

White Marsh Elementary 2019-2020 Plan

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 ensure college and career readiness for all students.				
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. 			
Strategy	1.1.1 Expand The PBIS Program to incorporate all stakeholders: students, staff, families and community members.			
Action Steps (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. PBIS daily lesson plans.	Guidance, Teachers	Yearlong	Schedule May meeting	June 2020
B. Identify areas for growth and plan improvements for incentives across grade-levels.	Administration, PBIS Team, Teachers, Guidance	Yearlong	Schedule Meeting Time	June 2020
C. Reward students with Dolphin Dollars/stamps when following the Dolphin Rules: Respectful, Responsible and Safe.	Teachers, Administration	Yearlong	PBIS Posters, Lessons	June 2020
D. Have engaging incentives for students who earn the required amount of Dolphin Dollars/Stamps.	PBIS Committee Members, Teachers, Administration	Yearlong	Materials for incentives	June 2020
E. Recognize and Reward teachers for following the Dolphin Expectations: Being Respectful, Being Responsible, Being Safe.	PBIS Committee Members, Teachers, Administration, Parents	Yearlong	Dedicated Dolphin Awards Parking Space Paper Nominations Online Nominations	June 2020

F. Complete all paperwork that pertains to submitting for the Gold Award.	PBIS Committee Members, Committee Chair, Administration	Yearlong	Application SWIS Data Discipline Data (PowerSchool)	June 2020
G. Teach expectations in natural settings	PBIS Committee Members, Teachers, Administration, Parents	Yearlong	Lessons, Posters, Expectations, Schedules	June 2020
Strategy	1.1.2 Provide a foundation for promoting literacy through One School, One Book and Tucked In Tuesday initiatives.			
Action Steps (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Poll students and staff on selection of reading material.	Administration, Literacy Coach, Teachers, Staff, Students	October	Professional Development Days	June 2020
B. Weekly read alouds and take-home journals to promote writing.	Principal, Teachers	SY 19/20	Time	June 2020
C. Tucked-In Tuesday read alouds.	Principal, Staff, Students	SY 19/20	Time	June 2020
Outcome	<ul style="list-style-type: none"> 1.3: By the end of 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 (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Research interventions to meet identified student instructional needs. 1. Analyze student data (See Attached).	Supervisors of Special Education, English/Language Arts	SY 19/20	Time	Quarterly Second Semester (Spring) 2020

2. Provide staff with the appropriate PD as needed based on data.	and Mathematics teachers, Principal, ELL			
<p>B. Intervention teachers will meet quarterly with the reading or math Supervisor, Title I Supervisor, and Special Education Supervisor to analyze student achievement data and assign students to the appropriate intervention program. Utilize school-based Math and Literacy Coaches as well as Title 1 interventionists.</p> <p>1. Weekly collaborative grade-level planning with administration,, instructional coaches and teachers.</p> <p>2. Survey teachers to determine PD needs.</p> <p>3. Provide PD for staff to assure the quality implementation of program.</p>	Math Coach, Reading Coach, Special Education and Title I Supervisors, Principal	SY 19/20	Local and Title I Funds Meeting Time Weekly meetings	Meet each quarter. Final meeting June 2020
<p>C. Students receiving special education services will be placed in appropriate intervention programs after an analysis of data.</p> <p>1. Determine need for understanding of new programs.</p> <p>2. Provide PD for staff based on program training needed.</p>	Supervisor of Special Education, Principal, Special Education teachers	SY 19/20, and annually thereafter	Intervention programs	June 2020
Strategy	1.3.2 Increase professional development for instructional strategies (including technology, Universal Design for Learning and Culturally Relevant Instruction).			
Action Steps (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Survey staff to identify professional development needs.	School Staff, Principal, Curriculum Staff	SY 19/20	Professional Development	Spring 2020

1. Provide PD on FROG. 2. Provide PD on eDoctrina. 3. Provide PD on WONDERS. 4. Provide PD on Google (tools). 5. Provide PD on MAP Growth.				
B. Conduct walkthroughs (academic and Equity) and classroom observations, and use data to identify professional development needs.	Principal, Curriculum Staff, Math and Literacy Coaches	SY 19/20	Yearlong	June 2020
C. Provide opportunity for teachers to observe colleagues to improve instructional strategies.	School Staff, Principal, Curriculum Staff, Math and Literacy Coaches	SY 19/20	Schedule	June 2020
D. Identify teacher leaders and provide professional development to enable them to serve as experts in their field.	School Staff, Principal, Curriculum Staff, Math and Literacy Coaches	SY 19/20	Yearlong	June 2020
E. Develop teacher leadership capacity to utilize their expertise in modeling effective strategies providing professional development.	School Staff, Principal, Curriculum Staff, Math and Literacy Coaches	SY 19/20	Yearlong	June 2020
F. Implement differentiated staff development with multiple formats and options.	School Staff, Principal, Curriculum Staff, Math and Literacy Coaches	SY 19/20	Yearlong	June 2020
G. Provide opportunities to implement vertical team meetings by end of year.	Principal, School Staff	SY 19/20	Yearlong	June 2020
H. TCPS Title I and Title III will work together to get documents translated, materials purchased and ELL teachers hired/trained.	Principal, School Staff, Title I, Title III, ELL Teachers	SY 19/20	Yearlong	June 2020
I. Green School Initiative to promote environmental awareness.	Administration, Teachers	SY 19/20	Yearlong	June 2020
J. Re-institute CARE Team	Admin., Practitioner and Equity Team	SY 19/20	Yearlong	June 2020

