

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010 Kindergarten Math

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 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.
By January 2010, at least 93% of students will achieve 80% or above on the January Benchmark assessment. By May 2010, at least 90% of students will achieve 80% or above on the May Benchmark assessment.	Teachers & administrators will meet in pacing conferences to monitor student progress Kid talking Peer learning Small group instruction Cluster pre-tests Literature & math connections Use of manipulatives Extension of Targeted Improvement from 2008-2009 through use of Elmo & visualizer instructional technology. Assessments to determine individual strengths/needs, to help form classes/groups and for strategic instruction beginning the first day of school	Oct., Jan., April Bi-weekly Daily Daily Beginning of cluster Daily Daily July-Aug. 2009	Administration K team K team & students K team K team K team K team K team members	MMSR Report Classroom Math Assessments January Benchmark Tests Student work samples IEP Progress Reports May Benchmark tests Kid-Talking Progress Reports

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010 Kindergarten Reading

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 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 achievement and the effectiveness of strategic actions.
<p>By January 2010, at least 75% of all Kindergarten students will achieve mastery on the PLA/DAPPA subtests</p> <p>By May 2010, at least 90% of all Kindergarten students will achieve mastery on the PLA/DAPPA subtests.</p>	<p>Monitoring students progress to make instructional adjustments through monthly meetings between resource staff, special education staff and general education teachers</p> <p>Letter/word rings Small group guided reading lessons <i>Foundations</i> – Tier 2 intervention – phonemic awareness Advancing Early Literacy</p> <p>Kid Talking Words Their Way Shared reading</p> <p>Team Planning incorporating ESOL staff & services</p> <p>Teachers & administrators will meet in pacing conferences to monitor student progress</p> <p>Assessments to determine individual strengths/needs, to help form classes/groups and for strategic instruction beginning the first day of school</p>	<p>Monthly</p> <p>Daily</p> <p>Weekly</p> <p>Daily Weekly</p> <p>Oct, Jan, April</p> <p>July-Aug. 2009</p>	<p>K Team & Support Staff (Resource, Sp. Ed., ESOL)</p> <p>K Team & Support Staff (Resource, Sp. Ed., ESOL, RIT)</p> <p>K Team K Team</p> <p>K Team, Support Staff (Resource, Sp. Ed., ESOL) & Admin.</p> <p>K Team, Admin., Support Staff (Resource, Sp. Ed., ESOL) K teams</p>	<p>MMSR Report AEL Assessments PLA Running records Sight word assessment Letter-sound assessment Kid-Talking Progress Reports</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

First Grade Reading

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 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>By January 2010, at least 80% of students will be reading at or above a Running Record level 9.</p> <p>By May 2010, at least 90% of students will be reading at or above a Running Record level 16.</p> <p>By May 2010, at least 90% of students will read at an appropriate fluency rate for their independent reading.</p> <p>By January 2010, at least 85% of all students will achieve mastery on the PLA/DAPPA subtests</p> <p>By May 2010, at least 95% of all students will achieve mastery on the PLA/DAPPA subtests.</p>	<p>Teachers & administrators will meet in pacing conferences to monitor student progress</p> <p>Meetings with Title I, Special Ed., ESOL, and other resource personal to monitor progress and make instructional adjustments.</p> <p>Foundations – Tier 2 intervention for phonemic awareness development</p> <p>Interventions, such as Foundations, for at-risk readers</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer & instructional technology.</p> <p>Engage in the Kid-Talking process to assist staff in meeting the needs of struggling students</p>	<p>Oct., Jan, April</p> <p>Monthly</p> <p>Daily</p> <p>Monthly</p> <p>Daily</p> <p>Bi-weekly</p>	<p>Administrators</p> <p>Team Leader, Special Ed. (Case Manager)</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, Administratos</p>	<p>Running Records</p> <p>Fluency Rating Scales</p> <p>PLA</p> <p>Kid-Talking Progress Reports</p> <p>ESOL Assessments/Data</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
First Grade Math

