

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

School: Hurlock Elementary School

Principal: Regina Teat

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				X
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
Regina Teat	Principal
Frank Stout	Assistant Principal
Caroline Marshall	Professional Development Teacher
Danielle McKeown	Guidance
Tamu Johnson	Reading Intervention
Dawn Corkran	Kindergarten
Lutisha Merrick	First Grade
Kathy Willoughby	Second Grade
Katie Peer	Third Grade
Barbara Ross	Fourth Grade
John Tomey	Fifth Grade
	Parent

2009-2010

Schedule of School Improvement Team Meetings

School Improvement Team work will take place at grade level team planning. The 2009-2010 SIP will be a standing agenda item at Parent Advisory Council Meetings to keep parents informed and up to date on our School Improvement Plan. Two School Improvement Team meetings will be held during the year to assess progress on the SIP goals and objectives. If additional meetings are needed, they will be held.

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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.	50%	50%	
Percentage of teachers with an Advanced Professional.	50%	50%	
Percentage of teachers with a Conditional Teacher Professional.	0%	0%	0
Percentage of classes not taught by a highly qualified teacher	0%	0%	0

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

If no, explain why.

B. Student Demographics:

Sub-Group	June 2009		September 30, 2009	
	#	%	#	%
African American	154	34%		%
White	253	55%		%
Hispanic	47	10%		%
All Other Races	3	1%		%
ELL		%		%
Special Ed.		%		%
504	2	.5%		%
FARMS		59.05%		

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

59.05

C. Discipline/Climate:

Number of School-Wide Office Referrals*			
Sub-Group	2007-2008	2008-2009	
All Students	140	271	35 Students were repeat offenders with more than 5 formal referrals to the office
Afr. Am.	78	129	
White	61	128	
Hispanic	1	14	
FARMS	N/A	241	
Spec. Ed.	23	28	
LEP	N/A	4	

*Does not include bus referrals

Infractions	Frequency
101 Class Cutting	
102 Tardiness	
103 Truancy	
203 Drugs	
204 Tobacco	
303 Other Weapons	2
401 Phys. Attack - Staff	2
402 Phys. Attack - Student	56
403 Verbal/Phys. Threat - Staff	5
404 Verbal/Phys. Threat - Student	17
405 Fighting	39
407 Bullying	
503 Explosives	
602 Sexual Harassment	1
603 Sexual Activity	
701 Disrespect	39
702 Insubordination	
703 Harassment	
704 Classroom Disruption	75
705 Inciting/Part in Disturbance	
801 Academic Dishonesty/Cheat	
802 Portable Comm. Devices	
803 Theft	9
804 Trespassing	
806 Vandalism Destruction	2
807 Refusal to Obey School Policy	24
892 Poss. Or Use of Illegal Drug	
101 Class Cutting	
102 Tardiness	

Number of Infractions			
Days of the Week		Location	
Monday	33	Classroom	186
Tuesday	60	Playground	60
Wednesday	45	Gym	13
Thursday	73	Cafeteria	4
Friday	60	Other	8

*Does not include bus referrals

Number of Out-of-School Suspensions	
2007-2008	2008-2009
35	77

Number of Bus Referrals											
Total	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #	Bus #
56	46	64	1	33	26	28	45	96			
	4	12	16	9	1	10	2	2			

The staff at HES works hard to maintain discipline so that time on task is utilized to the fullest. During the 2008-09 school year, the staff continued to implement the following: 1-2-3 Magic; Character Counts, Weekly Behavior Checklists, Lucky Stars and Speed Squad.

To assist with bus discipline, the county trainer worked with several bus drivers on student management which made a positive difference!

The staff at HES is always anxious to improve classroom management of our more challenging students. During the summer before the 2009-2010 school year begins, the staff will be reading *Lost at School*, a book about learning to handle students with mental health issues. Once the school year starts, the staff will participate in book club discussions around this selection. Discussions will be lead by our guidance counselor and our part-time mental health therapist. Parents of some of our more challenging students will meet with Mrs. Teat and Ms. McKeown at a conference before school starts to discuss proactive behavior plans and options.

In an effort to improve communications between classroom teachers and the administration/office, a three-colored pass system will be implemented. When a child is sent to the office, they will have either a green, yellow or red pass. The color of the pass lets the administration/office know why the child has been sent to the office. "Green" means great—the child has something to share; "Yellow" means the child needs some time to cool down; and "Red" means there will be a discipline referral.

