

PINEY RIDGE ELEMENTARY SCHOOL

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010**

Grade: **Kindergarten**

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 2009-2010 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 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>Reading: 100% of Kindergarten students will identify all upper and lower case alphabet letters.</p> <p>100% of Kindergarten Students will identify 41 out of 44 sounds when presented with the letter(s).</p> <p>100% of Kindergarten students will identify 36/37 sounds in hearing sounds in words.</p> <p>100% of Kindergarten students will read, write, and spell 65 out of 70 sight words</p> <p>100% of Kindergarten students will read at Level C or above.</p> <p>Subgroups: 100% of identified subgroups and At Risk (qualified AEL students) students will meet all reading goals.</p>	<p>Systematically follow Foundations scope and sequence of letter identification and formation, reteaching with AEL tutor</p> <p>Systematically follow Foundations scope and sequence of letter sound correlation, monitor progress of students ability when presented with visual representation of letters</p> <p>Using sentence dictation assessment housed in Fundation Review Unit tests, teachers will collaborate quarterly on how students are performing.</p> <p>Provide multiple modalities of practicing sight words in a developmentally appropriate way. Monitor Progress</p> <p>Using AEL tutors and computer programs such as Read Abouts, Quick Reads, and Reading A-Z.</p> <p>Monitor FARMS or at risk students, increase home school connections with FARMS math night, Razz Kids.</p>	<p>Begin in Early September, continue until mastery</p> <p>Begin in Early September</p> <p>Begin in Early January</p> <p>September/October</p> <p>Begin in November/December</p> <p>Begin in September/October</p>	<p>Deborah Jones</p> <p>Taylor Alouisa</p> <p>Jennifer Marinelli</p> <p>Wendy Baldwin</p> <p>Jennifer Marinelli</p> <p>Kathy Graumann</p>	<p>PLA-Letter Identification Assessment, monitoring and tracking of student progress on the P drive</p> <p>Ongoing collaboration and record keeping to target students not on track to meet goal</p> <p>Fundations Unit Assessments and PLA's Hearing sounds in words</p> <p>PLA sight word assessment</p> <p>DAPPA scores PLA scores, team collaboration</p> <p>DAPPA and PLA assessments, teacher collaboration FORMAL assessments in Sept, Nov, Jan, March, May</p>
<p>Writing: 98% of Kindergarten students will be on Stage One</p>	<p>6+1 Writing Traits</p> <p>Monthly prompts for writing wall</p> <p>Integrate sentence convention checklist when available</p>	<p>Begin in late October</p> <p>Assess in Nov, Jan, March, May</p>	<p>Jennifer Marinelli</p> <p>Taylor Aloisa</p>	<p>Analyze formal writing assessments</p>
<p>Math:</p> <p>94% of Kindergarten students will score 80% or better on the May math benchmark</p> <p>Subgroups: FARMS and At Risk (students scoring 79% or below on September benchmark) will meet math goals</p> <p>94% of Kindergarten students will achieve 80% in the processes/reasoning section of the May Benchmark</p>	<p>Monitor progress, organize reteach group when needed.</p> <p>Share professional development conference information and continued collaboration to increase student abilities</p>	<p>Begin in September</p> <p>Begin in August</p>	<p>Jen Marinelli</p> <p>Kathy Graumann</p>	<p>Sept, Jan, May Benchmarks Cluster Assessments</p> <p>May Benchmark Matrix, Cluster Assessments, team meeting evaluations</p>
<p>Discipline: In the aggregate a decrease of 10 referrals will occur in the total number of discipline referrals.</p>	<p>Modeling of appropriate behavior in the classroom, hallways, bathroom, cafeteria, dismissal, recess.</p>	<p>Begin in August</p>	<p>Deborah Jones</p>	<p>Web Portal Discipline Tracker</p>

