

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVE AND INDICATORS 2009 – 2010 WINFIELD ELEMENTARY SCHOOL

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<p><u>READING & WRITING</u></p> <p>The number of students in grades 3, 4, and 5 reaching proficient or advanced levels in reading will increase to:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>89.7</td> <td>87.6</td> <td>90</td> </tr> <tr> <td>4</td> <td>94.9</td> <td>90.6</td> <td>93</td> </tr> <tr> <td>5</td> <td>93.5.6</td> <td>93.4</td> <td>96</td> </tr> </tbody> </table> <p>Special education students will meet the AMO for reading:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>52.4</td> <td>69.2</td> <td>81</td> </tr> <tr> <td>4</td> <td>86.7</td> <td>59.1</td> <td>81</td> </tr> <tr> <td>5</td> <td>70.0</td> <td>93.8</td> <td>94</td> </tr> </tbody> </table> <p>Farm students will meet the AMO for reading:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>52.4</td> <td>69.2</td> <td>80</td> </tr> <tr> <td>4</td> <td>86.7</td> <td>59.1</td> <td>80</td> </tr> <tr> <td>5</td> <td>70.0</td> <td>93.8</td> <td>94</td> </tr> </tbody> </table>	Grade	2008	2009	2010	3	89.7	87.6	90	4	94.9	90.6	93	5	93.5.6	93.4	96	Grade	2008	2009	2010	3	52.4	69.2	81	4	86.7	59.1	81	5	70.0	93.8	94	Grade	2008	2009	2010	3	52.4	69.2	80	4	86.7	59.1	80	5	70.0	93.8	94	<p><u>INSTRUCTION</u></p> <ul style="list-style-type: none"> All teachers differentiate reading/writing instruction for all students using the CCPS Benchmarks and student profiles. Specific school wide focus on phonetic skills and comprehension strategies. Using the 3-tiered model of intervention, provide individual or small group reading instruction for all students including those identified special ed. and ESOL Tier 1 - Classroom interventions. Tier 2 & Tier 3 - AEL, EIR, SOAR, Quick Reads, Decoding, Project Read, WILSON, ESOL,GT, PETS. Comprehension Integration of technology for instructional best practices <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Provide differentiated professional development for all teachers including special education, special areas and ESOL:</p> <ul style="list-style-type: none"> Lucy Calkins Writer’s Wkshp PD Word Study Comprehension Strategy PD Reading Strategies PD <ul style="list-style-type: none"> Across grade levels and team data sharing. Data collection to make instructional decisions. 	<p>August/June</p> <p>Every 4 weeks @ team meetings</p> <p>Each semester</p> <p>September-May</p> <p>Quarterly Every 4 weeks</p>	<p>Teachers</p> <p>Teachers IST Facilitators ILA Specialists Team Data Collector</p> <p>Tech Team</p> <p>ILA Specialists and teachers</p> <p>Team Data Collector IST Facilitator/Data Collector</p>	<p><u>SUMMATIVE DATA: 2010 Maryland School Assessment Data</u></p> <ul style="list-style-type: none"> Rigby DRA MSA PLA SRI <p><u>FORMATIVE DATA</u></p> <ul style="list-style-type: none"> Kid Talk tool DRA Student Intervention Plans Student Data Binders Various classroom assessments including: <ul style="list-style-type: none"> Running record WTW assessment Tier 2 assess. Evidence Formative Quarterly Assess. (4 & 5) Summative Assessments Writing Conference Tools <p><u>DATA REVIEWED AT</u></p> <ul style="list-style-type: none"> Data Review Meetings Team Meetings IST Kid Talking
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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>ORGANIZATION</p> <ul style="list-style-type: none"> Examine/improve upon instructional strategies as related to word study in primary and secondary groups. Teams will share resources, strategies, and supporting data with other grade levels and teams. Teams will collect data in order to adjust and re-evaluate intervention plans. Teams will write, adjust, and re-evaluate intervention plans. In accordance with the CCPS time allotment for ILA primary and intermediate: <ul style="list-style-type: none"> Daily Writers' Workshop. Meet daily with Guided Reading groups. Meet daily w/word study groups Provide individual, independent reading daily School based staff training on instructional practices and to provide necessary resources for Writer's Workshop. 	<p>Quarterly</p> <p>Quarterly</p> <p>Every 4 weeks</p> <p>Quarterly</p> <p>September-June</p> <p>September-June</p>	<p>ILA Specialists, K. Plank, , J. Davidson,</p> <p>Classroom Teachers</p> <p>Grade Level Classroom Teachers Team Data Collector</p> <p>Classroom Teachers</p> <p>ILA Specialists</p>	

