

**STRATEGIC ACTION PLAN TO ACHIEVE CCPS GOALS AND INDICATORS
2009-2010
Mt. Airy Elementary School**

Objective/Goal I: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
INDICATOR 1.1: Mt. Airy Elementary (MAE) will make adequate yearly progress (AYP) in students' achievement at or above the proficient level in reading/language arts and mathematics on the 2010 Maryland School Assessments.					
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(S) RESPONSIBLE :	EVALUATION: Specify data that you will use to measure achievement and the effectiveness of strategic actions	
<p>Grade 3: 100% of students will meet or exceed proficiency on MSA and the advanced level will increase by 5% (in both reading and math) over 2009 MSA results.</p> <p>Grade 4: 100% of students will meet or exceed proficiency on MSA and the advanced level will increase by 10% (in both reading and math) using 2009 3rd grade MSA results.</p> <p>Grade 5: 100% of students will meet or exceed proficiency on MSA and the advanced level will increase by 5% (in math) and 10% (in reading) using 2009 4th grade MSA results.</p> <p>Basic Students: 50% of our targeted population who are resistant to learning will be proficient.</p>	<p><u>Instructional Initiative:</u></p> <p>*Increase student capacity for the effective use of vocabulary through Words Their Way word study.</p> <p>*Increase student writing capacity using school based writing program.</p> <p>*Increase understanding of math concepts through representation and intervention strategies (ESOL, Sp. Ed., GT, FaRMs</p> <p>*Increase content connections to improve learning in the areas of math/science, ILA/social studies.</p>	Ongoing	Jenny Barnes	<p>Summative Data: 2009 Maryland School Assessment data – MSA 2009 MSA Science assessment Formative Data: WTW (Sept, Jan, May) Formative Data: Writing prompts to be assessed, student work during instruction</p> <p>Formative Data: Math cluster assessments, student work, Math Benchmarks, exit cards, administrative walk-throughs</p> <p>Formative Assessment: Data collected during weekly team meetings, quarterly planning meetings and sharing at faculty meetings</p> <p>Formative Assessments: student work, math benchmarks/cluster tests, WTW, school generated assessments in ILA, county ILA assessments, SRI, pacing meetings (3)</p> <p>Formative Assessments: evidence seen during walk throughs, teacher surveys 3x a year (after training, mid way and at end of year)</p>	
			September		Diane DiTullo
			Ongoing		Allison Smith/Caroline Chucko
			Sept/Oct/Jan/ April		Debbie Bunker
			Ongoing		Jenny Barnes
			Ongoing		Diane DiTullo
			Oct/Feb/May		Allison Smith
			March		Debbie Bunker/ Allison Smith
			Sept/Oct/Jan/ April		Debbie Bunker
	<p><u>Professional Development Initiative:</u></p> <p>*Learning groups on using Words Their Way with a focus on vocabulary development and word study.</p> <p>*Continue staff development on the use of our school based writing plan.</p> <p>*Training provided for math intervention instruction and the use of math representations for FaRMs, SPeD, and other at-risk students.</p> <p>*Staff development on increasing the rigor in all content areas..</p> <p>*Staff development to continue developing model lessons for content integration using UBD.</p>				