

Towne Point Elementary School Capital School District | Dover, Delaware

School Success Plan for 2022-2023





Contact Information

School:	Towne Point Elementary School	Principal:	Mr. Toriano Giddens
Address:	629 Buckson Dr, Dover, DE 19901	Phone:	(302) 672-1590
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School Success Plan Team Membership

Name	Role	Name	Role
Toriano Giddens	Principal	Rodney Davis	Kindergarten Teacher
Carissa Weekes	Instructional Coach	Dana Armantrading	First Grade Teacher
Crystal Thompkins	School Counselor	Kiley Casas	Second Grade Teacher
Melissa Rump	Reading Specialist	Cathy Helmer	Third Grade Teacher
Jennifer Heffernan	Math Specialist	Patrick Houlihan	Fourth Grade Teacher
Tracy Emerson	Nurse	Diane Burke	SPED Teacher
Carol Asante	LCSW	Sherwanda Rachal-Speaks	Community Partner
Cory Smith	Related Arts Specialist/PE		



School Success Plan Team Meetings

Date	Description of Meeting
9/23/22	Defined roles on various committee and chose goals



Other Active Building Committees

Other Active Building Committees				
Committee Name: Lighthouse Team		Committee Name: Leadership Team	Committee Name: Culture Team	Committee Name: Academic Team
Description: Overall building leadership team		Description: Responsible for disseminating building related info	Description: Responsible for climate and culture related activities	Description: Review Academic Data
<u>Members</u>	<u>Members</u>	<u>Members</u>	<u>Members</u>	<u>Members</u>
Toriano Giddens	Tracy Emerson	Carissa Weekes	Tracy Emerson	Jennifer Heffernan
Carissa Weekes	Phadre West	Crystal Thompkins	Dana Armantrading	Melissa Rump
Crystal Thompkins	Cory Smith	Rodney Davis	Christina Scott	KIm Fitzpatrick
Rodney Davis	Carol Asante	Jamie Hall	Jessica Burkhardt	Tere Crawford
Dana Armantrading		Cindy Christiansen	Mackenzie Farrell	Klley Casas
Kiley Casas		Cathy Helmer	Julieann Giannone	Sabrina Ridenour
Cathy Helmer		Courtney Nelson	Gloria Harris	Patrick Houlihan
Patrick Houlihan		Cory Smith	Phadre West	Kaitlyn Jurewiz
Jennifer Heffernan			Beth Farrell	Diane Burke
Melissa Rump				Raffinee Brewer



Other Active Building Committees

Committee Name: Teaching & Learning Teams			Committee Name: Safety Team
Description: ELA	Description: Math	Description: S. Studies	Description:
<u>Members</u>	<u>Members</u>	<u>Members</u>	<u>Members</u>
Carissa Weekes	Carissa Weekes	Carissa Weekes	Toriano Giddens
Melissa Rump	Jennifer Heffernan	Kim Fitzpatrick	Bonnie Miles
Christina Scott	Rodney Davis	Jamie Hall	Crystal Thompkins
Tere Crawford	Dana Armantrading	Cindy Christiansen	Tracy Emerson
Jessica Burkhardt	Klley Casas	Sabrina Ridenour	Beth Christiansen
Mackenzie Farrell	Catherine Helmer	Julieann Giannone	Shelley Moffett
Patrick Houlihan	Courtney Nelson	Beth Farrell	Carol Asante
Raffinee Brewer	Diane Burke		Cory Smith
Gloria Harris	Phadre West		Carissa Weekes



Vision Statement

Spurring the Audacity of Hope to advance Excellence through Innovation

School : Love Together, Learn Together, Lead Together!

Mission Statement

Capital School District, in partnership with students, families, and the community, is committed to leadership and educational excellence. We will educate all students in state-of-the-art facilities to achieve their potential by providing a safe, nurturing environment where standards are high and learning is the priority.

Core Values

Excellence through Equity- striving to differentiate how we support the needs of our students.

Unity through Love- striving to advance strategic partnerships that address the holistic needs of students.

Leadership through Inclusiveness- striving to create more transparency while strengthening our communication efforts.

