

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2011 - 2012

TANEYTOWN 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 2012 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 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>Writing Samples meeting CCPS grade level standards and formative assessment goals</p>	<p><u>ORGANIZATION: READING</u></p> <ul style="list-style-type: none"> • Collaborative vertical and grade level instructional teams (including Special Educators, and Title 1 teachers) will attend data conferences in order to align learning targets, increase expectations, and make collaborative instructional decisions using effective resources and strategies. • Teachers will share individual student data with parents via data binders. • Grade level teams will plan and implement parent involvement initiatives. • Title 1 funds will be used to support Tier 2 and Tier 3 interventions for students receiving Title 1 services and provide extended day learning opportunities for Title 1 students. • Title 1 funds will be used to fund parent involvement (see L. Krom Action Plan- Title 1 parents) • 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. • Title II grants will be used to support differentiated, site based professional development by using a peer coaching model and lesson study. • Scheduling will reflect the need for: <ol style="list-style-type: none"> 1. uninterrupted instructional time 2. integration of curriculum 3. interventions that occur within the classroom 4. collaboration time among grade levels and intervention staff including Title 1 Teachers and Special Education Teachers 5. continuity in a student's instructional day 6. weekly grade level collaborative planning and IST • Title grants will be used to increase the capacity of instructional assistants <p><u>INSTRUCTION: WRITING</u></p> <ol style="list-style-type: none"> 1. All teachers will use formative assessment data in order to provide explicit instruction with a focus on Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing. (MCCSC) 2. All teachers will use professional resources in order to build teacher capacity to increase student achievement in all areas of writing (argument/opinion, explanatory, and narrative). <p><u>PROFESSIONAL DEVELOPMENT WRITING:</u> Professional development targeting the reading/writing connection will be provided to</p>	<p>Every 5 weeks- Vertical Team Prof. Development</p>	<p>Cathy Schwaab Chris Vincent</p>	<p><u>FORMATIVE DATA:</u> Walk Through Data (Monthly) Student Work Samples Student Progress on IEP Goals Student Progress on SMART Goals Student Data Binders Teacher Data Binders Carroll County Writing Rubrics Writing Conferring Sheets</p>

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	<p>answer the following questions:</p> <ul style="list-style-type: none"> • How will teachers determine targets for effective writing instruction? • How will teachers use curricular learning targets to create formative writing assessments? • How will teachers effectively communicate student progress and expectations with parents? • What resources will be used to identify effective research based practices to be used while instructing all students? • How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable and attainable? • How will teachers use Core Curriculum Writing samples to inform instructional decision making? <p>ORGANIZATION: WRITING</p> <p>Collaborative vertical and grade level instructional teams (including Special Educators, and Title 1 teachers) will attend data conferences in order to align learning targets, increase expectations, and make collaborative instructional decisions using effective resources and strategies.</p> <ul style="list-style-type: none"> • Teachers will share individual student data with parents via data binders. • Grade level teams will plan and implement parent involvement initiatives. • Title 1 funds will be used to support Tier 2 and Tier 3 interventions for students receiving Title 1 services and provide extended day learning opportunities for Title 1 students. • Title 1 funds will be used to fund parent involvement (see L. Krom Action Plan-Title 1 parents) • 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. • Title II grants will be used to support differentiated, site based professional development by using a peer coaching model and lesson study. • Scheduling will reflect the need for: <ol style="list-style-type: none"> 1. uninterrupted instructional time 2. integration of curriculum 3. interventions that occur within the classroom 4. collaboration time among grade levels and intervention staff including Title 1 Teachers and Special Education Teachers 5. continuity in a student’s instructional day 6. weekly grade level collaborative planning and IST <p>Title grants will be used to increase the capacity of instructional assistants</p>			

