

Academic Excellence (School Wide Reform Strategies)

Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support and other educational resources to insure college and career readiness for all students.

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| Outcome | <ul style="list-style-type: none"> 1.1: By 2020 Talbot County Public School students will have equitable access to rigorous instructional programs that are culturally relevant. |
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| Strategy | 1.1.2 Expand Enrichment programming. |
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| Action Steps | Responsibility | Timeline | Resources |
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| When restrictions have been lifted- Plan and conduct before and after school clubs. Topics TBA (Spanish Dance Club, Tiger Book Club for K-1, STEAM, Healthy Habits, Uekele, Coding) | Principal Staff | TBD | Money for materials Stipends to pay staff |
| B. Students identified by the Neglieri and Cogat will receive specialized small group instruction. | Principal GT Coordinator GT Teachers | Identification- December Instruction- January | Time for testing and scheduling of students. |
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| Strategy | 1.1.4 Provide a foundation for technological skills. |
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| Action Steps | Responsibility | Timeline | Resources |
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| A. Open Educational Resource (OER) Teachers conduct PD on these resources | Principal OER Teachers Media Specialists | January 21 | Time at a staff meeting |
| B. PD on how to set up FROG pages to insure consistency | Tech Team | September | Time |

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| B. Provide professional development on Nearpod, Boom Cards, Go Formative, Flip Grid. | Principal Teachers Tech Team | December | Money for platforms and apps |
| C. Provide virtual learning 101 for families | Principal Teachers | When restrictions allow | Time Stipends for Teachers |
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| Strategy | 1.1.5 Infuse curricula with culturally relevant material and instruction at elementary levels. |
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| Action Steps | Responsibility | Timeline | Resources |
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| A. Professional Development from the book Culturally Responsive Teaching & The Brain by Zaretta Hammond (Documenting CRT practices for future planning) | Principal Literacy Coaches | | Time at Staff Meetings |
| B. Share results of promising practices from equity walks | E Team | When restrictions have been lifted After each walk | Time Coverage for E Team |
| C. Implement Glow strategies from GLTMs. | Coaches Teachers | Monthly | Time at GLTMs Time with coaches |
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| Outcome | <ul style="list-style-type: none"> 1.2: By 2020 Talbot County Public School students will demonstrate post graduation and college and career readiness. |
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| Strategy | 1.2.2 Increase the number of students who are designated as Career and Technology Education completers. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. Utilize Mystery Science for Kindergarten and First Grade | Principal Classroom Teachers Curriculum Specialists | SY 20-21 | Funding for replacement Kits |
| B. Interactive Science Fair Night | Science Fair Committee and teachers | When restrictions have been lifted April | Money for materials |
| C. Think about it Thursdays for K (science experiments) | Principal K Teachers | Weekly | Money for Materials |
| C. Utilizing Stemsopes as it relates to science careers grades 3-5 | Principal Counselors | Monthly | |
| E. PAWS in jobland/ High school students visit from CTE classes (virtually) | Principal Counselors | Monthly | |
| Strategy | 1.2.4 Increase Family Connection powered by Naviance usage to expose students to career opportunities, college options and scholarships. | | |
| Action Steps | Responsibility | Timeline | Resources |
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| Outcome | <ul style="list-style-type: none"> 1.3: By 2020 Talbot County Public School students will be achieving at or above grade level in reading and math. | | |
| Strategy | 1.3.1. Identify and implement reading and math interventions. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. Math Interventionist (K-2) (3-5) | Principal and Special Ed Supervisor Math Coach | SY 20-21 | Grant Funding LOOK for research based resources |
| B. ELL Tutor for 1 st grade (3 days a week) | Principal and Curriculum Supervisor | SY 20-21 | Grant Funding |