K. Provide monthly equity professional development and reflection opportunities that are evidenced based and intentional.	Admin, Practitioner, Equity Team	SY 19/20	Yearlong	June 2020
Strategy	1.3.3 Foster partnerships with parents and families.			
Action Steps (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Hold beginning of the year family conferences.	Classroom teachers	SY 19/20		June 2020
<p>B. Hold parent workshops to highlight curriculum; include resources to assist in completing assignments.</p> <ol style="list-style-type: none"> 1. Host Family Fun Fair in September 2. Hold Family Math Night with families. 3. Hold Family Literacy Night with families. 4. Provide parent training for Pre-K's "Raising A Reader" program. 5. Hold Book Fair in connection with One School, One Book. 6. New Family Orientation in August. 7. Grandparents Day in November. 8. Science Fair 9. Career Day to involve community in teaching students about new careers. 	Principal, Title I, Teachers	SY 19/20		Spring 2020
Strategy	1.3.4 Improve building level MCAP performance.			
Action Steps (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Compare MCAP subclaim data to local performance in writing to identify specific areas in need of improvement.	ELA Curriculum Supervisor, Principal, Teachers, Literacy Coach	February 2020		June 2020

<p>1. Collect and analyze data by sub claim; comparing to local assessments at each grade level, and by teacher.</p> <p>2. Determine areas of strengths/weaknesses.</p> <p>3. Identify lead teachers to provide PD based on subject/grade level.</p> <p>4. Modify writing block within daily grade level schedules to address weaknesses identified through data analysis.</p> <p>5. Analyze student work in teams.</p>				
<p>B. Compare PARCC/MCAP subclaim data to local math benchmark data to identify specific areas in need of improvement.</p> <p>1. Correlate and analyze data by subclaim; comparing to local assessments at each grade level, and by teacher.</p> <p>2. Determine areas of strengths/weaknesses.</p> <p>3. Identify lead teachers to provide PD based on subject/grade level.</p>	Math Curriculum Supervisor, Principal, Teachers, Math Coach	January 2020		June 2020

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 2.1.3		Provide information in home language to ensure equitable access to information.			
Action Steps (Activities to Ensure Mastery)		Responsibility	Timeline	Resources	Completion Dates
A. Identify families, translate important documents, and provide information in home language.		ESOL teacher, Administration, teachers	SY 19/20	Work with Title One Family Liaison,	June 20

			translators county.	
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Do not update

Organizational Resources				
Maximize organizational efficiency and effectiveness in order to provide a 21 st 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 (Activities to Ensure Mastery)	Responsibility	Timeline	Resources	Completion Dates
A. Continue school based equity initiatives. 1.. Conduct Equity Walks to identify school-wide needs. 2.. Develop and execute Equity Plan. 3. . Collaborate with Practitioner to determine needed PD. 4. . Ensure that 100% of staff is trained in Beyond Diversity.	Principal, Practitioner, Equity, Team Members	SY 19/20	Dr. Einhorn, Pam Clay, Equity Team	June 20

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	Completion Dates	
A. Utilize local, federal, state resources to evaluate and update security plans.	Support Services, Administration	SY 19/20		June 20	
B.. Train staff on the different types of drills and the expectations, such as the “run-hide-fight” teacher training, door barricading practice.	Support Services Administration Teachers	SY 19/20		June 20	
Strategy	3.3.3 Expand The PBIS Program to incorporate all stakeholders: students, staff, families and community members.				
Action Steps	Responsibility	Timeline	Resources	Completion Dates	
A. Reward students with Dolphin Points when following the Dolphin Ex: Respectful, Responsible and Safe	Teachers, Administration	SY 19-20	Bloomz, PBIS Posters, Lessons	June 20	
B. Have engaging incentives for students who earn the required amount of Dolphin Points	PBIS Committee Members, Teachers, Administration	SY 19-20	Materials for incentives	June 20	
C. Recognize and Reward teachers for following the Dolphin Expectations Being Respectful, Being Responsible, Being Safe	PBIS Committee Members, Teachers, Administration, Parents	SY 19-20	Dedicated Dolphin Awards Parking Space Paper Nominations Online Nominations	June 20	
D. Complete all paperwork that pertains to submitting for the Gold Award.	PBIS Committee Members,	SY 19-20	Application SWIS Data	June 20	

	Committee Chair, Administration		Discipline Data (PowerSchool)	
E. Teach expectations in natural settings	PBIS Committee Members, Teachers, Administration, Parents	SY18-19	Lessons, Posters, Expectations, Schedules	June 20

Institutionalized Practices:

- Title I teachers in reading and math 1.3.1
- Equity Walks 1.1.5
- Curriculum Walk-Thurs 1.1.5
- Primary Talent Development 1.1.2
- Adopt a Classroom 2.1.1
- Facebook 2.2.1
- Instagram 2.2.1
- Twitter 2.2.1
- Math and Literacy Night 2.2.1
- Donor's Choose Projects 2.2.1
- Courageous Conversations 3.1.2
- Bullying Referrals 3.2.4
- PBIS 3.2.4
- ESPS 2.1.1
- PTO Bingo Night 2.1.1
- Book Fair Family Night 2.1.1
- Raising a Reader Night 2.1.1
- Monthly PTO Meetings 2.1.1
- Grandparent's Club 2.1.1
- Career Lessons taught by school counselors 1.2.2

Talbot Goes Purple Partnership 1.2.2

Partnerships with local business owners 1.2.2

Develop mechanisms for interactive communications with stakeholders 2.2.1

Gifted and Talented Program K-5 1.1.1

Engage all audiences using multimedia approaches.

Provide a foundation for technological skills. 1.1.2

Continue 1:1 iPad initiative for grades K-5 with intervention applications 1.3.1 D

3.1.7 Develop a mentoring program for all newly hired teachers that will support their professional, social and emotional needs.

3.2.4 Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.

3.3.2 Evaluate and update a robust safety and security plan for every building.