

**Dorchester County Public School
2009-2010 School Improvement Plan
Elementary Title I Template**

School: Choptank Elementary School

Principal: Jennifer Ruark

Check all that apply:

According to the 2009 AYP Report, our school met AYP in all assessed areas.

According to the 2009 AYP report, our school did not meet AYP in:

- Reading Afr. Am. White Spec. Ed. Hisp. FARMS ELL
 Math Afr. Am. White Spec. Ed. Hisp. FARMS ELL
 Attendance

School Improvement Status for Schools Not Achieving AYP

Status	Comprehensive Needs		Focused Needs	
	Reading	Math	Reading	Math
1 st Year - Local Attention				
2 nd Year - First Year School Improvement				
3 rd Year - Second Year School Improvement				
4 th Year - Corrective Action				
5 th Year - Restructuring Planning				
6 th Year - Restructuring Implementation				

School Improvement Team Members

Name	Assignment
Jennifer Ruark	Principal
Emma Pinkett	Assistant Principal
Jon Harper	Math Coach
Connie Dunnock	Reading Coach
Cathy Hanson	PD Teacher
Stacey Wheatley	Grade 1
	Grade 2
Katie Holbrook	Grade 3
Andrea Outten	Grade 3
Tanya Travis	Grade 4
Angie Dean	Grade 5
Jennifer McCartney	Parent of Kindergarten student

2009-2010
Schedule of School Improvement Team Meetings
Weekly Team meetings
School Improvement Meetings Quarterly (TBD)

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I. SCHOOL DEMOGRAPHICS

A. Teacher Qualifications: Complete the chart below using data from the 2008 Maryland Report Card – www.mdreportcard.org and human resources.

	2008 Official Data	2009 Official Data	Projected change for 2010 + - =
Percentage of teachers with a Standard Professional.	40.6%	37.5%	
Percentage of teachers with an Advanced Professional.	59.3%	53.3%	
Percentage of teachers with a Conditional Teacher Professional.	3%	3%	0
Percentage of classes not taught by a highly qualified teacher	3%	3%	0

Are 100% of classes taught by a highly qualified teacher? Yes No

One teacher was conditionally certified but by the start of the 2009-2010 school year will be considered highly qualified.

B. Student Demographics:

Sub-Group	June 2009		September 30, 2009	
	#	%	#	%
African American	175	67%		%
White	67	26%		%
Hispanic	17	6%		%
All Other Races	3	1%		%
ELL	6	2%		%
Special Ed.	21	8%		%
504	1	0%		%
FARMS	226	86%		

Percentage of students eligible for Free and Reduced Meals as of October 31, 2008:

88%

C. Discipline/Climate:

Number of School-Wide Office Referrals*			
Sub-Group	2007-2008	2008-2009	No students were repeat offenders with more than 5 formal referrals to the office
All Students	148	44	
Afr. Am.		17	
White		3	
Hispanic		0	
FARMS		16	
Spec. Ed.		0	
LEP		0	

*Does not include bus referrals

Infractions	Frequency
101 Class Cutting	
102 Tardiness	
103 Truancy	
203 Drugs	
204 Tobacco	
303 Other Weapons	
401 Phys. Attack - Staff	
402 Phys. Attack - Student	12
403 Verbal/Phys. Threat - Staff	
404 Verbal/Phys. Threat - Student	1
405 Fighting	7
407 Bullying	
503 Explosives	
602 Sexual Harassment	
603 Sexual Activity	
701 Disrespect	7
702 Insubordination	8
703 Harassment	
704 Classroom Disruption	2
705 Inciting/Part in Disturbance	2
801 Academic Dishonesty/Cheat	
802 Portable Comm. Devices	
803 Theft	1
804 Trespassing	
806 Vandalism Destruction	
807 Refusal to Obey School Policy	4
892 Poss. Or Use of Illegal Drug	
101 Class Cutting	
102 Tardiness	

Number of Infractions			
Days of the Week		Location	
Monday	4	Classroom	25
Tuesday	5	Playground	0
Wednesday	10	Gym	0
Thursday	17	Cafeteria	4
Friday	8	Hallway	3

*Does not include bus referrals

Number of Out-of-School Suspensions	
2007-2008	2008-2009
57	13

Number of Bus Referrals											
Total	Bus #53	Bus #40	Bus #43	Bus #34	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #
	6	0	3	2							

