

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

ELDERSBURG 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>ILA 100% of students in grades PreK-2 will meet or exceed grade level expectations in Reading.</p> <p>The percentage of students in grades 3, 4, and 5 reaching proficiency and advanced levels in Reading will increase as follows</p> <ul style="list-style-type: none"> • Grade 3 from 90.9% to 92.72% • Grade 4 from 98.8% to 99.04% • Grade 5 from 98.9% to 99.12% <p>The percentage of students reaching advanced in Reading will increase as follows:</p> <ul style="list-style-type: none"> • Grade 3 from 37.7% to 50% • Grade 4 from 55% to 60% • Grade 5 from 73% to 80% <p>The percentage of Special Education students reaching proficiency in Reading will increase as follows:</p> <ul style="list-style-type: none"> • Grade 3 from 67.67% to 78.18% • Grade 4 from 100% maintained at 100% • Grade 5 from 100% maintained at 100% <p>The percentage of students in each sub-group who achieve proficient or above on the reading portion of the MSA will meet or exceed the AMO (78.18% for 3rd grade, 84.60% for 4th grade, and 80.91% for 5th grade).</p>	<p>Instructional/Learning Initiatives:</p> <ul style="list-style-type: none"> • 3rd, 4th and 5th grade level teachers will develop SMART goals for each student who scored below our targeted area in 2nd grade, scored within 10 points of Basic on the MSA, or scored Basic in Reading on MSA. The plan will be shared with parents at November conferences. • Monitor Past Basic 4th/5th Grade students • Grade K-2 Monitoring of At Risk-Students <p>Organizational Initiatives:</p> <ul style="list-style-type: none"> • Provide teacher coverage for home base periods before and after school to allow classroom teachers to provide direct interventions to targeted students. • Each team will meet quarterly with administrators to provide evidence that students are making progress towards their grade level indicator. • Targeted Improvement Funds to support extra assistance for Pre-K classroom <p>Staff Development Initiatives: Differentiation Multicultural Education (ETM Workshop) Guided Practices for Using/Collecting Data Using Benchmarks to Guide Instruction Technology Integration **Title II Grant Peer Observation **Title II Grant</p>	<p>Gather and analyze SMART goals Quarterly at Pacing (Nov, Jan, Apr, June) and review at team meetings and at bi-weekly grade level collaborative problem solving meetings.</p> <p>Weekly</p> <p>November, 2009 February, 2010 April, 2010 Assess progress January and June September 18 November 9 December 3 February 5 March 15 May 11 Staff Meetings</p>	<p>SIT grade level team members: 3rd-Mrs. Batra 4th- Mrs. Mullinix 5th- Mrs. Chiaramonte</p> <p>Mrs. Chiaramonte/Mrs. Mullinix Mrs. Stone, Mrs. Moret, Mrs. Smith</p> <p>Specialist Teachers</p> <p>Mr. Eisenklam</p> <p>Mr. Eisenklam</p> <p>Mrs. Taylor Ms. Stevens McDaniel College Mr. Eisenklam Mrs. Laffer Others TBA</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data</p> <p>FORMATIVE DATA:</p> <p>Running records, Rigbys, DRA, CCPS, SRI, PLA, FQA, Benchmark assessments, Snider, teacher observations, portfolios, daily class evaluations.</p> <p>Teacher Survey, +/- Sheets</p>

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100% of EES students will demonstrate metacognitive strategies across all content areas.	<ul style="list-style-type: none"> • Staff will receive professional development in metacognitive strategies and develop grade appropriate expectations as well as a corresponding rubric. 	Sept/Oct/ Nov/Dec – Develop Expectations Feb/Mar/Apr./May –Create Rubrics	Mrs. Taylor Mr. Eisenklam Mrs. Laffer SIT Members: Ms. Stevens Mrs. Stone Mrs. Moret Mrs. Lisiewski Mrs. Martin Mrs. Allen Mrs. Chiamonte Mrs. Markosky Parent Representative	<p><u>SUMMATIVE DATA:</u> 2010 Maryland School Assessment Data</p> <p><u>FORMATIVE DATA:</u> Scores on grade specific rubrics</p>

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90% of EES students will meet CCPS Writing Benchmarks through implementation of Lucy Calkins' research-based Writer's Workshop model.	<ul style="list-style-type: none"> • Peer Observation <i>**Title II Grant</i> • PD/Collaborative Planning with ILA Specialist <i>** Title II Grant</i> • Co-Teaching Writer's Workshop • Implementation of Lucy Calkins' Strategies to Teach CCPS Writing Benchmarks • Collaborative Team Planning and Assessment <i>** Title II Grant</i> 	<p>Sept – launching of program</p> <p>Oct – Peer Observation</p> <p>January – Collaborative Team Planning and Assessment</p> <p>May – Collaborative Team Planning and Assessment</p>	Mrs. Taylor / ILA Specialist	<p><u>SUMMATIVE DATA:</u> 2010 Maryland School Assessment Data</p> <p><u>FORMATIVE DATA:</u> Class data sheets Anecdotal notes from student conferences Writing samples Rubrics</p>

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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 will 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 97%	<ul style="list-style-type: none"> • Educate parents of the importance of consistent, full-day attendance, and timely arrival to school. This will take place at Back to School Night, through grade school newsletters, parent conferences and/or individual letters. • Monitoring of attendance by school-based Pupil Services Team. • Monitoring of individual student attendance including regular contact with parents. Targeted interventions will be put in place for those students with chronic attendance issues. 	Monthly SST Meetings	Classroom Teachers Pupil Services Team: Mr. Eisenklam Mrs. Laffer Ms. Kathy Barrett Mrs. Katie Barrett Mrs. Kasper Mrs. Wright	<p><u>SUMMATIVE DATA: 2010 MSDE Attendance Data</u></p> <p><u>FORMATIVE DATA:</u></p> <p>SASI Reports</p>

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OBJECTIVE 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
INDICATOR 4.1: No school will be identified as a persistently dangerous school.				
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 will implement to effect improvement.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
The number of office/support room referrals will decrease by 25%.	<ul style="list-style-type: none"> • Implement PBIS/Character Education Program to recognize and promote positive behaviors. • Share and disaggregate CCPS Discipline System data monthly. • Use data to predict and prevent behaviors, as well as develop interventions. • Increase parental involvement and understanding of PBIS. <p>Staff Development Initiatives: Teaching and modeling routines, behaviors and procedures as well as developing preventative strategies. Student Motivation Nurturing Student Responsibility</p>	<p>Monthly PBIS Committee Meetings</p> <p>Monthly SST Meetings</p> <p>Quarterly Staff PBIS Newsletter</p> <p>September 18 November 9 December 3 February 5 March 15 May 11 Staff Meetings</p>	<p>PBIS Team: Mr. Eisenklam Mrs. Laffer Mrs. Flannery Mrs. Barrett Mrs. Knies Mrs. Wright Mrs. Gemmell Mrs. Lisiewski Mrs. Hoffman TBD</p>	<p><u>SUMMATIVE DATA:</u> 2009-2010 Percentage of Suspensions and Expulsions by Specific Offense.</p> <p><u>FORMATIVE DATA:</u> CCPS Discipline System Reports</p>