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 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>By January 2010, at least 93% of all students will score at or above satisfactory on the January benchmark assessment.</p> <p>By May 2010, at least 93% will score at or above satisfactory on the May benchmark assessment.</p> <p>At least 92% of all students will achieve 80% or better on cluster post tests.</p>	<p>Teachers & administrators will meet in pacing conferences to monitor student progress</p> <p>Teachers will use the county pre & posttests to guide instruction and determine groupings.</p> <p>Flexible groupings for remediation or enrichment activities</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement through the use of Elmo visualizer & instructional technology.</p> <p>Monitor students' progress and make instructional adjustments through monthly meeting with Title I, special ed, ESOL, and other resource staff.</p> <p>Engage in the Kid-Talking process to assist staff in meeting the needs of struggling students</p>	<p>Quarterly</p> <p>At the end of each cluster</p> <p>Weekly/monthly/quarterly</p> <p>Daily/weekly</p> <p>Monthly</p> <p>Bi-weely</p>	<p>Administrators</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, Resource & Support Staff</p> <p>Teachers, Administrators</p>	<p>Pre & Post Cluster Tests</p> <p>Classroom Assessment</p> <p>Student Work Samples</p> <p>Jan/ May Benchmark Tests</p> <p>Kid-Talking Progress Reports</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

Second Grade Reading

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 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 achievement and the effectiveness of strategic actions.
<p>By January 2010, at least 85% of all second grade students will be reading on or above grade level.</p> <p>By May 2010, at least 89% of all second grade students will be reading on or above grade level.</p> <p>By May 2010, at least 92% of all second grade students will read at an appropriate rate for their independent reading level.</p>	<p>Collaborate weekly with title I, Special ed., ESOL, bi-weekly communication log/IEP meeting, and all other resource personnel to monitor student progress and make instructional adjustments.</p> <p>Model and implement lessons on reading comprehension, decoding, and fix up strategies during guided reading and whole group instruction.</p> <p>Target at risk-readers and accelerate reading through Foundations, Title I , language experience groups and differentiation</p> <p>Model and implement fluency lessons using strategies such as read alouds, rereading, whisper reading, etc.</p> <p>Engage in the Kid-Talking process to assist staff in meeting the needs of struggling students</p> <p>Teachers & administrators will meet in pacing conferences to monitor student progress</p> <p>Implement Words Their Way to support students in spelling and vocabulary development</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer & instructional technology.</p>	<p>Weekly</p> <p>Daily</p> <p>Monthly/ Quarterly</p> <p>Daily</p> <p>Bi-weekly</p> <p>Quarterly</p> <p>Daily</p> <p>Daily</p>	<p>Team Leader/ Special Ed.</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Team leader</p> <p>Administrators</p> <p>Teacher</p> <p>Teacher</p>	<p>Running Records with comments and next steps</p> <p>Kid talking notes/data</p> <p>Classroom Assessments</p> <p>ESOL Assessments</p> <p>Title I Assessments</p> <p>Houghton-Mifflin Data</p> <p>PLA</p> <p>Fluency Scales</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
Second Grade Math

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 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 achievement and the effectiveness of strategic actions.
<p>By January 2010, at least 94% of all second grade students will score 80% or above on the January benchmark assessment.</p> <p>By May 2010, at least 94% of second grade students will score at or above 80% on the May benchmark test.</p> <p>At least 92% of second grade students will score 80% or above on the post math cluster tests.</p>	<p>Use of pre & post county math cluster tests to guide instruction and determine groupings.</p> <p>Target at risk math students and provide small group instruction with our math resource teachers and other instructional support staff</p> <p>Monthly meetings with title I, special ed., ESOL, and other resource staff to monitor student progress and make instructional adjustments.</p> <p>Engage in the Kid-Talking process to assist staff in meeting the needs of struggling students</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer & instructional technology.</p> <p>Teachers & administrators will meet in pacing conferences to monitor student progress</p> <p>Targeted students will receive Title I small group intervention</p> <p>Use of math manipulatives to support benchmarks</p> <p>Targeted Improvement Action: Incorporate Mt. Math instructional materials to reinforce math concepts via: Warm-up and center-based learning; independent learning/assignments; spiral review; test preparation</p>	<p>At the end of each cluster</p> <p>Monthly</p> <p>Monthly</p> <p>Bi-weekly/monthly</p> <p>Weekly</p> <p>Quarterly</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>	<p>Team Leader</p> <p>Special Educator Math Resource and Title I</p> <p>Teachers</p> <p>Team Leader</p> <p>Teacher</p> <p>Administration</p> <p>Title I Teacher</p> <p>Teacher</p> <p>Teachers/Math Resource Teacher</p>	<p>January & May Benchmark tests using matrix</p> <p>Pre & post tests for clusters using matrix</p> <p>Exit cards</p> <p>Student work samples</p> <p>Kid-Talk Progress Sheet</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