To encourage responsible decision making for our students, we are:

- Reinforcing school rules on morning announcements
- Reinforcing school rules by displaying them in classrooms and around the school
- Rewarding students for good behavior
- Recognizing students who make good choices when nominated for Student of the Month
- Encouraging implementation of Dr. Jim Fay's Love and Logic strategies
- Constant supervision of students, including traveling in the hallways, in lunchroom, etc.
- One-on-one counseling with Guidance Counselor where appropriate

II. READING

A. Review of Data

MSA Data									
Progress Toward Proficient in Reading									
Student Group	AYP 2007			AYP 2008			AYP 2009		
	3	4	5	3	4	5	3	4	5
AMO									
All Students	58.3	70.2	50	79.3	75.8	80.4	71.9	81.5	73.3
Afr. Am.	57.7	65.1	56.5	80	73.1	76.9	72.7	75	70.8
White	75	90.9	76.5	87.5	100	100	71.4	100	100
Hispanic	n/a	n/a	n/a	n/a	n/a	100	66.7	n/a	n/a
FARMS	55.2	60.5	54.8	76.9	70.4	77.5	70	79.2	69.2
Spec. Ed.	n/a	n/a	45.5	50	50	42.9	50	100	100
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

SAT 10 Data																		
2009 Progress Toward Grade Level Performance																		
Reading Component	Grade 1						Grade 2						Grade 3*					
	AGL		NAI		NSI		AGL		NAI		NSI		AGL		NAI		NSI	
	'08	'09	'08	'09	'08	'09	'08	'09	'08	'09	'08	'09	'08	'09	'08	'09	'08	'09
PA	85%	81%	9%	12%	6%	7%	97%	94%	0%	6%	3%	0%	%	%	%	%	%	%
Phonics	43%	70%	30%	28%	28%	2%	37%	52%	20%	8%	43	40%	%	%	%	%	%	%
Voc. Dev.	43%	60%	30%	19%	28%	21%	46%	67%	26%	15%	29	19%	%	%	%	%	%	%
Fluency	70%	70%	11%	16%	19%	14%	60%	69%	26%	17%	14	15%	%	%	%	%	%	%
Comp.	79%	88%	11%	7%	11%	5%	40%	44%	31%	35%	29	21%	%	%	%	%	%	%
Overall	2008		2009				2008		2009				2008		2009			
	54.0%		59%				50.6%		52.3%				%		%			

*Reading 1st Schools Only

DIBELS - Primary						
2009 Progress Toward Benchmark						
Reading Measure	Grade K		Grade 1		Grade 2	
	Begin./Mid.*	End	Begin./Mid.*	End	Begin./Mid.*	End
LNF	Low Risk: 73% Some Risk: 18% At Risk: 9%	Low Risk: 78% Some Risk: 11% At Risk: 11%				
PSF	Low Risk: 83% Some Risk: 9% At Risk: 9%	Low Risk: 86% Some Risk: 14% At Risk: 0%	Low Risk: 71% Some Risk: 29% At Risk: 0%	Low Risk: 100% Some Risk: 0% At Risk: 0%		
NWF	Low Risk: 86% Some Risk: 14% At Risk: 0%	Low Risk: 86% Some Risk: 14% At Risk: 0%	Low Risk: 80% Some Risk: 17% At Risk: 2%	Low Risk: 80% Some Risk: 20% At Risk: 0%		
ORF			Low Risk: 60% Some Risk: 27% At Risk: 13%	Low Risk: 61% Some Risk: 30% At Risk: 9%	Low Risk: 52% Some Risk: 33% At Risk: 15%	Low Risk: 40% Some Risk: 30% At Risk: 30%

*Use the first measure of the year.

DIBELS - Intermediate						
2009 Progress Toward Benchmark						
Reading Measure	Grade 3		Grade 4		Grade 5	
	Begin.	End	Begin./Mid.*	End	Begin./Mid.*	End
ORF	Low Risk: 36% Some Risk: 24% At Risk: 39%	Low Risk: 16% Some Risk: 50% At Risk: 30%	Low Risk: 32% Some Risk: 25% At Risk: 43%	Low Risk: 29% Some Risk: 29% At Risk: 43%	Low Risk: 38% Some Risk: 19% At Risk: 44%	Low Risk: 31% Some Risk: 9% At Risk: 59%

