

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2011-2012

CHARLES CARROLL 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 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 2011 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.

Mathematics

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 2012	2011	2010
3	>95	81.4	95.3
4	>95	>95	90.5
5	>95	88.7	>95

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

AMO Standards

Gr	Goal 2012	2011	2010
3	90.44	81.4	80.87
4	90.38	>95	80.76
5	88.25	88.7	76.51

Special Education

Gr	Goal 2012	2011	2010
3	>95	85.7	92.3
4	>95	92.3	80
5	>95	63.6	>95

FARMs

Gr	Goal 2012	2011	2010
3	>95	84.6	93.3
4	>95	>95	76.9
5	>95	76.9	92.9

Teachers will develop rigorous instruction that maximizes opportunities for the students to use the Mathematical Practices

1. Grade level teams will develop an understanding of the Standards for Mathematical Practice.

2. Grade level teams will use the PDSA cycle to identify strengths and needs of the students, and determine how to provide appropriate instruction. Teachers will develop SMART goals based on needs assessment and data.

(Title II grant)

3. Teachers of mathematics will meet with the math resource teacher to evaluate data and/or revise lessons focusing on problem-based instruction with purposeful planning for the Mathematical Practices and will develop an understanding of how to make connections with STEM content as prescribed by the Common Core.

(Title II and ems & tl grant)

4. Teachers will provide explicit instruction in the use of strategies that promote effective mathematical communication.

5. Students and teachers will develop and display anchor charts to provide various models of student thinking.

6. Integration of technology for instruction/assessment in regards to the Mathematical Practices among staff will occur regularly.

-livescribe pen, flip cam

Faculty Meetings

Oct./Dec./April/June

STEM Team Meetings

October

December

February

May

Grade Level PLC

Sept.

Oct.

Dec.

Feb.

March

May

Oct. 2011

Oct. 2011

Michele Ziegler
Natalie Crist

Michele Ziegler
Natalie Crist

Michele Ziegler
Natalie Crist

Michele Ziegler

SUMMATIVE DATA:

-2012 Maryland School Assessment Data
-2012 January and May Math Benchmark Assessments

FORMATIVE DATA:

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

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<p>SCHOOL INDICATORS: Describe specific targets. Mathematics continued...</p>	<p>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.</p>	<p>TIME LINE:</p>	<p>LEAD PERSON RESPONSIBLE:</p>	<p>EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.</p>																																			
<p>The percentage of students scoring 80% or above on January and May Benchmarks will increase from 2010-2011 grade level averages.</p> <p style="text-align: center;"><u>Jan. & May Math Benchmark Assessments</u> Goal : Score 80%+</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Gr</th> <th>Jan 2012</th> <th>Jan 2011</th> <th>May 2012</th> <th>May 2011</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td>85</td> <td></td> <td>89</td> </tr> <tr> <td>1</td> <td></td> <td>83</td> <td></td> <td>96</td> </tr> <tr> <td>2</td> <td></td> <td>79</td> <td></td> <td>82</td> </tr> <tr> <td>3</td> <td></td> <td>79</td> <td></td> <td>74</td> </tr> <tr> <td>4</td> <td></td> <td>71</td> <td></td> <td>77</td> </tr> <tr> <td>5</td> <td></td> <td>71</td> <td></td> <td>72</td> </tr> </tbody> </table> <p><u>Restructure of School Components</u> Teams will be divided into K-1, 2-3,4-5 teams and teachers will teach either STEM or Humanities blocks. A teacher at K-1 and 2-3 will push into corresponding grade level classrooms to provide small group instruction based on student need as determined through team meetings, data, meetings, kid talking, assessments, etc.</p>	Gr	Jan 2012	Jan 2011	May 2012	May 2011	K		85		89	1		83		96	2		79		82	3		79		74	4		71		77	5		71		72	<p>Teachers in Grades K-2 will develop an understanding of the Common Core State Standards. 1. Teachers of mathematics in grades K-2 will develop an understanding of Counting and Cardinality, Operations and Algebraic Thinking, and Number and Operations in Base Ten. (ems & tl grant, substitutes to be paid for through title II grant)</p> <p>Teachers of STEM content will develop an understanding of how to intergrate mathematics across content areas. (Title II Grant)</p> <p>Teachers will provide intervention and instructional support so all students will be successful in mathematics. FOCUS RTI Professional Development in K-3 1. Teachers will provide intervention for identified special education and other at risk students, including minority, ESOL, and FARMs students; students identified through the IST process in grades K-5, and/or who scored basic on MSA or below 75% on the county benchmarks. (ETM) -- <i>Triumphs Math Intervention series for students 1- 2 years below grade level</i> -- <i>Before/after school support for students</i> (as supported by targeted poverty funds) --<i>Tutoring for homeless students (ARRA funds)</i></p> <p>2. SuccessMaker intervention will be used in Computer Lab with an assistant to provide supervision/support (Grades 4-5) and Dream box (K-3)</p>	<p><u>STEM Team Meetings</u> October December February May</p> <p><u>Faculty Meetings</u> Oct./Dec./April/ June</p> <p><u>Achievement Meetings Quarterly</u> Oct/Jan/March/June</p> <p>Quarterly</p> <p>Quarterly</p>	<p>Michele Ziegler Natalie Crist</p> <p>Michele Ziegler Natalie Crist</p> <p>Michele Ziegler Natalie Crist</p>	<p><u>SUMMATIVE DATA:</u> -2012 Maryland School Assessment Data -2012 January and May Math Benchmark Assessments</p> <p><u>FORMATIVE DATA:</u> -Grade Level Math Cluster Assessments -Class work and quizzes -SuccessMaker data -CCE created prompts</p>
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