

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

ELMER WOLFE 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 will implement to effect improvement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| READING The number of students reading below grade level expectations will be zero according to multiple reading data sources (PLA, Reading Recovery levels, Houghton Mifflin, DRA, SRI, etc.) The number of students at the advanced level on MSA will be: Grade 3 27%→ 55% Grade 4 25%→ 55% Grade 5 50%→ 60% The number of students at the basic level in reading on MSA will be zero. | <p>1. Gather, analyze, share and use formal/informal data to make appropriate instructional decisions and monitor student progress</p> <p>2. Use data to identify students (GT, Special ED, FaRMS and at-risk) and to provide targeted support, i.e. flexible groups, double dose reading instruction, intervention-based schedules, etc</p> <p>3. Use Targeted Poverty funding to provide interventions and support services for at-risk students – hire highly qualified hourly teacher to provide targeted interventions for identified students</p> <p>4. Increase knowledge of instructional strategies and tools based on students’ needs</p> <p>5. Implement PBIS/STAR</p> <p>6. Evaluate each at-risk reader’s profile to determine the most appropriate intervention (ex. Foundations, Project Read, EIR, etc.)</p> <p>Professional Development (See attached Title II proposal)</p> <p>1. Apply knowledge of data-driven decisions through monthly meetings focused on data discussions</p> <p>2. Apply knowledge of how the IST/Kid Talk (progress monitoring) process can be used more effectively to ID students, including GT, at-risk and Special ED – IST members will be included in grade level discussions</p> <p>3. Develop and apply a clear process and resources for IST; clarify connections between data discussions, Kid Talk (progress monitoring) & IST</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>MSA Reading Data</p> <table border="1"> <thead> <tr> <th rowspan="2">Gr</th> <th colspan="3">Advanced</th> <th colspan="3">Proficient</th> <th colspan="3">Basic</th> </tr> <tr> <th>07</th> <th>08</th> <th>09</th> <th>07</th> <th>08</th> <th>09</th> <th>07</th> <th>08</th> <th>09</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>190</td> <td>185</td> <td>27</td> <td>582</td> <td>708</td> <td>54</td> <td>325</td> <td>108</td> <td>190</td> </tr> <tr> <td>4</td> <td>190</td> <td>276</td> <td>25</td> <td>707</td> <td>605</td> <td>705</td> <td>103</td> <td>118</td> <td>45</td> </tr> <tr> <td>5</td> <td>268</td> <td>657</td> <td>50</td> <td>500</td> <td>269</td> <td>458</td> <td>232</td> <td>75</td> <td>42</td> </tr> </tbody> </table> <p align="center">All subgroups will meet or exceed AMO. Reading AMO 2009</p> <table border="1"> <thead> <tr> <th></th> <th>AMO-09</th> <th>Sp Ed</th> <th>Reg Ed</th> <th>FaRMS</th> <th>AMO-10</th> <th>09 # of students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>72.73</td> <td>50.0</td> <td>81.0</td> <td>37.5</td> <td>78.18</td> <td>2 sp.ed 8 FaRMS</td> </tr> <tr> <td>4</td> <td>80.75</td> <td>100</td> <td>95.5</td> <td>93.3</td> <td>84.60</td> <td>8 sp.ed 15 FaRMS</td> </tr> <tr> <td>5</td> <td>76.14</td> <td>100</td> <td>95.8</td> <td>90.0</td> <td>80.91</td> <td>6 sp.ed 10 FaRMS</td> </tr> </tbody> </table> <p>School Totals: All students: 91.37% (AMO 76.54 – MET) 180/197 students FaRMS: 78.79% (AMO 76.54 – MET) 26/33 students Sp. Ed: 93.75% (AMO 76.54 – MET) 15/16 students</p> | Gr | Advanced | | | Proficient | | | Basic | | | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 3 | 190 | 185 | 27 | 582 | 708 | 54 | 325 | 108 | 190 | 4 | 190 | 276 | 25 | 707 | 605 | 705 | 103 | 118 | 45 | 5 | 268 | 657 | 50 | 500 | 269 | 458 | 232 | 75 | 42 | | AMO-09 | Sp Ed | Reg Ed | FaRMS | AMO-10 | 09 # of students | 3 | 72.73 | 50.0 | 81.0 | 37.5 | 78.18 | 2 sp.ed 8 FaRMS | 4 | 80.75 | 100 | 95.5 | 93.3 | 84.60 | 8 sp.ed 15 FaRMS | 5 | 76.14 | 100 | 95.8 | 90.0 | 80.91 | 6 sp.ed 10 FaRMS | <p>TIME LINE:</p> <p>Monthly meetings – ½ day sessions, aligned with county assessment timeline</p> <p>RRT for GT students Special ED – ongoing IST/Kid Talk-weekly meetings (progress monitoring)</p> <p>3 ½ hours per day, for 180 days</p> <p>Faculty meetings, county in-services</p> <p>Daily data collection – monthly meetings and monthly update to staff</p> <p>Sept. 2009 Ongoing</p> <p>Monthly meetings</p> <p>Quarterly meetings</p> <p>Monthly meeting with Resource Team Weekly team meetings on Tuesdays</p> | <p>LEAD PERSON RESPONSIBLE:</p> <p>Administrators (Title II funding is necessary)</p> <p>GT Teachers, Special Educators, IS Team, Team Leaders, Inst. Asst.