Average Benchmark Data Percentage of Students Scoring Within a Percentage Range						
Grade Level	0% – 40 %		40%-70%		70%-100%	
	07-08	08-09	07-08	08-09	07-08	08-09
2	%	66%	%	34%	%	0%
3	%	59%	%	38%	%	3%
4	%	73%	%	23%	%	4%
5	%	63%	%	33%	%	7%

B. Review of 2008-2009 School Improvement Plan Goals

Goal: By 2013-14 all students will reach high standards, at minimum proficiency or better in reading		
2008-2009 Indicators	Actual Performance	Contributing Factors
Continue to meet AYP on the MSA in reading for all students and subgroups	AYP met	<ul style="list-style-type: none"> • Need specific enrichment groups • Explicit instruction • Small class size • Knowledge of VSC • Elements of Reading (Vocabulary) • Strategic grouping of children during reading • PD to increase teacher knowledge (M. Hunter, MSDE) • Team Planning • Team benchmark scoring • After school tutoring

C. Explanation of Data

Identify your school's strengths. Include strengths in subgroup data and/or trend data.

Grade Level	Sub-Group	Explanation of Major Strength	Contributing Factor
1-2	All	Significant increase in phonics on SAT 10	PD from RGR, enrichment groups based on need
1-2	All	Increase in vocabulary development on SAT 10	Isabelle Beck Elements of Reading in all grades
1-2	All	Increase in comprehension	Explicit instruction model
1-2	All	Overall increase in both grades on SAT 10	Implementation of strategic instruction in phonemic/phonics instruction in kindergarten
1-5	All	Each grade increased the percent of students making benchmark on DIBELS	<ul style="list-style-type: none"> • Explicit instruction • Improved in decoding through phonics program • Flexible/differentiated instruction • Word study skills • Small class sizes • Meeting the needs of the students in all areas while instructing through VSC • Focus on fluency • Peer coaching
3	All	Percentage of students at risk decreased by 5% from the beginning to end of year on DIBELS	
3-5	FARMS	From 07-09 increase of 15% in FARMS on MSA	
4-5	Spec Ed	Increase of 50% in special education from 08-09 on MSA	
4-5	White	Increase to 100%	
3-5	AA	Increase by at least 10% on MSA	
3-5	All	All students increased by 10%	

Identify your school's needs. Include weaknesses in subgroup data and/or trend data.

Identified areas of need and their contributing factors should be addressed in the action plan and/or professional development plan.

Grade Level	Sub-Group	Explanation of Areas of Need	Contributing Factor Within the Schools Control
1-2	All	Phonemic awareness on SAT 10 decreased slightly	Students unsure of what was being asked
4-5	All	Number of students identified as at risk and some risk on DIBELS increased	Continuation of phonics program for older students
2	All	More fluency practice	More opportunities for oral reading

4	All	Weak reading comprehension-more skills needed for deeper comprehension	More of a focus on phonics and word decoding
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D. Action Plan

Goal: Continue to meet AYP on the MSA in Reading for all students and the NCLB subgroups.
Indicator(s): Continue to increase benchmark scores for all grades in the areas of SAT 10, DIBELS and County Benchmarks.

Master Plan Strategy: Continue implementation of evidence-based reading program in grades PK through 5 that reflects best practices in reading to meet the needs of diverse populations as defined by NCLB.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Continue phonics instruction	All students	Classroom teachers	On-going
Provide specific grade level PD on core reading program specific to the needs of the students and teachers.	All students	PD Coach; Reading Facilitator	On-going
Analyze student data and work	All students	All teachers with Administration	On-going

Master Plan Strategy: Continue implementation of evidence-based reading program in grades PK through 5 that reflects best practices in reading to meet the needs of diverse populations as defined by NCLB.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Fluency instruction	All students	Classroom teachers	On-going
Continue to implement comprehension questions based on VSC objectives and explicit instruction	All students	Classroom teachers	On-going
Continue to increase vocabulary recognition, analysis and development through the use of Isabelle Beck, Houghton Mifflin; based on VSC	All students	Classroom teachers	On-going

Master Plan Strategy: Continue implementation of evidence-based reading program in grades PK through 5 that reflects best practices in reading to meet the needs of diverse populations as defined by NCLB.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Phonemic awareness	Students identified through RGR survey	Kindergarten teachers, selected intervention teachers and Mrs. Hanson	On-going

