

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

Runnymede Elementary School

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 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>School wide These strategies support MSA goals for grades 3, 4, & 5, (in addition to team goals) and will be implemented school wide.</p> <p>MSA Reading goals.... Grade 3 <i>As a group, a minimum of 86.6% of students will achieve proficient or advanced in Reading on the Maryland School Assessment (MSA). Each subgroup (especially Spec. Ed. and Hispanic) will attain the Annual Measurable Objective (AMO) of 78.18% or higher.</i></p> <p>Grade 4 <i>As a group, a minimum of 81.9% of students will achieve proficiency or advanced in Reading on the Maryland School Assessment (MSA). Each subgroup (especially Spec. Ed., White, and FARMS)) will attain the Annual Measurable Objective (AMO) of 84.6% or higher.</i></p> <p>Grade 5 <i>As a group, a minimum of 94% of students will achieve proficiency or advanced in Reading on the Maryland School Assessment (MSA). Each subgroup (especially Spec. Ed..) will attain the Annual Measurable Objective</i></p>	<p>~In an effort to focus our work and align our programs, Runnymede Elementary will adopt a new mission, vision and set of commitments for the 2009-2010 school year.</p> <p>~In an effort to refine the decision making process at RUES, we will continue the use of our Instructional Leadership Team, forming school wide committees as needed. In addition, teams of teachers will make program and instructional decisions for each grade level, discipline, or area.</p> <p>~In an effort to assist students in reaching their achievement goals, under the direction of team leaders, each team of teachers will develop and implement an action plan using SMART Goals specific to the learning needs of their particular students as determined by the use of formative assessments. Specific attention will be given to MSA subgroups. Plans will be updated periodically throughout the 2009-10 school year</p> <p>~In an effort to create a safe and orderly school climate, RUES will continue to implement a school wide code of conduct. This code will be reviewed with students by their teachers and in a school wide assembly at the start of the 2009-2010 school year. Under the direction of the Discipline Committee, we will refine our guidelines for discipline at RUES. This process will include implementation of a new Support Room referral form, data collection system and staff development in classroom management, as needed (setting expectations and developing relationships).</p>	<p>Professional Development: August 18, 2009</p> <p>Leadership Team meetings will occur twice monthly. The first meeting each month (8:15-8:45 a.m.) will be dedicated to management issues and the second (7:45-8:45) a.m.) will focus solely on instruction. Dates: Sept. 3 and 17; October 1 and 15; November 5 and 19; December 3 and 17; January 7 and 21; February 4 and 18; March 4 and 18; April 1 and 15; May 6 and 20; June 3</p> <p>Plans will be completed and submitted to the Leadership Team at the October 15, 2009 meeting. Professional Development: SMART Goals; Spec. Area/Spec. Ed/Grade one: Sept. 17 Grade 3 and 4: Sept. 21 Kinder. And Grade 2: Sept. 24 Grade 5: Sept. 29</p> <p>Discipline Committee Meeting Dates: TBD School wide assembly: September 8, 2009 Professional Development: November 9, 2009-Classroom Management-Building Relationships/Community in the Classroom/SEFEL March 15, 2010-Review of discipline data, the RUE Code of Conduct and support room referral system</p>	<p>Tammy Richards & Deb Benner (Administrators)</p> <p>Cyd Pecoraro & Leah Offutt (Leadership Team Co-Chairs)</p> <p>Leah Offutt, Jenn Dettinger, Nicole Hunsicker, Mary Mechalske, Amanda Ries, Megan Tyler, Demetria Hensley, John Code, Cyd Pecoraro (Team Leaders)</p> <p>Cyd Pecoraro (Discipline Committee Chair) Vonnice Fiore (School Counselor)</p>	<p>FORMATIVE DATA: ~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p>SUMMATIVE DATA: School wide MSA 2010</p>