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| C. ELL Coach for Pre-K- I Practices | Principal and Curriculum Supervisor | SY 20-21 | Grant Funding |
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| Strategy | 1.3.2 Increase professional development for instructional strategies (including technology, Universal Design for Learning and Culturally Relevant Instruction). | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. Pyramid Model Training on Social Emotional Learning- ? | Principal Early Learning Specialist | Discuss with M. Steelman | Grant funded |
| B. Glow and Grow ideas sharing during GLTMs related to SEL. | Principal Coaches Teachers | Quarterly | Time at GLTMs |
| C. Coaches will conduct PD for teachers on SLOs and strategies related to SLOs | Principal Literacy Coach Teachers | October/November | Time at staff meetings |
| D. Trauma and the Brain PD | Principal Coaches Family Liaison | FY 20-21 | Time @GLT Meetings |
| E. Conduct PD on Mindfulness Strategies | Principal Teacher Leaders Family Liaison | FY 20-21 | Time @GLT Meetings |
| Strategy | 1.3.3 Foster partnerships with parents and families. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. Time to address questions/concerns of families at PTO meetings | Principal | Monthly | Time |
| B. Parent technology information nights | Principal Teachers | When restrictions have been lifted from COVID | Stipends for teachers |
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| C. Virtual Raise a Reader | PreK Teachers K Teachers Literacy Coach | Monthly | Materials FROG Site |
| D. PTO Website | PTO | 2020 – 2021 | |
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Community Partnerships (Coordination and Integration of Local, State, Federal Programs)

Effectively communicate with diverse constituencies to identify and facilitate ways for the community to partner with the school system.

Outcome 2.1 By 2020 Talbot County Public Schools partners with diverse constituencies to build collaborative programs.

Strategy 2.1.1 Collaborate with businesses and organizations.

| Action Steps | Responsibility | Timeline | Resources |
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| A. Invite Support-A-Classroom Partners into the school and meet with the Principal and visit their classroom. | Principal Classroom Teachers | When COVID restrictions have been lifted. | Time |
| B. Virtual Field Trips/Assemblies | Principal Classroom Teachers | 2020-2021 | Time and Money |
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Strategy 2.1.3 Recruit bi-lingual volunteers.

| Action Steps | Responsibility | Timeline | Resources |
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Outcome 2.2 By 2020 Talbot County Public Schools increases community engagement through effective and continuous communication.

Strategy 2.2.1 Develop mechanisms for interactive communications with stakeholders.

| Action Steps | Responsibility | Timeline | Resources |
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| A. | | | |
| B. | | | |

Strategy 2.2.3 Develop strategies to increase engagement of parents on school committees.

| Action Steps | Responsibility | Timeline | Resources |
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| A. Increase communication on School Messenger | Principal | On-going | Time |
| B. SMORE | Principal | On-going | Time |
| C. | | | |
| Strategy 2.2.5 | Acclimate all families in accessing information and services to best support their students' education. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. School Specific Help Desk – troubleshoot technology issues | Principal | On-going | |
| B. Home Visits | Principal Assistant Principals Counselors Teachers | On-Going | |
| C. Zoom Family Nights | Classroom Teachers | Quarterly | |
| D. | | | |
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| Outcome 2.3 | By 2020 Talbot County Public Schools partners with constituencies to utilize local resources. | | |
| Organizational Resources | | | |
| Maximize organizational efficiency and effectiveness in order to provide a 21st century education in equitable, safe, well-maintained environments. | | | |
| Outcome | 3.1 By 2020 Talbot County Public Schools recruits, develops and retains a highly qualified and more diverse workforce of support staff, certified staff and administrators to more nearly mirror student demographics. | | |
| Strategy | 3.1.2 Develop professional growth opportunities and provide diversity training to employees. | | |
| Action Steps | Responsibility | Timeline | Resources |
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| Strategy | 3.1.7 Develop a mentoring program for all newly hired teachers that will support their professional, social and emotional needs. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. | | | |
| B. | | | |
| Outcome | 3.2 By 2020 Talbot County Public Schools will design buildings and provide services that allow maximum flexibility and efficiency and are conducive to learning. | | |
| Strategy | 3.2.4 Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. | | |
| Action Steps | Responsibility | Timeline | Resources |
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| Outcome | 3.3 By 2020 Talbot County Public Schools follows best practices, maximizes use of technology, train staff and coordinates with local agencies to insure safe and secure schools. | | |
| Strategy | 3.3.2 Evaluate and update a robust safety and security plan for every building | | |
| Action Steps | Responsibility | Timeline | Resources |
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| Outcome | 3.4 By 2020 Talbot County Public Schools will improve efficiency, service levels and effectiveness of finances, operations, and business processes. | | |
| Outcome | 3.5 By 2020 Talbot County Public Schools will have a technological infrastructure capable of supporting business processes and functions while providing for a hybrid learning and teaching environment | | |
| Strategy | 3.5.5 Protect privacy, insure safety, and provide for individual and school security. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. | | | |
| B. | | | |