Hurlock Elementary will start its' first "Gentleman's Club" and "Ladies Club". Identified students will be chosen to participate in this after school activity geared towards social skills.

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	67.9%	73.7%	62.5%	75.4%	70%	76.9%	72.2%	66.1%	70.9%
Afr. Am.	55.6%	61.5%	53.3%	62.5%	61.1%	65.4%	72%	47.1%	60.9%
White	78.9%	82.9%	75%	84.2%	75%	86.5%	72.3%	78%	81.5%
Hispanic				33.3%	100%		66.7%		50.0%
FARMS	55.6%	71.0%	56.8%	63.3%	58.8%	70.6%	65.3%	56.8%	65.7%
Spec. Ed.	60%	33.3%	20%	50%	50%	42.9%	50%	100%	100%
LEP							100%		

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	%	82%	%	12%	%	6%	%	87%	%	10%	%	3%	%	84%	%	9%	%	8%
Phonics	%	23%	%	56%	%	21%	%	40%	%	13%	%	47%	%	71%	%	6%	%	23%
Voc. Dev.	%	48%	%	20%	%	32%	%	40%	%	14%	%	46%	%	46%	%	28%	%	27%
Fluency	%	47%	%	21%	%	32%	%	30%	%	24%	%	46%	%	59%	%	24%	%	16%
Comp.	%	70%	%	21%	%	9%	%	27%	%	21%	%	41%	%	54%	%	25%	%	20%
Overall	2008		2009		2008		2009		2008		2009		2008		2009			
	%		53.3%		%		45.3%		%		49.5%							

*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: 68% Some Risk: 17% At Risk: 15%	Low Risk: 55% Some Risk: 31% At Risk: 13%				
PSF	Low Risk: 68% Some Risk: 16% At Risk: 16%	Low Risk: 82% Some Risk: 12% At Risk: 6%	Low Risk: 72% Some Risk: 25% At Risk: 3%	Low Risk: 100% Some Risk: 0% At Risk: 0%		
NWF	Low Risk: 58% Some Risk: 25% At Risk: 17%	Low Risk: 67% Some Risk: 19% At Risk: 13%	Low Risk: 69% Some Risk: 25% At Risk: 6%	Low Risk: 65% Some Risk: 33% At Risk: 2%		
ORF			Low Risk: 58% Some Risk: 38% At Risk: 5%	Low Risk: 47% Some Risk: 30% At Risk: 23%	Low Risk: 41% Some Risk: 23% At Risk: 37%	Low Risk: 31% Some Risk: 21% At Risk: 49%

*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: 42% Some Risk: 32% At Risk: 26%	Low Risk: 38% Some Risk: 33% At Risk: 30%	Low Risk: 62% Some Risk: 7% At Risk: 31%	Low Risk: 50% Some Risk: 21% At Risk: 29%	Low Risk: 39% Some Risk: 19% At Risk: 43%	Low Risk: 36% Some Risk: 11% At Risk: 54%

Average Benchmark Data						
Percentage of Students Scoring Within a Percentage Range						
Grade Level	0% – 59 %		60%-79%		80%-100%	
	07-08	08-09	07-08	08-09	07-08	08-09
2	%	67.12%	%	21.92%	%	10.96%
3	%	67.04%	%	28.52%	%	4.44%
4	%	57.38%	%	40.98%	%	1.64%
5	%	73.21%	%	26.79%	%	0%

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
Increase the number of students at proficient level on MSA by 10 % .	Change in performance from 07-08 to 08-09 overall was < 10%	<ul style="list-style-type: none"> • New students enrolled at HES • Attendance • Non use of benchmark data for instructional decisions
Increase the number of students at advanced level on MSA by 10 % .	Cohort from 07-08 to 08-09 went from 8.51% to 26.92 % advanced (5 th grade)	<ul style="list-style-type: none"> • Explicit instruction with above grade level text

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
K	ALL	Letter naming; phoneme segmentation fluency	Early intervention; Targeted instruction; Analyzing DIBELS data
1	ALL	PSF (DIBELS) Comprehension (SAT 10)	Early intervention; Targeted instruction; Analyzing DIBELS data
3	AA ALL	68% proficient in general reading processes 68% proficient in informational reading 76% proficient in literary reading Phonics (SAT 10)	Explicit instruction; Analyzing student work; Intervention groups
1,2,3	ALL	SAT 10 Phonemic Awareness	
4	ALL	80.6 % proficient in general reading processes	Explicit instruction; Analyzing student work
5	AA	Increase 10.9 overall in proficiency; 77.27% proficient for general processes	Explicit instruction; Analyzing student work

