

School Mission/Vision	
<p>Tank Vision: Teachers and students who work together, learn together, and experience success together. Tank Mission: Empower students and staff to be responsible and respectful learners who celebrate and embrace diversity.</p>	
2020-21 School-wide Achievement Results (Tank School Public Report Card (Detailed))	
2022-23 Achievement Goals and Measures	
Literacy	<p>22-23</p> <ul style="list-style-type: none"> ● 66% of Tank students in Kindergarten through Fifth grade are meeting or exceeding expectations for literacy as measured by May 2023 independent reading levels. <ul style="list-style-type: none"> ○ 60% of students who identify as African-American/Black are meeting or exceeding end-of-year grade-level expectations ○ 25% of students with disabilities are meeting or exceeding end-of-year grade-level expectations
Math	<p>22-23</p> <ul style="list-style-type: none"> ● 50% of Tank Elementary School students in grades Kindergarten through 5th who completed the EOY Math 2023 assessment obtained proficiency levels by meeting grade-level standards (green). <ul style="list-style-type: none"> ○ 40% of students who identify as African-American/Black are meeting or exceeding end-of-year grade-level standards ○ 40% of students with disabilities are meeting or exceeding end-of-year grade-level standards
Engagement/Culture	<p>22-23</p> <ul style="list-style-type: none"> ● Through the implementation of various behavioral systems, 15% or less of the sub-group of students that identify as Black or African-American will require Tier II behavior supports. ● Tank will re-establish a Parent-Teacher Connection Team (PTO) with at least one parent member represented on the team.
Professional Learning Focus (Based on Needs Assessment)	

	Tank staff will support the use of the literacy framework through individualized professional learning and coaching based on student data and action plans facilitated in small group instruction. Tank staff will also increase our theory and practice to ensure that we are providing culturally and linguistically responsive teaching practices and strategies.
High Priority Strategies/Action Steps	
	Individualized literacy professional development and coaching based on individual student data and grade-level standards.
	Continue to provide structure around the Response to Intervention (RTI) process by utilizing a systems approach to monitoring data as part of a cycle of improvement (planned discussions, collaborative teacher meetings, student personal learning plans, and teacher support team meetings). School-wide data will be analyzed by the Instructional Leadership Team to support vertical grade-level CLTs with focused areas of concern to be addressed through the CLT process.
	Monthly collaborative literacy, math and science/social studies planning that includes the perspective and experiences of support staff such as special education staff, speech & language staff, and English Language Learner staff, as well as tier 2 and 3 literacy and math specialists.
	Staff professional training on cultural and linguistic responsive classrooms - Responsive Classroom Management as well as Social Emotional Learning resource trainings.

This public document represents a summary of the school success plan and continuous improvement process. Please contact the school principal for additional information on the comprehensive plan.