

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

FRIENDSHIP VALLEY 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 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.
<p>Grade 3 In the aggregate and for each subgroup a minimum of 95% will meet or exceed the AMO of 78.18. Targeted subgroups will include Special Education, African Americans, and students reading below grade level.</p> <p>Grade 4 In the aggregate and for each subgroup a minimum of 97% will meet or exceed the AMO of 84.60. Targeted subgroups will include Special Education, African Americans, and students reading below grade level.</p> <p>Grade 5 In the aggregate and for each subgroup a minimum of 98% will meet or exceed the AMO of 80.91. Targeted subgroups will include Special Education, Asian/Pacific Islander, Hispanic, and students reading below grade level.</p>	<p>Instructional Initiatives/Learning</p> <ul style="list-style-type: none"> • Administer common formative assessments • Use flexible grouping • Use Tested Objectives/Revised ILA curriculum to provide aligned instruction • Co-teach (classroom teachers with Special Education and Resource teachers) to address the needs of identified students <p>Organizational Initiatives</p> <ul style="list-style-type: none"> • Use after-dismissal time (2:25-2:50 p.m.) for collaboration (classroom teachers with Special Education and Resource teachers) to co-plan instruction for targeted students • Hire certified staff funded by FY10 Targeted Poverty funds to support the achievement of targeted students • Secure Title II grant for substitutes and/or stipends for staff to attend professional development meetings 	<p>September - May</p> <p>September - May</p> <p>September - May</p> <p>October - May</p> <p>October - May (weekly rotating schedule)</p> <p>September</p> <p>September</p>	<p>Reading Specialist</p> <p>Reading Specialist</p> <p>Reading Specialist</p> <p>Special Education Team</p> <p>Special Education Team</p> <p>Principal</p> <p>Reading Specialist</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Primary Literacy Assessment (PLA) Houghton Mifflin Phonics & Decoding Screening Words Their Way Spelling Inventory Fluency Rating Scale Scholastic Reading Inventory Formative Comprehension Assessments (FCA) DRA Bridgepack PLA Running Records</p>

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