

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 - 2010
MANCHESTER 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>Increase students' fluency, vocabulary and comprehension skills.</p> <p>All students will achieve proficient or higher on the reading MSA</p> <p>All special education students will achieve proficient or higher on the reading MSA.</p> <p>All FARMs students will achieve proficient or higher on the reading MSA.</p> <p>All African American students will achieve proficient or higher on the reading MSA.</p>	<p>Instructional and Learning Needs</p> <ul style="list-style-type: none"> ❖ Students will participate in scaffolded silent reading two times per week ❖ Students will participate in a variety of conversational structures focused on comprehension <ul style="list-style-type: none"> Using questioning strategies Retelling and summarizing text ❖ Grade level teams will develop individual/group action plans utilizing Smart Goals to support students not meeting grade level benchmarks or who scored basic on MSA Reading. ❖ Grade level teams will use the Kid Talking Process to support/monitor struggling students <p>Organizational Structure</p> <ul style="list-style-type: none"> ❖ The Walk Through Process will be used to provide targeted feedback to staff on scaffolded silent reading and conversational structures ❖ Use of Targeted Poverty Funds to support Identified students struggling in reading. Identified Students will participate in an afterschool Extended Learning Program 	<p>Ongoing</p> <p>Ongoing</p> <p>September 20</p> <p>Bi-weekly</p> <p>Monthly</p> <p>Aug./Sept 2009</p> <p>Oct 09-April 10</p>	<p>Erin Thomas</p> <p>Crystal Arndt</p> <p>Bonnie Lusby</p> <p>Kim Diggs</p> <p>Gina Roy</p> <p>Tiffani Murphy</p> <p>Martin Tierney</p> <p>Jan Bubnash</p> <p>Gwen Furano</p> <p>Ann Moxley</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA:</p> <p>County Assessment Data</p> <p>Percentage of students meeting the established Smart Goals on Action Plans</p> <p>Number of students successfully completing the Kid Talking Process</p> <p>Data will be collected from Walk Throughs on the use of scaffolded silent reading and conversational structures.</p>

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	<p>Professional Development</p> <ul style="list-style-type: none"> ❖ Staff will increase their knowledge and understanding of Scaffolded Silent Reading and the role it plays in the ILA block ❖ Staff will increase their knowledge and understanding of conversational structures ❖ Staff will be trained on the use of questioning strategies ❖ Staff will be trained in the strategies of retelling and summarizing 	<p>Ongoing</p> <p>Ongoing</p> <p>Aug. 09-4/10</p> <p>Aug. 09-4/10</p>	<p>Kim Sauers</p> <p>Mary Jo Bolger</p>	<p><u>SUMMATIVE DATA:</u> 2010 Maryland School Assessment Data.</p> <p><u>FORMATIVE DATA:</u></p> <p>County Assessment Data</p> <p>Retelling Performance</p> <p>Reading Responses on Comprehension Assessments</p>

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<p>All students will demonstrate appropriate behaviors for the school environment by following the 4 Bee Program</p> <p>Be Responsible Be Respectful Be Prepared Be Safe</p>	<p>Continue the PBIS based 4 Bees Program school wide.</p> <ul style="list-style-type: none"> • Staff in K through 5 will review process and procedure of the PBIS Program in place at Manchester. • New staff and students will be trained in the process and procedures of the school wide PBIS Program (4 Bees) • School wide assemblies will be conducted to review/instruct students in the 4 Bees • Use of CEFEL Program (adapted PBIS) 4 Bees Program to meet the needs of Pre-K Students • Continue with PBIS Plus program to support the behavioral needs of students <p>Quarterly School-wide assemblies will be held to acknowledge students meeting established behavioral criteria.</p>	<p>8/19/09</p> <p>8/25/09</p> <p>8/28/09</p> <p>Ongoing/daily</p> <p>11/9/09</p> <p>1/22/10</p> <p>4/1/10</p> <p>6/1/10</p>	<p>Gwen Furano PBIS Team</p> <p>Gwen Furano</p> <p>Gwen Furano Susan Getty PBIS Team Hopkins Liason</p> <p>Gwen Furano PBIS Team</p>	<p>SUMMATIVE DATA: 2009-2010 MSDE Attendance Data.</p> <p>FORMATIVE DATA:</p> <p>Number of referral to the Learning Support Room will decrease in First, Second, Third, Fourth and Fifth grades by 10</p> <p>Baseline data will be established in Kindergarten and for all new students for number of referrals to the Learning Support Room.</p>

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<p>To increase Number Sense in all students</p> <p>All students will achieve proficient or higher on the Math MSA.</p> <p>All special education students will achieve proficient or higher on the Math MSA</p> <p>All FARMs students will achieve proficient or higher on the Math MSA</p> <p>All African American students will achieve proficient or higher on the Math MSA.</p>	<p>Through effective use of the math block, all students will receive scaffolded math instruction (moving from concrete to pictorial to abstract).</p> <p>Instructional and Learning Needs</p> <ul style="list-style-type: none"> ❖ Students will learn to provide reasonable justifications for their answers in both verbal and written format ❖ Grade level teams will develop individual/group action plans utilizing the Smart Goals framework to support students not meeting grade level benchmarks or who scored basic on MSA Math ❖ Grade level teams will use the Kid Talking Process to support/monitor struggling students <p>Organizational Structure</p> <ul style="list-style-type: none"> ❖ The Walk Through Process will be used to provide targeted feedback to staff on the effective use and structure of the math block. ❖ Use of Targeted Poverty Funds to support Identified students struggling in math. Identified Students will participate in the afterschool 	<p>Aug. 2009 to May 2010</p> <p>Aug.09-May 10</p> <p>Aug. 09-April 10</p> <p>Sept.09-May 10</p> <p>Oct. 09-April 10</p>	<p>Erin Thomas Crystal Arndt Bonnie Lusby Kim Diggs Gina Roy Tiffani Murphy</p> <p>Martin Tierney Jan Bubnash</p> <p>Gwen Furano Ann Moxley</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>Carroll County Math Benchmark Assessments</p> <p>CCPS Pre/Post Assessment Clusters</p> <p>Percentage of students meeting the established Smart Goals connected to Action Plans</p> <p>CCPS Pre/Post test questions related to Number Sense</p> <p>Anecdotal records on students' verbal justifications</p> <p>Exit Tickets on students' written justifications</p> <p>Pre/post assessments on "Math Talk" will be utilized to establish baseline and skill growth</p>

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	<p style="text-align: center;">Extended Learning Program</p> <p>Professional Development</p> <ul style="list-style-type: none"> ❖ Teachers will learn to effectively implement “Math Talk” and questioning strategies. ❖ Teachers will receive PD on the effective use and structure of the math block ❖ Teachers will receive PD on how to teach from a conceptual framework in math using a variety of manipulatives. 	<p style="text-align: center;">By Sept. 2010</p> <p style="text-align: center;">Aug./Sept 2009</p> <p style="text-align: center;">Aug. 2009 to May 2010</p>	<p style="text-align: center;">SIT</p> <p style="text-align: center;">Ann Moxley</p> <p style="text-align: center;">Ann Moxley</p>	<p style="text-align: center;">Walk Through feedback provided on structure of the math block, questioning strategies and manipulative use.</p>