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	<ul style="list-style-type: none"> • Provide opportunities for teachers to meet with math resource specialist to enhance professional development, classroom instruction and student achievement. • Provide differentiated, school-wide professional development for number sense concepts, processes, and differentiation of instruction 	Sept – June	M. Gotard	

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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 site-based, job-embedded 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.
PBIS Maintain the average number of discipline referrals at 4.0 or less for the school year.	INSTRUCTION <ul style="list-style-type: none"> Continue to implement a research-based, school-wide behavior program which would offer consistent consequences for inappropriate behaviors and positive reinforcement for appropriate behaviors. Provide specific instruction on expectations of cafeteria behavior Strategies for red zone students. 	August-June August, Dec. & March	C. Bell, S. Maring, PBIS committee S. Maring, C. Bell, J. Millison	SUMMATIVE DATA: 2009 Maryland School Assessment Data <ul style="list-style-type: none"> Percentage of 2009-10 suspension and expulsion data by specified offense Data on number of office and support room referrals FORMATIVE DATA: <ul style="list-style-type: none"> Monthly reports on the number of office and support room referrals Periodic staff and student surveys School-based data on the number of students receiving positive reinforcement DATA REVIEWED AT <ul style="list-style-type: none"> Data Review Meetings Team Meetings IST Kidtalking SST Meetings
	PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Provide training to new staff on PBIS program Provide differentiated instruction to staff on classroom management and strategies for various behaviors Staff development on specific, targeted behavior and its management. Non-certified staff will receive in-service on PBIS and behavior management. 	August 2009 September-May September-May	Jill Millison Jill Millison, Karen Alderman, Ann Arena	
	ORGANIZATION <ul style="list-style-type: none"> Provide specific instruction on the ROAR expectations in the beginning of the year and again in January, with on-going reinforcement throughout the year. Continue a support system for teachers of the “red-zone” target group. Provide support for “yellow-zone” target students through individual interventions and Check-In Buddy system. Plan activities to increase school spirit. 	August/September September-October Oct. – May Oct. – June Monthly	Jill Millison, Cindy Bell Jill Millison, Classroom teachers Kerry Kistler, Jill Millison, K. Alderman Jill Millison, Staff Volunteers ROAR committee	

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OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
INDICATOR 6.3: Parent participation in teacher-parent conferences will increase on an annual basis at all grade levels				
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<p><u>Parent Communication</u> Increase parent awareness of student achievement and participation in planning for individual student academic growth</p> <p>Gain green school status</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Waiver for conferences • Team Newsletters • Parent Information/Training Sessions • Website • Data Binders • Alert Now • Green Club • Work with outdoor school to create instructional garden areas within school courtyards 	<p>Fall 2009 Monthly Fall 2009 August – June Quarterly</p> <p>August - June</p>	<p>C. Bell, SIT, Teams</p> <p>J. Cage, J. Millison, S. Potash, S. Duttere, S. Mayne, D. Lemieux, J. Davis Administrators</p>	<p><u>SUMMATIVE DATA: 2009-2010 School Data on Volunteer Participation.</u></p> <p><u>FORMATIVE DATA:</u> Conference Attendees Training sessions attendees Web site visitors</p>