

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2011-2012

SANDYMOUNT 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)																																																									
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<p>ELA:</p> <ul style="list-style-type: none"> • Apply appropriate interventions through differentiation, re-teaching, and extension for all students <ul style="list-style-type: none"> ➤ <u>Professional Development:</u> <ul style="list-style-type: none"> - Increase teacher capacity in using formal and informal data and collaborative planning to improve RELA instruction - Continue to study and apply the Fountas and Pinnell reading behaviors to plan for instruction • Collaborative planning within grade levels and across disciplines <ul style="list-style-type: none"> ➤ <u>Professional Development:</u> <ul style="list-style-type: none"> - Through collaboration and planning, teachers will integrate Social Studies and RELA curriculum to create a Humanities block in grades 3-5 - Use the IST/Kid Talking process to assist teachers in planning instruction to meet measurable goals 																																																									
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	<ul style="list-style-type: none"> • Increase the quality of writing, as measure by the writing rubrics, across disciplines (argument, explanatory, narrative, personal expression) <ul style="list-style-type: none"> ➤ <u>Professional Development:</u> <ul style="list-style-type: none"> - Provide targeted professional development to align with the Common Core Standard in Writing in order to impact student achievement - Using mentor text, increase teacher’s knowledge of the Common Core Standards in Writing: Argument, Information, and Narrative K-5 - Provide professional development to teachers regarding the use of writing rubrics • Provide opportunities to exhibit work and listen to and critique peers’ presentations 	<p>August 2011 October 2011 November 2011</p> <p>August – June</p> <p>August 2011 October 2011 November 2011</p>	<p>Nikki Cole Classroom Teachers Kerri Howard/Gretchen Dix Ivy Allgeier</p>	<p>SUMMATIVE DATA: 2012 Maryland School Assessment Data, SRI</p> <p>FORMATIVE DATA:</p> <ul style="list-style-type: none"> - PLA - HMPD - WTW Spelling - FCA

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OBJECTIVE 9: By June 30, 2012, all faculty will gain a working knowledge of the Race To The Top (RTTT) initiatives, including the Maryland Common Core State Curriculum (MCCSC) Framework, the Framework for Teaching, and STEM.				
INDICATOR 9.1: All faculty will have an understanding of the Framework for Teaching and the aligned teacher observation and evaluation instruments.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Specify <u>site-based, job-embedded</u> 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.
All faculty will have a clear understanding of the Framework for Teaching as a tool for observation, evaluation, self-reflection, and goal-setting.	<p>All teachers will participate in a professional development overview of the tools and forms as well as the purpose of the framework.</p> <p>All teachers will participate in professional development with an in-depth look at each of the four domains and evidence to be utilized to demonstrate the behaviors described in the indicators and descriptors.</p> <p>Teachers will volunteer to utilize the draft Individual Professional Development Plan to set a goal and develop a plan to achieve the goal.</p>	<p>August 2011</p> <p>September 2011- March 2012</p> <p>October 2011- June 2012</p>	<p>Wendy Leishear</p> <p>Wendy Leishear Instructional Leaders</p> <p>Wendy Leishear</p>	<p>SUMMATIVE DATA: Evaluations completed utilizing the framework tools</p> <p>FORMATIVE DATA: Walk through feedback forms Classroom observations Teacher reflection and feedback</p>