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<p><u>MATHEMATICS</u> 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 style="text-align: left;">GR AD E</th> <th style="background-color: #d9ead3;">Jan 2011</th> <th style="background-color: #d9ead3;">May 2011</th> <th style="background-color: #d9ead3;">Jan 2012</th> <th style="background-color: #d9ead3;">May 2012</th> </tr> </thead> <tbody> <tr><td>K</td><td style="background-color: #d9ead3;">93%</td><td style="background-color: #d9ead3;">95%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100</td></tr> <tr><td>1</td><td style="background-color: #d9ead3;">90%</td><td style="background-color: #d9ead3;">90%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100</td></tr> <tr><td>2</td><td style="background-color: #d9ead3;">82%</td><td style="background-color: #d9ead3;">78%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100</td></tr> <tr><td>3</td><td style="background-color: #d9ead3;">78%</td><td style="background-color: #d9ead3;">82%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100</td></tr> <tr><td>4</td><td style="background-color: #d9ead3;">70%</td><td style="background-color: #d9ead3;">52%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100</td></tr> <tr><td>5</td><td style="background-color: #d9ead3;">90%</td><td style="background-color: #d9ead3;">75%</td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">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 style="text-align: left;">GRADE</th> <th style="background-color: #d9ead3;">2010</th> <th style="background-color: #d9ead3;">2011</th> <th style="background-color: #d9ead3;">2012</th> </tr> </thead> <tbody> <tr><td>3</td><td style="background-color: #d9ead3;">81.2</td><td style="background-color: #d9ead3;">90.5</td><td style="background-color: #d9ead3;">95</td></tr> <tr><td>4</td><td style="background-color: #d9ead3;">100.0</td><td style="background-color: #d9ead3;">92.8</td><td style="background-color: #d9ead3;">>95</td></tr> <tr><td>5</td><td style="background-color: #d9ead3;">86.8</td><td style="background-color: #d9ead3;">>95</td><td style="background-color: #d9ead3;">>95</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 style="text-align: left;">GRADE</th> <th style="background-color: #d9ead3;">2010</th> <th style="background-color: #d9ead3;">2011</th> <th style="background-color: #d9ead3;">2012</th> </tr> </thead> <tbody> <tr><td>3</td><td style="background-color: #d9ead3;">100.0</td><td style="background-color: #d9ead3;">83.3</td><td style="background-color: #d9ead3;">100.0</td></tr> <tr><td>4</td><td style="background-color: #d9ead3;">100.0</td><td style="background-color: #d9ead3;">83.3</td><td style="background-color: #d9ead3;">100.0</td></tr> <tr><td>5</td><td style="background-color: #d9ead3;"></td><td style="background-color: #d9ead3;">100</td><td style="background-color: #d9ead3;">100.0</td></tr> </tbody> </table>	GR AD E	Jan 2011	May 2011	Jan 2012	May 2012	K	93%	95%	100	100	1	90%	90%	100	100	2	82%	78%	100	100	3	78%	82%	100	100	4	70%	52%	100	100	5	90%	75%	100	100	GRADE	2010	2011	2012	3	81.2	90.5	95	4	100.0	92.8	>95	5	86.8	>95	>95	GRADE	2010	2011	2012	3	100.0	83.3	100.0	4	100.0	83.3	100.0	5		100	100.0	<p><u>INSTRUCTION: MATHEMATICS</u></p> <ul style="list-style-type: none"> All teachers will use formative data in order to provide explicit mathematics instruction All teachers of mathematics will teach for conceptual understanding and work toward procedural fluency by using the Standards for Mathematical Practice, MCCSC, and various research based professional resources. (Achieving Fluency; Special Ed. and Mathematics, Developing Essential Understanding of Numeration for Teaching Mathematics in PreK-2, Number Talks: Helping Children Build Mental Math and Computation Strategies K-5, Developing Essential Understanding of Rational Numbers Grades 3-5, Developing Essential Understanding of Multiplication and Division 3-5) All faculty will have an understanding of the MCCSC Framework in Mathematics and will begin to infuse the Standards for Mathematical Practices in to their given content areas as appropriate through collaborative planning. Grade level teams, special education instructors and Title 1 Teachers will collaborate to set goals in order to achieve consistency between initial and specialized instruction including consistent language. <p><u>PROFESSIONAL DEVELOPMENT: MATH</u></p> <ul style="list-style-type: none"> How will teachers cross-reference assessments to collaboratively inform instructional decision making? How will teachers determine targets for effective mathematics instruction? How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable, and attainable? 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? How can teachers develop students' procedural fluency while maintaining their conceptual understanding? How will teachers use the Standards for Mathematical Practice to inform instructional decision making? How can teachers develop rich problems that enable students to become mathematically proficient as demonstrated by the behaviors described in the Standards for Mathematical Practice? How can teachers make cross curricular connections using the content and Standards for Mathematical Practice in the MCCSC? <p><u>ORGANIZATION</u></p> <ul style="list-style-type: none"> Collaborative vertical and grade level instructional teams (including Special 	<p>August 2011- June 2012</p> <p>Every 5 weeks- data, goal setting, problem solving conferences</p> <p>Every 5 weeks- Vertical Team Prof. Development</p>	<p>Liza Starkey</p>	<p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> Special Education Referral Data January/May Math Benchmark Data Various Classroom Assessments Pre-Requisite Skills Assessment Data Cluster Test Data Exit and Entrance Passes Math Diagnostic Assessment Data Student Data Binders Teacher Data Binders Standards for Mathematical Practice Look Fors Document <p>Title I ID: 2 x's a year using multiple assessments from the list above</p>
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<p><u>PBIS</u> Reduce the number of discipline referrals for students in yellow and red zones from September 2011 data through June 2012.</p>	<p><u>INSTRUCTION</u></p> <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. Explicitly teach the appropriate behaviors that are expected within the TES school community and revisit these expectations throughout the school year <p><u>PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Provide consistent training on the ABC expectations for all staff members Provide differentiated instruction to staff members regarding management strategies for students in the yellow and red zones <p><u>ORGANIZATION</u></p> <ul style="list-style-type: none"> 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. Review PBIS expectations during August staff meetings and periodically throughout the year <p>Implement a support system for “red zone” students and their teachers plan quarterly activities Implement a school-wide theme focused on peace</p>	<p>August-June</p> <p>September school-wide PBIS assembly (Minute to Win It)</p> <p>Monthly Staff Meetings</p> <p>Quarterly</p> <p>September Peace Pole assembly</p> <p>June celebration activities</p>	<p>PBIS Team Classroom Teachers Admin.</p> <p>PBIS Team Coach</p>	<p><u>SUMMATIVE DATA: 2012 Maryland School Assessment Data.</u></p> <ul style="list-style-type: none"> End of Year Discipline Data End of Year Referral Data End of Year Attendance Data <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> Bear Buck Data Time on Task for Students Increased Instructional Time Quarterly Referral/Discipline Data Ongoing Attendance Data