Strategic Plan Intent #1 - Linear and Streamlined District Linked Priorities - Communication

Key Outcomes: ***Analysis of Community and Stakeholder Engagement; Analysis of Professional Learning, Analysis of Access to Equitable Educators***

- (1) Communication will increase to all stakeholders - students, parents, staff, and community members
- (2) Students will report greater connectedness to the school community
- (3) Student grades will improve
- (4) Student attendance will improve



- (5) Student standardized test scores will improve
- (6) Student behavior incidents decrease
- (7) 10-15 year Facility Plan is accepted by community of stakeholders
- (8) Teachers report feeling supported
- (9) Highly qualified teacher retention will increase across the district
- (10) Opportunities for and participation in extracurricular activities increase

**Strategic Plan Intent #2 - Meeting the Needs of the Whole Child
Linked Priorities - Care, Capacity, Continuous Improvement**

Key Outcomes: ***Analysis of Safe and Healthy Environment (Attendance, Behavior); Analysis of Rigorous Standards, Instruction & Assessment (MTSS)***

- (1) Proficiency rates increase (Acadience, STAR, SBAC, DeSSA, SAT, PSAT, etc.)
- (2) Increase accessibility to social and emotional resources
- (3) High School graduation rate increases
- (4) Student dropout rate decreases
- (5) Student attendance rates increase
- (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL
- (7) Staff with national certifications will increase
- (8) Behavioral incidents decrease



- (9) Students receiving multiple behavior referrals decreases
- (10) Increased student engagement
- (11) Enrollment across the district increases
- (12) Increased positive perception of schools by all stakeholders
- (13) Individual Education Plans (IEPs) will be implemented with fidelity

**Strategic Plan Intent #3 - Senator Pride
Linked Priorities - Community**

Key Outcomes: ***Analysis of School Climate Areas***

- (1) Teacher job satisfaction improves
- (2) Students report feeling safe
- (3) Teacher retention improves
- (4) Parental involvement increases
- (5) An increase in educator applicants through “Join Delaware Schools”
- (6) Student enrollment will increase
- (7) Student involvement increases – curricular and extra-curricular
- (8) Partnerships with community organizations increases



District Balanced Scorecard

Link to Balanced Scorecard

The Balanced Scorecard is the framework that communicates the targets from each Strategic Intent (SI) to all stakeholders. Each Key Performance Indicator on the Balanced Scorecard is aligned to a Key Outcome that was determined by the three SI teams. The Balanced Scorecard measures the targets over the next five years and includes annual milestones. In addition to annual milestones, work groups may identify interim data sources to more closely monitor their progress. The Scorecard will serve as an important tool for aligning our initiatives, gaining systematic feedback, and monitoring progress.

School Profile

Love Together, Learn Together, Lead Together! Towne Point Elementary is entering the 3rd year of our exciting journey as a Leader In Me School. The Leader in Me is Franklin Covey's whole school transformation process that teaches 21st century leadership skills (IE: Collaboration, Problem Solving, etc.) and life skills to students. It creates a culture of student empowerment based on the idea that every child can be a leader.

Delaware School

[Link to School Report Card](#)

The Delaware School Success Framework (DSSF) is the statewide system of accountability for publicly reporting progress in multiple areas at both the district and school levels. Federal law requires a single statewide system of accountability that replaces the previous Adequate Yearly Progress (AYP) system under No Child Left Behind (NCLB). This is the second year that the DSSF has been released. The reports focus on five areas: Achievement, Growth, On-Track to Graduate, College and Career Preparation, and Contextual Measures.



Towne Point Elementary Needs Assessment

Link to Needs Assessment

The Needs Assessment is a systematic process for determining and addressing needs or “gaps” between current conditions and desired conditions or “wants”. The school Needs Assessment allows teams to collect and analyze school level data in an ongoing process throughout the year in order to develop goals, monitor progress towards goals, and reflect on outcomes to determine next steps.

Identified Goal #1

Goal Description	Increase Student Achievement (growth) in Reading through the implementation of standards based curriculum, instruction, and assessment.		
Strategic Intent Alignment	Strategic Intent #1: Linear and Streamlined District Strategic Intent #2: Meeting the Needs of the Whole Child	Key Outcomes Alignment	Proficiency rates increase Student attendance rates increase Increased student engagement Increased positive perception of schools by all stakeholders Individual Education Plans (IEPs) will be implemented with fidelity
What identified needs are you looking to address?	<i>Student performance on STAR Reading Assessment</i> <i>Student performance in the Smarter Balanced Assessment</i>		



What data have you analyzed to determine the need?	<i>Based on a review of BOY STAR Reading data, all grade levels were at least 40% below the benchmark. 3rd and 4th grade SBAC Reading scores for EOY 2022 were well below the state average.</i>
Target	<i>By EOY, student STAR reading and SBAC Reading Proficiency percentage will improve by 10%.</i>