Strategic teaching of comprehension strategies	All students	All teachers through MSDE	On-going
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Master Plan Strategy: Provide extended/accelerated support for students in reading following evidence based reading intervention programs in grades PK-5 through before, during and after school day and year programs.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Identify students who need extended/accelerated support through DIBELS, phonological survey and benchmark assessment data	All students performing below/above grade level as indicated by DIBELS, phonological survey and benchmark assessment data	Administrators, facilitators, classroom teachers and assistants	On-going

Master Plan Strategy: Utilize a variety of formative and summative assessment techniques that measure reading achievement.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Continue to use Performance Matters for teachers to strategically plan instruction	All students	Administrators, facilitators and classroom teachers	On-going
Continue to implement core reading programs, ERI and RGR	All students	Classroom teachers	On-going

E. Professional Development

Title/Focus: Written comprehension of thinking (explain text)

1. What is the need for the professional development?

Student Learning Needs	Data/Evidence
Continue to refine reading to build fluency and phonemic awareness and phonics	DIBELS data
Writing advanced responses to questions	MSA data/benchmark data
Increase reading comprehension skills	MSA data/benchmark data

Knowledge/Skills Teachers Need to Address the Student Learning Needs
<ul style="list-style-type: none"> • Fluency strategies
<ul style="list-style-type: none"> • Refinement of phonemic and phonics strategies
<ul style="list-style-type: none"> • Writing strategies using the VSC

2. What are the intended measurable outcomes of the professional development?

<p>Outcome:</p> <p>Teachers will demonstrate mastery/understanding of the standards, indicators, and objectives for VSC writing standards</p> <p>Teachers will be able to use formative assessment tools to accurately assess writing proficiency among children in grades 3-5</p> <p>Teachers will apply appropriate instructional strategies to help students understand reading comprehensions strategies</p> <p>Teachers will be able to demonstrate mastery/understanding of phonics instruction</p>
<p>Indicator(s):</p> <p>Teachers will demonstrate mastery of the use of explicit reading instruction.</p> <p>Teachers will demonstrate mastery of the Success For All Reading recovery program.</p> <p>Teachers will use appropriate instructional strategies to help students understand reading comprehension strategies with student mastery reflected in improved scores on local benchmarks.</p>

3. What are the learning activities and follow-up opportunities of the professional development? All activities should be thoroughly developed to include time for practice, reflection and feedback opportunities.

Activity	Participants	Timeline	Budget
Collaborative planning sessions; peer observations	3-5 teachers, PD coach, Reading coach	Ongoing	
MSDE walk throughs	3-5 teachers, PD coach, Reading coach		

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4. How will the professional development be evaluated?

Essential Question(s):

Formal and informal observations

Grade level team meeting discussions

Vertical team meeting discussions

MSDE feedback

Evaluation Tool(s): observation feedback, lesson plans, assessment tools, student work, walk through data

Person Responsible: Administration, PD coach, Reading Coach

III. MATH

A. Review of Data

MSA Data									
Progress Toward Proficient in Math									
Student Group	AYP 2007			AYP 2008			AYP 2009		
	3	4	5	3	4	5	3	4	5
AMO									
All Students	52.8%	60.3%	45.7%	68.9%	75.7%	71.8%	71.9%	81.5%	73.3%
Afr. Am.	50%	62.8%	34.5%	65%	73.1%	71.8%	72.7%	75%	70.8%
White	75%	63.6%	66.7%	87.5%	100%	66.6%	71.4%	100%	100%
Hispanic	0%	0%	0%	0%	0%	0%	0%	0%	0%
FARMS	44.8%	54.5%	36.8%	65.3%	70.4%	70%	70%	79.2%	69.2%
Spec. Ed.	0%	0%	0%	0%	0%	0%	0%	0%	0%
LEP	0%	0%	0%	0%	0%	0%	0%	0%	0%

2008-2009 Kindergarten Progress Report – Mathematical Thinking						
Measure	Beginning of Year (Term 1)			End of Year (Term IV)		
	Proficient	In Progress	Needs Improvement	Proficient	In Progress	Needs Improvement
Uses Math Vocabulary	25%	15%	60%	90%	10%	%
Uses Positional Words	50%	28%	22%	100%	%	%
Counts and makes sets (0-10)	67%	20%	13%	100%	%	%