Third Grade Reading

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 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 achievement and the effectiveness of strategic actions.
On the 2010 MSA, 92% or more third grade students will score at the proficient/advanced level in reading.	<p>Quarterly pacing conferences to monitor student progress toward school indicators & determine teaching & learning needs. Kid Talking ESOL Title I Special Ed.</p> <p>Use of strategic actions to expand meaning (making connections, critiquing, analyzing, inferring)</p> <p>Use analysis of miscue errors & self-corrections in running records to determine next teaching points on targeted students. Monthly grade level collaboration with all resource staff on targeted students' progress and action plans.</p> <p>Extended learning opportunities</p> <p>WordsTheir Way to develop vocabulary and spelling skills</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer & instructional technology.</p>	<p>October, January, April, June Bi-weekly Daily Daily Daily</p> <p>Daily</p> <p>September, November, December, February, March & May</p> <p>Summer</p> <p>Daily</p> <p>Weekly</p>	<p>Team Leader Kid talk coordinator</p> <p>Resource and Classroom teachers Special Ed. Designated by the IEP.</p> <p>All team members</p> <p>All team members</p> <p>Title I/Professional Staff</p> <p>Classroom Teachers</p> <p>Teacher</p>	<p>Running Records with comments and next steps Kid talking notes/data Classroom Assessments ESOL Assessments Formative Comprehensive Assessments (FCA) PLA Houghton-Mifflin Data Fluency Scales MSA 2010 data</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
Third Grade Math

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 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 achievement and the effectiveness of strategic actions.
<p>On the 2010MSA, at least 93% of third grade students will score at the proficient/advanced level.</p> <p>By January 2010, at least 92% of students will score at or above 80% on the Math Benchmark assessment.</p> <p>By May 2010, at least 92% of students will score at or above 80% on the math benchmark assessment.</p> <p>At least 92% of third grade students will score 80% or above on math cluster post-tests.</p>	<p>Basic math fact performance data collected in student data binders and analyzed by team & resource staff to determine next steps to improve achievement</p> <p>Math Fact Study Groups</p> <p>Use of informal (entrance/exit cards, manipulatives) & formal assessments (cluster tests, benchmark data, MSA data) to guide planning & determine teaching points for student needs.</p> <p>Quarterly pacing conferences to monitor students progress toward county benchmarks</p> <p>Warm-ups, spiral reviews, extra math classes targeted towards areas of need to maintain skills and concepts taught.</p> <p>Title I small group intervention</p> <p>Use of Kid-Talk / Instructional Support Team (IST) to facilitate student interventions/actions to promote improved achievement.</p> <p>Targeted Improvement Action: Incorporate Mt. Math instructional materials to reinforce math concepts via:</p> <p>Warm-up and center-based learning; independent learning/assignments; spiral review; test preparation</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer & instructional technology.</p>	<p>Monthly</p> <p>Weekly</p> <p>Weekly</p> <p>October, January, April, June</p> <p>Weekly</p> <p>Daily</p> <p>Bi-Weekly/Monthly, respectively</p> <p>Daily</p> <p>Weekly</p>	<p>Team Leader</p> <p>Math Resource</p> <p>Classroom teacher, resource staff</p> <p>Administration</p> <p>Classroom teacher</p> <p>Title I staff</p> <p>IST Representative</p> <p>Teachers/Math Resource Teacher</p> <p>Teacher</p>	<p>Benchmark expectations</p> <p>Timed fact tests</p> <p>Pre & Posts Tests</p> <p>January & May Benchmark Assessments.</p> <p>Pre & Post test benchmark assessments.</p> <p>MSA 2010 data</p> <p>Kid-Talking Data/Findings</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