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	ALL	Oral reading fluency; vocabulary	Fluency practice; Inconsistent administration of tests; Lack of consistent additional vocabulary instruction
2	ALL	Oral reading fluency; vocabulary; comprehension; phonics	Fluency practice; Inconsistent administration of tests; Fidelity of program
3	Males ALL	Literary text; general reading processes; Fluency	Developing prior knowledge and personal connections to literary text; Fluency practice

4	ALL	Informational text Fluency	Lack of selections in core program Fluency practice
5	ALL	Literary text Fluency	Developing prior knowledge and personal connections to literary text; Fluency practice

D. Action Plan

Goal: By 2013-14 all students will reach high standards, at minimum proficiency or better in reading.			
Indicator(s): Increase the number of students at proficient level on MSA by 10 % . Increase the number of students at advanced level on MSA by 10%.			
Master Plan Strategy: Continue implementation of core reading program and research-based programs.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Team planning/collaboration (focus on fidelity)	All	Administration; Reading Coach, PD Coach, Faculty	Ongoing during weekly team planning
Lesson Study	All	Administration; Reading Coach, PD Coach, Grades 3,4,5	2 times per year
Consultation by Dr. Carol Tolman, LETRS trainer	All	Administration; Reading Coach, PD Coach, Faculty	Sept./Oct. – 4 days Nov. – 4 days

Master Plan Strategy: Utilize a variety of diagnostic tools to evaluate specific reading needs of individual students.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Classroom use of program assessments	All	Administration; Reading Coach, PD Coach, Faculty	Ongoing during weekly team planning
Use of county benchmarks; DIBELS data	All	Administration; Reading Coach, PD Coach, Faculty	Ongoing during weekly team planning
Use of MSA data	All	Administration; Reading Coach, PD Coach, Faculty	Ongoing during weekly team planning

Master Plan Strategy: Provide an assortment of technology applications to enhance reading and writing instruction and assessment results.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Houghton Mifflin technology component	All	Administration; Reading Coach, PD Coach, Faculty	Ongoing during weekly team planning
IT provide inservice/support to learn how to use new technology in classrooms	All	Administration; Faculty	Team planning; staff meetings

E. Professional Development

Title/Focus: Reading

1. What is the need for the professional development?

Student Learning Needs	Data/Evidence
All components of reading ; additional focus on comprehension	As indicated by MSA 2009 data, while AYP was met, HES scores in reading are flat. Further data (benchmarks) indicates a need in the area of comprehension. (See Parts A and C)

Knowledge/Skills Teachers Need to Address the Student Learning Needs
<ul style="list-style-type: none"> • Reading instruction - five components
<ul style="list-style-type: none"> • Using data to inform instruction
<ul style="list-style-type: none"> • VSC-standards; indicators; objectives

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

<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Teachers will continue to demonstrate mastery/understanding of the standards, indicators, and objectives for Standard 1,2and 3 in the Reading VSC; 2. Teachers will be able to use formative assessment tools to accurately assess reading proficiency among children in grades K-5; 3. Teachers will apply appropriate instructional strategies to help students understand reading comprehension strategies with a focus on before and during reading strategies and explicit instruction. 4. Teachers will apply appropriate instructional strategies to help students understand how to decode words and use word attack skills 5. Teachers will work collaboratively to plan instruction
<p>Indicator(s):</p> <ol style="list-style-type: none"> 1. Teachers will demonstrate appropriate use VSC standards, indicators and objectives by planning every lesson based on the VSC. (New lesson plan format; administrative review of plans) 2a. Teachers will demonstrate appropriate use of the DIBELS, MSA, and Benchmark data to inform instructional decisions during team planning and as evidenced by differentiation on lesson plans. (New lesson plan format; administrative review of plans.) 2b. Teachers will demonstrate appropriate use of the DIBELS, MSA, and Benchmark data to accurately group students into flex and/or intervention groups (K-5). (New lesson plan format; review of plans for differentiation; intervention schedules) 3a. Teachers will participate in MSDE professional development which will include walk-throughs, collaborative planning and lesson implementation. (Participation in MSDE PD; team planning; administrative review of plans and implementation) 4. Teachers will use appropriate instructional strategies to help students understand phonics strategies with student mastery reflected in improved scores on DIBELS and SAT 10. (Participation in PD with Dr. Tolman; new lesson plan format; administrative review of plans and implementation) 5. Teachers will meet once a week with PD coach and administrative team to review data and plan instruction accordingly. (Team meeting agendas and notes)

