

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010 Mechanicville Elementary

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 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.

READING

The number of students reading below grade level expectations will be zero according to all reading data sources.
The percentage of students performing at the advanced level on the MSA will increase by having **5 percent** more students move from the proficient level to the advanced level.
All special education students and African American students will be proficient or advanced on MSA.

MSA Reading Data

Advanced Proficient Basic

| Grade | 07 | | | 08 | | | 09 | | |
|-------|-----|-----|-----|-----|-----|-----|----|----|----|
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| 3 | 295 | 317 | 231 | 652 | 635 | 71 | 54 | 48 | 57 |
| 4 | 427 | 362 | 349 | 573 | 603 | 621 | 00 | 34 | 29 |
| 5 | 419 | 755 | 695 | 487 | 226 | 252 | 94 | 19 | 52 |

All subgroups will meet or exceed AMO.

Reading AMO 2009

| gr | AMO-09 | Sp Ed | Reg Ed | AMO-10 |
|----|--------|-------|--------|--------|
| 3 | 72.73 | 87.5 | 94.2 | 78.18 |
| 4 | 80.75 | 85.7 | 97.1 | 84.60 |
| 5 | 76.14 | 85.7 | 94.8 | 80.91 |

Professional development will be provided to assist teachers in using multiple sources of data effectively. (planning, further assessment, instruction, intervention)

Students will be provided with rigorous expectations, environment, and content on a daily basis. Professional development will be provided to assist teachers with implementation. (PD Plan)

SMART goals will be developed at the team level based on data to inform instruction. Goals will be monitored and revised at least three times during the year.

Kid Talk meetings will be held weekly to monitor progress of SMART goals and student progress on assessments.

All students who are not meeting state and county standards will be Kid Talked and intervention will be provided.

Achievement meetings will be held three times during the year to analyze data to identify needs and plan for intervention. Teams will meet prior to and after achievement meetings to review data and revise intervention plans.

SIT meetings will be focused on data three times per year to analyze data in order to identify needs and plan for intervention.

CST (Collaborative Support Team) will support teams in identifying best practices and appropriate interventions.

The CCPS writing rubric will be used by all teachers.

Data binders will be sent home monthly.

TBD

Ongoing

Oct., Jan., and March

Weekly

Ongoing

Oct., Jan., and March

Nov., Feb., and April

Bi-Monthly

Ongoing

Monthly

Reading and Math Specialists

Classroom Teachers, Resource/Specialists, and Admin. Team Leaders

Team Leaders

Classroom Teachers

Administrators

Administrators/SIT

CST Co-Chairs

Classroom Teachers
Classroom Teachers

SUMMATIVE DATA: 2010 Maryland School Assessment Data

Target 2008: Sp. Ed. AMO-Reading

| Grade | 2009 AMO | MES | 2010 AMO |
|-------|----------|------|----------|
| 3 | 72.73 | 87.5 | 78.18 |
| 4 | 80.75 | 85.7 | 84.60 |
| 5 | 76.14 | 85.7 | 80.91 |

Target 2008: Ethnicity AMO-Reading

| Grade | 2009 AMO | Afr. Amer | Hispan | 2010 AMO |
|-------|----------|-----------|--------|----------|
| 3 | 72.73 | 100 | NA | 78.18 |
| 4 | 80.75 | 75 | 100 | 84.60 |
| 5 | 76.14 | 100 | 100 | 80.91 |

FORMATIVE DATA:

- Running Record each marking period (K-3)
 - o 100% of students will read at grade level expectations or higher
- Reading and Writing Benchmarks
- PLA (K-3)
 - o 100% of students will read at grade level expectations or higher
- FQA (3-5)
 - o 100% of students will read at grade level expectations or higher
- SRI Grades 4-5
 - o 100% of students will read at grade level expectations or higher

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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 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.

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 and African American students will be proficient or advanced on MSA.

The percentage of students performing at the advanced level on the MSA will increase by having **5 percent** more students move from the proficient level to the advanced level.

Advanced students (Group 1 out of 5) will score at least 90% on all cluster posttests.

MSA Math Data
Advanced Proficient Basic

| Grade | 06 | 07 | 08 | 09 | 06 | 07 | 08 | 09 | 06 | 07 | 08 | 09 |
|-------|-----|-----|----|-----|-----|-----|----|-----|-----|----|----|----|
| 3 | 354 | 295 | 38 | 405 | 626 | 679 | 57 | 565 | 20 | 27 | 6 | 14 |
| 4 | 364 | 456 | 61 | 553 | 603 | 544 | 36 | 427 | 33 | 0 | 3 | 19 |
| 5 | 164 | 222 | 35 | 382 | 707 | 701 | 59 | 573 | 129 | 77 | 6 | 43 |

Math AMO 2009
All subgroups will meet or exceed AMO.

| Gr | AMO-09 | Sp Ed | Reg Ed | AMO-10 |
|----|--------|-------|--------|--------|
| 3 | 76.09 | 87.5 | 98.6 | 80.87 |
| 4 | 75.95 | 85.7 | 98.1 | 80.76 |
| 5 | 70.64 | 57.1 | 95.7 | 76.51 |

Achievement meetings will be held three times during the year to analyze data to identify needs and plan for intervention. Teams will meet prior to and after achievement meetings to review data and revise intervention plans.