Fourth Grade Reading

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 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 achievement and the effectiveness of strategic actions.
By May 2010, at least 92% of fourth grade students will score at the proficient and advanced levels on MSA.	<p>Departmentalization-Integration of ILA and Social Studies to enable teachers to sharpen their instructional focus and plan and deliver lessons of greater depth and stronger cross-curricular connections for improved student achievement</p> <p>-Use of miscue data to direct instruction.</p> <p>-Use of <u>Teaching for Comprehension and Fluency</u> as a resource to guide instructional decision-making -look at strategic actions in synthesizing & critiquing of inferring analysis</p> <p>-Instruction will occur with flexible guided reading groups.</p> <p>-Title I small group instruction</p> <p>-Special Ed. small group instruction</p> <p>-Kid-Talk meetings to include resource services to collaborate, determine progress and need for intervention.</p> <p>-Quarterly pacing conferences to determine and monitor student progress</p> <p>-Use of the DRA Bridge Pack for below level students to determine next teaching points for them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ESOL small groups <input type="checkbox"/> Kid Talk meetings <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo & visualizer instructional technology.</p> <p>WordsTheir Way to develop vocabulary and spelling skills</p>	<p>Aug 09 – June 10</p> <p>Weekly</p> <p>Weekly</p> <p>Daily</p> <p>Daily</p> <p>Title I ID Cycles/ Monthly/Weekly</p> <p>October, January, April & June</p> <p>On-demand</p> <p>Weekly</p> <p>Bi-weekly</p> <p>Weekly</p> <p>Weekly</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Title I Teacher</p> <p>Special Ed. Teacher</p> <p>Teachers,</p> <p>Special Ed. and Title I resource teachers</p> <p>Administration</p> <p>Teacher</p> <p>ESOL Teacher</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Running Records with comments and next steps</p> <p>Kid talking notes/data</p> <p>Classroom Assessments</p> <p>ESOL Assessments</p> <p>Formative Comprehensive Assessments (FCA)</p> <p>Houghton-Mifflin Data</p> <p>Fluency Scales</p> <p>MSA 2010 data</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
Fourth Grade Math

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 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 effepprovement.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>At least 90% of the fourth grade students will score 80% or higher on the math cluster post-tests</p> <p>By January 2010, at least 80% of the fourth grade students will score 80% or higher on the math benchmark tests.</p> <p>By May 2010, at least 85% of the fourth grade students will score 80% or above on the math benchmark test.</p> <p>By May 2010, at least 93.5% of fourth grade students will score at the proficient & advanced level on MSA.</p>	<p>Departmentalization-Integration of Math and Science to enable teachers to sharpen their instructional focus and plan and deliver lessons of greater depth and stronger cross-curricular connections for improved student achievement</p> <p>Use of pre and post math cluster tests to guide instruction and determine groupings.</p> <p>Use of Kid-Talk / Instructional Support Team (IST) to facilitate student interventions/actions to promote improved achievement.</p> <p>Meetings with Title I, special Ed., ESOL, math resource teacher, and other resource services to monitor student progress and make instructional adjustments.</p> <p>Title I small group to target math needs</p> <p>Special Ed small group to target math needs</p> <p>Consistent use of:</p> <p>Manipulatives & increase conceptual understanding od concepts/strategies found inVan de Walle book and Greg Tang professional texts</p> <p>Spiral reviews</p> <p>Extend 2008-2009Targeted Improvement by supporting students' improvement with math strategies through the use of Elmo & visualizer instructional technology.</p> <p>Targeted Improvement Action: Incorporate Mt. Math instructional materials to reinforce math concepts via:</p> <p>Warm-up and center-based learning; independent learning/assignments; spiral review; test preparation</p>	<p>Aug 09 – June 10</p> <p>Weekly</p> <p>Bi-weekly/Monthly, respectively</p> <p>Weekly</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Weekly</p> <p>Daily</p>	<p>Teachers</p> <p>Team Leader/ Special Ed. Teacher/</p> <p>Teachers</p> <p>Teachers/Resource Teachers</p> <p>Title I Teacher</p> <p>Sp. Ed Teachers/Teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher/Math Resource Teacher</p>	<p>Pre and post cluster tests</p> <p>Jan and May Benchmark assessments</p> <p>Notes/Data on student progress</p> <p>MSA data</p> <p>Classroom performance on benchmark tasks</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
Fifth Grade Reading