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<p><i>(AMO) of 80.91% or higher.</i></p> <p>School wide continued MSA goals for grades 3, 4, & 5, (in addition to team goals) and will be implemented school wide.</p> <p><i>MSA Math goals...</i></p> <p>Grade 3 <i>As a group, a minimum of 89.5% of students will achieve proficiency or advanced in Math on the Maryland School Assessment (MSA). Each subgroup (especially Spec. Ed. and Hispanic) will attain the Annual Measurable Objective (AMO) of 80.87% or higher.</i></p> <p>Grade 4 <i>As a group, a minimum of 83.8% of students will achieve proficiency or advanced in Math on the Maryland School Assessment (MSA). Each subgroup (especially Special Ed. and FARMs.) will attain the Annual Measurable Objective (AMO) of 80.76% or higher.</i></p> <p>Grade 5 <i>As a group, a minimum of 85% of students will achieve proficiency or advanced in Math on the Maryland School Assessment (MSA). Each subgroup (especially Spec. Ed. and Hispanic) will attain the Annual Measurable Objective (AMO) of 76.51% or higher</i></p>	<p>~In an effort to encourage more consistency in the instructional program offered at RUES, (and more consistency in our student achievement results), the Leadership Team and teams of teachers will continue to explore both general and content specific “best practices” that will be discussed school wide. These best practices could include the following:</p> <ul style="list-style-type: none"> • Instruction is occurring, rather than non-instructional tasks • Students are paying attention and are on task • Evidence of a clear learning objective • High-yield strategies being used • Evidence of higher-order thinking • Students are engaged in authentic activities and producing authentic products, not completing worksheets • Students are assessing their work based on established criteria, in other words, they know the “target” (Mike Schmoker Results Now.) <p>and “Seven Practices for Effective Learning”: (<i>Jay McTigh</i>):</p> <ul style="list-style-type: none"> • Practice 1: Use summative assessments to frame meaningful performance goals. • Practice 2: Present criteria and models that illustrate different levels of quality • Practice 3: Assess before teaching • Practice 4: Offer appropriate choices • Practice 5: Provide feedback early and often • Practice 6: Encourage self-assessment and goal setting • Practice 7: Allow new evidence of achievement to replace old evidence <p>Along with the following content specific “best practices”: Integrated Language Arts:</p> <ul style="list-style-type: none"> • Engaged students • Flexible Groups • Explicit Instruction of the five components using the Gradual Release Model • Variety of texts and materials matched to instructional and interest levels • Assessment driving instruction 	<p>Team Meetings, Data and Pacing Meetings with ILA Specialist and Math Resource Teacher will be held monthly/quarterly throughout the year to explore best practices specific to team action plans.</p>	<p>Cyd Pecoraro (Leadership Team Co-Chair/ILA Spec.) Leah Offutt (Leadership Team Co-Chair) Tammy Richards & Deb Benner (Administrators)</p>	<p>FORMATIVE DATA: ~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p>SUMMATIVE DATA: School wide MSA 2010</p>
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<p>School wide continued</p> <p>These strategies support MSA goals for grades 3, 4, & 5, (in addition to team goals) and will be implemented school wide.</p>	<p>Math:</p> <ul style="list-style-type: none"> • Students convey enjoyment and enthusiasm for the mathematics they are learning. • Students use representations to solve problems and support their thinking and learning • Students are sharing their thinking and are exploring solutions to problems in a variety of ways • Student are answering questions that promote reasoning and higher level thinking • Student are receiving explicit instruction based on CCPS Benchmark Objectives • Students are receiving differentiated instruction based on CCPS Benchmark Objectives <p>This process could include study groups, input from Resource Teachers, content area supervisors and other staff development as needed.</p> <p>~In an effort to encourage more consistency in the instructional program offered in the intermediate grades at RUES, (and more consistency in our student achievement results), grades 3, 4, and 5 will departmentalize, dividing the teaching responsibilities of Math and ILA. This will enable teachers to increase their expertise in one area, refine their instruction, reduce work load, and use their time more efficiently. Teachers will share their team's specific plan with parents at Back to School Night meetings.</p> <p>~In an effort to differentiate instruction for students not making adequate progress, teams of teachers will meet to collaborate and plan strategies to address student needs. All teachers will be provided with one half day per month to plan collaboratively. These meetings will include activities such as analyzing student work, Kid-Talk, and sharing best practices. (Substitutes will be provided with funds requested from our Title II Grant) During these half day sessions, Resource teachers will also provide staff development to support team Action Plans. Teachers could receive training in protocols for analyzing student work samples, curriculum and assessments updates, etc. Particular attention will be given to the</p>	<p>August 2009</p> <p>Kindergarten: Sept. 24; Nov. 16; Dec. 8; Jan. 11; March 22; April 13 Grade One: Sept. 17; Nov. 10; Dec. 10; Jan. 14; March 25; April 19 Grade Two: Sept. 24; Nov. 16; Dec. 8; Jan. 11; March 22; April 13 Grade Three: Sept. 21; Nov. 12; Dec.14; Jan. 19; March 29; April 22 Grade Four: Sept. 21; Nov. 12; Dec.14; Jan.</p>	<p>Mary Mechalske, Amanda Ries, Megan Tyler (Team Leaders)</p> <p>Tammy Richards & Deb Benner (Administrators) Cyd Pecoraro (ILA Specialist) Miki Fitzgerald (Math Resource Teacher) Panina Sauer (Intervention Teacher) Demetria Hensley (Special Education Team Leader) Karen Scott (Reading Intervention Specialist) Linda Walburn (Consulting</p>	<p>~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p>SUMMATIVE DATA: School wide MSA 2010</p> <p>FORMATIVE DATA:</p>