SIT meetings will be focused on data three times per year to analyze data in order to identify needs and plan for intervention.

CST (Collaborative Support Team) will support teams in identifying best practices and appropriate interventions.

SMART goals will be developed at the team level based on data to inform instruction. Goals will be monitored and revised at least three times during the year.

Kid Talk meetings will be held weekly to monitor progress of SMART goals and student progress on assessments.

All students who are not meeting state and county standards will be Kid Talked and intervention will be provided.

Students will be provided with rigorous expectations, environment, and content on a daily basis. Professional development will be provided to assist teachers with implementation. (PD Plan)

Data binders will be sent home monthly.

A school database will be created to track student data on cluster assessments and data will be analyzed and used to make instructional decisions.

Teachers will meet to collaboratively grade math cluster assessments as needed.

Oct., Jan., and March

Nov., Feb., and April

Bi-Monthly

Oct., Jan., and March

Weekly

On-going

Ongoing

Monthly

Monthly

As needed

Administrators

Administrators/SIT

CST Co-Chairs

Team Leaders

Team Leaders

Classroom Teachers

Classroom Teachers, Resource/Specialists, and Admin.

Classroom Teachers

Classroom Teachers/Math Resource Teacher

Classroom Teachers

SUMMATIVE DATA:

Target: Sp. Ed. AMO-Math

| Grade | AMO-09 | MES | AMO-10 |
|-------|--------|------|--------|
| 3 | 76.09 | 87.5 | 80.87 |
| 4 | 75.95 | 85.7 | 80.76 |
| 5 | 70.64 | 57.1 | 76.51 |

Target 2008: Ethnicity AMO-Reading

| Grade | AMO-09 | Afr.Am. | Hispan | AMO-10 |
|-------|--------|---------|--------|--------|
| 3 | 76.09 | 100 | NA | 80.87 |
| 4 | 75.95 | 75 | 100 | 80.76 |
| 5 | 70.64 | 100 | 100 | 76.51 |

FORMATIVE DATA:

- January and May Math Benchmark assessments- 100% of students will achieve 80% or higher on math benchmark assessments.

| Gr | Jan08 | Jan09 | May08 | May09 |
|----|-------|-------|-------|-------|
| K | 91 | 93 | 93 | 94 |
| 1 | 99 | 95 | 96 | 98 |
| 2 | 99 | 94 | 99 | 100 |
| 3 | 99 | 94 | 94 | 93 |
| 4 | 84 | 89 | 70 | 85 |
| 5 | 79 | 85 | 81 | 71 |

- Pre and Post cluster assessments
- Teacher-made assessment

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| | | | | |
|---|--|-------------------|----------------------------------|--|
| OBJECTIVE 2: By 2013-2014, all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 2) | | | | |
| INDICATOR 2.1: Each school will make adequate yearly progress in the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the 2009-2010 school year. | | | | |
| 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. |
| There are 2 students currently enrolled in Mechanicsville Elementary School who receive ESOL services through ESOL department. | Teachers will receive training from ESOL department on best practices and instructional strategies for working with students classified under ESOL. | On-going | ESOL | <u>SUMMATIVE DATA:</u> 2009-2010 Proficiency Test. <u>FORMATIVE DATA:</u> Classroom performance Performance on County Assessments |

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2009 – 2010 Mechanicville Elementary**

| | | | | |
|---|--|--|----------------------------------|---|
| 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 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 achievement and the effectiveness of strategic actions. |
| The MD Professional Development Standards are used to plan all in-services at MES. | <p>Professional development timeline and plan will be created and revised as needed.</p> <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>On-going throughout the year</p> <p>(See PD plan)</p> | Administrators and SIT team | <p>SUMMATIVE DATA: 2009-2010 School Improvement Plans and CISD Department Data.</p> <p>FORMATIVE DATA: PD feedback forms Surveys Questionnaires</p> |

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

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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.

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 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.