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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.				
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<p>TES staff will 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.</p> <p>All students at TES will participate in daily, appropriate activities for indoor/outdoor recess.</p> <p>Staff will attempt to motivate students to lead a healthier lifestyle by participating in sharing their Staying Active Bulletin Board and participating in the Movement Minute on the Friday Morning Announcement broadcasts.</p>	<p>October 3-16 (ACES)</p> <p>Ongoing</p> <p>September Bulletin Board</p> <p>Friday Announcements throughout the school year</p>	<p>Connie Wuenschel Katie Rogers Gabe Wachter</p>	<p><u>SUMMATIVE DATA:</u> Completed State and Federal Reports.</p> <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Number of employee participants. • Anecdotal records • Individual and small group achievements • Anecdotal records • Number of staff participation

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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.				
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All faculty will have an understanding of the Framework for Teaching and the aligned teacher observation and evaluation instruments.	<p>During faculty meetings, professional development days, and individual conferences all teachers will gain an understanding of possible evidence to support the evaluation tool indicators by:</p> <ul style="list-style-type: none"> • Becoming familiar with evaluation forms by participating in Geo Cache Activity • Completing a self assessment using CCPS Framework for Teaching Descriptor Rubric to determine which descriptors teachers have an understanding of and which descriptors they have questions about. • Working collaboratively to create a list of classroom evidence that supports each evaluation descriptor • Participating in post classroom observation conferences with administration following the use of newly aligned observation instruments (walkthrough, observation, evaluation) while referencing and adding to the list of classroom evidence supporting evaluation descriptors. 	Sept.-June 2011-2012	Rose Mattavi Becky DuPree	<p><u>SUMMATIVE DATA:</u></p> <p><u>FORMATIVE DATA:</u> Instructional walkthroughs, observations, and evaluations.</p>

