

# SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

## Linton Springs Elementary School

<b>OBJECTIVE 1:</b> 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)				
<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 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.)				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE:</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p><b>Reading:</b>  <b>Kindergarten-</b> The PLA data and Running Records will show that 100% of all Kindergarten students are entering First Grade instructionally (90%-94%) at a "C" Level.  <b>Grade 1-</b> 100% of students will meet or exceed grade level expectations in Reading based on Carroll County Instructional levels. All students in grade 1 will show at least one year's growth in Reading.  <b>Grade 2-</b> 100% of students will meet or exceed grade level expectations in Reading based on Carroll County Instructional levels. All students in grade 2 will show at least one year's growth in Reading.  <b>Grade 3-</b> 100% of students will achieve proficiency with a minimum of 35% at advanced in Reading on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 78.18 or higher. All students in grade 3 will show at least one year's growth in Reading.  <b>Grade 4-</b> 100% of students will achieve proficiency with a minimum of 45% advanced in Reading on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 84.60 or higher. All students in grade 4 will show at least one year's growth in Reading.  <b>Grade 5-</b> 100% of students will achieve proficiency with a minimum of 70% at advanced in Reading on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 80.91 or higher. All students in grade 5 will show at least one year's growth in Reading.</p>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Continue differentiated staff development for <i>Words Their Way</i> based on teachers' knowledge</li> <li>• Continue Using explicit teaching of the CCPS/ VSC curriculum to increase teachers' knowledge of the Power Standards</li> <li>• Staff development on recognizing observable reading behaviors to identify reading levels</li> <li>• Collaborative planning, co-teaching and peer reflection with a focus on differentiated/integrated instruction</li> <li>• As a component of Education That is Multicultural (ETM), information session(s)/activities will be provided focusing on developing cultural competencies</li> </ul> <p><b>Instruction and Learning</b></p> <ul style="list-style-type: none"> <li>• Increasing students' knowledge of spelling feature and word study using <i>Words Their Way</i></li> <li>• Explicit instruction of Power Standards</li> <li>• Differentiated/integrated instruction to meet the needs of all students</li> <li>• Staff will provide artifacts showing ETM practices being used in their classrooms</li> <li>• ~Parent Academy to promote understanding of Words Their Way</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Identifying and providing appropriate intervention for special education and other at-risk students (Century Mentoring, Foundations Tier 1 and Tier 2 for first and second grade, MSA Instructional Support Groups)</li> <li>• Utilize support staff to supplement instruction for at-risk students</li> </ul>	<p>Sept./Oct.</p> <p>Sept., Nov., Feb.</p> <p>Oct., Jan., March, May</p> <p>August/Sept.</p> <p>Sept., Nov., Jan., Apr., June.</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Oct., Jan., Apr., June</p> <p>Sept./Oct.</p> <p>By October 1</p> <p>Daily</p>	<p>Terry Fischer -ILA Specialist</p> <p>Terry Fischer – ILA Specialist Administration/ Classroom Teachers</p> <p>Terry Fischer – ILA Specialist</p> <p>Elaine Bowen, Sharon Inge – ETM reps.</p> <p>Classroom Teachers</p> <p>Classroom Teachers Classroom Teachers</p> <p>ETM reps</p> <p>Jen Sankovich/Terry Fischer</p> <p>Administration, Terry Fischer</p> <p>Administration</p>	<p><b>SUMMATIVE DATA:</b> 2010 Maryland School Assessment Data</p> <p><b>FORMATIVE DATA:</b>            Primary Literacy Assessment (PLA)            Reading Responses/BCR's            SRI            Formative Reading Assessments            Kid-talking Log            Houghton Mifflin Phonics/Decoding  <i>Words Their Way</i> Spelling Inventory            Team Level Student Progress Meetings</p>