</p> <p>Administrators and Resource Teachers will serve as Coordinators of Intervention and Support Schedules</p> <p>ILA Specialist, GT Teacher, Special Educators</p> <p>School Counselor PBIS Coach STAR Committee PTO - \$\$</p> <p>Reading Intervention ILA Specialist Special Educators</p> <p>Administrators, ILA Specialist</p> <p>Administrators, Staff Development facilitator, IS Team, GT & Sp. Ed</p> <p>IST representatives Team leaders Grade level teams</p> <p>Administrators and</p> | <p>EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.</p> <p>SUMMATIVE DATA: 2009 Maryland School Assessment Data</p> <p align="center"><i>Target 2009: Sp. Ed. AMO-Reading</i></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2008 AMO</th> <th>EWE 08</th> <th>2009 AMO</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>67.27</td> <td>66.7</td> <td>72.73</td> <td>50.0</td> </tr> <tr> <td>4</td> <td>76.90</td> <td>50</td> <td>80.75</td> <td>100</td> </tr> <tr> <td>5</td> <td>71.36</td> <td>71.5</td> <td>76.14</td> <td>100</td> </tr> </tbody> </table> <p align="center"><i>Target 2009: FaRMS</i></p> <table border="1"> <thead> <tr> <th></th> <th>Basic</th> <th>Pro.</th> <th>Adv.</th> </tr> </thead> <tbody> <tr> <td>Reading -10</td> <td>3</td> <td>7</td> <td>0</td> </tr> <tr> <td>Math – 9</td> <td>6</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>FORMATIVE DATA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLA (including Retell and Fluency) & DAPPA for Kindergarten <input type="checkbox"/> PLA for Grade 1 <input type="checkbox"/> Running Record- beginning of year and each marking period – grades 1 through 3; quarterly running records for any approaching/below grade level reader in grades 4 & 5 <input type="checkbox"/> DRA Bridge Pack (as needed) & SRI for grades 4 & 5 <input type="checkbox"/> Words Their Way Inventories – 1-5 <input type="checkbox"/> Houghton Mifflin – grades 1-5 <input type="checkbox"/> Formative Comprehension Assessments – 3,4 & 5 <p>ADDITIONAL DATA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PBIS data (recognition & discipline) <input type="checkbox"/> Interims, report cards <input type="checkbox"/> Data Binders <input type="checkbox"/> Attendance | Grade | 2008 AMO | EWE 08 | 2009 AMO | 2009 | 3 | 67.27 | 66.7 | 72.73 | 50.0 | 4 | 76.90 | 50 | 80.75 | 100 | 5 | 71.36 | 71.5 | 76.14 | 100 | | Basic | Pro. | Adv. | Reading -10 | 3 | 7 | 0 | Math – 9 | 6 | 3 | 0 |
| Gr | | Advanced | | | Proficient | | | Basic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 190 | 185 | 27 | 582 | 708 | 54 | 325 | 108 | 190 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 190 | 276 | 25 | 707 | 605 | 705 | 103 | 118 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 268 | 657 | 50 | 500 | 269 | 458 | 232 | 75 | 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AMO-09 | Sp Ed | Reg Ed | FaRMS | AMO-10 | 09 # of students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 72.73 | 50.0 | 81.0 | 37.5 | 78.18 | 2 sp.ed 8 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 80.75 | 100 | 95.5 | 93.3 | 84.60 | 8 sp.ed 15 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 76.14 | 100 | 95.8 | 90.0 | 80.91 | 6 sp.ed 10 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | 2008 AMO | EWE 08 | 2009 AMO | 2009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 67.27 | 66.7 | 72.73 | 50.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 76.90 | 50 | 80.75 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 71.36 | 71.5 | 76.14 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Basic | Pro. | Adv. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading -10 | 3 | 7 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math – 9 | 6 | 3 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