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INDICATOR 9.2: All faculty will have an understanding of the MCCSC Framework in Reading / English Language Arts and Mathematics.				
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All faculty will have an understanding of the MCCSC Framework in Reading / English Language Arts.	<p>The administration, leadership team and all professional developers will include time for teachers to reflect on how current practices and curriculum support or need to be adjusted in order to align with MCCSC Framework in Reading, English Language Arts, Mathematics/STEM.</p> <p><u>INSTRUCTION: READING</u></p> <ul style="list-style-type: none"> All teachers will use formative assessment data in order to provide explicit instruction with a focus on Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Complexity. All teachers will provide explicit comprehension instruction for literary and informational text <p><u>PROFESSIONAL DEVELOPMENT: READING</u></p> <p>Professional development targeting the reading/writing connection will be provided to answer the following questions::</p> <ul style="list-style-type: none"> How will teachers cross-reference assessments to collaboratively inform instructional decision making? How will teachers determine targets for effective reading instruction? How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable, and attainable? 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? How can information gleaned from the comprehension analysis form guide instructional decision making? How can teachers incorporate appropriate technology into daily instruction? How can teachers make cross curricular connections? How will teachers gain knowledge in order to differentiate instructional strategies based on genres of literature so students can read to gain content knowledge? <p><u>ORGANIZATION: READING</u></p> <ul style="list-style-type: none"> Collaborative vertical and grade level instructional teams (including Special Educators, and Title 1 teachers) will attend Race to the Top and MCCSC progress monitoring meetings in order to align learning targets, increase expectations, and make collaborative instructional decisions using effective resources and strategies. Grade level teams will plan and implement parent involvement initiatives. 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. Title II grants will be used to support differentiated, site based professional development by using a peer coaching model and lesson study. Scheduling will reflect the need for: <ol style="list-style-type: none"> uninterrupted instructional time integration of curriculum 	<p>Sept-June 2011-2012</p> <p>See attached schedule for dates</p>	<p>Rose Mattavi Becky Dupree ILT Members</p>	<p><u>SUMMATIVE DATA:</u></p> <ul style="list-style-type: none"> 2012 MSA Results in Reading and Mathematics grades 3-5 <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> Reflection Tools from ILT meetings Reflection Tools from Site-Based Professional Development Walkthrough Data Student Work Samples IEP Goal Progress Writing Rubrics Writing Samples Writing Conferring Sheets Classroom Assessments
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INDICATOR 9.2: All faculty will have an understanding of the MCCSC Framework in Reading / English Language Arts and Mathematics.				
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understanding of the MCCSC Framework in Mathematics.	<ol style="list-style-type: none"> 3. interventions that occur within the classroom 4. collaboration time among grade levels and intervention staff including Title 1 Teachers and Special Education Teachers 5. continuity in a student's instructional day 6. weekly grade level collaborative planning and IST <ul style="list-style-type: none"> • Title grants will be used to increase the capacity of instructional assistants <p><u>INSTRUCTION: MATHEMATICS</u></p> <ul style="list-style-type: none"> • All teachers will use formative data in order to provide explicit mathematics instruction • All teachers of mathematics will teach for conceptual understanding and work toward procedural fluency by using the Standards for Mathematical Practice, MCCSC, and various research based professional resources. (Achieving Fluency; Special Ed. and Mathematics, Developing Essential Understanding of Numeration for Teaching Mathematics in PreK-2, Number Talks: Helping Children Build Mental Math and Computation Strategies K-5, Developing Essential Understanding of Rational Numbers Grades 3-5, Developing Essential Understanding of Multiplication and Division 3-5) • All faculty will have an understanding of the MCCSC Framework in Mathematics and will begin to infuse the Standards for Mathematical Practices in to their given content areas as appropriate through collaborative planning. <p><u>PROFESSIONAL DEVELOPMENT: MATHEMATICS</u></p> <ul style="list-style-type: none"> • How will teachers determine targets for effective mathematics instruction? • 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? • How can teachers develop students' procedural fluency while maintaining their conceptual understanding? • How will teachers use the Standards for Mathematical Practice to inform instructional decision making? • How can teachers develop rich problems that enable students to become mathematically proficient as demonstrated by the behaviors described in the Standards for Mathematical Practice? • How can teachers make cross curricular connections using the content and Standards for Mathematical Practice in the MCCSC? <p><u>ORGANIZATION: MATHEMATICS</u></p> <ul style="list-style-type: none"> • Collaborative vertical and grade level instructional teams (including Special Educators, and Title 1 teachers) will attend data conferences in order to align learning targets (including the MCCSC in kindergarten and grade one and the Standards for Mathematical Practice in all grades) , increase expectations, and make collaborative instructional decisions using effective resources and strategies. • Title II grants will be used to support differentiated, site based professional development by using a peer coaching model and lesson study. 	September-June 2011-2012 See attached schedule for dates	Rose Mattavi Becky Dupree ILT Members	<p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Special Education Referral Data • January/May Math Benchmark Data • Various Classroom Assessments • Pre-Requisite Skills Assessment Data • Cluster Test Data • Exit and Entrance Passes • Math Diagnostic Assessment Data • Student Data Binders • Teacher Data Binders • Standards for Mathematical Practice Look Fors Document <p>Title I ID: 2 x's a year using multiple assessments from the list above</p>

