

# SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS: 2009-2010: Carrolltowne Elementary

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)																										
<p><b>INDICATOR 1.1:</b>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 2008 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.)</p>																										
<p><b>SCHOOL INDICATORS:</b> Describe specific targets.</p>		<p><b>STRATEGIC ACTIONS:</b> 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><b>TIME LINE:</b></p>																						
<p>100% of all students in grades 3, 4, and 5 will reach proficient and advanced in <u>reading</u>.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010 Targeted</th> <th>2009 Obtained</th> <th>2008 Obtained</th> <th>2007 Obtained</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>100%</td> <td>92.7</td> <td>93.3%</td> <td>92.6%</td> </tr> <tr> <td>4</td> <td>100%</td> <td>91.8</td> <td>97.5%</td> <td>94.5%</td> </tr> <tr> <td>5</td> <td>100%</td> <td>96.3</td> <td>92%</td> <td>93%</td> </tr> </tbody> </table>		Grade	2010 Targeted	2009 Obtained	2008 Obtained	2007 Obtained	3	100%	92.7	93.3%	92.6%	4	100%	91.8	97.5%	94.5%	5	100%	96.3	92%	93%	<p><b>Instructional Initiatives:</b> <u>What do students need to do?</u> <b>Reading:</b> Students need to be able to <i>consistently</i> demonstrate knowledge of reading comprehension skills using informational and literary text. <b>Math:</b> Students need to be able to <i>consistently</i> apply strategies for problem-solving and communication to demonstrate proficiency in mathematical processes. <u>What does instructional staff need to understand, know, and do?</u> <b>Instructional staff</b> (regular/speced) needs to increase understanding of the ILA and math curriculum to be able to identify what students should know and be able to do across grade levels:</p> <ul style="list-style-type: none"> <li>Standards, Benchmarks</li> <li>Limits (VSC)</li> <li>Content (concepts)</li> <li>Strategies</li> <li>Resources</li> </ul>		<p>Quarterly</p>	<p>Sue Abramson, Michele Ziegler, ILT, Instructional Staff Administrative Team</p>	<p><b>SUMMATIVE DATA: 2010 Maryland School Assessment Data</b></p> <p><b>FORMATIVE DATA:</b> Benchmark Assessments Primary Literacy Assessments Running Records Instructional Reading Levels Houghton Mifflin Formative Assessments – Grades 3, 4 and 5</p> <p>Quarterly Progress Reports Progress monitoring plans</p>
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<p>100% of all students will meet or exceed <u>grade level expectations*</u> in reading and math.</p>																										

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS: 2009-2010: Carrolltowne Elementary**

<b>OBJECTIVE 4:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
<b>INDICATOR 4.1:</b> No school will be identified as a persistently dangerous school.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>100% of students and staff will know, demonstrate and communicate Cardinals RULE: Ready to learn, Use my manners, Learn for now and later, Every place and time counts</p> <p>Increase the number of students with no referrals from 485 to 620 [# of students currently enrolled]</p>	<p><b>What do students need to do?</b>                  ...Know, demonstrate and communicate the RULE code of conduct in each area of the school                  ...Know, demonstrate and communicate problem solving strategies</p> <p><b>What does staff need to understand, know and be able to do?</b> Classroom teachers and staff will...                  ...establish and sustain behavioral routines, organizational routines, to support Cardinals RULE                  ...teach, repeat, practice, and cue expected Cardinals RULE behavior                  ... Know, demonstrate and communicate the RULE code of conduct in each area of the school                  ...Know, demonstrate and communicate function-based thinking</p> <p><b>How will we build student capacity?</b>                  Direct instruction and modeling of behavior expectations in all school environments                  Positive reinforcement through staff distribution of <i>Caught You!</i> rulers and verbal affirmation of expected behaviors in all school settings                  Team-based classroom incentives and school-wide incentives                  Direct instruction and modeling of problem-solving strategies</p> <p><b>How will we build staff capacity?</b>                  PBISplus Liason will facilitate professional development sessions on function-based thinking with grade level and content area teams                  PBIS Team will explicitly teach the behavioral expectations to classroom teachers and staff                  PBIS Team will collect and share best practices, classroom artifacts, lesson plans, etc., with staff                  The guidance counselor and others will model and coach for classroom-based problem-solving strategies</p>	<p>August, 2009 Team Planning</p> <p>September, 2009 Quarterly</p> <p>August, 2009 Team Planning</p> <p>September, 2009 Quarterly Daily</p> <p>September 2009 Monthly Quarterly</p> <p>September January</p>	<p>PBIS Core Team: Megan Napor Sharon Allia Stacey Tombs Greg Killian Claudia Bowen Administration</p> <p>Classroom teachers and staff Rick Sechrest PBISplus Liason – John Hopkins University Megan All staff PBIS Core Team All staff</p> <p>Rick Sechrest All staff Megan Napor All staff PBIS Core Team All staff</p>	<p><b>SUMMATIVE DATA: 2007-2008</b>                  Decrease in percentage of Suspensions and Expulsions by Specific Offense.</p> <p><b>FORMATIVE DATA:</b>                  PBIS SET(Schoolwide Evaluation Tool) Data                  Fall 2009 and Spring 2010</p> <p><i>Caught You!</i> bulletin boards and announcements</p> <p>Classroom celebration data</p> <p>Quarterly celebration posters</p> <p>Classroom artifacts</p> <p>Professional Development Meeting Agendas</p> <p>Sample Classroom Lessons</p>

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS: 2009-2010: Carrolltowne Elementary**

<b>OBJECTIVE 7:</b> System-wide and school-based improvement initiatives will be aligned and monitored annually.				
<b>INDICATOR 7.1:</b> Each school improvement team will align its school improvement plan with the Carroll County Public Schools Objectives and Indicators and the Comprehensive Master Plan.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>The <b>Instructional Leadership Team of Carrolltowne</b> Elementary will monitor the alignment of school-based initiatives and school level data on a quarterly basis.</p> <p>The <b>Instructional Leadership Team</b> will provide effective professional development based on identified needs to maximize student achievement.</p>	<p><b>Organizational Initiatives:</b> The Instructional Leadership Team will consist of volunteers committed to the development of a Professional Learning Community.</p> <p>The Instructional Leadership Team will engage in professional development to build leadership and facilitative skills capacity.</p> <p>The Instructional Leadership Team will meet twice a month to maximize effectiveness and monitor school improvement initiatives.</p> <p><b>Professional Development:</b> Title 2 Grants for professional development will be secured to develop Leadership Capacity and increase capacity for Data Analysis.</p>	<p>July</p> <p>August October January May</p> <p>July August October January May</p>	<p>Toni Wallace Lindsay Machiran with Administration</p> <p>Toni Wallace Lindsay Machiran ILT members</p> <p>Toni Wallace Lindsay Machiran with Administration</p>	<p><b>SUMMATIVE DATA:</b> 2007-2008 Individual School Improvement Plans and CCPS Master Plan.</p> <p><b>Continuous Improvement (AYP) in assessed/measured areas.</b></p> <p><b>FORMATIVE DATA:</b> Agendas Team Evaluation</p>