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OBJECTIVE 9: By June 30, 2012, all faculty will gain a working knowledge of the RTTT initiatives, including the MCCSC Framework, the Framework for Teaching, and STEM.				
INDICATOR 9.2: All faculty will have an understanding of the MCCSC Framework in Reading / English Language Arts and Mathematics.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Specify <u>site-based, job-embedded</u> 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.
All faculty will have an understanding of the MCCSC Framework in Reading / English Language Arts.	<p>Teachers will participate in professional development focusing on an overview of the Common Core in R/ELA.</p> <p>Teachers will become familiar with the Common Core by utilizing it as a reference during grade level collaborative planning.</p> <p>Student data will be examined to inform instruction to meet measurable goals.</p>	<p>August 2011</p> <p>September 2011 – June 2012</p>	<p>Nikki Cole Instructional Team Leaders</p>	<p>SUMMATIVE DATA: Maryland State Assessment Data SRI Scores Math Benchmarks</p> <p>FORMATIVE DATA: Collaborative planning agendas and reflection Teacher feedback from professional development</p> <ul style="list-style-type: none"> - PLA - HMPD - WTW Spelling - FCA - CCPS Cluster Assessments (Pre/Post) - Entrance/Exit Passes, Anecdotal Notes, Class Assignments, etc. - Informal Observations - Informal Walkthrough Data/Teacher Observations
All faculty will have an understanding of the MCCSC Framework in Mathematics.	<p>Teachers will participate in professional development focusing on an overview of the Common Core in mathematics.</p> <p>Teachers will become familiar with the Common Core by utilizing it as a reference during grade level collaborative planning.</p> <p>Student data will be examined to inform instruction to meet measurable goals.</p>	<p>August 2011</p> <p>September 2011 – June 2012</p>	<p>Butch Fitzgerald Instructional Team Leaders</p>	

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OBJECTIVE 9: By June 30, 2012, all faculty will gain a working knowledge of the RTTT initiatives, including the MCCSC Framework, the Framework for Teaching, and STEM.				
INDICATOR 9.3: Identified faculty will develop and implement lessons aligned with the MCCSC Framework in Writing, Mathematics, and STEM.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Specify <u>site-based, job-embedded</u> 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>Identified faculty will include the MCCSC argument, explanatory, and narrative writing products and processes in lesson development and implementation.</p> <p>Identified faculty will include the MCCSC practices in mathematics in lesson development and implementation.</p> <p>Identified, cross-disciplinary faculty teams will develop and implement integrated STEM lessons.</p>	<p>All teachers will participate in systemic professional development related to writing across all contents. Teachers in grades 3-5 will participate in professional development related to the CCPS writing curriculum and rubrics. All teachers will participate in professional development related to the argument writing process, develop a lesson, implement it, and reflect upon the student results with their team. Teachers will participate in professional development to implement the new K and 1st grade curriculum. Teachers in grades 2-5 will participate in professional development and collaborative planning to include math practices in lessons.</p> <p>Teachers in grades 1-4 will participate in professional development and implement identified STEM unit. Teachers in grade 5 will pilot new STEM unit they have developed with systemic supports.</p>	<p>August 2011</p> <p>January 2012- April 2012</p> <p>August 2011- June 2012</p> <p>August 2011 – May 2012</p>	<p>CCPS Representatives Classroom Teachers</p> <p>Nikki Cole Instructional Team Leaders</p> <p>Butch Fitzgerald Instructional Team Leaders Classroom Teachers</p> <p>Deb Kiley Instructional Team Leaders Classroom Teachers</p>	<p>SUMMATIVE DATA: Mathematics: Increased student achievement on benchmarks and MSA</p> <p>FORMATIVE DATA: ELA: CCPS Writing Prompt Results</p> <p>Informal and formal observations will reflect evidence of implementation of practices studied during professional development.</p>

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OBJECTIVE 8: Maintain and improve the efficiency and effectiveness of system-wide and school-based operations and delivery of services.				
INDICATOR 8.1: Comply with all Federal and State reporting requirements.				
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 achievement and the effectiveness of strategic actions.
Sandymount Elementary School will improve student and employee wellness. 100% or more of the students and faculty will participate in Project ACES.	<ul style="list-style-type: none"> • Promote good nutrition throughout the school day, including before and after school. • Promote recess for all elementary school students and provide support to implement recess in a healthy way that promotes physical activity and social skill development. • Faculty and students will participate in Project ACES to consciously be aware of and to increase physical activity. • Continue to offer after school yoga classes for staff members. • Encourage all students to participate in NFL Play 60 activities. 	August - June	Becky Greenwood Administration Bill Vandegrift Chris Arthur Lori Hayman Classroom Teachers Administration	<u>FORMATIVE DATA:</u> <ul style="list-style-type: none"> • Number of employee participants in specific actions. • Determined via observation of students' and faculty members' conversations and activities