ELMER WOLFE 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 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>Math: The number of students performing below grade level expectations in Math will be zero: MSA-Basic level=0 Math Benchmarks- below 80%=0 Any Math Cluster posttest below 80%=0 All special education students will be proficient or advanced on MSA. All FaRMS students will be proficient or advanced on MSA. All students in advanced math classes (grades 1-5) will achieve 90% or higher on grade level benchmark assessments.</p> <p>The percentage of students performing at the advanced level on the MSA will be: Grade 3 34% → 50% Grade 4 54% → 68% Grade 5 20% → 65%</p> <p align="center">MSA Math Data 2009</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Gr</th> <th>07</th> <th>08</th> <th>09</th> <th>07</th> <th>08</th> <th>09</th> <th>07</th> <th>08</th> <th>09</th> </tr> <tr> <td>3</td> <td>299</td> <td>338</td> <td>340</td> <td>57.1</td> <td>53.8</td> <td>52.2</td> <td>130</td> <td>123</td> <td>138</td> </tr> <tr> <td>4</td> <td>41.4</td> <td>36.8</td> <td>54.0</td> <td>56.9</td> <td>52.6</td> <td>40.0</td> <td>1.7</td> <td>10.5</td> <td>6.0</td> </tr> <tr> <td>5</td> <td>20.7</td> <td>23.9</td> <td>20.0</td> <td>57.3</td> <td>62.7</td> <td>63.3</td> <td>22.0</td> <td>13.4</td> <td>16.7</td> </tr> <tr> <td></td> <td align="center" colspan="3">Advanced</td> <td align="center" colspan="3">Proficient</td> <td align="center" colspan="3">Basic</td> </tr> </table> | Gr | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 3 | 299 | 338 | 340 | 57.1 | 53.8 | 52.2 | 130 | 123 | 138 | 4 | 41.4 | 36.8 | 54.0 | 56.9 | 52.6 | 40.0 | 1.7 | 10.5 | 6.0 | 5 | 20.7 | 23.9 | 20.0 | 57.3 | 62.7 | 63.3 | 22.0 | 13.4 | 16.7 | | Advanced | | | Proficient | | | Basic | | | <p>4. Collaborate and continue to effectively utilize resource teachers, including ILA Specialist, GT, Special ED</p> <p>5. Increase consistent school to home communication for academic, social, emotional & behavioral progress</p> <p>1. Gather, analyze, share and use formal/informal data to make appropriate instructional decisions and monitor student progress</p> <p>2. Use data to identify students (GT, Special ED, FaRMS and at-risk) and to provide targeted support, i.e. flexible groups, double dose math instruction, intervention-based schedules, etc</p> <p>3. Use Targeted Poverty funding to provide interventions and support services for at-risk students – hire highly qualified hourly teacher to provide targeted interventions for identified students</p> <p>4. Increase knowledge of instructional strategies and tools based on students’ needs</p> <p>5. Implement PBIS/STAR</p> <p>6. Identified students will utilize Success Maker for 20 minutes per day; all classrooms (K-5) will use Mountain Math for spiral review</p> | <p>Administrators and Resource Team meet to access school-wide needs during or after data discussions</p> <p>Ongoing</p> <p>Monthly meetings – ½ day sessions, aligned with county assessment timeline</p> <p>RRT for GT students Special ED – ongoing IST/Kid Talk-weekly meetings</p> <p>3 ½ hours per day, 180 days</p> <p>Faculty meetings, county in-services</p> <p>Daily data collection – monthly meetings and monthly update to staff</p> <p>October - May</p> | <p>Resource Team</p> <p>All stake holders</p> <p>Administrators, Resource staff (Title II funding is necessary)</p> <p>GT, Resource, Sp. Ed., Leadership, Instr. Assistant, IST</p> <p>Administrators and Resource Teachers will serve as