PINEY RIDGE ELEMENTARY SCHOOL

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010
Grade: **First****

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 2009-2010 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 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.
<p>Reading: *94% of all students will read on or above a PLA 16 by the end of the year *92% of all identified subgroup students will read on or above a PLA 16 by the end of the year *85% of at risk students (as identified by IST team) will read on or above a PLA 16 by the end of the year</p>	<p>Implement Foundations intervention program to target at risk students in need of additional phonics support Implement Quickreads and Scholastic Read About computerized programs to increase fluency/comprehension Continue sight word program (word rings); expectation is 300 words (continue to 1,000 as necessary) as demonstrated through repeated isolated identification (minimum of 3xs per word) Continue Words their Way program to target phonics skills Use of Reading A-Z to supplement reading instruction, RAZKIDS will be a home support system Tumblebooks will be incorporated to increase student fluency and comprehension</p>	<p>To be implemented starting in September and on going throughout the school year with quarterly evaluation</p>	<p>Lindsay Bangle Emily Crews Lindsay Palmer Lauren Bair Kimberly Mauldin</p>	<p>Summative Data: Formative Data: *Running Record Reading Assessments *PLA *Houghton Mifflin *Sight word evaluations *End of Selection Tests *Data Folders</p>
<p>Writing: *100% of students will progress through at least 2 writing stages with 95% of all students writing at a stage 3 by the end of the year *80% of all students will write with ideas, organization, and word choice</p>	<p>Professional Development Plan: Teachers will participate in a pilot workshop incorporating Units of Study, 6 Trait Writing, and the CCPS writing curriculum Words their Way program will target encoding skills to be transferred in student writing 6+1 Writing Trait focus on ideas, organization, and word choice Units of Study writing program will improve student ideas, organization, and word choice Teachers will meet monthly with Cindy Modecki to plan and evaluate program successes/modifications</p>	<p>To be implemented in September and on going throughout the school year with quarterly data collection and analysis on student writing stages and ability in 6+1 traits</p>	<p>Cindy Modecki Lindsay Palmer Emily Crews and Lindsay Bangle Cindy Modecki Cindy Modecki</p>	<p>*Writing Stages *Spelling Inventory *Words their Way assessments *Writing Folders/Notebooks/Journals (student work samples)</p>
<p>Math: *96% of all students will score 80% or higher on Jan/May benchmark assessments *92% of all subgroup students will score 80% or higher on Jan/May benchmark assessments *85% of at risk students (as identified by IST team) will score 80% or higher on Jan/May benchmark assessments *94% of all students will score 80% or higher on cluster post assessments *90% of all subgroups will score 80% or higher on cluster post assessments *85% of at risk students (as identified by IST team) will score 80% or higher on cluster post assessments</p>	<p>Professional Development Plan: Teachers will construct Take Home backpacks containing math games/activities which will be circulated throughout each classroom for home connection and a student-led math night Problem Solving checklists will be implemented to assist students in mathematical reasoning Basic Facts will be supported with parent volunteers as well as computer programs for extra practice</p>	<p>October/November To be implemented in September and on going throughout the school year with data collection at the end of each cluster as well as Jan/May benchmark</p>	<p>Kimberly Mauldin Lindsay Bangle Lindsay Palmer Lauren Bair</p>	<p>*Cluster pre/post assessments *Benchmark assessments *Data Folders</p>
<p>Discipline: *Student referrals will decrease 10% from 08-09 (80 referrals for students during kindergarten: goal is 71 or less)</p>	<p>*Team members will work to create a consistent behavior program to be implemented throughout the grade level</p>	<p>To be implemented in August and throughout the school year</p>	<p>Kimberly Mauldin</p>	<p>*Discipline Data as gathered within SASI</p>