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<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE:</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p><b>Mathematics:</b></p> <p><b>Kindergarten-</b> 100% of students will achieve at least an 80% on the January and May Benchmarks.</p> <p><b>Grade 1-</b> 100% of students will achieve at least an 80% on the January and May Benchmarks.</p> <p><b>Grade 2-</b> 100% of students will achieve at least an 80% on the January and May Benchmarks.</p> <p><b>Grade 3-</b> 100% of students will achieve proficiency with a minimum of 55% at advanced in Math on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 80.87 or higher. All students in grade 3 will show at least one year's growth in Math.</p> <p><b>Grade 4-</b> 100% of students will achieve proficiency with a minimum of 63% at advanced in Math on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 80.76 or higher. All students in grade 3 will show at least one year's growth in Math.</p> <p><b>Grade 5-</b> 100% of students will achieve proficiency with a minimum of 35% at advanced in Math on the Maryland School Assessment (MSA). Subgroups including African American, Hispanic, special education and economically disadvantaged will attain the Annual Measurable Outcome (AMO) 76.51 or higher. All students in grade 3 will show at least one year's growth in Math.</p>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop teacher's capacity of implementing an effective/efficient two-group model</li> <li>• Collaborative planning, co-teaching and peer reflection with a focus on authentic integration of math and science</li> <li>• As a component of Education That is Multicultural (ETM), information session(s)/activities will be provided focusing on developing cultural competencies</li> </ul> <p><b>Instruction and Learning</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction using the two-group model</li> <li>• Use walk-through visit data to promote instructional reflection and change</li> <li>•Authentic application of mathematics skills integrated into science instruction</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• After-school math club for at-risk students (Carroll Foundation grant)</li> <li>• Utilize support staff to reinforce math instruction for at-risk second graders</li> <li>• Identifying and providing appropriate intervention for special education and other at-risk students</li> </ul>	<p>September/ October</p> <p>Oct., Jan., Mar., May</p> <p>Sept., Nov., Jan., Apr., June.</p> <p>Daily Weekly</p> <p>Daily</p> <p>October-January</p> <p>Daily</p> <p>Daily</p>	<p>Laura Hunovice - Math Resource</p> <p>Administration</p> <p>ETM representatives</p> <p>Classroom Teachers Administration/</p> <p>Classroom teachers</p> <p>Judy Southworth</p> <p>Administration</p> <p>Laura Hunovice/Amanda Norman/ Diane LeQuire</p>	<p><b>SUMMATIVE DATA: 2010 MARYLAND SCHOOL ASSESSMENT DATA</b></p> <p><b>FORMATIVE DATA:</b></p> <p>Pacing Conferences</p> <p>Post-tests</p> <p>January and May Benchmarks</p> <p>Fact Tests</p> <p>Team Level Student Progress Meetings</p>

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<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 site-based, job-embedded 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>All students will demonstrate appropriate behaviors for the school environment by following the Star Standards</p> <ol style="list-style-type: none"> <li>1. I am a good listener.</li> <li>2. I am safe.</li> <li>3. I am respectful.</li> <li>4. I am responsible.</li> <li>5. I am considerate.</li> </ol>	<p>Continue Star Standards program school-wide.</p> <ul style="list-style-type: none"> <li>• Staff will review process and procedures of the Star Standards</li> <li>• School council will monitor and report progress of stars board</li> <li>• Monthly school-wide activities will be held to acknowledge overall school-wide achievement in the implementation in the Star Standards program</li> <li>• End of year celebration based on percent of months the goal was met</li> </ul>	<p>Daily</p> <p>August</p> <p>Weekly</p> <p>Monthly</p> <p>May/June</p>	<p>Linton's Leadership Team (LLT)</p> <p>Linton's Leadership Team</p> <p>Judy Southworth - School Council</p> <p>LLT/Judy Southworth</p> <p>Administration</p>	<p><b><u>SUMMATIVE DATA:</u> 2009-2010</b></p> <p><b>Percentage of Suspensions and Expulsions by Specific Offense.</b></p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Number of stars at the end quarter (classrooms and areas)</p> <p>Number of support room referrals</p>