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2011 - 2012
TANEYTOWN ELEMENTARY SCHOOL**

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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.

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2011 - 2012

TANEYTOWN ELEMENTARY SCHOOL

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><u>INSTRUCTION: WRITING</u></p> <ul style="list-style-type: none"> • All teachers will use formative assessment data in order to provide explicit instruction with a focus on Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing. (MCCSC) • All teachers will use professional resources in order to build teacher capacity to increase student achievement in all areas of writing (argument/opinion, explanatory, and narrative). <p><u>PROFESSIONAL DEVELOPMENT WRITING:</u> Professional development targeting the reading/writing connection will be provided to answer the following questions:</p> <ul style="list-style-type: none"> • How will teachers determine targets for effective writing instruction? • How will teachers use curricular learning targets to create formative writing assessments? • How will teachers effectively communicate student progress and expectations with parents? • What resources will be used to identify effective research based practices to be used while instructing all students? • How will teachers gather and select data to determine appropriate interventions with goals that are time bound, measurable and attainable? • How will teachers use Core Curriculum Writing samples to inform instructional decision making? <p><u>ORGANIZATION: WRITING</u> Collaborative vertical and grade level instructional teams (including Special Educators, and Title I teachers) will attend data conferences in order to align learning targets, increase expectations, and make collaborative instructional decisions using effective resources and strategies.</p> <ul style="list-style-type: none"> • Teachers will share individual student data with parents via data binders. • Grade level teams will plan and implement parent involvement initiatives. • Title II grants will be used to support differentiated, site based professional development by using a peer coaching model and lesson study. • Scheduling will reflect the need for: <ol style="list-style-type: none"> 1. uninterrupted instructional time 2. integration of curriculum 3. interventions that occur within the classroom 4. collaboration time among grade levels and intervention staff including Title I Teachers and Special Education Teachers 5. continuity in a student's instructional day 6. weekly grade level collaborative planning and IST <p>Title grants will be used to increase the capacity of instructional assistants</p>	<p>September-June 2011-2012</p> <p>See attached schedule for dates</p>	<p>Rose Mattavi Becky Dupree ILT Members</p>	<p><u>SUMMATIVE DATA:</u></p> <ul style="list-style-type: none"> • 2012 MSA Results in Reading and Mathematics grades 3-5 <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Reflection Tools from ILT meetings • Reflection Tools from Site-Based Professional Development • Walkthrough Data • Student Work Samples • IEP Goal Progress • Writing Rubrics • Writing Samples • Writing Conferring Sheets • Classroom Assessments
Identified faculty will		September-June 2011-2012	Rose Mattavi	