Coordinators of Intervention and Support Schedules</p> <p>Math Resource, GT Teacher, Special Educators</p> <p>School Counselor PBIS Coach STAR Committee PTO \$\$</p> <p>Administrators Math Resource Math Supervisor</p> | <p>SUMMATIVE DATA:</p> <p><i>Target: Sp. Ed. AMO-Math</i></p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Grade</th> <th>EWE 08</th> <th>2009 AMO</th> <th>EWE 09</th> </tr> <tr> <td>3</td> <td>100.0</td> <td>76.09</td> <td>50.0</td> </tr> <tr> <td>4</td> <td>33.3</td> <td>75.95</td> <td>75.0</td> </tr> <tr> <td>5</td> <td>57.1</td> <td>70.64</td> <td>16.7</td> </tr> <tr> <td>Total</td> <td>56.25</td> <td>Not Met</td> <td>50% Not Met</td> </tr> </table> <p><i>Target 2008: Ethnicity AMO-Math</i></p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Grade</th> <th>2009 AMO</th> <th>Afr.Am.</th> <th>Hispan</th> <th>2010 AMO</th> </tr> <tr> <td>3</td> <td>76.09</td> <td>N/A</td> <td>N/A</td> <td>80.87</td> </tr> <tr> <td>4</td> <td>75.95</td> <td>100</td> <td>0</td> <td>80.76</td> </tr> <tr> <td>5</td> <td>70.64</td> <td>50</td> <td>100</td> <td>76.51</td> </tr> <tr> <td>Total</td> <td></td> <td>66.67</td> <td>66.67</td> <td>69.07</td> </tr> </table> | Grade | EWE 08 | 2009 AMO | EWE 09 | 3 | 100.0 | 76.09 | 50.0 | 4 | 33.3 | 75.95 | 75.0 | 5 | 57.1 | 70.64 | 16.7 | Total | 56.25 | Not Met | 50% Not Met | Grade | 2009 AMO | Afr.Am. | Hispan | 2010 AMO | 3 | 76.09 | N/A | N/A | 80.87 | 4 | 75.95 | 100 | 0 | 80.76 | 5 | 70.64 | 50 | 100 | 76.51 | Total | | 66.67 | 66.67 | 69.07 |
|--|-----------------|----------|-------------|-------------------|------|------|--------------|------|------|----|---|-----|-----|-----|------|------|------|-----|-----|-----|---|------|------|------|------|------|------|-----|------|-----|---|------|------|------|------|------|------|------|------|------|--|-----------------|--|--|-------------------|--|--|--------------|--|--|--|---|---|--|-------|--------|----------|--------|---|-------|-------|------|---|------|-------|------|---|------|-------|------|--------------|-------|---------|-------------|-------|----------|---------|--------|----------|---|-------|-----|-----|-------|---|-------|-----|---|-------|---|-------|----|-----|-------|--------------|--|-------|-------|-------|
| Gr | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 299 | 338 | 340 | 57.1 | 53.8 | 52.2 | 130 | 123 | 138 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 41.4 | 36.8 | 54.0 | 56.9 | 52.6 | 40.0 | 1.7 | 10.5 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 20.7 | 23.9 | 20.0 | 57.3 | 62.7 | 63.3 | 22.0 | 13.4 | 16.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Advanced | | | Proficient | | | Basic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | EWE 08 | 2009 AMO | EWE 09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 100.0 | 76.09 | 50.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 33.3 | 75.95 | 75.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 57.1 | 70.64 | 16.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 56.25 | Not Met | 50% Not Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | 2009 AMO | Afr.Am. | Hispan | 2010 AMO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 76.09 | N/A | N/A | 80.87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 75.95 | 100 | 0 | 80.76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 70.64 | 50 | 100 | 76.51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | 66.67 | 66.67 | 69.07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