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 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.
On 2010 MSA, 93% of the fifth Grade students will score at the proficient and advanced levels.	<ul style="list-style-type: none"> -Pacing conferences to monitor student progress toward school indicators and determine teaching and learning needs -Use analysis of miscue and self-correction of errors of running records (on targeted students) to determine areas of strengths/ needs and next teaching points. -For children reading below Running Record Level 30, we will use the <i>Strategies that Work</i> text to focus on comprehension strategies, making connections, asking questions, and visualizing. -Use DRA analysis (including the Bridge Pack for below level students) to determine areas of strengths/ needs and next teaching points in the area of comprehension focusing on synthesizing & inferring -Team collaboration including resource teachers targeting specific students' action plans and intended progress - Use of <u>Teaching for Comprehension and Fluency</u> as a resource to guide instructional decision-making -look at strategic actions in synthesizing & critiquing of inferring analysis Focus instruction towards the following strategic actions to promote higher level thinking: analyzing, inferring, synthesizing, critiquing. -Kid-Talk meetings to include resource services to collaborate, determine progress and need for intervention. WordsTheir Way to develop vocabulary and spelling skills Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo & visualizer instructional technology. 	<ul style="list-style-type: none"> October, January, April Monthly Daily Daily/Weekly Monthly Daily Daily Weekly Bi-weekly Weekly Weekly 	<ul style="list-style-type: none"> Teachers Teachers Teachers/Sp. Education Teachers/Resource Teachers Teachers Teachers & Resource Staff Teachers/Resource Teachers Teachers & Resource Staff Teachers Teachers Teachers 	<ul style="list-style-type: none"> Running Records with comments and next steps Kid talking notes/data Classroom Assessments Formative Comprehensive Assessments (FCA) Houghton-Mifflin Data Fluency Scales MSA 2010 data

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

Fifth Grade Math

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 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 achievement and the effectiveness of strategic actions.
<p>On the 2010 MSA, at least 98.5% of the 5th grade students will score at the proficient and advanced levels.</p> <p>By January 2010, at least 90% of the fifth graders will score at or above 80% on the math benchmark assessments.</p> <p>By May 2010, at least 92% of the 5th grade students will score at or above 80% on the math benchmark assessment.</p> <p>At least 92% of the fifth grade students will score 80% or higher on the math cluster post-tests</p> <p>100% of students who scored advanced/proficient on the 2009 MSA Math will score at least 90% on the January and May benchmark assessments.</p>	<p>-Use student data binders to monitor and graph student progress in learning concepts through clusters and share data with student and family to identify strengths, needs and to inform instruction</p> <p>-6th math class each week to focus on problem solving and higher level thinking skills.</p> <p>-Team meeting monthly to review informal and formal data on student progress.</p> <p>- Involve Kid Talking process to assist struggling students</p> <p>- Use of math manipulatives to increase conceptual understanding</p> <p>- Pacing conferences to monitor student progress toward school indicators and determine teaching and learning needs.</p> <p>Use of Van de Walle text to guide instructional decision-making</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo & visualizer instructional technology.</p> <p>Provide flexible grouping to meet the needs of all children including average, at-risk& advanced students</p> <p>Mentoring program – having advanced students support students at basic and borderline levels</p> <p>Targeted Improvement Action: Incorporate Mt. Math instructional materials to reinforce math concepts via:</p> <p>Warm-up and center-based learning; independent learning/assignments; spiral review; test preparation</p>	<p>During each cluster</p> <p>Weekly</p> <p>Weekly</p> <p>Bi-weekly</p> <p>Daily</p> <p>Oct., Jan, April</p> <p>Daily/Weekly</p> <p>Daily/Weekly</p> <p>During each cluster</p> <p>Jan – March</p> <p>Daily</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers/Resource Staff</p> <p>Teachers/Resource Staff</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers/Math Resource Teacher</p>	<p>Pre and post cluster tests</p> <p>Jan and May Benchmark assessments</p> <p>Notes/Data on student progress</p> <p>MSA data</p> <p>Classroom performance on benchmark tasks</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
Wm. Winchester Elementary School 2009-2010
TITLE I READING

