

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Charles Carroll Elementary School 2009-2010

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 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 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 percent of students in grades 3, 4 and 5 reaching proficient and advanced in math on the MSA will increase.

Gr.	Goal 2010	2009	2008
3	97%	93.1%	97.7%
4	95%	92.9%	90.6%
5	100%	100%	96%

Special Education, FARM, and African American students in grades 3, 4, and 5 will meet or exceed the AMO in mathematics.

AMO Standards

Gr.	2010	2009	2008
3	80.87	76.09	71.3
4	80.76	75.95	71.14
5	76.51	70.64	64.8

Special Education

Gr.	2010 Goal	2009	2008
3	90%	77.8%	85.7%
4	100%	100%	55.6%
5	100%	100%	50%

Develop focused instruction that maximizes opportunities for Algebraic Thinking

- Equality
- Relational Thinking
- Conjectures (Properties...)
- Patterns and Functions
- Representations

1. Grade level teams will meet quarterly with the math resource teacher to increase teacher understanding of Algebra Patterns and Functions.

2. Grade level teams will meet with the math resource teacher to develop, evaluate and/or revise lessons focusing on instruction that includes concrete, pictorial and symbolic representations.

Resources: Seed ideas, algebraforall, Lessons for Algebraic Thinking, Navigating Through Algebra K-2 and 3-5, Algebra Readiness Made Easy, Groundworks, Hands on Equations, technology

3. Math SIT members will report on the team's implementation of the seed ideas, utilize PDSA to identify strengths and needs of the students, and determine how to provide appropriate instruction. *(Substitutes paid through Title II grant.)*

4. Data and instructional plans will be shared with administration to provide a focus for "look fors" during informal and formal observations.

Sept. 23, Nov. 18, Feb. 10, April 4

Oct. 7, Oct. 28, Dec. 9, Jan. 20, Feb. 24, Mar. 17, April 28, May 19

Sept 21, Nov. 16, Feb. 8, April 12, June 2

Nov. 16, Feb. 8, April 12

Michele Ziegler

Michele Ziegler

Michele Ziegler

Michele Ziegler
Patti Heacock
Terri Meinecke

SUMMATIVE DATA:
-2010 Maryland School Assessment Data
-January and May 2010 Math Benchmark Assessments

FORMATIVE DATA:
-Grade Level Math Cluster Assessments
-Class work and quizzes
-SuccessMaker data
-CCE created prompts
-Anecdotal Observation

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 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.

Special Education, FARMs and African American students in grades 3, 4, and 5 will meet or exceed the AMO in mathematics.

African America

Gr.	2010 Goal	2009	2008
3	100%	100%	100%
4	100%	100%	NA
5	100%	NA	66.7%

FARMs

Gr.	2010 Goal	2009	2008
3	93%	85.7%	90%
4	93%	88.9%	57.1%
5	100%	100%	87.5%

The percentage of students scoring 80% or above on January and May Benchmarks will increase from 2008-2009 grade level averages.

Jan. & May Math Benchmark Assessments

Goal : Score 80%+

Gr.	May 09	Jan 09	May 08	Jan 08
K	96%	98%	77%	78%
1	73%	83%	79%	92%
2	84%	76%	77%	77%
3	74%	89%	93%	95%
4	67%	60%	61%	52%
5	67%	73%	61%	51%
CCE	77%	80%		

5. Math SIT members will read Thinking Mathematically : Integrating Arithmetic and Algebra in the Elementary School to discuss and plan for classroom implications.

6. Provide an intervention for identified special education and other at risk students identified through the IST process in grades 1-5 who do not show mastery of skills needed to be successful with on grade level concepts related to time, measuring with a ruler, and money.

Resource: CCE created assessment Federal Stimulus Funds to support technology resources

7. Provide daily opportunities for students to apply skills and concepts of money, time and measurement in authentic settings.

8. Provide an intervention for special education students who have math goals; students in grades 4-5 who scored basic on MSA; students who scored below 75% on the county benchmarks; and other at risk students identified through the IST process.

[Designated intervention teacher, Academic Support, *SuccessMaker intervention software using Targeted Poverty funds to provide for 3 hours of an assistant to oversee implementation in the computer lab*, before/after school support, home-school connections, etc.)

9. Teachers will analyze post-cluster math assessments to identify areas of instructional need and plan instruction based on those needs.

Resources: Cluster assessment spreadsheet and matrix for each cluster on S drive

10. Utilize PDSA to improve the effectiveness of using student data binders as a tool to promote student learning and home

Sept. 21, Nov. 16, Feb. 8, April 12

Begin Aug. 31

Daily

Begin Sept. 14

After each cluster assessment

Monthly Staff Meetings

Michele Ziegler

Michele Ziegler, staff

Michele Ziegler

Michele Ziegler

Michele Ziegler
Teachers of math

Michele Ziegler and Administration

SUMMATIVE DATA:

-2010 Maryland School Assessment Data
-2010 January and May Math Benchmark Assessments

FORMATIVE DATA:

-Grade Level Math Cluster Assessments
-Class work and quizzes
-SuccessMaker data
-CCE created prompts
-Anecdotal Observation

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 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.
	school connections.			