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010
Grade: Second**

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 2009-2010 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 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.
<p>Reading 85% of students will read on or above a PLA 22 by the end of the year</p> <p>85% of identified subgroups will read on or above a PLA 22 by the end of the year</p> <p>80% of At-Risk (previously identified or reading below a level I on PLA) will read on or above a PLA 22 by the end of the year</p> <p>85% of students will have mastery through Level 5G of HM by the end of the year</p>	<ul style="list-style-type: none"> - Sight word program (word rings) 600 by the end of the year – students need to correctly identify the word 3 times in isolation. Students will continue to 1000 if mastered the 600 - ACE instruction and practice weekly - Targeted intervention program (Foundations) during ILA block - Use Fluency Rating Scale, Words Their Way, and HM Phonics Assessment to help guide instruction - Holistic Assessment and End of Selection Assessment from Harcourt to help guide instruction - Instruction will include a balanced use of the basal and trade books to reinforce skills - RAZ Kids- Home/School connection 	<p>To be implemented starting in September with monthly/quarterly rechecks and final evaluations completed in May</p> <p>Begin in October</p> <p>Following CCPS ILA Timeline</p> <p>October, Jan., March, and May</p> <p>Begin in October</p>	<p>Tina Hinkel Kristin Little Jo Zayed Cindy Modecki Mike Fosnot Brie Bower Cindy Modecki</p>	<p><u>SUMMATIVE DATA:</u> 2009 Maryland School Assessment Data</p> <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> - PLA - Sight Word Evaluation - Documentation in Data Folders - End of Selection Assessment - ACE Scores - Houghton Mifflin Phonics Assessment - Fluency Rating Scale - Holistic Assessment - Words Their Way Assessment
<p>Writing 97% of students will progress through at least 1 writing stage 85% of students will be writing at a stage 5, 6, or higher</p>	<ul style="list-style-type: none"> -Writing will be taught in a flexible group model with explicit teaching using 6 + 1 writing stages 1x a week - A weekly writing prompt will be given and students will work through the writing process in order to create a final draft - Writer's Notebooks will be used for creative writing - Monthly writing samples will be used on a Writing Wall 	<p>To be implemented starting in September with rechecks quarterly and final evaluation in May.</p>	<p>Brie Bower Mike Fosnot Jo Zayed Brie Bower Kristin Little</p>	<ul style="list-style-type: none"> -Writing Stages -Writing Board -Writing Prompts
<p>Math</p> <ul style="list-style-type: none"> -95% of students will score 80% or higher on Jan/May benchmark assessments -95% of identified subgroups will score 80% or higher on Jan/May benchmark assessments - 90% of At-Risk (previously identified, scoring below an 80% on cluster tests or benchmark assessments) students will score 80% or higher on Jan/May benchmark assessments - A 5% increase of girls will be added to the advanced math class 	<p>Professional Development Plan: Teachers will construct Take Home backpacks containing math games/activities which will be circulated throughout each classroom for home connection and a student-led math night</p> <ul style="list-style-type: none"> - Reteach time after each cluster and 2nd chance math test - Problem Solving will be incorporated at least 1x a week within a lesson as well as explicitly taught, Student BCR checklist and scoring rubrics will be used - Basic Fact Program: Technology used to reinforce fact practice -Fact Intervention Program - Bi-Weekly BCR folders sent home - Increase rigor in daily math instruction 	<p>October/November</p> <p>To be implemented starting in September with rechecks after each cluster and each quarter with final evaluations in May</p>	<p>Brie Bower Brie Bower, Jo Zayed Brie Bower Tina Hinkel Kristin Little Brie Bower Michelle Pellitier</p>	<ul style="list-style-type: none"> -January and May benchmarks -Cluster Pre/Post Assessments
<p>Discipline In the aggregate, a decrease of 10% will occur in the total number of discipline referrals.</p>	<ul style="list-style-type: none"> -instruction of new code of conduct -instruction of major/minor offenses -Homework club 	<p>To be implemented and monitored starting in September through May</p>	<p>Chris Snively</p>	<p>-On going referral data</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010
Grade: Third