Average Math Benchmark Data						
Percentage of Students Scoring Within a Percentage Range						
Grade Level	0% – 40 %		40%-70%		70%-100%	
	07-08	08-09	07-08	08-09	07-08	08-09
3	13%	6%	57%	65%	30%	29%
4	25%	7%	59%	57%	16%	36%
5	22%	10%	59%	68%	20%	23%

B. Review of 2008-2009 School Improvement Plan Goals

Goal: By 2013-14, all students will reach high standards, at minimum proficiency or better in math.		
2008-2009 Indicators	Actual Performance	Contributing Factors
Continue to meet AYP on the MSA in math for all students and the NCLB subgroups	AYP met	<ul style="list-style-type: none"> • Math coach • Hands on activities and manipulative use • Teacher created lessons, assessments, and homework • Going beyond grade level VSC objective • Differentiated instruction • MSDE Math Talk

C. Explanation of Data

Identify your school's strengths. Include strengths in subgroup data and/or trend data.

Grade Level	Sub-Group	Explanation of Major Strength	Contributing Factor
3-5		<ul style="list-style-type: none"> • FARMS increased in grades 3-5 by about 5% • All Special ED students that were tested scored Proficient in reported grades • All Non-FARM students were proficient in grades 3-5 • All sub-groups in grade 4 increased from 2008-2009 • All grade levels showed an increase in Math from 2008-2009 • Females in grades 3-5 increased by an average of 15.4% from 2008-2009 	<ul style="list-style-type: none"> • Ensuring every assessment limit was covered • Effective use of math vocabulary • Multiple strategies taught to solve problems • Effective use of manipulatives • Enrichment for advanced math students • Small group tutoring • Document cameras to display student work in all math classrooms • Teacher created lessons,

			assessments, and homework
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Identify your school's needs. Include weaknesses in subgroup data and/or trend data. Identified areas of need and their contributing factors should be addressed in the action plan and/or professional development plan.

Grade Level	Sub-Group	Explanation of Areas of Need	Contributing Factor
3-5	Males	<ul style="list-style-type: none"> Males in grades 3-5 decreased by about 15% from 2008-2009 	<ul style="list-style-type: none"> Students are not fluent with facts
3-4	AA Males	<ul style="list-style-type: none"> African Americans in grades 3 and 4 showed a decrease from 2008-2009 	<ul style="list-style-type: none"> Understanding what the question is asking of the student Basic math skills Homework/task completion

D. Action Plan

Goal: continue to meet AYP on the MSA for all students and the NCLB subgroups
Indicator(s): decrease the percentage of students scoring in the 0-40% range on County Benchmarks

Master Plan Strategy: utilize a county developed K-12 grade scope and sequence to enable implementation of the VSC			
Activity	Targeted Subgroup	Person Responsible	Timeline
Begin implementation of the McGraw-Hill Math Connects Program	All	K-5 Math teachers, Special Education, Math Facilitator, Administrative Team	August 2009- June 2010
Attend County Professional Development provided by DCPS	All	K-5 Math teachers, Special Education, Math Facilitator, Administrative Team	August 2009- June 2010

Master Plan Strategy: utilize equitable formative and summative assessment techniques and formats that measure the understanding of the declarative and procedural mathematical knowledge			
Activity	Targeted Subgroup	Person Responsible	Timeline
Use county developed problem solving practice activities and benchmarks to expose teachers and students to MSA style questions and scoring	All	County Mathematics Facilitators, Administrative Team	Staff Meeting Team Planning Ongoing through 09-10 school year

Master Plan Strategy: Implement individualized intervention plans for students whose assessment data, anecdotal records, and/or classroom performance indicate below/above grade level achievement			
Activity	Targeted Subgroup	Person Responsible	Timeline
1. Review County Benchmark data and MSA data from previous year to identify students	Students performing below/above the appropriate grade level	Mathematics facilitators, Administration	Quarterly (Each term), weekly team planning
2. Strategies: <ul style="list-style-type: none"> • Small group intervention/enrichment • Mobius Math program • Differentiated instruction 	Students performing below/above the appropriate grade level	Mathematics facilitators, Administration	Quarterly (Each term), weekly team planning

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Master Plan Strategy:			
Activity	Targeted Subgroup	Person Responsible	Timeline

Master Plan Strategy:			
Activity	Targeted Subgroup	Person Responsible	Timeline

E. Professional Development

Title/Focus: Math

5. What is the need for the professional development?

Student Learning Needs	Data/Evidence
Deeper understanding of math concepts	MSA/Benchmark data
BCR answer development	MSA/Benchmark data