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 Team planning: data analysis; student work analysis	Grade level teams;	Weekly	\$0 (but priceless!)
Dr. Carol Tolman: observe; discussion; modeling	Grades K – 3	Sept. 29,20; Oct. 1,2; Nov. 10,11,12,13	\$3,000.00 per day (Title I; Reading First)
Book Club: <i>lost at school</i> by Dr. Ross Greene;	All staff	Summer reading; Back to school inservice; Staff Meetings	34 x \$24 x5 = \$4080.00 5 x \$8.74 x5=\$218.50 Total = \$4,298.00
Book Club: <i>Words Their Way</i> by Donald Bear	Teachers (25)	TBD (4 sessions, 2 hours)	25 x 4 x 2 x \$24 = 4,800.
Lesson Study	Grades 3,4,5	Twice during school year-dates TBD	20 teachers x 1 day x \$70(sub) =\$1,400.00
MSDE Reading PD: focus on before and during reading strategies. Activities include walk-throughs, collaborative planning, lesson implementation and workshop presentations	Grades 3,4,5	Start date: Aug. 31; will meet ten times through December	After school stipends (Title II monies through Mrs. Colman's office.

4. How will the professional development be evaluated?

Essential Question(s): First focus on implementation: Did the activity include the intended participants; Did the various learning activities and follow-up take place as planned; Did all of the intended participants participate in all of the components of the activity, including follow up? Second focus on the outcomes: Do all of the teachers understand the objectives and indicators from the VSC in Reading?; Are teachers accurately using formative assessments to assess reading proficiency?; Are teachers using the new instructional strategies appropriately: Are student scores improving on benchmarks?
Evaluation Tool(s): observation feedback, lesson plans, assessment tools, student work; team meeting agendas and minutes; staff meeting agendas and notes
Person Responsible: Mrs. Teat, principal; Mr. Stout, assistant principal; Mrs. Marshall; pd 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	68.6%	73.7%	67.9%	74.8%	84.4%	73.8%	52.5%	79.0%	66.1%
Afr. Am.	44.4%	68.0%	56.7%	68.8%	83.4%	65.3%	34.6%	82.4%	43.5%
White	79.7%	80.0%	83.3%	73.7%	85.7%	81.1%	59.6%	82.9%	81.5%
Hispanic	%	%	%	25.0%	%	%	66.7%	%	80.0%
FARMS	51.9%	64.5%	62.2%	65.7%	77.1%	61.8%	46.0%	73.0%	57.1%
Spec. Ed.	60.0%	33.3%	20.0%	%	83.3%	42.9%	100%	%	100%
LEP	%	%	%	%	%	%	%	%	%

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	18.2%	74.2%	9.1%	76.8%	21.7%	1.4%
Uses Positional Words	27.3%	69.7%	4.5%	79.7%	17.4%	2.9%
Counts and makes sets (0-10)	40.9%	48.5%	12.1%	91.3%	7.2%	1.4%

Average Math Benchmark Data						
Percentage of Students Scoring Within a Percentage Range						
Grade Level	0% – 59 %		60%-79%		80%-100%	
	07-08	08-09	07-08	08-09	07-08	08-09
3	%	45.12%	%	36.59%	%	18.29%
4	%	43.10%	%	41.38%	%	15.52%
5	%	73.21%	%	26.79%	%	0%

*Math Wings unit data is available. Change in math program makes it incomparable with the current program. Grade level teachers will use Math Wings data on content or strand areas to help inform instructional decisions as they focus on the new program.

B. Review of 2008-2009 School Improvement Plan Goals

Goal: By 2013-2014 all students will meet high standards at minimum proficiency or better in mathematics.		
2008-2009 Indicators	Actual Performance	Contributing Factors
Increase the number of students performing at 70% on Math Wings assessments by 10%.	Did not meet goal	<ul style="list-style-type: none"> • New students enrolled at HES • Attendance
Increase the number of students performing at the proficient level on MSA by 10%.	Did not meet goal	<ul style="list-style-type: none"> • New students enrolled at HES • Non use of benchmark data for instructional decisions
Increase the number of students performing at the advanced level on MSA by 10%.	Did not meet goal	<ul style="list-style-type: none"> • Non use of benchmark data for instructional decisions