ELMER WOLFE 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------------|--------------------------|---|----------|---------------------|------------------|---|-------|----|------|------|-------|--------------------|---|-------|------|------|------|-------|---------------------|---|-------|------|------|------|-------|---------------------|---|--|--|--|----|--------|--------|--------|--------|---|----|----|----|----|---|----|----|----|----|---|----|----|----|----|---|----|----|----|----|---|----|----|----|----|---|----|----|----|----|
| <p align="center">Math AMO 2009 All subgroups will meet or exceed AMO.</p> <table border="1"> <thead> <tr> <th>Gr</th> <th>AMO 2009</th> <th>Sp Ed</th> <th>Reg Ed</th> <th>FaRMS</th> <th>AMO 2010</th> <th>09 # of students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>76.09</td> <td>50</td> <td>86.2</td> <td>62.5</td> <td>80.87</td> <td>2 sp.ed 8 FaRMS</td> </tr> <tr> <td>4</td> <td>75.95</td> <td>75.0</td> <td>94.0</td> <td>80.0</td> <td>80.76</td> <td>8 sp.ed 15 FaRMS</td> </tr> <tr> <td>5</td> <td>70.64</td> <td>16.7</td> <td>83.3</td> <td>60.0</td> <td>76.51</td> <td>6 sp.ed 10 FaRMS</td> </tr> </tbody> </table> <p>School Totals: All Students: 87.82% (AMO 74.23 – MET) 173/197 students FaRMS: 69.70% (AMO 74.23 – NOT MET) 23/33 students Sp. Ed: 50.00% (AMO 74.23 – NOT MET) 8/16 students</p> | Gr | AMO 2009 | Sp Ed | Reg Ed | FaRMS | AMO 2010 | 09 # of students | 3 | 76.09 | 50 | 86.2 | 62.5 | 80.87 | 2 sp.ed 8 FaRMS | 4 | 75.95 | 75.0 | 94.0 | 80.0 | 80.76 | 8 sp.ed 15 FaRMS | 5 | 70.64 | 16.7 | 83.3 | 60.0 | 76.51 | 6 sp.ed 10 FaRMS | <p>Professional Development</p> <ol style="list-style-type: none"> 1. Apply knowledge of data-driven decisions through monthly meetings focused on data discussions 2. Apply knowledge of how the IST/Kid Talk process can be used more effectively to ID students, including GT, at-risk and Special ED – IST members will be included in grade level discussions 3. Develop and apply a clear process and resources for IST; clarify connections between data discussions, Kid Talk (progress monitoring) & IST 4. Collaborate and continue to effectively utilize resource teachers, including Math Resource, GT, Special ED 5. Increase consistent school to home communication for academic, social, emotional and behavioral progress | <p>Monthly meetings</p> <p>Quarterly meetings</p> <p>Monthly meeting with Resource Team</p> <p>Weekly team meetings on Tuesdays</p> <p>Administrators and Resource Team meet to access school-wide needs during or after Data Discussions</p> <p>Ongoing</p> | <p>Administrators, Math Resource</p> <p>Administrators, Staff Development facilitator, IS Team, GT & Sp. Ed.</p> <p>IST Team, Team Leaders, Grade Level Teams</p> <p>Administrators and Resource Team</p> <p>All stake holders</p> | <p>FORMATIVE DATA:</p> <p><input type="checkbox"/> January and May Math Benchmark assessments-100% of students will achieve 80% or higher on math benchmark assessments.