Action Steps	Timeline	Point Person(s)	Funding	STATUS
Continue developing a deeper integration of the CSD Teaching and Learning Model and centered around TPE's focus areas (Clear Learning Intentions and Success Criteria, Reading Strategies, Define and Teach Routines and Procedures, Provide Opportunities for Youth Voice and Choice)	BOY	Academic team, Principal, Instructional Coach, Classroom teacher	School Budget and Title 1 Support	
3rd and 4th Grade will design a system to support SBAC Performance. (SBAC Prep: IABs and AVAs)	On-going throughout the year	Classroom Teacher, PLC Teams	School Budget and Title 1 Support	
Continue working as grade levels during PLCs to analyze data and determine the best instructional practices in order to differentiate instruction fully and incorporate High Yield Strategies.	BOY On-going throughout the year	PLC Teams, principal, instructional coach	School Budget and Title 1 Support	
Use the LIM goal setting process to support student academic achievement as evidenced in student leadership portfolios and acknowledged in LIM goal celebrations.	BOY On-going throughout the year	Academic team, Principal, Instructional Coach, Classroom teachers	School Budget and Title 1 Support	



Create a schedule for classroom visits with the Instructional Support team to gain insight on instructional best practices.	Quarterly	Principal, Instructional Coach, Reading Interventionist	n/a	
Utilize a Continuous Cycle of Improvement (Plan, Do, Study, Act) to give teachers an opportunity to learn from each other by planning together, observing each other, and reflecting on lesson	Twice a year (Second and Third Marking Periods)	PLC teams	n/a	
Implement and utilize high quality instructional curriculum materials with fidelity by utilizing the Capital School District Implementation plan as well as unpacking of standards and materials.	On-going throughout the year	Classroom Teachers	n/a	

Identified Goal #2			
Goal Description	Increase Student Achievement (growth) in Math through the implementation of standards based curriculum, instruction, and assessment.		
Strategic Intent Alignment	Strategic Intent #1: Linear and Streamlined District Strategic Intent #2: Meeting the Needs of	Key Outcomes Alignment	Proficiency rates increase Student attendance rates increase



	the Whole Child		<p>Increased student engagement</p> <p>Increased positive perception of schools by all stakeholders</p> <p>Individual Education Plans (IEPs) will be implemented with fidelity</p>
What identified needs are you looking to address?	<p><i>Student performance on STAR Math Assessment</i></p> <p><i>Student performance in the Smarter Balanced Assessment</i></p>		
What data have you analyzed to determine the need?	<p><i>Based on a review of BOY STAR MATH data, all grade levels were at least 50% below the benchmark.</i></p> <p><i>3rd and 4th grade SBAC Math scores for EOY 2022 were well below the state average.</i></p>		
Target	<p><i>By EOY, student STAR reading and SBAC Math Proficiency percentage will improve by 10%.</i></p>		

Action Steps	Timeline	Point Person(s)	Funding	Status
Continue developing a deeper integration of the CSD Teaching and Learning Model and centered around TPE's focus areas (Clear Learning Intentions and Success Criteria, Reading Strategies, Define and Teach Routines and Procedures, Provide Opportunities for Youth Voice and Choice)	BOY	Academic team, Principal, Instructional Coach, Classroom teacher	School Budget and Title 1 Support	
3rd and 4th Grade will design a system to support SBAC Performance. (SBAC Prep: IABs and AVAs)	On-going throughout the year	Classroom Teacher, PLC Teams	School Budget and Title 1 Support	



Continue working as grade levels during PLCs to analyze data and determine the best instructional practices in order to differentiate instruction fully and incorporate High Yield Strategies.	BOY On-going throughout the year	PLC Teams, principal, instructional coach	School Budget and Title 1 Support	
Use the LIM goal setting process to support student academic achievement as evidenced in student leadership portfolios and acknowledged in LIM goal celebrations.	BOY On-going throughout the year	Academic team, Principal, Instructional Coach, Classroom teachers	School Budget and Title 1 Support	
Create a schedule for classroom visits with the Instructional Support team to gain insight on instructional best practices.	Quarterly	Principal, Instructional Coach, Math Interventionist,	n/a	
Implement and utilize high quality instructional curriculum materials with fidelity by utilizing the Capital School District Implementation plan as well as unpacking of standards and materials.	On-going throughout the year	Classroom Teachers	n/a	