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
4	FARMS	73% scored MSA proficient	<ul style="list-style-type: none"> • Special education staffing allowed for directed, targeted instruction • MSDE math P.D. • Front end loading • Supplementing math program
3,5	SPED	100% scored MSA proficient	
4,5	White	82.9% - 4 th and 81.5% - 5 th scored MSA proficient	
4	Afr. Am.	82.4% scored MSA proficient	

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	Afr. Am.	34.6% - 3 rd and 43.5% - 5 th scored MSA proficient	<ul style="list-style-type: none"> • 26 Students new to HES • Non use of benchmark data for instructional decisions • Math Wings program does not provide tiered instructional materials • Pacing did not allow for re-teaching opportunities • Fewer instructional days prior to testing
3, 5	FARMS	46.0% - 3 rd and 57.1% - 5 th scored MSA proficient	

Action Plan

Goal: By 2013-2014 all students will meet high standards at minimum proficiency or better in mathematics.

Indicator(s): Increase the percentage of students at proficient level on MSA by 10%.

Increase the percentage of students at the advanced level on MSA by 10%.

Master Plan Strategy: Implementation of evidence based math program in grades K – 5

Activity	Targeted Subgroup	Person Responsible	Timeline
Professional Development on new program by MacMillan – McGraw Hill	All, FARMS, AA	Susan English, Administration, Faculty	07/27/09 10/19/09 02/22/10
School level / Grade level discussions while implementation is in progress	All, FARMS, AA	Administration, PD Coach, Faculty	Team planning meetings
Utilize technology components of new program	All, FARMS, AA	Administration, PD Coach, Faculty	08/25/09 – 06/?/10

Master Plan Strategy: Utilize a variety of formative and summative techniques that analyze mathematics achievement to guide instruction

Activity	Targeted Subgroup	Person Responsible	Timeline
Classroom use of program assessments (includes pre and post)	All, FARMS, AA	Administration, PD Coach, Faculty	Ongoing team planning
Use of county benchmarks	All, FARMS, AA		
Use of MSA data	All, FARMS, AA		

Master Plan Strategy: Implement individualized intervention for students whose assessment data and or classroom performance indicate below grade level achievement.

Activity	Targeted Subgroup	Person Responsible	Timeline
After school targeted math support	All, FARMS, AA	Administration, PD Coach, Faculty	01/04/10 – 03/30/10
Provide additional time in order to re-teach objectives not mastered during math block (i.e. morning warm up, front end loading / re-teaching time)			08/25/09 – 06/15/10

D. Professional Development

Title/Focus: Mathematics

1. What is the need for the professional development?

Student Learning Needs	Data/Evidence
Deficits in 5 th grade: Algebra patterns and functions, Processes of mathematics	MSA and Benchmark results (see parts A and C)
Deficits in 4 th grade: Statistics and probability, Processes of mathematics, Number and relationships computation	
Deficits in 3 rd grade: Number and relationships in computation, Processes of mathematics, Statistics and probability, Algebra patterns	

Knowledge/Skills Teachers Need to Address the Student Learning Needs
<ul style="list-style-type: none"> • Learning new mathematics program
<ul style="list-style-type: none"> • Understanding the VSC standards, objectives and indicators
<ul style="list-style-type: none"> • Analyzing data to inform instructional decisions/grouping

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

<p>Outcome: Student achievement will improve because:</p> <ol style="list-style-type: none"> 1. Teachers will continue to demonstrate mastery/understanding of the standards, indicators, and objectives for all strands in the mathematics VSC; 2. Teachers will be able to use formative assessment tools to accurately assess Mathematics proficiency among children in grades K-5; 3. Teachers will apply appropriate instructional strategies to help students understand mathematical concepts and operations; 4. Teachers will apply appropriate instructional strategies to help students understand how to solve problems; 5. Teachers implement new program with fidelity; 6. Teachers will demonstrate appropriate use of the MSA and Benchmark data to inform instructional decisions. 7. Teachers will demonstrate appropriate use of the MSA, and Benchmark data to accurately differentiate instruction
<p>Indicator(s):</p> <ol style="list-style-type: none"> 1. Teachers will continue to demonstrate mastery/understanding of the standards, indicators, and objectives for all strands in the mathematics VSC. (New lesson plan format; administrative review of plans; team planning agendas and notes.) 2. Teachers will be able to use formative assessment tools to accurately assess Mathematics proficiency among children in grades K-5. (Use of data reflected by lesson plans including differentiation/grouping notes; administrative review of plans; team planning agendas and notes.) 3. Teachers will apply appropriate instructional strategies to help students understand mathematical concepts and operations. (New lesson plan format; administrative review of plans and classroom observations; team planning agendas and notes.) 4. Teachers will apply appropriate instructional strategies to help students understand how to solve problems. (New lesson plan format; administrative review of plans and classroom observations; team planning agendas and notes.)