Parent, Family, and Stakeholder Involvement

Effectively communicate with diverse constituencies to identify and facilitate ways for the community to partner with the school system.

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| Outcome | 4.1 By 2020 Talbot County Public Schools will increase the engagement of parents, family, and other members of the community. | | |
| Strategy | 4.1.1 Collaborate with parents, families, local businesses, and local organizations. | | |
| Action Steps | Responsibility | Timeline | Resources |
| A. Develop a schoolwide improvement plan | School Improvement Team | SY 20/21 | Time |
| B. Continue to get input from families at PTO meetings | Principal and Parent Advisory Committee PTO | SY 20/21 | Time |
| C. Continue individual family conferences prior to the start of the school year | Principal, Teachers | September | Time |
| D. Continue to implement PBIS boosters and incentives | PBIS Committee | SY 20/21 | Funding for Incentives |

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| E. Continue the distribution of Care Packs | Family Liaison and School Counselor | SY 20/21 | |
| F. Continue to participate in the Book-It program | Title 1 Reading Teachers | Depending upon COVID restrictions | none |
| G. Continue to participate in the Shore Birds Reading Incentive | Title 1 Reading Teachers | Depending upon COVID restrictions | none |
| H. Continue Raising A Reader program for Pre-K -Virtually due to COVID | Pre-K Teachers | SY 20/21 | none |
| E. Fall Family Dinner and Resource Fair | Principal, Family Liaison, Title 1 Reading Teachers | TBD depending on COVID restrictions | Funding for dinner and to pay staff |
| F. Spring Fling Family Dinner and Resource Fair | Principal, Family Liaison, Title 1 Reading Teachers | Spring 21 TBD depending on COVID restrictions | Funding for dinner and to pay staff |
| G. New Family Orientation | Principal, Family Liaison | June 2021 TBD depending on COVID restrictions | Funding for snack and buses |

Instutionalized Practices

Primary Talent Development 1.1.2

Tiger Book Club 1.1.2

Plan and hold culturally relevant Assemblies 1.1.2

Conduct a STEAM Club 1.1.2

Gifted and Talented Teacher will teach Primary Talent Development Lessons 1.1.2

Gifted and Talented Teacher will pull students identified by the Naglieri in Kindergarten 1.1.2

Review Open Educational Resources with staff 1.1.4

Academy of the Arts will conduct Art Lessons 1.1.5

Career lessons taught by school counselors 1.2.2

Tech Ed Students visit and teach a lesson 1.2.2

Utilize Mystery Science for First Grade and Kindergarten 1.2.2

Title 1 teachers in reading and math using Leveled Literacy and Do the Math 1.3.1

Equity Walks 1.1.5

Curriculum Walk-Thrus 1.1.5

CARE Team 1.1.5

Parent Advisory Committee 1.3.3

Adopt a Classroom 2.1.1

Fund raising with local businesses 2.1.1

Facebook 2.2.1

Instagram 2.2.1

Twitter 2.2.1

New Family Orientation 2.2.5

Family Fall Dinner 2.2.5

Spring Fling 2.2.5

Community field trip for K and 1st grades 2.1.1

Attend BAAM Festival, Multicultural Festival, AKA Healthcare Festival 2.1.1

Create and distribute PBIS pamphlet in both Spanish and English to families

Courageous Conversations 3.1.2

Assign mentors to new teachers 3.1.7

Bullying referrals 3.2.4

PBIS 3.2.4

Computer log ins – Protecting privacy 3.3.5

ESPS