Knowledge/Skills Teachers Need to Address the Student Learning Needs
<ul style="list-style-type: none"> Understanding of proper implementation of new math program Understanding of VSC objectives

6. What are the intended outcomes of the professional development?

Outcome: Processes of mathematics
Indicator(s): Apply a variety of concepts, processes, and skills to solve problems

7. What are the learning activities and follow-up opportunities of the professional development?

Activity	Participants	Timeline	Budget
Teachers will demonstrate mastery of program implementation	All teachers	Ongoing	

8. How will the professional development be evaluated?

Essential Question(s): Formal and informal observations Grade level team meeting discussions Vertical team meeting discussions
Evaluation Tool(s): observation feedback, lesson plans, assessment tools, student work
Person Responsible: Administration, PD coach, Math Coach

IV. ATTENDANCE

A. Review of Data

AMO			
Sub-Group	2007	2008	2009
All Students	94.7%	95.7%	95.4%
Afr. Am.	%	%	95.7%
White	%	%	94.3%
Hispanic	%	%	96.1%
FARMS	%	%	95.4%
Spec. Ed.	%	%	93.5%
LEP	%	%	%

B. Explanation of Data

Identify your school's strengths. Include strengths in subgroup data and/or trend data.

Sub-Group	Explanation of Major Strength	Contributing Factor
Hispanic	Highest attendance percentage	Small population- few absences
African American	Higher attendance percentage than the all students category	Parents value school

Identify your school's needs. Include weaknesses in subgroup data and/or trend data. Identified areas of need and their contributing factors should be addressed in the action plan and/or professional development plan.

Sub-Group	Explanation of Areas of Need	Contributing Factor
Special Education	Lowest attendance percentage	Illness of students

C. Action Plan

Goal: Increase attendance percentage to 96%.			
Indicator(s):			
Activity	Targeted Subgroup	Person Responsible	Timeline
Monthly attendance incentive	Students with perfect attendance		
Letters sent to chronic attendance concerns	Students with frequent absences/tardies	Counselor	Ongoing

V. Science

A. Review of Data

MSA Data						
Progress Towards Proficiency in Science						
	2008			2009		
	Advanced	Proficient	Basic	Advanced	Proficient	Basic
State	%	%	%	%	%	%
County	%	%	%	%	%	%
Choptank	0%	32.6%	67.4%	6.3%	34.4%	59.4%
All Students	%	%	%	%	%	%
Afr. Am.	%	%	%	4.2%	25%	70.8%
White	%	%	%	%	20%	80%
Hispanic	%	%	%	6.3%	34.4%	59.4%
FARMS	%	%	%	%	%	%
Spec. Ed.	%	%	%	%	%	%
LEP	%	%	%	%	%	%

B. Program Description

Choptank teachers grades PK-5 teach science following the state curriculum to homeroom students. One period a day identified students are offered an enrichment period where science skills are reinforced.

VI. PARENT INVOLVEMENT

A. General Expectations

Choptank Elementary encourages parents to be involved in their child’s education. We continue to strive to be a culture-friendly community where all children can achieve through a safe environment with high academic standards, strong parental and community participation and on-going teacher professional development. As a school, Choptank Elementary accepts the Dorchester County Public School’s (DCPS) Parent and Family Involvement Policy (Section 820.12 – School Community Relations Policy Code) as well as the Title I Parent and Family Involvement Plan. We have aligned our school-level Parent Involvement Plan accordingly. We agree to have programs, activities and procedures for involving parents that are consistent with Title I, Part A Section 118 of the Elementary and Secondary Education Act (ESEA) and the DCPS Parent and Family Involvement Policy.

B. Evaluation of 2008-2009 Parent Involvement Plan

2008-2009 Parent Involvement Activities		
Activity Name	Number of Participants	Summary of parent feedback from the evaluation tool
Honor Roll Assemblies	200 (4 times per year)	Enjoyed the event, good morale booster for students, keep doing it
Math Night	8	Good way to involve parents, it’s a shame more parents didn’t attend
100 th Day Celebration	50	Fun and enjoyable, exciting for students
Open House	85	Good to visit classrooms and see what students are doing

C. Parent Advisory Council Attestation

The members of the Choptank Parent Advisory Council have reviewed data from 2008-2009 Parent Involvement Activities. Based on this data and additional feedback from families in the school community, we helped to develop and are in support of the Action Plan in Part VI.C.