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	<p>implementation of research-based intervention programs. Through this process, teachers will also be able to determine their own learning outcomes and will be provided with professional materials to meet their needs. (Professional materials will be provided with funds requested from our title II Grant.)</p> <p>~ In an effort to manage school wide resources, provide differentiated instruction, monitor individual student progress, and design/implement intervention programs, Pacing Meetings will be conducted with classroom teachers three times during the 2009-2010 school year. (Substitutes will be provided with Targeted Poverty Grant funds.) During these full day meetings, in addition to monitoring student progress, we will evaluate the effectiveness of our intervention programs, design new interventions, reallocate resources as needed, and work to ensure alignment between student interventions and classroom instruction. Beginning in August 2009, teachers will write team action plans to identify students requiring interventions in the areas of reading and math. Based on 2009 MSA data our first priority for RUE will be to improve the performance of our 2009-2010 grade five students in the area of reading and math. (Percentage proficient/advanced for these students in grade four: Reading 77.4% Math 79/8%.) Based on local data, (formative reading assessments, reading levels, math cluster tests, math benchmark assessments, etc.) our second priority will be to support our early intervention efforts to ensure that, in the future, all students are reading and performing mathematically on grade level. Teachers will use data to determine the appropriate intervention for the targeted students. Student progress will be monitored and adjustments made to plans, as needed. A portion of the Targeted Poverty funds will be used to purchase additional instructional materials as outlined in team plans. Successful implementation of these interventions will be measured by meeting action plan goals, at the team level, and attaining our 2010 MSA goals, school wide.</p> <p>~In an effort to refine the Kid-Talk/ IST process at RUES, the IST Team will meet at least once each month. All teachers will use this process to</p>	<p>19; March 29; April 22 Grade Five: Sept. 29; Nov. 19; Dec. 10; Jan. 14; March 25; April 19 Spec. Areas: Sept. 17 and Nov. 10 Spec. Ed.: Sept. 17; Nov. 10; Dec. 10; Jan. 14; March 25; April 19 Resource teachers will meet with grade level teams as needed.</p> <p>Pacing Meeting Dates: Kindergarten: Oct. 22; Feb. 2; May 5 Grade One: Oct. 8; Feb. 4; May 10 Grade Two: Oct. 19; Feb. 8; May 13 Grade Three: Oct. 13; Feb. 22; May 24 Grade Four: Oct. 15; Feb. 25; May 27 Grade Five: Oct. 26; Feb. 11; May 18 Spec. Ed.: Oct. 6; Feb. 18; May 20 Resource teachers will meet with grade level teams as needed.</p> <p>Meeting dates: TBD</p>	<p>teacher)</p> <p>Tammy Richards & Deb Benner (Administrators)</p> <p>Vonnie Fiorii (IST Chairperson)</p>	<p>~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p>SUMMATIVE DATA: School wide MSA 2010</p>