- 5. Teachers implement new program with fidelity. (New lesson plan format; administrative review of plans and classroom observations; team planning agendas and notes.)
- 6. Teachers will demonstrate appropriate use of the MSA and Benchmark data to inform instructional decisions. (New lesson plan format; administrative review of plans and classroom observations; team planning agendas and notes.)
- 7. Teachers will demonstrate appropriate use of the MSA, and Benchmark data to accurately differentiate instruction (New lesson plan format; administrative review of plans and classroom observations; team planning agendas and notes.)

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

Activity	Participants	Timeline	Budget
Professional Development on new program by MacMillan – McGraw Hill	Susan English, Administration, Faculty	07/27/09 10/19/09 02/22/10	\$0
School level / Grade level discussions while implementation is in progress	Administration, Faculty, PD Coach	Team planning meetings	\$0

4. How will the professional development be evaluated?

Essential Question(s): Did the implementation of the newly adopted program make a difference in student achievement? First focus on implementation: Did the activity include the intended participants; Did the various learning activities and follow-up take place as planned; Did all of the intended participants participate in all of the components of the activity, including follow up? Second focus on the outcomes: Do all of the teachers understand the objectives and indicators from the VSC in Mathematics?; Are teachers accurately using formative assessments to assess mathematics proficiency?; Are teachers using the new instructional strategies appropriately: Are student scores improving on benchmarks?
Evaluation Tool(s): observation feedback, lesson plans, assessment tools, student work; team meeting agendas and minutes; staff meeting agendas and notes
Person Responsible: Mrs. Teat, principal; Mr. Stout, assistant principal; Mrs. Marshall; pd coach

IV. ATTENDANCE

A. Review of Data

AMO	94%		
Sub-Group	2007	2008	2009
All Students	93.8%	93.4%	93.2%
Afr. Am.	94.3%	93.7%	93.9%
White	93.5%	93.1%	92.4%
Hispanic	92.6%	94.4%	94.7%
FARMS	93.4%	93.3%	92.5%
Spec. Ed.	92.8%	90.8%	91.9%
LEP	94.1%	94.8%	95.8%

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
LEP	Attendance rate	Parental support
Hispanic	Attendance rate	Parental support

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
Spec Ed.	Low attendance rate	Several severe illnesses; small group so one student's attendance effects subgroup total
White	Low attendance rate	Several students with large number of absences—lack of parent influence on attending school; PPW involved

C. Action Plan

Goal: Hurlock Elementary School will meet AYP for attendance in 2009-2010.			
Indicator(s): Hurlock Elementary School subgroup populations will meet AYP attendance in 2009-2010.			
Activity	Targeted Subgroup	Person Responsible	Timeline
Parent Conferences held with families of students who missed >18 days in 2008-2009	All	Guidance Counselor Principal	Aug./Sept.
Letters sent home to parents when students reach 10 days.	All	Guidance Counselor	Ongoing as needed
Follow DCPS procedures for truancy	All	Principal, PPW	Ongoing as needed
Perfect attendance reward by term	All	Guidance Counselor Principal; Teachers	End of each term
Perfect Attendance Certificate for year	All	Principal	End of year award ceremony

V. Science

A. Review of Data

MSA Data						
Progress Towards Proficiency in Science						
	2008			2009		
	Advanced	Proficient	Basic	Advanced	Proficient	Basic
State	%	%	%	%	%	%
County	%	%	%	%	%	%
HES	1.5%	43.1%	55.4%	%	%	%
All Students	1.5%	43.1%	55.4%	%	%	%
Afr. Am.	0%	23.1%	76.9%	%	%	%
White	2.7%	59.5%	37.8%	%	%	%
Hispanic	N/A	N/A	N/A	%	%	%
FARMS	2.9%	32.4%	64.7%	%	%	%
Spec. Ed.	0%	28.6%	71.4%	%	%	%
LEP	N/A	N/A	N/A	%	%	%

B. Program Description

Hurlock Elementary Science program is based on the Maryland Voluntary State Curriculum for science. Materials used to support lessons are from Delta Science and provide for many hands-on experiences. County developed benchmarks are given to students in grades 3 through 5.

