



# SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

**2010 - 2011**

## TANEYTOWN ELEMENTARY SCHOOL

|  |   |   |   |  |
|--|---|---|---|--|
| <b>OBJECTIVE 1:</b> 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)   |   |   |   |  |
| <b>INDICATOR 1.1:</b> 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.) |   |   |   |  |
| <b>SCHOOL INDICATORS:</b> Describe specific targets.   | <b>STRATEGIC ACTIONS:</b> 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.  | <b>TIME LINE:</b>   | <b>LEAD PERSON RESPONSIBLE:</b>                                   | <b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions. |
|  | <p><b><u>ORGANIZATION: READING</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative vertical and grade level instructional teams (including Special Educators, Title I teachers, and Intervention teachers) will attend data conferences in order to align learning targets, increase expectations, adjust and reevaluate student groupings/ interventions, and make collaborative instructional decisions using effective resources and strategies.</li> <li>• Teachers will share individual student data with parents via data binders</li> <li>• Stimulus funds will be used to support Tier 2 and Tier 3 classroom interventions.</li> <li>• Targeted Improvement funds will be used to support Tier 2 and Tier 3 interventions for students receiving Title 1 services</li> <li>• Targeted Improvement Funds will be used to support instruction of at risk students and to promote programs for families such as Parents as Teachers, and the Judy Center.</li> <li>• Title II grants will be used to support differentiated, site based professional development by using a peer coaching model.</li> <li>• Scheduling will reflect the need for             <ol style="list-style-type: none"> <li>1. uninterrupted instructional time</li> <li>2. fewer transitions</li> <li>3. interventions that occur within the classroom</li> <li>4. collaboration time among grade levels and intervention staff including Title I Teachers, Special Education Teachers, and Intervention Teachers</li> <li>5. continuity in a student's instructional day</li> </ol> </li> </ul> <p><b><u>INSTRUCTION: WRITING</u></b></p> <ul style="list-style-type: none"> <li>• All teachers including Title 1, Resource, and Special Education, will include effective writing instruction as a part of a balanced literacy framework in order to support both encoding and decoding.</li> <li>• Teachers will use the Lucy Calkins <u>Units of Study</u> and the 6 + 1 Traits of Writing to align with the CCPS curriculum writing rubrics.</li> </ul> | <p><b>Every 5 weeks-</b><br/>Vertical Team<br/>Professional<br/>Development</p> <p><b>Every 5 weeks-</b><br/>Every 5 weeks-<br/>Data, Goal Setting,<br/>Problem Solving<br/>Conferences</p> <p>October-May</p> <p>August 2010-May<br/>2011</p> <p>Daily-August2010-<br/>June 2011</p> | <p>Rose<br/>Mattavi<br/>Becky<br/>DuPree<br/>Kathy<br/>Wallis</p> |  |

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|  | <p><b>PROFESSIONAL DEVELOPMENT:</b> Professional development in writing will be provided to answer the following essential questions:</p> <ul style="list-style-type: none"> <li>• How will teachers cross-reference assessments to collaboratively inform instructional decision making?</li> <li>• How will teachers determine targets for effective writing instruction?</li> <li>• How will teachers effectively communicate student progress and expectations with parents?</li> <li>• What resources will be used to identify effective research based practices to use while instructing students with disabilities?</li> <li>• How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable, and attainable?</li> </ul> <p><b>ORGANIZATION: WRITING</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time will be used to support site based professional development</li> <li>• Collaborative vertical and grade level instructional teams will use data in order to align learning targets and increase expectations (PK-5, Fine Arts, Special Education staff, Title I teachers, Intervention teachers and other support staff) by communicating the use of effective resources and strategies.</li> </ul> | Collaborative Planning Every Other week from Sept 2010-May 2011 | ILA teachers<br>Instructional Coaches |  |

