to provide consistent, high quality core instruction.</p> <ul style="list-style-type: none"> Progress monitoring using Acadience Progress Monitoring, FUNdations progress monitoring and probes, Benchmark Advance Weekly Assessments Scope and sequence of curriculum Prioritize speaking and listening standards Use of inquiry-based learning Use of strategies from 17,000 Classrooms book (engagement, differentiation) Clear rubrics that align to state expectations 	2025-2026													
<p>1.4 Ongoing goal setting and Conferencing to build ownership of learning.</p> <ul style="list-style-type: none"> Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. Assessment conferencing after summative assessments including MAP Growth, Acadience or larger formative with students to discuss and set goals on mastery of standards. 	2025-2026	1.3 MAP Growth, Acadience												

School Improvement Goal #2- Math																					
2. Increase overall Math summative assessment scores for students in PreK–5 by strengthening and consistently implementing effective Tier 1 instructional practices.																					
Strategic Actions	Time Line	Measures of Success / Desired Performance Level																			
<p>2.1 Increase comprehension and reasoning with grade level word problem structures through daily practice using components of the following strategies:</p> <ul style="list-style-type: none"> Decide and Defend Routine Capturing Quantities Routine Unlocking the Problem *Primary Resource *Intermediate Resource 	2025-2026	<p>2.1</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="917 1703 1570 1745">% of students scoring at least 80%</th> </tr> <tr> <th data-bbox="917 1745 1049 1808">Grade Level</th> <th data-bbox="1049 1745 1273 1808">January Benchmark</th> <th data-bbox="1273 1745 1570 1808">May Benchmark</th> </tr> </thead> <tbody> <tr> <td data-bbox="917 1808 1049 1850">PK</td> <td data-bbox="1049 1808 1273 1850">100%</td> <td data-bbox="1273 1808 1570 1850">100%</td> </tr> <tr> <td data-bbox="917 1850 1049 1892">K</td> <td data-bbox="1049 1850 1273 1892">88%</td> <td data-bbox="1273 1850 1570 1892">93%</td> </tr> <tr> <td data-bbox="917 1892 1049 1934">1</td> <td data-bbox="1049 1892 1273 1934">88%</td> <td data-bbox="1273 1892 1570 1934">92%</td> </tr> <tr> <td data-bbox="917 1934 1049 1976">2</td> <td data-bbox="1049 1934 1273 1976">85%</td> <td data-bbox="1273 1934 1570 1976">90%</td> </tr> </tbody> </table>		% of students scoring at least 80%			Grade Level	January Benchmark	May Benchmark	PK	100%	100%	K	88%	93%	1	88%	92%	2	85%	90%
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1	88%	92%																			
2	85%	90%																			

<ul style="list-style-type: none"> • Problem of the week 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. • Use Math Tasks and Reasoning Tasks found within the CCPS curriculum at least 2x/month to deepen reasoning and support transfer of strategies. • Professional Development from Math Resource teacher to support implementation of reasoning routines. 		<table border="1"> <tr> <td>3</td> <td>69%</td> <td>74%</td> </tr> <tr> <td>4</td> <td>54%</td> <td>64%</td> </tr> <tr> <td>5</td> <td>50%</td> <td>55%</td> </tr> </table>	3	69%	74%	4	54%	64%	5	50%	55%	
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<p>2.2 Provide daily opportunities for meaningful fact fluency instruction, practice and review through:</p> <ul style="list-style-type: none"> • Utilizing resources within CCPS Fluency OneNotes and Building Fact Fluency Toolkit. • Flexible groups for explicit targeted fluency instruction. • Progress monitoring with fluency check-ins at least 2x/month. • Fluency centers, games, and approved online program (XtraMath) for ongoing independent practice and spiral review. • Provide activities to practice and reinforce facts strategies at home. 	2025-2026	2.2 See above										
<p>2.3 Use Tier 1 best practices in all daily lessons to provide consistent, high quality core instruction.</p> <ul style="list-style-type: none"> • Use of manipulatives during whole group and small group instruction to support conceptual understanding. • Daily thinking/number routine to promote reasoning, number sense, and fluency. • Collaborative planning • Pre-requisite assessments before each unit to identify and address gaps. • CCPS Unit assessment matrices to guide instructional planning, monitor student progress, and inform reteaching. • Anchor charts to support strategy use and vocabulary. 	2025-2026	2.3 See above										
<p>2.4 Ongoing goal setting and conferencing to build ownership of learning.</p> <ul style="list-style-type: none"> • Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. • Assessment conferencing after each unit assessment or larger formative with students to discuss and set goals on mastery of standards. 	2025-2026	2.4 See above										

School Improvement Goal #3- Writing

3. Improve student achievement in foundational and composition-based writing skills that can be applied to all types of writing across contents.

1. PreK students will demonstrate mastery of letter formation in first name and produce complete sentences in shared language activities as measured by observational assessment.
2. K students will demonstrate mastery of the 5-star rubric including foundational skills of letter formation, handwriting fluency, and sentence structure fluency.
3. Students in grades 1 through 5 will demonstrate achievement as measured by the CCPS ten-point rubric.

