

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

CHARLES CARROLL 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 2009 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 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.

Reading / Language Arts

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

Gr.	Goal 2010	2009	2008	2007
3	97%	93.1%	97.7%	92.0%
4	95%	90.7%	94.3%	84.9%
5	97%	94.2%	88.0%	76.8%

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

AMO Standards

Gr.	2010	2009	2008
3	78.2%	72.7%	67.3%
4	84.6%	80.5%	76.9%
5	80.9%	76.1%	71.4%

Special Education

Gr.	Goal 2010	2009	2008
3	85%	66.7%	100 %
4	85%	100%	88.9%
5	100%	83.3%	50%

K-2 at risk readers will continue to be provided with multiple opportunities to focus on sounds in speech through shared reading experiences, songs, rhymes, chants, rhyming games/activities, and manipulating sounds activities

1. Teachers will assess students at the start of the school year to plan appropriate phonemic awareness and phonics instruction.
2. Teachers will use current teaching strategies for daily phonemic awareness and phonics instruction.
3. Teachers will be provided opportunities to further develop teaching strategies regarding phonemic awareness and phonics.

Resource Examples:

- Shared "S" drive
- Staff collaboration
- Multimedia: technology/ web blogging

Sept. 28, 2009

Stacy Kowalewicz

Daily

Stacy Kowalewicz
Patti Heacock
Terri Meinecke

Monthly

Stacy Kowalewicz

SUMMATIVE DATA:

2009 Maryland School Assessment Data
CCPS Primary Literacy Assessments
Report Card reading levels & ILA indicators--quarterly

FORMATIVE DATA:

Increase the percent of students meeting the CCPS standard.
Primary Literacy Assessment (PLA)

Houghton Mifflin Phonics and Decoding Assessment

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	<p>3. Grade level teams will use the PDSA cycle to monitor comprehension progress and will modify instruction as needed in order to ensure maximum student progress.</p>	<p>SIT Grade Level: Sept. 16, 30 Oct. 21, Nov. 11, Dec. 2, Jan. 3, Feb. 3, 17 Mar. 10, 31 April 21, May 12</p>	<p>Stacy Kowaleviocz Patti Heacock Terri Meinecke Instructional Leaders</p>	<p><u>FORMATIVE DATA:</u> DRA 4th & 5th grade (Aug/Jan) County Quarterly Assessment Teacher created formative assessments Running Records Anecdotal Observations</p>
	<p>4. Data and instructional plan will be shared with administration to provide a focus for “look for’s” during informal and formal observations.</p>	<p>Nov.10, Feb. 1, March 29,</p>	<p>Stacy Kowaleviocz Patti Heacock Terri Meinecke Instructional Leaders</p>	
	<p>5. Provide a double dose of reading instruction for students reading below grade level or who scored basic on MSA, Special Education students with reading goals, and other at risk students identified through the Instructional Support Team (IST) process.</p>	<p>Sept 8, 2009</p>	<p>Stacy Kowaleviocz</p>	
	<p>6. Pursue technological resources to increase opportunities for additional reading comprehension instruction.</p>	<p>June, 2009</p>	<p>Stacy Kowaleviocz</p>	
	<p>7. Pursue Inquiry Circles as a model for increased comprehension and collaboration for advanced students in all grades.</p>	<p>Summer 2009 study group</p>	<p>Stacy Kowaleviocz</p>	

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	<p>8. Continue to support parent –school collaboration in the area of ILA:</p> <ul style="list-style-type: none"> ▪ Train and utilize parent volunteers effectively ▪ Effective use of data binders as a communication tool ▪ Sharing among staff of how parent volunteers are utilized to support instruction of ILA ▪ Parent’s academy to teach parents strategies being used in the classroom. 	<p>Sept. 2009</p>	<p>Stacy Kowaleviocz Patti Heacock Terri Meinecke</p>	<p><u>FORMATIVE DATA:</u> Anecdotal Observations</p> <p>Informal Teacher & Parent Survey on value of volunteer efforts</p>
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OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in **mathematics**. (ESEA Goal 1)

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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.
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Mathematics

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

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

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

Michele Ziegler

Michele Ziegler

Michele Ziegler

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

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