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	<p>further differentiate instruction for students not meeting their assessment targets and monitor the effectiveness of our intervention programs. Documented Kid-Talking will occur weekly at the team level. Special Area, Resource and Special Education Teachers will participate in Kid-Talking. Staff will be surveyed to determine their level of comfort with and understanding of the Kid-Talk/IST process. Staff development will be provided, as needed.</p> <p>~In an effort to provide comprehensive support to students who are not meeting their achievement goals, RUE will refine the use of the three tier intervention model in reading. Reading interventions include: differentiated instruction; AEL; EIR; Foundations; Project Read; Wilson; etc. Math interventions will also be realigned and Success Maker will be introduced.</p> <p>~In an effort to improve all teachers understanding of the IEP process, staff development will be provided on the topics of preparing for an IEP meeting, understanding classroom accommodations and supporting our special education students in the regular education classroom. With support, Special Education students will be placed as often as possible in the general education setting (homeroom, specials, lunch, field trips, instruction, etc.)</p> <p>~In an effort to support authentic ETM at RUES, we will deliver staff development through staff meetings, twice annually.</p>	<p>Professional Development: December 3, 2009-Student Voices/Interventions in reading and math/Differentiation in Special Areas/Use of the IST and IEP process</p> <p>Team Meetings, Data and Pacing Meetings with ILA Specialist and Math Resource Teacher will be held monthly/quarterly throughout the year to explore interventions specific to team action plans. Kid-Talk and IST meetings will focus on the use and success of our interventions.</p> <p>Professional Development: December 3, 2009-Student Voices/Interventions in reading and math/Differentiation in Special Areas/Use of the IST and IEP process</p> <p>Collaboration between Special Ed. and Regular Ed. teachers: September 2, 2009 during planning times</p> <p>Professional Development: November 9, 2009-Classroom Management-Building Relationships/Community in the Classroom/SEFEL December 3, 2009-Student Voices/Interventions in reading and math/Differentiation in Special Areas/Use of the IST and IEP process</p>	<p>Tammy Richards & Deb Benner (Administrators) Cyd Pecoraro (ILA Spec.) Miki Fitzgerald (Math Resource) Panina Sauer (Intervention Teacher) Demetria Hensley (Special Ed. Team Leader) Karen Scott (Reading Intervention Spec.) Linda Walburn (Consulting teacher)</p> <p>Demetria Hensley (Team Leader of the Spec. Ed. Team)</p> <p>Tammy Richards, Deb Benner (Administrators) Demetria Hensley and Kathy Netro (ETM reps.)</p> <p>Leah Offutt, Jenn Dettinger,</p>	<p>FORMATIVE DATA: ~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p>SUMMATIVE DATA: School wide MSA 2010</p>

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	<p>~In an effort to involve parents and increase their understanding of all the academic programs at RUES, “Back to School” parent meetings will be held early in the school year. We will also host an “Open House”, Kindergarten Orientation, “Math Night” and a “Reading Night” for parents. RUE will also provide parents with information resources in our community and Parent Guides.</p> <p>~In an effort to provide parents timely and meaningful student performance feedback, parents will be invited to attend parent conferences (evening hours) during the month of October and November. (These conferences will be held in place of the November Conference days. Waiver has been granted by the Superintendent.) In an attempt to reach students most at risk, we will pre-schedule conferences for parents of students needing additional academic support.</p> <p>~In an effort to increase parent involvement, parent volunteer training sessions will be offered before each Back to School Night meeting. Additional trainings will also be offered.</p>	<p>Kindergarten Orientation: Aug. 20 Open House: Aug. 24 Back to School Nights: K/1 and Spec. Areas: Sept 2 2/3: Sept. 3 4/5 and Instrumental Music Sept. 8 G&T Regional Parent Meeting: Sept. 10 (Resource and Spec. Ed. teachers will attend at least one Back to School Night) Reading Night: TBD Math Night: TBD</p> <p>Parent Conference Nights: October 12, 20, 28, November 5</p> <p>Sept. 2, 3, 8 and 10 Additional dates: TBD</p>	<p>Nicole Hunsicker, Mary Mechalske, Amanda Ries, Megan Tyler, Demetria Hensley, John Code, Cyd Pecoraro (Team Leaders)</p> <p>Tammy Richards & Deb Benner (Administrators)</p> <p>Tammy Richards & Deb Benner (Administrators)</p>	<p><u>FORMATIVE DATA:</u> ~Monitoring of daily work/observation ~Classroom assessments ~Reading assessments ~Writing Prompts ~County Math Assessments ~DRA ~Walk Through and Observation data</p> <p><u>SUMMATIVE DATA:</u> School wide MSA 2010</p>