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|---|--|-------------------|---------------------------------|--|----------|---|----|----|-----|-----|---|----|----|-----|-----|---|----|----|-----|-----|---|----|----|-----|-----|---|----|----|-----|-----|---|----|----|-----|-----|-------|------|------|------|---|------|------|-------|---|------|-------|-------|---|------|------|------|-------|------|------|------|---|----|-------|-------|---|------|-------|-------|---|------|------|------|---|--|---|---|
| <b>INDICATOR 1.1:</b> 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.)  |  |                   |                                 |  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
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| <p><b>MATHEMATICS</b><br/>100% of students in grades K-5 including all Title 1 and Special Education Students will achieve 80% or greater on January and May Mathematics Benchmark Assessments.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>GRADE</th> <th>Jan 2010</th> <th>May 2010</th> <th>Jan 2011</th> <th>May 2011</th> </tr> </thead> <tbody> <tr><td>K</td><td>89</td><td>90</td><td>100</td><td>100</td></tr> <tr><td>1</td><td>91</td><td>89</td><td>100</td><td>100</td></tr> <tr><td>2</td><td>81</td><td>71</td><td>100</td><td>100</td></tr> <tr><td>3</td><td>68</td><td>62</td><td>100</td><td>100</td></tr> <tr><td>4</td><td>80</td><td>77</td><td>100</td><td>100</td></tr> <tr><td>5</td><td>55</td><td>78</td><td>100</td><td>100</td></tr> </tbody> </table> <p>The percentage of students in grades 3,4,and 5, including all Title 1 and Special Education Students , reaching proficient or advanced levels in math will increase to:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>GRADE</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr><td>3</td><td>84.8</td><td>81.2</td><td>85.65</td></tr> <tr><td>4</td><td>88.3</td><td>100.0</td><td>100.0</td></tr> <tr><td>5</td><td>79.2</td><td>86.8</td><td>90.0</td></tr> </tbody> </table> <p>The percentage of special education students in grades 3,4, and 5 reaching proficient or advanced levels in math will increase to:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>GRADE</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr><td>3</td><td>**</td><td>100.0</td><td>85.65</td></tr> <tr><td>4</td><td>50.0</td><td>100.0</td><td>100.0</td></tr> <tr><td>5</td><td>46.2</td><td>55.6</td><td>90.0</td></tr> </tbody> </table> | GRADE  | Jan 2010          | May 2010                        | Jan 2011   | May 2011 | K | 89 | 90 | 100 | 100 | 1 | 91 | 89 | 100 | 100 | 2 | 81 | 71 | 100 | 100 | 3 | 68 | 62 | 100 | 100 | 4 | 80 | 77 | 100 | 100 | 5 | 55 | 78 | 100 | 100 | GRADE | 2009 | 2010 | 2011 | 3 | 84.8 | 81.2 | 85.65 | 4 | 88.3 | 100.0 | 100.0 | 5 | 79.2 | 86.8 | 90.0 | GRADE | 2009 | 2010 | 2011 | 3 | ** | 100.0 | 85.65 | 4 | 50.0 | 100.0 | 100.0 | 5 | 46.2 | 55.6 | 90.0 | <p><b>INSTRUCTION: MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• All teachers will use formative assessment data in order to provide explicit mathematics instruction.</li> <li>• All teachers of mathematics will             <ol style="list-style-type: none"> <li>1. teach for conceptual understanding</li> <li>2. incorporate problem solving using comprehension strategies based on the book <u>Comprehending Math</u> by Arthur Hyde</li> <li>3. provide daily opportunities to build computational fluency (Five a Day)</li> </ol> </li> <li>• Grade level teams, special education instructors, Title 1 teachers and Intervention teachers will collaborate to set goals in order to achieve consistency between initial and specialized instruction (including consistent language)</li> </ul> <p><b>PROFESSIONAL DEVELOPMENT</b><br/>Professional development in mathematics will be provided to answer the following essential questions:</p> <ul style="list-style-type: none"> <li>• How will teachers cross-reference assessments to collaboratively inform instructional decision making?</li> <li>• How will teachers determine targets for effective mathematics instruction?</li> <li>• How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable, and attainable?</li> <li>• What resources will be used to identify effective research based practices to use while instructing students not meeting standards and/or students receiving special education services?</li> <li>• How will teachers teach for conceptual understanding?