

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS 8/13/09

2009-2010

Parr's Ridge Elementary School

OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. (ESEA Goal 1)				
INDICATOR 1.1: In the aggregate and for each student 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.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify 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>#1 By 2010, 100% of the third grade students will achieve at the proficient level in Reading. (Note: Current second graders will be taking the MSA in 2010.)</p> <p>#2 100% of special education students will achieve at the proficient level in Reading</p> <p>#3 100% of English Language Learners will achieve at the proficient level in Reading</p> <p>#4 100% of African American students will achieve at the proficient level in Reading</p> <p>#5 100% of students new to Parr's Ridge will achieve at the proficient level in Reading</p> <p>#6 30% of the students will achieve at the advanced level in Reading</p>	<p align="center">Student Achievement What do students need to do differently?</p> <p>1a. Increase students' ability to decode and encode words. 2a. Increase students' reading performance by providing appropriate interventions. (students who are reading below grade level expectations) 3a. Increase students' ability to think at high cognitive levels by asking and responding to higher level questions.</p> <p align="center">Instruction, Assessment, and Intervention What do teachers need to do differently?</p> <p>1b. Use Houghton Mifflin and Words Their Way strategies to develop decoding and encoding skills at all grade levels. 2b. Develop and implement appropriate intervention programs/strategies that match student needs by collaborating to create and use the SMART goals format to analyze MSA and local assessment data and focus on student groups who are not meeting grade level reading standards. 3b. Deliver instruction that promotes higher level thinking and is aligned to the VSC.</p> <p align="center">Staff Capacity How do we build staff capacity to achieve our goals?</p> <p>1c. Provide professional development to increase teacher capacity to implement word study strategies and practices from Houghton Mifflin and Words Their Way. 2c. Provide professional development to increase staff understanding of intervention design and implementation. 3c. Continue to build a common understanding of 'rigorous' curriculum by increasing knowledge of higher level thinking and examining the language of the VSC across grade levels.</p>	<p>Daily</p> <p>ongoing</p> <p>Monthly</p> <p>Daily</p> <p>Bi-weekly</p> <p>Monthly</p> <p>Monthly</p>	<p>Mel Rhoads</p> <p>Mel Rhoads, Karen Feinberg, Lisa Check Resource Team, Admin. Team</p> <p>Mel Rhoads</p> <p>Mel Rhoads, Nancy Little</p> <p>Admin. Team</p> <p>Mel Rhoads</p> <p>Jenny Lazarus, Becky Higdon</p> <p>Jan Nies, Sarah Nies, Jennifer Chloupek, Rigor Team</p>	<p>SUMMATIVE DATA: 2009 - 2010 Maryland School Assessment Data</p> <p>FORMATIVE DATA: MMSR, PLA, Houghton Mifflin, Words Their Way spelling inventory, pacing data, running records, writing samples, special education progress reports, special education interim data, and PETS.</p>

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2009-2010

Parr's Ridge Elementary School

OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics. (ESEA Goal 1)				
INDICATOR 1.1: In the aggregate and for each student 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.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify 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>#1 By 2010, 100% of the third grade students will achieve at the proficient level in Math.</p> <p>#2 100% of special ed students will achieve at the proficient level in Math</p> <p>#3 100% of English Language Learners will achieve at the proficient level in Math</p> <p>#4 100% of African American students will achieve at the proficient level in Math</p> <p>#5 100% of students new to Parr's Ridge will achieve at the proficient level in Math</p> <p>#6 53% of students will achieve at the advanced level in Math</p>	<p align="center">Student Achievement</p> <p align="center">What do students need to do differently?</p> <p>1a. Increase students' math performance by providing appropriate interventions. (students who are achieving below grade level expectations)</p> <p>2a. Increase students' ability to think at high cognitive levels by asking and responding to higher level questions.</p> <p align="center">Instruction, Assessment, and Intervention</p> <p align="center">What do teachers need to do differently?</p> <p>1b. Develop and implement appropriate intervention programs/strategies that match student needs by collaborating to create and use the SMART goals format to analyze MSA and local assessment data and focus on student groups who are not meeting grade level reading standards.</p> <p>2b. Deliver instruction that promotes higher level thinking and is aligned to the VSC.</p> <p align="center">Staff Capacity</p> <p align="center">How do we build staff capacity to achieve our goals?</p> <p>1c. Provide professional development to increase staff understanding of intervention design and implementation.</p> <p>2c. Continuing to build a common understanding of 'rigorous' curriculum by increasing knowledge of higher level thinking and examining the language of the VSC across grade levels.</p>	<p>Daily</p> <p>Monthly</p> <p>Daily</p> <p>Monthly</p> <p>Monthly</p>	<p>Karen Feinberg, Resource Team</p> <p>Admin. Team</p> <p>Instructional Leaders</p> <p>Admin. Team</p> <p>Darryl Robbins, Melissa Gotard, Math Team, Admin. Team</p> <p>Jan Nies, Sarah Nies, Jennifer Chloupek, Rigor Team</p>	<p>SUMMATIVE DATA: 2009-2010 MSA Data</p> <p>FORMATIVE DATA: Benchmark tests, pre and post cluster tests, intervention data</p>

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2009-2010

Parr's Ridge Elementary School

OBJECTIVE 2: By 2010, the students of Parr's Ridge Elementary School will demonstrate a higher level of interest in and motivation for learning.				
INDICATOR 2.1: 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 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.
<p>#1. 100% of Parr's Ridge Elementary School students will meet the county excellent standard of 96% in the area of attendance.</p> <p>#2. 100% of special ed students will meet the county excellent standard of 96% in the area of attendance.</p> <p>#3. 100% of FARMS students will meet the county excellent standard of 96% in the area of attendance.</p>	<p align="center">Student Achievement What do students need to do differently? 1a. Increase students' level of motivation and self directedness by providing appropriate interventions.</p> <p align="center">Instruction, Assessment, and Intervention What do teachers need to do differently? 1b. Implement appropriate intervention programs/strategies that match student needs by collaborating to create and use student goals.</p> <p align="center">Community/Parent Capacity How do we build community/parent capacity to achieve our goals? 1c. Foster and share community recognition programs/partnerships with all stake holders. 1d. Communicate with parents/guardians the significance of attendance and the correlation between attendance and student achievement.</p>	<p>2009-2010 SY</p> <p>Monthly</p> <p>Monthly</p>	<p>Kelly Doolan Darryl Robbins</p> <p>Student Support Team</p> <p>Kelly Doolan Darryl Robbins</p> <p>Kate Luetze</p>	<p>FORMATIVE DATA: bi-weekly attendance data, student goal results, PLA, Houghton Mif scores, Words Their Way scores, writing samples and math benchmark scores</p>