

**Talbott Springs Elementary School**  
**SCHOOL IMPROVEMENT PLAN AT A GLANCE**  
**2022-2023**



*Where TSES Students  
**RISE and Be Kind!***

**HCPSS VISION AND MISSION**

**HCPSS STRATEGIC CALL TO ACTION**

*LEARNING AND LEADING WITH EQUITY*

*“ONE FOCUS: EVERY STUDENT ACHIEVING”*

**HCPSS Vision:** Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

**HCPSS Mission:** HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

**TSES CORE VALUE STATEMENTS**

***Belonging***

We celebrate the value that each individual brings to our school community.

We support and model positive learning behaviors in our community

We use resources that reflect our students' identities.

***Opportunity and Access***

We create an environment that promotes flexible thinking.

We advocate for and provide enrichment opportunities to promote individual growth.

We provide a safe space where students, staff, and families are able to access resources (and opportunities) to ensure success.

***Instructional Access***

We are committed to the goal of successful learning for every student.

We encourage feedback, engage in reflection, and implement change for continuous instructional improvement.

We represent student identity and voice in instruction.

***Engaged and Inspired Learners***

We inspire our students, staff, and caregivers to take responsibility for their own learning.

We empower individuals to achieve their goals and celebrate each person's commitment to growth.

We partner with families and our community to enhance each student's learning experiences.

**TALBOTT SPRINGS ELEMENTARY SCHOOL TARGETS AND STRATEGIES**

**Literacy Targets**

- Increase overall % of students scoring 4 or 5 on ELA MCAP to 52.8% (4=Meets Expectations; 5= Exceeds Expectations)
- Increase Hispanic % of students scoring 4 or 5 on ELA MCAP to 44.2%

**Literacy Strategies**

- Leverage monthly data meetings to identify root causes for student lack of progress to inform teachers of instructional adjustments.
- Collaborative planning bi-weekly to support integration of HCPSS resources recommended for instruction in grades K-5.
- Professional learning for general educators and ESOL teachers to increase pedagogical knowledge of Maryland College and Career Ready (MCCRS) and increased understanding of expressive and interpretive WIDA Standards (including backmapping) along with strategies to differentiate mandated curriculum to include professional development to better understand the process and acquisition of reading skills.
- Increase staff knowledge of instructional approaches to differentiate instruction, including professional development to deepen understanding of the process and acquisition of reading skills through data review, lessons observed as part of professional learning.

**Mathematics Targets**

- Increase overall % of students scoring 4 or 5 on Math MCAP to 45.8%
- Increase % of Hispanic students scoring 4 or 5 on Math MCAP to 36.5%

**Mathematics Strategies**

- Instructional staff will provide balanced and targeted first instruction and intentional practice with strategies for efficiently solving foundational addition and subtraction facts.
- Instructional staff will engage in professional learning that will support them in using a variety of assessment tools to evaluate students' fluency with addition and subtraction and to adjust their instructional practices. Instructional staff will also engage in professional learning to support them in implementing regular opportunities for students to practice, feedback, and necessary reteaching of previously taught content.
- Instructional staff will engage in regular data discussions of student performance on implemented practice tasks, focusing in part on the performance of individual student groups.

- Intervention schedules and structures will be implemented to ensure that targeted students have opportunities for intervention and for practice in the classroom with previously taught concepts.

**School Climate Targets**

Minor Incident Referrals (MIR) (Discipline):

- Decrease the number of overall MIRs from 73 to 53.
- Decrease the number of MIRs for African American students from a disposition rate of 20.6 to a disposition rate of 15.5

**School Climate Strategies**

- Instructional staff will engage in trauma informed professional learning in collaboration with HCPSS to deepen understanding of trauma as it impacts learning and to move towards a more trauma sensitive school (6 modules)
- Instructional staff will engage in a voluntary book study group: My Teacher Doesn't Like Me by Percy Bland, Sr.
- Staff members across stakeholder groups as defined by area of instruction/support will meet to commit to how the TSES Core Value Statements are seen, heard, and understood by the students, staff members and families with whom they work.