Strategic Actions	Time Line	Measures of Success / Desired Performance Level														
<p>3.1 Utilize evidence based writing instruction in the areas of foundational skills, composition, and ideas based on the 6 principles of the Hochman Method from The Writing Revolution 2.0.</p> <ul style="list-style-type: none"> • Weekly grammar lessons and teaching grammar in the context of student writing. • Use of writing curriculum with fidelity • Build stamina in handwriting and length of writing. • Utilize the MCAP rubric and progress monitor with the county 10 point rubric • evidence based writing instruction strategies will be utilized school wide <p>3.2 Writing instruction will occur cross curricular.</p> <ul style="list-style-type: none"> • Journals for all writing cross-curricular • Use the MSDE standards of language progressions to sequence the instruction of foundational skills. • Utilize math tasks • Utilize state-cite-explain format when responding to a prompt • • All teachers will use the recursive writing process—planning, translating (drafting), reviewing and revising when teaching writing. • PDs for all teachers to grade based on MCAP rubrics • Use of MCAP rubric in science, math, ELA, SS, etc. <p>3.3 Use Tier 1 best practices in all daily lessons to provide consistent, high quality core instruction.</p> <ul style="list-style-type: none"> • Teachers will use rubrics that align with MCAP expectations, curriculum expectations, and county expectations. 	<p>2025-2026</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Pre K</td> <td>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.</td> </tr> <tr> <td style="text-align: center;">K</td> <td>80% of students will demonstrate mastery based on curriculum-based end of year writing expectations.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>80% of students will demonstrate mastery based on curriculum-based end of year writing expectations. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i></td> </tr> <tr> <td style="text-align: center;">2</td> <td>80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i></td> </tr> <tr> <td style="text-align: center;">3</td> <td>60% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i></td> </tr> <tr> <td style="text-align: center;">4</td> <td>80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i></td> </tr> <tr> <td style="text-align: center;">5</td> <td>75% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i></td> </tr> </table> <p>3.2 See data above 3.3 See data above 3.4 See data above</p>	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	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations.	1	80% of students will demonstrate mastery based on curriculum-based end of year writing expectations. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>	2	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>	3	60% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>	4	80% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>	5	75% of students will achieve grade level expectations based on end of year Benchmark Advance Writing Task. <i>This goal can be adjusted based on BOY baseline from curriculum task.</i>
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<ul style="list-style-type: none"> ● Progress monitoring <ul style="list-style-type: none"> ○ We will use pre assessments and post assessments from curriculum materials including pre assessments, interim assessments, performance tasks, and post assessments in grade level curriculum. ● Scope and sequence of curriculum ● Long range planning; unit planning PD time ● Flexible groups based on skill need ● Use of strategies from 17,000 Classrooms book (engagement, differentiation) ● Clear rubrics that align to state expectations ● PD opportunities to analyze other student work, collaborate with others, and establish clear understanding of the evidence needed to meet expectations <p>3.4 Ongoing goal setting and Conferencing to build ownership of learning.</p> <ul style="list-style-type: none"> ● Frequent feedback and reflection conferencing and check-ins with students to provide constructive, targeted actionable steps. ● Assessment conferencing after summative assessments including MAP Growth, Acadience or larger formative with students to discuss and set goals on mastery of standards. 		
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School Improvement Goal #4- Equity/Gap		
4. All stakeholders will contribute to increase targeted student attendance rates by using a 3-Tiered approach in order to positively impact overall academic achievement. (separate document for Tiers and At-Risk students)		
Strategic Actions	Time Line	Measures of Success / Desired Performance Level
<p>4.1 Identify and Support At-Risk Students</p> <ul style="list-style-type: none"> ● Community Specialist to perform 1:1 student interviews with students in K-2 to identify root causes of absences. ● Community Specialist to create a Microsoft Forms survey for students in grades 3-5 to identify root cause for absences. ● Community Specialist to survey mentors to gather best practices and suggestions for year 2 implementation. ● School wide incentive plan to recognize 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 fieldtrip . 	2025-2026	<p>4.1, 4.2, 4.3</p> <ul style="list-style-type: none"> ● Identified “chronically absent” students will increase targeted student attendance rates by 5%

<ul style="list-style-type: none"> • Implement make up sessions on Marvelous Mondays for students who need to be caught up on instruction due to absences. • 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 		
<p><u>4.2 Foster a Positive School Environment (Staff/Student and Student/Student Relationships)</u></p> <ul style="list-style-type: none"> • Summer conferences with previous and new student members of the School Is Cool Club to set growth goal. • Attendance discussion with homerooms at the beginning of the school • Monthly Attendance Classroom/Grade Level Competitions <ul style="list-style-type: none"> ○ Announce number of students at 96% in each homeroom on News Program • Contact other school communities to learn other successful strategies. • Increase student involvement at the school level: <ul style="list-style-type: none"> ○ School safety members ○ News show members ○ Special jobs • Address students positively when they return from an absence for example during morning meeting/RA circle. • 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 • Increase student engagement school-wide during first pass instruction. 	<p>2025-2026</p>	<p>4.2</p> <ul style="list-style-type: none"> * 80% of families invited to summer conferences will attend to establish a yearly goal for improved attendance. * Admin and Mentors will document 100% of homerooms have been introduced to the attendance SIP and explain the incentives potentially earned every quarter.
<p><u>4.3 Family Involvement</u></p> <ul style="list-style-type: none"> • Analyze June 4th 2025, parent survey results from the School Is Cool Club initiative. • Parent/Family attendance dinner (Oct. 2025) • Ideas/dialogue provided to teachers to use with parents then they call home to increase parent awareness of the importance of attendance • Adults (PPW/Admin/Mental Health providers) to do home visits for students that are chronically absent. • Quarterly raffles for families of students who have met their quarterly goal for attendance. • End of the year School Is Cool Attendance celebration and gather parent input on survey. 	<p>2025-2026</p>	<p>4.3</p> <ul style="list-style-type: none"> * End of the year parent survey goal- 80% of parents to rate/score TES as “effective” or higher 1. for keeping parents information about their child’s attendance rate, 2. for providing resources for the family when a student is not meeting their monthly goals and 3. for feeling valued as a partner with the school for improving their child’s attendance.