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 2008 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 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.
<p><u>Reading</u> In the aggregate, 100% will achieve proficiency or advanced in reading on the MSA. In the aggregate, an increase of 5% will occur in the number of advanced males in reading. In the aggregate, 100% of identified subgroups will achieve proficiency on MSA reading. In the aggregate, 100% will achieve mastery of Houghton Mifflin Phonics and Decoding Inventory.</p>	<p>-ACE format consistently used and progress communicated to parents by exemplars and graphs to parents -targeted comprehension intervention "SOAR" program -"Quick Read" program -"Read Abouts" program -Staff development on syllabication rules -"Time for Kids" reading for information -flexible groupings based on comprehension strategies -modified BCR response forms -balance of trade book/basal instruction -teacher directed targeted instruction through instructional assistant</p>	<p>Early September October-May September September-May August-June September, November October September-June</p>	<p>Debbie Winson Emily Billmyre Nancy Patrick James Thompson Cindy Modecki Michele Becker Sue Elseth Debbie Winson Cindy Modecki</p>	<p>Summative Data: 2009 Maryland School Assessment Data Formative Data -Weekly monitoring and instruction of ACE responses -holistic assessments -FQA assessments -Fluency Rating Scale -Words Their Way -Houghton Mifflin Phonics and Decoding Inventory -end of selection tests -weekly writing prompts -6+1 rubrics</p>
<p><u>Writing</u> 100% of students will increase one or more stages in writing In the aggregate, an increase of 5% will occur in the advanced reading and math level on MSA.</p>	<p>-Harcourt writing lessons -6-1 traits instruction -homogeneous writing instruction weekly</p>	<p>August-June August-May August-March</p>	<p>Debbie Winson James Thompson Emily Billmyre Aimee Buchanan Nancy Patrick</p>	
<p><u>Math</u> In the aggregate, 100% will achieve proficiency or advanced in math on the MSA. In the aggregate, an increase of 5% will occur in the number of advanced level females on MSA. In the aggregate, 100% of identified subgroups will achieve proficiency on MSA math.</p>	<p>-Professional Development-"Smart Girls" or "Rigor is not a Four Letter Word." -differentiated/flexible groupings within grade level -advanced grade level instruction and problem solving using fourth grade curriculum -ongoing identification of advanced level students based on classroom performance -higher level questioning/responses -increase accuracy in problem solving areas of communication and connections -basic fact school-wide program -re-teaching and second chance learning opportunities for students scoring <70% Professional Development Plan: Teachers will construct Take Home backpacks containing math games/activities which will be circulated throughout each classroom for home connection</p>	<p>August-June September-October August-June August-June August-June</p>	<p>Rachel McCusker/ETM Nancy Patrick, Debbie Winson Michelle Pelletier Nancy Patrick</p>	<p>-cluster pre/post tests -benchmark assessments -cluster post test and benchmark processing sections -basic fact assessments -entrance and exit passes</p>
<p><u>Discipline</u> In the aggregate, a decrease of 10% will occur in the total number of discipline referrals.</p>	<p>-work and social habits chart -homework club -list of minor/major offenses posted -instruction of new code of conduct</p>	<p>August-June</p>	<p>Chris Snively</p>	<p>Ongoing referral data</p>

