

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009-2010

HAMPSTEAD ELEMENTARY SCHOOL

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	<p>Third Grade:</p> <ul style="list-style-type: none"> -Use Mountain Math as systematic spiral review -Continue and refine use of “Problem Solving Folders” to increase family communication about problem solving with a focus on algebra, geometry, and measurement. -Fine Arts instruction will develop and include connections with geometry and measurement as appropriate. -Professional Development to develop and use best practices in the areas of algebra. <p>Fourth Grade:</p> <ul style="list-style-type: none"> - Use Mountain Math as systematic spiral review -Fine Arts instruction will develop and include connections with geometry and measurement as appropriate -Professional Development to develop and use best practices in the areas of algebra, geometry, and measurement -Develop and use engaging independent math activities <p>Fifth Grade:</p> <ul style="list-style-type: none"> - Use Mountain Math as systematic spiral review -Fine Arts instruction will develop and include connections with geometry and measurement as appropriate -Professional Development to develop and use best practices in the areas of geometry and process standards. 	<p>Sept.</p> <p>Oct.</p> <p>Dec.</p> <p>Oct.</p> <p>Sept.</p> <p>Dec.</p> <p>Oct.</p> <p>Oct.</p> <p>Sept.</p> <p>Dec.</p> <p>Oct.</p>	<p>Carolyn Erwin</p> <p>Laura Hunovice</p> <p>Carolyn Erwin</p> <p>Barb Hammond</p> <p>Laura Hunovice</p> <p>Meg Cheyne</p> <p>Barb Hammond</p> <p>Laura Hunovice</p> <p>Laura Hunovice</p> <p>Regina Michel</p> <p>Barb Hammond</p> <p>Laura Hunovice</p>	

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OBJECTIVE 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
INDICATOR 4.1: No school will be identified as a persistently dangerous school.				
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<p>The number of office/support room referrals will decrease by 10%.</p> <p>The ratio of positive reinforcement “STARS” to office referrals, will be a 5 to 1 ratio or greater.</p> <p>We will improve cafeteria behavior as evidenced by 10% less office referrals.</p>	<p><u>INSTRUCTION</u></p> <ul style="list-style-type: none"> ✓ Implement a research-based, school-wide behavior program which would offer consistent consequences for inappropriate behaviors and positive reinforcement for appropriate behaviors <p><u>PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> ✓ School-wide Assembly on PBIS ✓ Provide differentiated instruction to staff on classroom management and strategies for various behaviors <p><u>ORGANIZATION</u></p> <ul style="list-style-type: none"> ✓ Recess before lunch to improve cafeteria behavior. ✓ Utilize cup system and class points to promote good behavior in the cafeteria. ✓ Continue a support system for teachers of the “red-zone” target group ✓ Increase community support by initiating community partnerships 	<p>August-June</p> <p>August</p> <p>August-June</p> <p>August-June</p>	<p>Asst. Principal /ILT/PBIS Team</p> <p>School Counselor</p> <p>School Counselor/ Behavior Specialist</p>	<p><u>SUMMATIVE DATA: 2009 Maryland School Assessment Data</u></p> <ul style="list-style-type: none"> • Percentage of 2009-10 suspension and expulsion data by specified offense • Data on number of office and support room referrals <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Monthly reports on the number of office and support room referrals • Periodic staff and student surveys • School-based data on the number of students receiving positive reinforcement <p><u>DATA REVIEWED AT</u></p> <ul style="list-style-type: none"> • Pacing Meetings • Team Meetings • IST • Kidtalking