Parent Name	Child's Name & Grade	Parent Signature

D. Action Plan

Title I Requirements	Activities/Actions	Dates of Activities	Budget
<p style="text-align: center;"><u>SHARED DECISION</u> <u>MAKING</u></p> <p>School Plan:</p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How and when will you review, jointly with parents, the school's parent involvement plan to ensure it applies to all parents?</i> • <i>How and when will parents be involved in the decisions regarding the spending of parent involvement funds?</i> • <i>How will you notify parents about the plan in an understandable and uniform format?</i> • <i>How will you distribute the plan to all parents?</i> • <i>How will you provide the plan in a language the parents can understand?</i> • <i>How will you make the school plan available to the local community?</i> 	<p>1. Choptank PAC will meet 3 times per year. See the attached draft agendas for topics. Sign-in sheets, agendas, and notes will be kept for each meeting in the school's Title I binder.</p>	<p>9/14, 10/5, 11/9, 2/8</p>	
	<p>2. Using the information from the School-wide plan, Choptank will develop a Title I Family Involvement Plan Year at a Glance. This document will be in parent friendly language and meet all of the NCLB guidelines. Alternative formats, including translated versions, will be available when necessary. The Choptank Title I Family Involvement Plan Year at a Glance will be provided to all parents September 28 by being distributed at parent conferences. Any parent not attending the conference will receive it from their child on the next school day. The plan will also be posted on the school website.</p>	<ul style="list-style-type: none"> • <i>Back-To-School Night/Title I Orientation 9/10</i> • <i>Year at a Glance Sent 9/28</i> • <i>Newsletter when Plan will be included- 9/30</i> 	
<p>Home-School Compact:</p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How and when will you review, jointly with parents, the school's Home-School Compact?</i> • <i>How and when will you distribute the Home-School Compact?</i> • <i>How will the Home-School Compact be used throughout the year?</i> 	<p>1. Choptank PAC will meet 4 times per year. During the 2nd meeting the Home-School Compact will be reviewed. See the attached agendas. Sign-in sheets, agendas, and notes will be kept from each meeting in the school's Title I binder.</p>	<p>10/5</p>	
	<p>1. The Home-School Compact will be distributed as part of the student agendas on August 25th and 28th. The compact will also be used during parent conference days and referred to in the school news letters on a regular basis.</p>	<p>Specific Dates</p> <ul style="list-style-type: none"> • 8/25 and 8/28 • 9/30 	

<p><u>ANNUAL MEETING</u></p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How and when will you invite and encourage all parents to attend?</i> • <i>How will you provide transportation, childcare, or home visits, as necessary to meet parent needs?</i> • <i>How will you inform parents of their rights to participate and the requirements of Title I?</i> 	<p>1. Choptank will offer a Back-To-School/Title I Orientation Night September 10, 2009 to inform parents of their rights under Title I. Flyers will be sent home with each child September 8, 2009. The event will be publicized in the county calendar that is distributed to each child at the start of school and on the school sign. Each teacher will also call and invite several parents from their class. Transportation will be arranged upon parent request and children will be invited to attend the event with their parents. The district approved power point explaining general Title I rights will be used as a guide during the presentation.</p>	<p>Specific Dates</p> <ul style="list-style-type: none"> • 9/8/09 • 9/10/09 	
<p><u>BUILDING CAPACITY</u></p> <p>Family Nights:</p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How and when will you provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments, and Title I requirements?</i> • <i>How will you provide materials and parent trainings/workshops to help parents improve their children’s academic achievement?</i> • <i>How will you ensure that <u>all</u> parents have full opportunities for participation and that information is in a parent-friendly format?</i> 	<ul style="list-style-type: none"> • Provide assistance with understanding standards <ul style="list-style-type: none"> ○ Newsletters ○ MSA Report Card (conference day) ○ Math/Reading Nights ○ Title 1 Back to School Night • Ensuring participation by all and format – can be included in brief description of activity above <ul style="list-style-type: none"> ○ Written communication in a parent friendly format translated with necessary ○ Daily agendas sent home for parent review and comment ○ Provide a calendar of activities for parents ○ Translated documents ○ Teacher phone calls, special invitations, home visits ○ Pupil Personnel Worker ○ Website 	<p>Specific Dates</p> <p>Every other month</p> <p>10/20 Math</p> <p>10/6 Reading</p> <p>9/10</p>	
<p>Coordination and Integration of Programs:</p> <p>Activities/Actions should address the following</p>	<p>Examples: (Provide a brief description for each activity and how parents will be notified)</p> <ul style="list-style-type: none"> • Invite local library, priority partners 	<p>9/10 Back to School Night</p>	