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010
Grade: Four**

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 2008 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 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.
<p><u>Reading</u></p> <p>In the aggregate a minimum of 100% of pupils will achieve proficiency or advanced in reading on the MSA. 100% of all identified subgroups will score proficient on MSA. 100% of the subgroup at-risk (below grade or basic on MSA) will score proficient on MSA.</p> <p>Students scoring advanced on MSA will increase by 5%. The number of boys scoring advanced will increase by 3%</p>	<p>-Asking higher level comprehension questions to increase advanced thinking with narrative and expository texts. -Double dose instruction -SOAR -specific instruction on inference and nonfiction texts. -teacher directed phonics instruction and assessments - WTW Word Study Program -MSA practice- teach test taking skills -Analysis of Holistic Assessment vs. FCA's -Professional development on Boys and Literature -collaborative planning focusing on at-risk students (phonics, comprehension, fluency) 3 times a year</p>	<p>Starting in September Monitor/test in Jan. Final eval in May</p>	<p>Steph Laughman Holly deBenedictis Kristen King Chuck Rabinovitz Nanette Dubit</p>	<p>Summative Data: 2008 Maryland School Assessment Data</p> <p>Formative Data -SRI assessment -Formative Comprehension Assessments -Houghton Mifflin Weekly response journals Individual and group performances DRA assessments Reading anthology assessments Holistic Assessments Scholastic Reading Inventory Houghton Mifflin</p>
<p><u>Math</u></p> <p>In the aggregate a minimum of 100% of pupils will achieve proficiency or advanced in math on the MSA. 100% of all identified subgroups will score proficient on MSA. 100% of the subgroup at-risk (below 80% on benchmark or basic on MSA) will score proficient on MSA. 85% will score > 80% on Jan. and 80% on May benchmark.</p> <p>Students scoring advanced on MSA will increase by 5%. The number girls scoring advanced will increase by 3%</p>	<p>-increased tangible homework for basic facts - weekly review groups for geometry and measurement units starting in January. -weekly problem-solving practice. -multi-level math series - collaborative planning focusing on at-risk students (below 80% on benchmark) 2 times a year -professional development on advancing girls in math. -use of exit cards to evaluate performance and reteach when necessary. -maneuver curriculum to alleviate several difficult concepts in Spring. Professional Development Plan: Teachers will construct Take Home backpacks containing math games/activities which will be circulated throughout each classroom for home connection</p>	<p>Starting in September Monitor/test in Jan. Final eval in May</p> <p>October</p> <p>Marc h - May</p>	<p>Steph Laughman Holly deBenedictis Kristin King</p> <p>Rachel McCusker ETM</p> <p>Steph Laughman Kristen King Carolyn Phillips</p>	<p>Benchmark Assessments County Unit Tests Weekly Problem Solving practice Fact Drill data</p>
<p><u>Writing</u></p> <p>100% of students will progress at least one stage in writing by end of fourth grade.</p>	<p>-six trait writing instruction -WTW word study program -weekly writing samples -BCR response practice</p>	<p>Starting in September</p>	<p>Steph Laughman Holly deBenedictis Kristen King Chuck Rabinovitz Nanette Dubit</p>	<p>Writing stages, individual writing pieces Writing rubrics WTW spelling inventory</p>
<p><u>Discipline</u></p> <p>In the aggregate a decrease of 10% will occur in the number of discipline referrals.</p>	<p>-monthly rewards for positive behavior. -work and social habits chart for report cards. -homework club</p>	<p>Starting in September</p>	<p>Chris Snively Fourth Grade Team</p>	<p>Ongoing referral data through SASI</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009-2010

