

Academic Excellence			
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.			
<ul style="list-style-type: none"> • Outcome: 1.1 By 2020 Talbot County Public Schools will have equitable access to rigorous instructional programs that are culturally relevant. 			
Strategy	1.1. 1 Provide high quality classroom instruction to increase students’ reading abilities to assist students in accessing grade level and more complex reading materials. Provide high quality classroom instruction to increase students’ math achievement in accessing grade level and more complex math problems. Title One reading and math services to supplement the regular classroom reading instruction and to increase students’ confidence and reading levels.		
Action Steps	Responsibility	Timeline	Resources
A. Implement year 2 of Wonders Reading program in grades PreK-5	Classroom Teachers Principal	September 2018	Title One ELA Supervisor
B. Identify students reading below grade level using data from IRA, classroom performance, formal reading assessments	Title One Teacher Classroom Teachers	September 2018-June 2019	Data
C. Utilize “Wonder Works” intervention program for Title 1 student, collaborating with the general education teachers to support the classroom program	Title One Teacher	September 2018-June 2019	Wonder Works materials in the “Wonders” reading program
D. Utilize Literacy Coach to support teacher instruction through coaching, modeling, providing professional development Professional Development to include: <ul style="list-style-type: none"> • October 16: Daily 5 training • January 22: Data Review of school needs and strengths • March 12: Differentiation • May 21: Community Partnerships 	Principal and Coach	September 2018-June 2019	Staff meeting to introduce coach ,Susie Shafer Striving Readers Grant Asst. Superintendent & ELA Supervisor

<ul style="list-style-type: none"> End of year staff and school review relating to literacy 			
D. Create a School Based Literacy Team (SBLT) to oversee the school literacy needs based on school/student data. Establish regular meetings to continue addressing the school needs.	SBLT (Joyce Crow, Beverly Mayhew, Dan Bieber, Katie Fox, Susie Shafer)	September 2018- June 2019 Meetings: 9/17, 11/12, 12/17, 1/7, 2/25, 3, 25, 4/13, 5/13	Grant stipends for teachers attending mtg. after school hours
Strategy	1.1.2. Provide a foundation for staff technological skills to support instructional programs.		
Action Steps	Responsibility	Timeline	Resources
A. Identify OER school representative	Principal	June 2018	Selected staff: Lindsay Grow
B. Staff member attend OER training	Staff member, TCPS leadership	July	Training inservices
C. Staff member provides OER training to staff	Staff member, TCPS leadership		Training times for staff
Strategy	1.1.3. Implement PBIS plans for Tier 3 students to support student achievement.		
Action Steps	Responsibility	Timeline	Resources
A. Monitor identified Tier 3 students based on PBIS referral 17-18 data. Review plans and adjust if needed to help desired goal for 18-19.	School Counselor PBIS team	September 2018-May 2019 (monthly)	PBIS data
B. Utilize MLIP to help develop plans and Level 3 meetings for needed parent engagement and support.	MLIP team	September 2018-May 2019 (monthly)	TCPS MLIP representative Natalie Brooks
C. Implement, monitor, and adjust plans to ensure student progress and success.	MLIP team Classroom teachers	SY 2018-2019 Monitoring monthly	Planning time for monitoring and revision

Strategy	1.1.4. Infuse curricula with culturally relevant material and instruction at elementary, middle and high school levels.		
Action Steps	Responsibility	Timeline	Resources
A. Attend Summit 2018	TES Practitioner, Katie Fox	October 20-24, 2018	Local County Budget
B. Meet with SMMHS Equity Team	CARE Teams	SY 18/19	SMMHS Equity Team members
C. Share successful strategies that emerge from SMMHS Equity Team/visit with staff.	CARE Teams	SY 18/19	Planning and meeting times
D. Implement best practices from SMMHS or other Equity Team/visit.	Curriculum Supervisors, Principals	SY 18/19	Planning and meeting times
E. Conduct minimum of 4 Equity walks at TES	CARE Team	SY 18/19	DELT team
F. Conduct a classroom library review for culturally diverse literature, purchase new materials for classrooms	Literacy Coach Classroom teachers	SY 18/19	School funds, PTO funds, grant funds
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. 		
Strategy	1.2.1 Increase the number of students who are designated as Career and Technology Education completers.		
Action Steps	Responsibility	Timeline	Resources
A. Invite SMMHS Career Teachers/CTE Supervisor to TES as guest speaker to share available programs in middle or high school. <ul style="list-style-type: none"> Utilize technology for this step if needed in place of speaker visiting TES. (Ex. Use Google Hang out/other, videos of current student 	Principal CTE Supervisor/Teachers	Spring 2019	Course information