VI. PARENT INVOLVEMENT

A. General Expectations

Hurlock Elementary encourages parents to be involved in their child’s education. Hurlock Elementary School (H.E.S.) is committed to the meaningful and substantive involvement of the parents and guardians of our students. We fully endorse the idea that our parents are consumers of the education provided by H.E.S.. We want our parents to be “educated consumers” and in order to facilitate this, we will provide various mechanisms by which our parents’ consumership will be informed by the action plan developed by our Parent Advisory Council. We are prepared to share with parents the quality of their children’s education at H.E.S. as well as their teacher’s credentials. We feel that our parents should demand improvement in our school and if this expectation is not met, we will respond to these demands by improving our educational programs. We feel that parental empowerment initiatives encourage our best efforts at meeting our students’ educational needs. Furthermore, we support the idea that the success of our parental involvement programs is reflected in our students’ levels of achievement.

As a school, Hurlock 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 agreed 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

(Include a brief summary of data from county survey. This can be done in a chart format if possible.)

2008-2009 Parent Involvement Activities		
Activity Name	Number of Participants	Summary of parent feedback from the evaluation tool
Parent Survey 11/03/08	25	A myriad of ideas and suggestions to improve academics, climate, facilities, and

		community relations were provided.
PAC and PTO meeting night 9/29/08 – Title 1 information shared; PTO discussed calendar of events		
PAC and PTO meeting night 01/12/09 – Family-School Compact reviewed; Math program discussed		
Back to School Night / Title 1 Orientation 09/02/08	109	
1-2-3 Magic Workshop		
Parent University (District PAC) 01-10-09		
Fall Festival 10-24-08	125	
Spring Fling	75	
Family Ties Carnival	100	
Fine Arts Night	150	
Book Fairs – week long (Sept./Christmas/April)	200 Average	

C. Parent Advisory Council Attestation

The members of the Hurlock Elementary School 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
Christina Bowie	Catherine Coleman 4 Kayla Gore 1 Wayne Gore K	
Heidi Fellon	Katie Fellon 1	
Sarah Jensen	Justice Jensen 1 Serena Jensen 2 Journey Jensen K	
Michelle Alexander	Caroline Johnson 4	
Samantha McDonald	Lillian McDonald 1 Raina McDonald K	
Sherita Cottom	Jalen Teagle 4	

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. The Hurlock Elementary School PAC will meet at least 3 times during the 2009-2010 school 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>	<ul style="list-style-type: none"> • Sept. 17, 2009 • Jan. 5, 2010 • Apr. 8, 2010 	
	<p>2. Using the information from the School-wide plan, Hurlock Elementary 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 Hurlock Elementary School Title I Family Involvement Plan Year at a Glance will be provided to all parents via information provided at our back to school night, in a pamphlet generated at school and distributed during the month of September, and in the first school newsletter beginning in October. The plan will also be posted on the school website.</p>	<ul style="list-style-type: none"> • Back-To-School Night/Title I Orientation – August 31, 2009 • The plan will be sent to each child on or before September 30, 2009 • The plan will be included in the first newsletter published after 09/30/09. 	
<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. The Hurlock Elementary School PAC will meet 3 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>	<ul style="list-style-type: none"> • Jan. 5, 2010 	
	<p>1. The Home-School Compact will be distributed to all students in their agenda books at the beginning of the school year. The compact will also be used during parent conference days and referred to in the school news letters on a regular basis.</p>	<ul style="list-style-type: none"> • The compact will be given to each student in their agenda on August 25-27, 2009 	

		<ul style="list-style-type: none"> The compact will be included in the first newsletter following the New Year. The School Compact will be referenced on a weekly basis during morning announcements 	
<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. Hurlock Elementary School will offer a Back-To-School/Title I Orientation Night on August 31st 2009 to inform parents of their rights under Title I. Flyers will be sent home with each child between August 25th and August 27th, 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>	<ul style="list-style-type: none"> The flyer will be sent home on August 25th and 27th, 2009 Date of Orientation Night is August 31st, 2009 	
<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</i> 	<ul style="list-style-type: none"> At PAC Activity Nights parents will have the opportunity learn from and enjoy a host of topics pertinent to the academic success of their student(s). H.E.S. will plan and invite parents of former H.E.S. students who have successfully graduated from DCPS to present a forum on how they were able to help their children attain success. This forum will be open to all H.E.S. school parents and they will have the opportunity to ask questions of parents who were once in their position. H.E.S. will establish a parent group 	<p><u>PAC Activity Nights</u></p> <ul style="list-style-type: none"> Nov. 17, 2009 Feb. 10, 2010 <p><u>Parent Conferences</u></p> <ul style="list-style-type: none"> Sept. 28, 2009 Dec. 7, 2009 Feb. 23, 2010 	