Grade: Five

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 2009-2010 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 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.
<p>Reading</p> <p>-In the aggregate, a minimum of 100% of pupils will achieve proficient or advanced in reading on MSA, with an increase of 5% of students obtaining advanced on MSA</p> <p>-100% of all identified subgroups will meet MSA AMO</p> <p>-100% of at-risk students will meet MSA AMO</p>	<p>All students</p> <p>-Building background websites</p> <p>-Words their way word study</p> <p>-RAZ Kids (home connection)</p> <p>-Rev it Up Vocabulary Program (Piloting in 2 classes)</p> <p>-Balanced literacy instruction with basal and trade books</p> <p>-Formatively use FCA, holistic, and end of selection in correlation with CCPS power standards</p> <p>At risk students</p> <p>-Double dose small group instruction</p> <p>-SOAR (comprehension)</p> <p>-Scholastic Read Abouts (comprehension)</p> <p>-Quick Reads (fluency)</p> <p>Highly Able Students</p> <p>-Plan collaboratively with G/T teacher to increase rigor in instruction</p>	<p>August – June</p> <p>Monitored Monthly</p>	<p>Kelly Keiffer</p> <p>Erin Haney</p> <p>Jamie Nave, Erin Haney</p> <p>Erin Haney</p> <p>Erin Haney, Cindy Modecki</p> <p>Kelly Keiffer</p> <p>Jamie Nave</p> <p>Katie Costley</p> <p>Katie Costley</p> <p>Katie Costley, Michelle Pelletier</p>	<p>Summative Data: 2009 Maryland School Assessment Data</p> <p>Formative Data-all students</p> <p>-Reading Grades</p> <p>-End of Selection Tests</p> <p>-Holistic Assessments</p> <p>-FCA</p> <p>-SRI Assessment</p> <p>-WTW Inventory</p> <p>At risk students</p> <p>- Fluency Rating Scale</p> <p>-HMPDS Phonics Assessment</p> <p>-Scholastic Read About Assessment</p>
<p>Writing</p> <p>-In the aggregate, a minimum of 100% of pupils will progress one stage level by end of the year with at least 80% of pupils writing at stage 10 or higher</p>	<p>-Explicit instruction of 6+1 traits</p> <p>-Writing resource folder</p> <p>-Harcourt Language instruction</p>	<p>August – June</p> <p>Monitored in September, January, and May</p>	<p>Laura Broome</p> <p>Erin Haney</p> <p>Kelly Keiffer</p>	<p>-Writing stages</p> <p>- 6 trait rubrics</p> <p>-Harcourt holistic</p>
<p>Math</p> <p>-In the aggregate, a minimum of 100% of students will achieve proficient or advanced on MSA, with an increase of 5% of all students obtaining advanced on MSA</p> <p>- Female math students will achieve proficient or advanced on MSA, with an increase of 5% of female students obtaining advanced on MSA</p> <p>-100% of all identified subgroups will meet MSA AMO</p> <p>-100% of at risk students will meet MSA AMO</p>	<p>-Plan collaboratively with Math Resource and G/T to increase rigor in instruction</p> <p>-Multi-level math instruction</p> <p>-Plan collaboratively with Math Resource and SPED teacher to modify instruction</p> <p>-Problem solving checklist</p> <p>-Problem solving folder</p> <p>-Math review groups 2nd dose instruction</p> <p>Professional Development Plan: Teachers will construct Take Home backpacks containing math games/activities which will be circulated throughout each classroom for home connection</p>	<p>2 times a month</p> <p>August – June Monitored monthly</p> <p>2 times per month</p> <p>1 time per week</p> <p>1 time per month</p> <p>October-May (monitored Jan and May)</p>	<p>Jamie Nave, Laura Broome, Michelle Pelletier, Carolyn Phillips</p> <p>Laura Broome</p> <p>Katie Costley</p> <p>Jamie Nave</p> <p>Laura Broome, Jamie Nave</p> <p>Katie Costley</p>	<p>Summative Data: 2009 Maryland School Assessment Data</p> <p>Formative Data</p> <p>-cluster pre and posttests</p> <p>-benchmarks</p> <p>-grades</p> <p>-entrance exit cards</p>
<p>Discipline: In the aggregate, a decrease of 20% will occur in the total number of discipline referrals</p>	<p>-Homework club during dismissal</p> <p>-Homework/Study support group</p> <p>-Kid talk</p> <p>-Align expectations</p>	<p>August – May ongoing</p> <p>August – May ongoing</p> <p>August – May (Monitored 2 times per month)</p>	<p>Katie Costley</p> <p>Katie Costley</p> <p>Katie Costley</p>	<p>SASI data</p> <p>Ongoing referral data</p>

PINEY RIDGE ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009-2010

Grade: *Special Area Team*

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 2009-2010 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 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.
100% of full-time Special Area staff will increase their knowledge by 10 % of differentiated instruction and cultural differences.	Develop an action research group to answer the question: How will increasing the special area team's knowledge of differentiated instruction based on cultural differences impact instruction? Resource will be, <i>Managing Diverse Classrooms: How To Build on Students' Cultural Strengths</i> by Carrie Rothstein-Fisch and Elise Trumbull.	September - April	Keith Taylor, Rachel McCusker	Pre and post survey data Group reflection notes from research group/faculty meetings. Anecdotal notes on the effect of trying new instructional strategies