</li> <li>• How can the reading comprehension strategies be used in order to comprehend mathematical problems?</li> <li>• How can teachers incorporate five minutes a day into mathematics instruction to build computational fluency?</li> </ul> | <p>Daily-August 2010-June2011</p> <p>Every 5 weeks-Data, Goal Setting, Problem Solving Conferences</p> <p>Every 5 weeks-Data, Goal Setting, Problem Solving Conferences</p> <p>Every 5 weeks-Vertical Team Professional Development</p> <p>Collaborative Planning every other week Sept. 2010-May 2011</p> | <p>Mathematics Teachers Instructional Coaches</p> | <p><b>SUMMATIVE DATA:</b> 2011 Maryland School Assessment Data.</p> <p><b>FORMATIVE DATA:</b></p> <ul style="list-style-type: none"> <li>• Special Education Referral Data</li> <li>• January/May Math Benchmark Data</li> <li>• Various Classroom Assessments</li> <li>• Pre-Requisite Skills Assessment Data</li> <li>• Cluster Test Data</li> <li>• Exit and Entrance Passes</li> <li>• Math Diagnostic Assessment Data</li> <li>• Student Data Binders</li> <li>• Teacher Data Binders</li> </ul> |
| GRADE   | Jan 2010   | May 2010          | Jan 2011                        | May 2011   |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| K   | 89   | 90                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| 1   | 91   | 89                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| 2   | 81   | 71                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| 3   | 68   | 62                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| 4   | 80   | 77                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| 5   | 55   | 78                | 100                             | 100  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
| GRADE   | 2009   | 2010              | 2011                            |  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
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| 4   | 88.3   | 100.0             | 100.0                           |  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
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| GRADE   | 2009   | 2010              | 2011                            |  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
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| 4   | 50.0   | 100.0             | 100.0                           |  |          |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |   |    |    |     |     |       |      |      |      |   |      |      |       |   |      |       |       |   |      |      |      |       |      |      |      |   |    |       |       |   |      |       |       |   |      |      |      |   |  |   |   |
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| <b>OBJECTIVE 8:</b> Maintain and improve the efficiency and effectiveness of system-wide and school-based operations and delivery of services.   |   |   |   |   |
| <b>INDICATOR 8.1:</b> Comply with all Federal and State reporting requirements.  |   |   |   |   |
| <b>SCHOOL INDICATORS:</b> Describe specific targets.   | <b>STRATEGIC ACTIONS:</b> 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.  | <b>TIME LINE:</b>                         | <b>LEAD PERSON RESPONSIBLE :</b>                            | <b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.  |
| <p>TES staff will strive to increase staff participation in the Project Aces program to a 90% overall participation level.</p> <p>Staff at TES will promote “active/organized” indoor and outdoor recess/physical activities to support and promote physical activities that can be transferred to the home environment.</p> | <p>Staff will work to represent a positive example for our students by enthusiastically participating in our ACES program, as well as increasing motivation to lead a healthier lifestyle.</p> <p>All students at TES will participate in daily, appropriate activities for indoor/outdoor recess.</p> <p>Physical Education staff will work with students/staff to demonstrate appropriate activities.</p> | <p>October 4-17 (ACES)</p> <p>Ongoing</p> | <p>Jamie Hitchner<br/>Connie Wuenschel<br/>Gabe Wachter</p> | <p><b><u>SUMMATIVE DATA:</u> Completed State and Federal Reports.</b></p> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Number of employee participants.</li> <li>• Anecdotal records</li> <li>• Individual and small group achievements</li> <br/> <li>• Anecdotal records</li> <li>• Individual and small group achievements</li> </ul> |