<p>questions:</p> <ul style="list-style-type: none"> • <i>How will you coordinate and integrate programs that help to increase parent involvement</i> 	<p>or health department to participate in events</p> <ul style="list-style-type: none"> • Invite Head Start and local childcare providers to parent nights • Personal phone calls from teachers for PAC meeting invitations 	<p>10/20 Math</p> <p>10/6 Reading</p>	
<p>Professional Development:</p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How will you educate staff, with the assistance of parents, on how to work with parents as equal partners in their child's educational process.</i> 	<ul style="list-style-type: none"> • Surveys • PAC meetings with rep on SIT • Input from parent representatives 	<p>April</p> <p>PAC meetings 3 times per year</p> <p>Parent input quarterly</p>	
<p>Maryland's Information Resource Center (PIRC)</p> <ul style="list-style-type: none"> • <i>How will the school inform parents about the existence of the Maryland PIRC</i> 	<p>Examples:</p> <ul style="list-style-type: none"> • Newsletter • Website • Parent Conferences 	<p>Every other month</p> <p>3 times per year</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> • <i>How will the school review the effectiveness of the school's parental involvement activities</i> 	<p>Examples:</p> <ul style="list-style-type: none"> • Evaluation tool after each activity • County Survey 		

VII. Title I Components

A. Component 1: Comprehensive Needs Assessment

Refer to the following pages in the school improvement plan for the needs assessment:

Reading	Pages 7-9
Math	Pages 14-16
Attendance	Pages 20-21

B. Component 2: Schoolwide Reform Strategies

Reading Best Practices/Research-Based Programs	Math Best Practices/Research-Based Programs
ERI (Early Reading Intervention) SFA (Success For All) RGR (Really Great Reading Phonics Boost and Blitz) Explicit Instruction SRI (Scholastic Reading Inventory)	Mobius Math Star Math
Other Best Practices/Research-Based Programs	
Differentiated Instruction, Enrichment for Science and Math	

Assessment Schedule and Progress Monitor: Students are assessed three times per year.

C. Component 3: Instruction by Highly Qualified Teachers

D. Component 5: Strategies to Attract High-Quality Highly Qualified Teachers

The administration at Choptank will assess the staffing needs of the school. This information is communicated to the Human Resources Department (HR). HR is responsible for recruiting qualified staff that meets the highly qualified standards as well as the staffing needs of the schools. Available candidates are interviewed by school administration and may or may not be recommended for employment based upon the needs of the school and the qualifications of the candidate. Once employed, the school administration will ensure that each teacher will be placed in his or her area of certification.

E. Component 4: High Quality and Ongoing Professional Development

See pages 12-13 for reading and 18-19 for math for professional development initiatives.

F. Component 6: Strategies to Increase Parent Involvement

See pages 23-27 for the parent involvement plan

G. Component 7: Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Elementary School Programs

Choptank Elementary schedules a Head Start visit to the school in early spring. We also allow teachers opportunities to have articulation meetings at the PK-K level and the K-1 level. We also work with Jack and Jill daycare to facilitate PK enrollment. Kiddie Round-up allows a given day for parents to register students at convenient hours.

H. Component 8: Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

See pages 2 for a schedule of School Improvement Team Meetings

Teachers review data after each benchmark administration to determine the strengths and weaknesses of students. Specific VSC objectives are revisited due to the discussions held during team meetings.

I. Component 9: Activities to Ensure the Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided Timely Additional Assistance

Student progress is monitored through the use of various assessments. The data from these assessments are used to provide intervention and or enrichment services. See Component 2 for a description of the assessment schedule.

All students receive 45 minutes per day of intervention and/or enrichment based on the reading data gathered. Students are regrouped every 9 weeks. Interventions are provided by every staff member. Kindergarten interventions take place during a 90 minute block each day using the assistants, teacher, and reading coach.

J. Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

Choptank Elementary uses federal, state and local resources to accomplish the goals in the plan.