</p> <table border="1"> <thead> <tr> <th>Gr</th> <th>Jan 08</th> <th>Jan 09</th> <th>May 08</th> <th>May 09</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>92</td> <td>92</td> <td>93</td> <td>93</td> </tr> <tr> <td>1</td> <td>80</td> <td>99</td> <td>76</td> <td>99</td> </tr> <tr> <td>2</td> <td>80</td> <td>73</td> <td>73</td> <td>93</td> </tr> <tr> <td>3</td> <td>74</td> <td>90</td> <td>64</td> <td>91</td> </tr> <tr> <td>4</td> <td>59</td> <td>74</td> <td>45</td> <td>69</td> </tr> <tr> <td>5</td> <td>72</td> <td>69</td> <td>66</td> <td>68</td> </tr> </tbody> </table> | Gr | Jan 08 | Jan 09 | May 08 | May 09 | K | 92 | 92 | 93 | 93 | 1 | 80 | 99 | 76 | 99 | 2 | 80 | 73 | 73 | 93 | 3 | 74 | 90 | 64 | 91 | 4 | 59 | 74 | 45 | 69 | 5 | 72 | 69 | 66 | 68 |
| Gr | AMO 2009 | Sp Ed | Reg Ed | FaRMS | AMO 2010 | 09 # of students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 76.09 | 50 | 86.2 | 62.5 | 80.87 | 2 sp.ed 8 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 75.95 | 75.0 | 94.0 | 80.0 | 80.76 | 8 sp.ed 15 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 70.64 | 16.7 | 83.3 | 60.0 | 76.51 | 6 sp.ed 10 FaRMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gr | Jan 08 | Jan 09 | May 08 | May 09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 92 | 92 | 93 | 93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 80 | 99 | 76 | 99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 80 | 73 | 73 | 93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 74 | 90 | 64 | 91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 59 | 74 | 45 | 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 72 | 69 | 66 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
ELMER WOLFE 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 1.2: 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. |
| 2006-2007 EWE attendance rate=95.9% 2007-2008 EWE attendance rate= 96.2% 2008-2009 EWE attendance rate = 95.3% | <p>Recognize perfect attendance by distributing certificates</p> <p>Teachers will contact families of students absent for 3 or more days and report information to nurse/office</p> <p>Identify students not meeting attendance requirements at weekly team meetings with PPW</p> <p>Develop action plans for students who are chronically absent or tardy and send letters to families regarding absenteeism or tardiness</p> <p>Schedule meetings for those families with chronic attendance concerns and develop an attendance contract</p> | <p>Quarterly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>August</p> | <p>Administrators</p> <p>Classroom Teachers</p> <p>Pupil Personnel Worker</p> <p>Student Support Team</p> <p>Pupil Personnel Worker</p> | <p>SUMMATIVE DATA: 2009 MSDE Attendance Data</p> <p>FORMATIVE DATA:</p> <p>School attendance data reported in SASI</p> |