MES Discipline Data Analysis indicates:

| Offense | 06-07 | 07-08 | 08-09 |
|--------------------------|-------|-------|-------|
| Disrespect | 128 | 84 | 141 |
| Refusal to obey policies | 26 | 69 | 61 |
| Physical attack Student | 13 | 17 | 19 |
| Bus Referral | 30 | 40 | 23 |

MES Suspension Data Analysis indicates:

| | 06-07 | 07-08 | 08-09 |
|--------------------|-------|-------|-------|
| students-suspended | 6 | 6 | 8 |
| suspensions | 8 | 9 | 18* |
| days suspended | 12 | 9 | 29.5* |

* 1 student suspended 5 times; 2 students suspended 3 times; 2 students suspended 2 times

| | 06-07 | 07-08 | 08-09 |
|-------------------------|-------|-------|-------|
| Physical Threat | 0 | 0 | 4 |
| Insubordination | 4 | 1 | 1 |
| Medication | 0 | 0 | 1 |
| Physical Attack Staff | 0 | 4 | 1 |
| Physical Attack Student | 1 | 1 | 7 |
| Weapons | 2 | 0 | 2 |
| Class Disruption | 0 | 3 | 2 |

Student Support Team will analyze data and develop an action plan focused on Respect and Refusal to Obey School Policies.

Student Support Team will work with parents of identified students to create behavior modification plans in order to correct behaviors resulting in referrals and suspensions.

Grade level teams to implement strategies on reinforcing positive behavior.

School-wide system for reinforcing positive behavior (Magnificent Mustang and TQ Mustang Tickets).

Bi-weekly

On-going

On-going

On-going

Guidance Counselor

Guidance Counselor

Team Leaders/
Classroom Teachers

Administration/
School Staff

SUMMATIVE DATA: 2009-2010 Number of Suspensions and Expulsions by Specific Offense.

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| | | | | |
|--|--|-------------------|----------------------------------|--|
| 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 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 achievement and the effectiveness of strategic actions. |
| Volunteer Hours: 2005-2006= 7,030 hours 28 minutes 2006-2007= 4,627 2007-2008= 2,252 2008-2009= 4,003 Number of Volunteers Trained: 2005-2006=584 2006-2007=701 2007-2008=653 2008-2009=570 | Volunteer training will be held 2 times per month. A parent MVP room will be maintained or volunteers. | Ongoing | Volunteer Coordinator | Increase in the number of attendees. |

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| | | | | |
|--|--|-------------------|----------------------------------|--|
| 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 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 achievement and the effectiveness of strategic actions. |
| Northrup-Grumman Science Program-Grade 5 T.Rowe Price Grant Junior Achievement Exchange City-Wal-Mart Chesapeake Bay Foundation Green School | Grants will be applied for through the Chesapeake Bay Foundation, Wal-Mart, and T Rowe Price. Northrup-Grumman will provide lesson support during Science units. Green School Status will be maintained and reapplied for every 3 years. | Ongoing | Teachers and Administration | Increase in activities participated in by community organizations. |

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2009 – 2010 Mechanicville Elementary

| | | | | |
|--|--|--|--|--|
| 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 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 achievement and the effectiveness of strategic actions. |
| <p>Adult involvement in School Events & Meetings: 2005-2006=670 number of conferences 2006-2007=585 Nov. and April 2007-2008=670 Nov. and April 2008-2009=620 Nov. and April</p> <p>Meet the Teacher Night: 2005-2006= 550 number of participants 2006-2007=569 number of participants 2007-2008= 570 number of participants 2008-2009=565 number of participants Approximately 100% of parents and students attend Meet the Teacher Nights</p> | <p>Students will be invited to attend meet the teacher events in August.</p> <p>Parents will be invited to attend expectations nights in August.</p> <p>Parents will be invited to attend 3 meetings per year.</p> <p>New student orientation will be held to introduce new families to Mechanicville.</p> <p>Parents will be invited via newsletter, marquee, teacher letters, etc.</p> | <p>August</p> <p>August</p> <p>October November, February</p> <p>August</p> <p>Ongoing</p> | <p>Administration</p> <p>Staff</p> <p>Guidance Counselor</p> <p>Administration</p> | <p>Increase in the number of attendees.</p> |

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| | | | | |
|--|--|---|----------------------------------|--|
| OBJECTIVE 7: System-wide and school-based improvement initiatives will be aligned and monitored annually. | | | | |
| INDICATOR 7.2: Measurement and assessment data will be highly visible throughout the school system and will be communicated effectively to the Board of Education, parents, the community, and staff. | | | | |
| 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 achievement and the effectiveness of strategic actions. |
| Data will be highly visible throughout the school. | Data will be provided to parents and displayed in the school. Data binders will be sent home school wide monthly to inform parents of student progress. | August, November, February, May/June | Staff | <u>SUMMATIVE DATA:</u> 2009-2010 School and County Measurement and Assessment Data, and Communicated Artifacts. |