

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

CRANBERRY STATION ELEMENTARY SCHOOL

OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 1)				
INDICATOR 1.1: In the aggregate and for each subgroup*, each school will make adequate yearly progress in students= achievement at or above the proficient level in reading/language arts and mathematics on the 2010 Maryland School Assessments. (*Subgroups: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); Hispanic; limited English proficient (LEP); special education; economically disadvantaged.)				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify site-based, job-embedded staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	TIME LINE:	LEAD PERSON RESPONSIBLE:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>READING 100% of 1st-5th grade students in all sub-groups, including Title I, will be reading on or above grade level at the end of the year based on the CCPS ILA assessments.</p> <p>The percent of 3rd, 4th, and 5th grade students achieving proficient or above in reading on the MSA will increase in 2009 to a minimum of:</p> <ul style="list-style-type: none"> • 3rd grade- 92% • 4th grade- 93% • 5th grade- 95.3% <p>The percent of students in each sub-group who achieve proficient or above in reading on the MSA will meet or exceed the 2010 AMO:</p> <ul style="list-style-type: none"> • 3rd grade 78.18% • 4th grade 84.60% • 5th grade 80.91% 	<p>Staff Development Initiatives:</p> <ul style="list-style-type: none"> • Quarterly grade level professional development sessions will be provided to assist teachers in analyzing reading behaviors and the county ILA assessment data in order to provide effective balanced literacy instruction. Intervention plans will be developed and analyzed each quarter based on student needs. (funded through Title II monies) <p>Instructional/Learning Initiatives:</p> <ul style="list-style-type: none"> • Grade level teams will analyze the data of students not on grade level to determine appropriate instructional interventions. Teams will focus on the interventions used with Title I and Special Education students. Title I students will be identified 2 times a year using multiple criteria. Teams will also focus on the achievement of the Gifted and Talented students not above grade level. • Title I funds will be used to provide quarterly planning meetings with teachers of Title I students. • Title I funds will used to provide extended learning time for Title I students for 4 weeks during the summer. • The Instructional Leadership Team will analyze the effectiveness of reading interventions currently used at CSE using longitudinal student data. <p>Organizational Initiatives:</p> <ul style="list-style-type: none"> • Grade level teams will re-organize their 	<p>September 2009 November 2009 February 2010 April 2010</p> <p>Monthly-September 2009-May 2010</p> <p>November, January, March, May 2010</p> <p>June-July 2010</p> <p>September 2009</p> <p>August 2009</p>	<p>Mrs. Love - ILA Spec.</p> <p>Mrs. Walker-Principal</p> <p>Mrs. Schuit- Title I RT</p> <p>Mrs. Schuit- Title I RT</p> <p>Mrs. Storie-IL Chair</p> <p>Mrs. Rohde-AP</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA:</p> <p>CCPS Reading Behaviors Reading Instructional Levels DRA PLA Data CCPS Formative Assessments Words Their Way Spelling Inventory Houghton Mifflin Phonics Assessment Daily classroom Formative Assessments</p>

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OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 1)				
INDICATOR 1.2: Each elementary and middle school will make adequate yearly progress in total school attendance in all grades for all students.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify site-based, job-embedded staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	TIME LINE:	LEAD PERSON RESPONSIBLE:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
The school's yearly attendance rate will meet or exceed 96%.	<ul style="list-style-type: none"> • The School Support Team will monitor individual student attendance. Targeted interventions will be implemented for students with chronic attendance issues 	Weekly	Mrs. Walker-Principal	<p><u>SUMMATIVE DATA:</u> 2009-2010 MSDE Attendance Data.</p> <p><u>FORMATIVE DATA:</u> SASI Reports</p>