**School Improvement Plan**

**School Improvement Team**

The TSES Leadership Team leads the school community in making the school a positive place in which teaching and learning can thrive. The Leadership Team is comprised of staff who reflect the diversity of the instructional areas of the school and who work in conjunction with the school administration to develop and monitor comprehensive plans for our school.

**School System Goals**

Vision: Every Student is inspired to learn and empowered to excel.

Mission: We cultivate a vibrant learning community that prepares students to thrive in a dynamic world.

Goal 1: Students: Every student achieves academic excellence in an inspiring, engaging and supportive environment.  
Goal 2: Staff: Every staff member is engaged, supported and successful.  
Goal 3: Families and the Community: Families and the community are engaged and supported as partner in education.  
Goal 4: Organization: Schools are supported by world-class organizational practices.

**Guiding Principles**

We believe in:

* Achieving excellence in all we do.
* Developing each studentís unique gifts.
* Engaging students in relevant, experiential and personalized learning.
* Cultivating creative problem solving, critical thinking and innovation.
* Promoting integrity, civility and global citizenship.
* Enriching learning by honoring our diversity.
* Fostering a culture of collaboration, trust and shared responsibility.
* Removing barriers to success.

**Talbott Springs Elementary Vision/Mission**

**Vision Statement**

To provide a strong foundation comprised of academic, interpersonal, and technological skills that will enable all students to be college and career ready.

**Mission Statement**

To enable each student to experience academic success and to achieve his or her full potential within a safe and nurturing environment with the collaboration of parents, community members, and the students themselves.

**Core Values**

We appreciate and celebrate the multi-dimensional learning styles of our students and the diversity within our community and throughout the world. We guide students in making positive choices and in sharing responsibility for their own learning. We provide an emotionally and physically safe and nurturing environment in which our students will learn and grow. We use multiple tools and resources to guide all students toward success. We acknowledge and celebrate our students' successes and achievements.

**Areas For Focused Improvement**

**Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2**

ELA: Print awareness, letter recognition, letter sound identification, phonics, phonemic awareness, sight word recognition, fluency, use of text clues to support comprehension, connecting text to self, text to text and text to world, oral comprehension, speaking and listening, producing informational, narrative and opinion writing projects.

Math: Number identification, relationships of numbers to other whole numbers, application of numbers to real world situations, development of computational fluency for addition and subtraction.

**Grades 3, 4, and 5**

ELA:  Build on Pre-K through Grade 2 skills for all students. The additional focus skills include demonstration of comprehension through written response, vocabulary development and written language development for narrative, informational and opinion writing.

Math:  Build on Pre-K through Grade 2 skills with more rigorous number sense development, mental math skill development, problem solving skills and computational fluency for multiplication and division.

**Needs Assessment**

The TSES Leadership Team examined the results from various sources such as the 2013 Maryland School Assessment (MSA), Measure of Academic Progress (MAP) scores and formative assessment information developed at the county and school level. It is evident that the TSES scores on the 2013 Maryland School Assessment did not reflect data gathered from formative assessment scores during the course of the school year. As TSES and all schools in the state of Maryland complete transition to the Maryland Common Core State Curriculum and the PARCC Assessments, this needs assessment reflects movement towards improving instruction for all students to close achievement gaps across student groups, and to increase participation in Gifted and Talented programs. Specifically, Talbott Springs Elementary needs to focus on the following to improve student learning:

* Increasing student fluency with math facts, mental math and math strategies to assist with problem solving using strong reasoning skills.
* Continued focus on vocabulary development within the three tiers of vocabulary (Tier 1: basic vocabulary; Tier 2 (academic vocabulary); Tier 3 (content specific vocabulary) to ensure that all students have access to learning new concepts.
* Gradual increase of introduction of resources to increase text complexity and rigor of acceptability of rigor of student work production.

Increase of parent engagement to learn the value and meaning of the MCCSC as it applies to readiness for college and careers.

**High Leverage Strategies**

**Instructional Planning and Data Discussion Protocols**

* Dedicated team planning time for quarterly long range planning, weekly planning. Planning with co-teachers and intervention staff for reading and math.
* Integration of Science, Social Studies and Health into Reading and Writing with appropriate text complexity and rigor.
* Professional Development for staff to ensure a planning focus on highly engaging curricular topics, text choices and activities to address the Maryland Common Core State Standards for Math and English Language Arts (ELA).
* Focus on enrichment opportunities for all students through differentiated questioning techniques, appropriate text choices, real world application of skills, and inquiry based instruction across content areas. Implementation of Instructional Seminars that appeal to the breadth of student cultures at TSES to increase participation opportunities, interest and engagement in Gifted and Talented programs.

**Classroom Focused Improvement Process-protocol for Student and Data Discussion**

* Skill based formative assessments administered across teams and monitored to measure incremental progress.
* Skill based interventions based on current needs of classes, groups of students or individual students.

**Vocabulary Development**

* Selection of rigorous text to expose student to high interest and challenging words.
* Specific instruction of academic vocabulary to match instructional objectives.

**Classroom Vocabulary Focus**

* Tier 1 Vocabulary: Basic Vocabulary
* Tier 2 Vocabulary: Instructional vocabulary; words with multiple meanings; high frequency academic vocabulary
* Tier 3 Vocabulary: Content specific vocabulary; low frequency words
* Writing focus on the use of vocabulary to add meaning and voice to meaningful written products.

**Family Involvement**

* Monitoring of parent-student-school goals as agreed through parent compacts and revision as appropriate using multiple sources of data.
* Targeted, School-wide and Grade Level parent nights to promote parent interaction with students about school.
* MCCSC information shared through PTA meetings.
* Parents in the PARCC-information night for upcoming PARCC assessment information
* Hispanic Parent support through: Hispanic Parent Meetings for increased understanding of core values of school and of the MCCSC; book club 1-2-3 Magic for Parents in Espanol; preferences for conference times; support for form filling at the beginning of the school year.
* Parent Nights to highlight participation in Gifted and Talented programs.