

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 – 2010

Westminster 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.
For the 2009-2010 school year, 95% of our student population will be proficient in both math and reading. AYP will be met for all subgroups.	<p>Continue PD in Rigor/ Relevance Framework: Rigor/Relevance Ghost walk after review</p> <p>Collegial walk-throughs will occur 3X per year to examine rigor/relevance across grade levels and content.</p> <p>Add PD strand of engagement to R/R.</p> <p>Collegial walk-through #2 and #3 will focus on R/R and engagement</p> <p>In an effort to differentiate instruction for students not making adequate progress, teams of teachers will have weekly meeting times designated for kid-talking and/or writing action plans. A resource person will be present at each kid-talking session to assist in writing goals and objectives. Special areas will kid-talk, as needed, but will have quarterly designated meeting times.</p>	<p>Sept. 18, 2009</p> <p>October 22, 2009</p> <p>November 11, 2009</p> <p>February 23, 2010</p> <p>November 9, 2009</p> <p>November 11, 2009</p> <p>February 23, 2010</p> <p>Weekly, during bus dismissal. Coverage will be provided by special area teachers.</p> <p>Mon: K and 1</p> <p>Tues: 2 and 3</p> <p>Thurs: 4 and 5</p>	<p>Tracy Belski Karen Barnes SIT leadership</p> <p>Tracy Belski Karen Barnes SIT leadership</p> <p>Cathlin McCormick Sarah Andrews SIT leadership</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Walk-through reflection sheets Formative Reading Assessment data Reading Assessment Data Math Cluster tests Math Benchmark Assessments</p> <p>Pacing Days: October 6 February 2</p>

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	<p>In order to promote technology standards and differentiation practices, teachers will use appropriate technology to assess students and create meaningful instruction. Professional Development in technology will be ongoing at faculty meetings, but one half day will be designated for technology PD. New technology to meet this strategic action will be purchased with Targeted Poverty funds.</p> <p>In an effort to support school wide ETM efforts, we will continue to deliver staff specific staff development through staff meetings and specialized PD, at least twice annually</p>	<p>Small group and individualized PD will be offered throughout the year, and each faculty meeting will have a special technology focus. Schoolwide PD will occur on March 15.</p> <p>TBD</p>	<p>Alison Sullivan Tracy Belski Karen Barnes SIT leadership</p> <p>Liz Haff Steve Penner Pam Mesta</p>	