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 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 achievement and the effectiveness of strategic actions.
<p>On the 2010 MSA at least 90% of identified Title I students (Grades 3-5) will score at or above the Proficient level.</p> <p>By June 2010, at least 90% of identified Title I students will recognize at least 80% of words at grade level expectations</p>	<p>Meet with participating students' ILA teachers biweekly to evaluate student progress and set next goals and modify services as needed to improve student achievement</p> <p>Provide tutoring to meet the school indicators through the extended school year and classroom support.</p> <p>Participate in Kid Talk at grade levels and Instructional Pacing Conferences</p> <p>Extend 2008-2009 Targeted Improvement by supporting students' improvement with reading strategies through the use of Elmo visualizer and instructional technology.</p> <p>Meet with school administrators to discuss reading services and student progress</p> <p>Invite families of all identified Title I reading students to participate in a take-home program to practice and reinforce reading skills and strategies (implemented grade by grade)</p> <p>Participate in professional development activities in the area of reading at the school and district levels</p> <p>Communicate student progress to families through written reports</p> <p>Present information and strategies to families in a Reading Night event</p>	<p>At least bi-weekly</p> <p>Survey teachers about process Sept and June</p> <p>Each I.D. Cycle and Summer 2010</p> <p>Bi-weekly and Oct., Jan., and April, respectively</p> <p>Weekly</p> <p>Monthly</p> <p>Each I.D. cycle</p> <p>Ongoing</p> <p>Twice each I.D. cycle</p> <p>Fall 2009</p>	<p>Title I Resource Teachers and Parent Liaison</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers and Administrators</p> <p>Title I Resource Teachers and Parent Liaison</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers, ILA Specialist, Parent Liaison</p>	<p><u>2010 MSA RESULTS</u> <u>RUNNING RECORDS</u> <u>PLA</u> <u>HOUGHTON-MIFLEN</u> <u>AEL ASSESSMENTS</u> <u>DRA-2 ASSESSMENTS</u></p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

TITLE I MATH

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 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 achievement and the effectiveness of strategic actions.
<p>On the 2010 MSA, at least 90% of identified Title I students will score at or above proficient level</p> <p>By January 2010, at least 90% of identified Title I students will score at or above satisfactory (80%) on the Math Benchmark Assessment.</p> <p>By June 2010, at least 90% of identified Title I students will score at or above Satisfactory (80%) on the Math Benchmark Assessment.</p> <p>At least 90% of the identified students will improve by 15 points or higher on the math cluster post-tests</p>	<p>Meet with math teachers of identified students to evaluate progress, set next goals and modify services as needed</p> <p>Implement a student profile for Mathematics that will record individual student performance across clusters and knowledge of appropriate math facts for all identified students grades receiving Title I intervention.</p> <p>Invite parents of all grade level identified Title I students to participate in a take-home math program to practice classroom skills and concepts (implemented grade by grade)</p> <p>Provide tutoring to meet the school indicators through classroom support and the extended school year.</p> <p>Use of Kid-Talk / Instructional Support Team (IST) to to promote improved student achievement.</p> <p>Participate in pacing conferences to monitor student progress toward school indicators and determine teaching and learning needs.</p> <p>Participate in professional development activities in the area of math at the school and district levels</p> <p>Communicate student progress to families through written reports</p> <p>Present information and strategies to families in a Math Night event</p> <p>Meet with school administrators to discuss reading services and student progress</p>	<p>At least bi-weekly</p> <p>Ongoing</p> <p>Each I.D. cycle</p> <p>Each I.D. cycle</p> <p>Bi-weekly/Monthly</p> <p>Oct., Jan., April</p> <p>Ongoing</p> <p>Twice each I.D. cycle</p> <p>Spring 2010</p> <p>Monthly</p>	<p>Title I Resource Teachers And Title I Parent Liaison</p> <p style="text-align: center;">↓</p> <p>Title I Resource Teachers Title I Resource Teachers</p> <p>Administration</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers</p> <p>Title I Resource Teachers and Parent Liaison</p> <p>Title I Resource Teachers and Administration</p>	<p>SUMMATIVE DATA: 2006-2008 School Data on Teacher-Parent Conferences</p> <p>2010 Maryland State Assessments</p> <p>FORMATIVE DATA:</p> <p>Math Benchmark Assessments Cluster Post Tests and quizzes Timed basic fact tests</p>