Identified Goal #3			
Goal Description	Continued implementation of Leader in Me to strengthen a culture of engagement, enhance leadership skills, and empower all stakeholders.		
Strategic Intent Alignment	Strategic Intent #1: Linear and Streamlined District Strategic Intent #3: Senator Pride	Key Outcomes Alignment	Communication will increase to all stakeholders - students, parents, staff, and community members Students will report greater connectedness to the school community Student grades will improve Student attendance will improve Student standardized test scores improve Student behavior incidents decrease Teachers report feeling supported Teacher job satisfaction improves Students report feeling safe Parental involvement increases Student involvement increases – curricular and extra-curricular Partnerships with community organizations increases



What identified needs are you looking to address?	<i>Need for Increase in Family and Community Engagement Empowerment of Teachers and Staff through Leadership Opportunities and Professional Learning</i>
What data have you analyzed to determine the need?	<i>Based on a review of parents sign-in sheets, attendance is high when students are celebrated and rewarded. However, we only average 5 parents at our PTO meetings and 8 parents during our parenting events.</i>
Target	<i>By EOY, Family and Community Engagement will improve for non-celebratory family events</i>

Action Plan	Timeline	Point Person(s)	Funding	Status
Review the plan of action for implementing the Leader in Me and revise as needed	BOY	Carissa Weekes, Crystal Thompkins, Dana Armantrading, Rodney Davis	School Budget and Title 1 Support	
Implement the Leader in Me Training school wide	October 2022	Franklin Covey Staff	School Budget and Title 1 Support	
Implement the Leader in Me Signature Training and initial Core trainings for new staff members	On-going throughout the year	Franklin Covey Staff	School Budget and Title 1 Support	
Design and implement a WIG setting process to support student achievement and understanding/acknowledgement of that achievement at the school, classroom, and individual level	BOY On-going throughout the year	Academic Action Team	School Budget and Title 1 Support	
Monthly Expectations aligned to the LIM will guide the	BOY	Classroom Teachers	School Budget and	



classroom implementation of LIM	On-going throughout the year		Title 1 Support	
Design and provide opportunities for student ownership within the school. For example: classrooms, building leadership roles	BOY On-going throughout the year	Building-wide	School Budget and Title 1 Support	
A Staff Calendar will be designed, shared, and maintained.	On-going throughout the year	Culture Action Team	School Budget and Title 1 Support	
School representatives will synergize with the PTO by attending, giving input during the organization's special events and monthly meetings, and sharing LIM initiatives.	On-going throughout the year	Leadership Action Team PTO members School families	PTO Budget	



Identified Goal #4			
Goal Description	Provide increased mental health supports for students, promote academic achievement and positive behavior		
Strategic Intent Alignment	Strategic Intent #2: Meeting the needs of the Whole Child Strategic Intent #3: Senator Pride	Key Outcomes Alignment	Increase accessibility to social and emotional resources Student attendance rates increase Behavioral incidents decrease Students receiving multiple behavior referrals decreases Increased student engagement Increased positive perception of schools by all stakeholders Individual Education Plans (IEPs), Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIPs) will be implemented with fidelity
What identified needs are you looking to address?	<i>MRA Survey data (Personal Development, Interpersonal Development, and Prosocial Behaviors sections) School Climate data (Student to Student Relations section)</i>		
What data have you analyzed to determine the need?	<i>Based on a review of MRA data, students scored feeling empowered, having trusting relationships and having a sense of school belonging 76-81 out of 100 points.</i>		
Target	<i>By EOY, the Student Leadership section of the MRA will improve from a score of 81.</i>		



Action Steps	Timeline	Point Person(s)	Funding	Status
Using data from a variety of sources, increase equity and address the diverse needs of our learners by engaging students in individualized learning opportunities.	BOY On-going throughout the year based on Progress Monitoring	MTSS Team	School Budget and Title 1 Support	
Identify any disproportionality in the number of discipline referrals and create an action plan to mitigate if necessary.	BOY MOY EOY	MTSS Team	n/a	
Use classroom visits to monitor that all students have access and are included in their grade level standards in a regular classroom setting (or the least restrictive environment for students with IEPs) that is responsive to their strengths and needs.	Quarterly	MTSS Team	n/a	
Teachers will utilize the CSD Lesson Plan format to ensure the inclusion of personalized supports and accommodations for students	On-going throughout the year	Classroom Teachers	n/a	
Honest and direct conversations will be held for staff members to engage and ask questions around equity matters that pertain to students, families, and staff	Monthly	MTSS Team	n/a	
Review and redefine the school level MTSS process for identification of students	Quarterly	MTSS Team	n/a	