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010**

Special Education

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 2009-2010 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 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.
<p>Reading</p> <p>K-5th : Identified students will demonstrate growth of at least one year, in accordance with their IEP goals.</p> <p>3rd-5th :100% of identified students will achieve at least Proficient on MSA.</p> <p>3rd-5th: 100% of identified students will achieve at least Proficient on Alt-MSA.</p>	<p>-Additional instructional time for interventions through individualized and small group programs, in and/or out of regular classroom, as needed.</p> <p>-Interventions to include: WILSON, Foundations, Project Read, Raz-Kids, Reading a-z; as needed.</p> <p>-IEP and classroom assessments to guide intervention instruction, as needed.</p>	<p>To be implemented no later than the 2nd week of Sept. with periodic rechecks in Nov, Jan, and March; with final evaluation to be completed no later than the 1st week in June.</p>	<p>Special Education Teachers: Grades K-3 Susan Elseth Grades 4-5 Holly de Benedictis</p>	<p>SUMMATIVE DATA: 2009 Maryland School Assessment data</p> <p>FORMATIVE DATA: -IEP Quarterly Progress, as identified on written Progress Reports -(FCA) Formative Comprehension Assessment -Holistic Assessments -Informal assessments -Intervention specific data collection</p>
<p>Writing</p> <p>K-5th: Identified students will demonstrate growth of at least one year, in accordance with their IEP goals.</p>	<p>-Additional instructional time for interventions through individualized and small group programs, in and/or out of regular classroom, as needed.</p> <p>-Provide classroom support to include (but not limited to) use of keyboarding instruction, sign language</p> <p>-Support 6 + 1 Writing Traits program.</p> <p>-IEP and classroom assessments to guide intervention instruction, as needed.</p>	<p>To be implemented no later than the 2nd week of Sept. with periodic rechecks in Nov, Jan, and March; with final evaluation to be completed no later than the 1st week in June.</p>	<p>Special Education Teachers: Grades K-3 Susan Elseth Grades 4-5 Holly de Benedictis</p>	<p>-Analysis of writing samples-from classroom work, assessments,</p>
<p>Math</p> <p>3rd-5th :Identified students will demonstrate growth of at least one year, in accordance with their IEP goals.</p> <p>K-5th: At least 85% of identified students will pass (80% or better) January and May CCPS Benchmarks.</p> <p>3rd-5th: 100% of identified students will achieve at least Proficient on MSA.</p> <p>3rd-5th: 100% of identified students will achieve at least Proficient on Alt-MSA.</p>	<p>-Additional instruction time for interventions through individualized and small group programs, in and/or out of regular classroom, as needed.</p> <p>-Provide classroom support, as identified by assessments.</p> <p>-IEP and classroom assessments to guide intervention instruction, as needed.</p>	<p>To be implemented no later than the 2nd week of Sept. with periodic rechecks in Nov, Jan, and March; with final evaluation to be completed no later than the 1st week in June.</p>	<p>Special Education Teachers: Grades K-3 Susan Elseth Grades 4-5 Holly de Benedictis</p>	<p>-Posttest scores -Benchmark data</p>

PINEY RIDGE ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009-2010

Discipline Plan

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 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>Students in all grades and in all subgroups will decrease support room referrals by 10% school-wide and in the cafeteria by 10%.</p> <p>K- 70 referrals or less (developing baseline)</p> <p>1st- Decrease by 10% (from 80 referrals)</p> <p>2nd- Decrease by 10% (from 62 referrals)</p> <p>3rd- Decrease by 10% (from 43 referrals)</p> <p>4th- Decrease by 10% (from 30 referrals)</p> <p>5th- Decrease by 20% (from 80 referrals)</p>	<ul style="list-style-type: none"> School-wide assembly at beginning and mid-year utilizing students and staff to role-play positive behaviors based on the Piney Ridge Standards of Conduct in the classroom, playground, cafeteria, and bus. Monthly (Top Dog) behavior incentives for students in each grade who do not have any referrals for that month. End of the Year Celebration – “Top Dog” Awards for students not receiving any referrals for the entire school year. Grade level teams to align behavioral expectations and systems teacher to teacher. Student Service Team to meet monthly to review discipline data and share information with teams. Morning support for students to support positive behaviors and work habits 	<p>Bi-annual</p> <p>Monthly</p> <p>End of Year</p> <p>Monthly</p> <p>Monthly</p> <p>Weekly</p>	<p>Discipline Committee- Chris Snively, chair</p> <p>Karen Covino, Michele Becker, Chris Snively, Cheryl Womack</p> <p>Karen Covino, Michele Becker, Chris Snively, Cheryl Womack</p> <p>ILT’s and teachers</p> <p>SST, Chris Snively, chair</p> <p>Chris Snively and team</p>	<p>SUMMATIVE DATA: 2009-2010 Percentage of Suspensions and Expulsions by Specific Offense.</p> <p>FORMATIVE DATA: Monthly review of discipline referrals by grade level – disaggregated by offenses and student subgroups.</p>

8/19/09 vgcaples

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