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

Wm. Winchester Elementary School 2009-2010

School-Wide Plans

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>To maintain our Green School status</p> <p>To develop an environmentally conscious school community</p> <p>By the end of quarter 1 we will collect, analyze, and share PBIS data, and establish a related goal for quarter 2.</p> <p>By the end of quarter 2 we will collect,, analyze and share PBIS data in relation to the established goal and refine the goal as needed.</p> <p>By the end of quarter 3 we will collect,, analyze and share PBIS data in relation to the established goal and refine the goal as needed.</p> <p>By the end of quarter 4 we will collect,, analyze and share PBIS data in relation to the established goal and establish goals for the 2010-2011 school year.</p>	<p>Creating a Green School committee with school-wide representation</p> <p>Collecting artifacts to document progress</p> <p>Creating incentives to encourage school-wide participation</p> <p><u>Instruction:</u> Continue to implement a research-based, school-wide behavior program which will offer consistent consequences for inappropriate behaviors and positive reinforcements for appropriate behaviors. Provide specific instruction on expectations of cafeteria behavior.</p> <p><u>Professional Development:</u> Provide differentiated instruction to staff on classroom management and strategies for various behaviors. Staff development of specific, targeted behavior and its management. Staff development on specific practices that help students self monitor and redirect themselves toward more positive behaviors.</p>	<p>October 2009</p> <p>August2009 – June 2010</p> <p>November 2009</p> <p>August-June</p> <p>Weekly</p> <p>Monthly</p> <p>Quarterly</p> <p>Monthly</p> <p>August 2009, Quarterly</p>	<p>Kathy Carhart</p> <p>Committee members</p> <p>Committee members</p> <p>Adminstration, school counselor</p> <p>Adminstration, School counselor</p> <p>School counselor, behavioral support specialist PBIS team</p> <p>PBIS team</p>	<p>student generated portfolio</p> <p>Quarter 1 and monthly (December-June): Analysis of number and type of office referrals, support room referrals, major verses minor offenses, suspensions, students in the red zone.</p>

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.
School-wide plans continued	Noncertified staff will receive inservice PBIS and behavior management <u>Organization:</u> Explicit teaching of our school core values Family awareness through presentations at school events PBIS link on the school website PBIS information included in the school newsletter.	Weekly Monthly August 2009 Monthly Daily/Weekly	PBIS team School staff Administration, PBIS team Administration Administration	
To promote and celebrate multiculturalism within our school community	Instruction at each grade level will incorporate multicultural elements that are inherent to given lessons and/or enriched by extending lessons to include multicultural elements. A waiting area for community members will be created that offers bilingual (English-Spanish) texts for shared or independent reading.	August 2009	Teachers Administration	Observation/recording of incorporated elements in lesson plans and actual instruction Establishment of a waiting area near the school office that offers seating and texts.
To increase the percentage of proficient and advanced students in both reading and math as determined by 2009 MSA data for all students, emphasizing Title I, Special Education, Free and Reduced Lunch, and African American students.	Student achievement will increase as determined by 2010 MSA data by building the capacity of our instructional leadership team to function as a Professional Learning Community. The team will study <u>Revisiting Professional Learning Communities at Work</u> by DuFour, DuFour, and Eaker wherein direct, narrowed, and focused questions and conversations will revolve around student achievement and the impact of the teacher's	8 monthly meetings: Sept. 2009 – June 2010	Administration & Instructional Leadership Team	The planning committee will collect data to include: meeting notes that overtime will demonstrate the conversations focus shift toward student achievement, pacing conference data collected triennially, and current levels of reading and math achievement using established literacy and math assessments.

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.
(Continued from previous page)	role. These conversations will provide a framework for teachers to reflect on current practices to continuously improve instruction.			