programs possibly for students/parents to view)			
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. Identify below level students based on 2017-18 June data.	Classroom teachers Principal Intervention teachers (Title One)	September 2018	Data
B. Utilize Wonder Works intervention program for identified Title 1 students as appropriate in supporting the Wonders reading program in the classrooms. <ul style="list-style-type: none"> Review quarterly in Title 1 leadership meetings end of year program effectiveness based on students' classroom performance. 	Classroom teachers Principal Title One Intervention teachers & Content Supervisors (Title One) ELA Supervisor	September/October 2018 Title 1 Leadership meeting dates for 2018-2019 : Nov. 20, Feb. 14, Apr. 23, and (4 th quarter TBD at later date)	New program /materials purchased by county for 2017-2018 school year
Strategy	1.3.2. Foster partnerships with parents and families.		
Action Steps	Responsibility	Timeline	Resources
A. Utilize Parent Advisory Committee to brainstorm ideas for partnerships, sharing of school improvement, TCPS policies, and other initiatives.	Committee Principal	1 st meeting: 2 nd meeting: TBD 3 rd meeting: TBD 4 th meeting: TBD (committee will	Evening meeting times for parent availability

		determine 2,3,4 mtg.dates after 10-16)	
B. Hold a “New Family Orientation” for new students and families attending TES this year.	Principal	August 23, 2018	School handbook Evening times for parent availability Tour of school
C. Conduct planned activities to engage families <ul style="list-style-type: none"> Fall back dinner with game activities for children, STAR praise for parents recognizing their child, 	Katie Fox	September 12, 2018	Family Engagement grant
D. Conduct a “Raising A Reader” program session for Pre K parents.	Early Childhood Coach Principal, Pre K Teacher	October 24, 2018	Funds for refreshments Striving Readers Grant for materials
E. Utilize TCPS Parent Survey information to determine areas of improvement for parent partnerships. Share survey with staff. Plan action steps for areas of improvement or “Don’t Know” statements.	Principal	August/September 2018	TCPS Parent Survey results/data from Spring 18
F. Create and administer TES parent survey to determine areas of parent needs <ul style="list-style-type: none"> Based on survey results/needs, plan to address needs. 	School Improvement team	November 21, 201	School created survey
G. Explore the use of technology/programs to foster parents/families partnerships. <ul style="list-style-type: none"> Google sharing Home/School communication links Student work/tasks/learning links 	School Improvement team TCPS Technology Supervisor/Supports	January 2019	TCPS Technology Supervisor/Supports

Community Partnerships			
Effectively communicate with diverse constituencies to identify and facilitate ways for the community to partner with the school system.			
Outcome 2.1			
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
A. Continue to seek business partnerships in each school community to assist with school programs and events.	Principal School Community leaders	SY 18/19 and thereafter	New businesses
B. Invite business partnerships in school community to attend/share in TES monthly cultural arts programs.	Principal	SY 18/19	Invitation to include listing of assemblies
C.			
Strategy 2.1.2		Develop strategies to increase engagement of parents on school committees.	
Action Steps	Responsibility	Timeline	Resources
A. Utilize TES Parent Advisory Committee, TES PTO, and Superintendent's Parent Advisory Council, TCPS Citizens Advisory Council as means to increase parental engagement. <ul style="list-style-type: none"> • Include the above committee members as recipients School Improvement Meeting Minutes. • Encourage members to provide any feedback or questions to the administration for discussion. 	Principal	SY 2017-2018	School Improvement Meeting Information
B. Collaborate with Parent Liaison for researching effective practices for parent/family engagement.	Parent Liaison (Family Involvement Supervisor)	SY 2017-2018	Collaboration time

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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.
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.
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.
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

*The Organizational Resource outcomes inform what TCPS continues to strive to achieve in the 2020 Vision Strategic Plan