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
ELMER WOLFE ELEMENTARY SCHOOL**

| | | | | |
|---|---|---|--|--|
| OBJECTIVE 3: All students will be taught by highly qualified teachers. (ESEA Goal 3) | | | | |
| INDICATOR 3.2: Increase on an annual basis the percentage of teachers receiving high-quality professional development. | | | | |
| 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 achievement and the effectiveness of strategic actions. |
| The MD Professional Development Standards are used to plan all in-services at EWE. | <p>Feedback forms based on the Professional Development Standards will be used to evaluate all in-services and staff development opportunities.</p> <p>Information from feedback forms will be used to plan future in-services that meet the needs of teachers.</p> <p>Professional development will be based on a needs assessment.</p> <p>Use of county resource personnel to assist with meeting professional development needs.</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Following monthly data discussions, meet with Resource Team to determine what PD is needed</p> | <p>Administrators Leadership Team</p> <p>Administrators Leadership Team Resource Team</p> <p>Resource Team Leadership Team Administrators Dept. of Staff Development</p> | Formative Data: Professional Development feedback forms |

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
ELMER WOLFE ELEMENTARY SCHOOL**

OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.

INDICATOR 6.1: Participation in adult volunteer programs will increase on an annual basis in each school.

| 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 achievement and the effectiveness of strategic actions. |
|---|--|--|---|--|
| <p>Volunteer Hours: 2006-2007= 4,627 2007-2008= 5,425 2008-2009 = 4130</p> <p>Number of Volunteers Trained: 2006-2007=701 2007-2008=653 2008-2009 = 304</p> | <p>Designate a staff member to serve as Volunteer Coordinator</p> <p>Offer Volunteer Trainings at all Meet the Teacher Nights, Kindergarten Orientation and Back to School Night</p> <p>Develop a Master Schedule of all field trips and schedule Volunteer Trainings at least two weeks in advance of field trips</p> <p>Frequent reminders in weekly newsletters</p> | <p>August, 2009</p> <p>August 20 & 24</p> <p>October 2009</p> <p>Ongoing</p> | <p>Administrators</p> <p>Volunteer Coordinator</p> <p>Volunteer Coordinator</p> <p>Administrators</p> | <p>SUMMATIVE DATA: 2009-2010 School Data on Volunteer Participation</p> <p>FORMATIVE DATA:</p> |

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
ELMER WOLFE ELEMENTARY SCHOOL**

| | | | | |
|---|--|-------------------|---|--|
| OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community. | | | | |
| INDICATOR 6.2: Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis. | | | | |
| 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 achievement and the effectiveness of strategic actions. |
| <p>The following business sponsored or Parent Information Folders:</p> <p>Lisa Trout, Long & Foster Realtor Tiny Oaks Learning Center Stambaugh's Rental and Supply Store Hartzler Funeral Home Cooney's Heating and Air Conditioning Lehigh Heidelberg Cement Group Union Bridge Family Denistry Welding Contractors, LLC Carroll Twist & Shout Barbara Stickle, Allstate Insurance Company A + B Myers & Sons Service Pros</p> <p>In addition, the following organizations support student activities:</p> <p>Union Bridge Alumni Association Jean Stong Foundation Elmer Wolfe PTO New Windsor State Bank</p> | <p>Work with schools in the FSK Region to develop regional partnerships</p> <p>Invite members from business partnerships to school events, especially Biz Town</p> <p>Utilize organizations such as the Dr. Jean Stong Foundation, the Northwest Region Foundation and the Carroll County Education Foundation to support student learning at Elmer Wolfe Elementary</p> | | <p>Administrators PTO Officers</p> | <p><u>SUMMATIVE DATA:</u> 2009-2010 School Data on Business and Community Partners</p> <p><u>FORMATIVE DATA:</u></p> |

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
ELMER WOLFE ELEMENTARY SCHOOL**

| | | | | |
|---|--|--|--|--|
| OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community. | | | | |
| INDICATOR 6.3: Parent participation in teacher-parent conferences will increase on an annual basis at all grade levels. | | | | |
| 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 achievement and the effectiveness of strategic actions. |
| <p>Adult involvement in School Events & Meetings:</p> <p>Meet the Teacher Night: August 21, 2008 219</p> <p>Kindergarten Orientation: August 25, 2008 63/69</p> <p>Back to School Nights: September 9th & 10th 224</p> <p>Parent Teacher Conferences: 2006-2007 201 2007-2008 262</p> <p style="color: red;">This data will be sent following our Back to School Nights on August 20th & August 24th, as well as our Kindergarten Orientation.</p> | <p>Kindergarten Readiness Night for parents of incoming kindergarten students</p> <p>Kindergarten Camp – weeklong camp for incoming kindergarten students; provide bus transportation and child care to increase the number of families able to participate</p> <p>Include parent learning sessions during Kindergarten Camp</p> | <p>May, 2010</p> <p>June, 2010</p> <p>June, 2010</p> | <p>Kindergarten Team Administrators Resource Team</p> <p>Kindergarten Team PAT teacher</p> | <p>SUMMATIVE DATA: 2008-2009 School Data on Teacher-Parent Conferences</p> <p>FORMATIVE DATA:</p> |