<p><i>help parents improve their children's academic achievement?</i></p> <ul style="list-style-type: none"> • <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> 	<p>for parents who are learning English as a second language. H.E.S. intends to provide computer access and software to help facilitate the acquisition of the English language.</p> <ul style="list-style-type: none"> • Materials and parent trainings/workshops to help parents improve their children's academic achievement will be provided by Title 1 funds at sessions planned for by the Hurlock Elementary PAC. 	<ul style="list-style-type: none"> • Subsequent dates TBD 	
<p>Coordination and Integration of Programs:</p> <p>Activities/Actions should address the following questions:</p> <ul style="list-style-type: none"> • <i>How will you coordinate and integrate programs that help to increase parent involvement</i> 	<ul style="list-style-type: none"> • Ladies Night Facilitated by Mrs. Radcliffe and Ms. McKeown will incorporate the expertise of various women's groups to create an activity evening that will be both enjoyable and educational for the girls of H.E.S. Flyers and notification via newsletter will promote the event. • Guys' Night Facilitated by Mr. Stout will incorporate the expertise of various men's groups to create an activity evening that will be both enjoyable and educational for the boys of H.E.S. Flyers and notification via newsletter will promote the event. 	<p>Ladies Night will be held during the week of Feb. 28.</p> <p>Guys Night will be held the week of Mar. 8.</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"> • H.E.S. staff will be informed of information shared in parent surveys at team planning meetings. • Suggestions generated at PAC meetings will be brought to SIT meetings for discussion. 	<ul style="list-style-type: none"> • Nov. 24, 2009 • Feb. 16, 2010 • Subsequent dates TBD 	
<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</i> 	<p>H.E.S. will provide information regarding the Maryland (PIRC) via:</p> <ul style="list-style-type: none"> • Newsletter • Website 	<ul style="list-style-type: none"> • Sept. 28, 2009 • Dec. 7, 2009 	

<p><i>Maryland PIRC</i></p>	<ul style="list-style-type: none"> • Parent Conferences 	<ul style="list-style-type: none"> • Feb. 23, 2010 • Subsequent dates TBD 	
<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> 	<ul style="list-style-type: none"> • At every parent involvement activity an evaluation tool will be provided for parents to submit feedback after each activity. • H.E.S. parents will also be provided a county generated survey to solicit their opinions. 	<ul style="list-style-type: none"> • Nov. 17, 2009 • Feb. 10, 2010 • Subsequent dates TBD 	

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 – 13
Math	Pages 14 – 18
Attendance	Pages 19 - 20

B. Component 2: Schoolwide Reform Strategies

Reading Best Practices/Research-Based Programs	Math Best Practices/Research-Based Programs
<ol style="list-style-type: none"> 1. Houghton Mifflin “Nation’s Choice” is the core reading program used at HES 2. “Elements of Reading: Vocabulary” is used in grades K – 5 to supplement vocabulary instruction 3. Differentiation of instruction is used by classroom teachers to meet the learning needs of all students, from above level to below level 4. Students needing extra instruction participate in intervention groups based on their needs: “Read Naturally” is used for fluency; “Systematic Instruction in Phonemic Awareness, Phonics and Sight Words” (SIPPS) and Early Reading Intervention (ERI) are used for phonemic awareness and phonics 5. Students are identified for intervention through DIBELS data and placed into groups; on-going progress monitoring occurs to assess student progress and to make instructional changes if needed 	<ol style="list-style-type: none"> 1. McGraw-Hill “Connects” is the newly adopted mathematics program that will be used at HES 2. Differentiation of instruction is used by classroom teachers to met the learning needs of all students 3. Decisions for grouping/differentiating will be based on data (program assessments; county benchmarks; MSA) 4. After-school math program for identified students to provide extended day opportunity for re-teaching and extra support
Other Best Practices/Research-Based Programs	
Gifted & Talented: students identified as G&T will be given opportunities to participate in extension activities through the core reading and math programs; special projects (including use of technology) will be provided during a G&T pull-out period.	

Assessment Schedule and Progress Monitor: In addition to the core program assessment pieces, the following assessments will be administered:
 DIBELS – grades K – 5; three X’s a year; progress monitoring every two weeks for students receiving intensive interventions
 County Benchmarks: administered to students grades 2 – 5 in mathematics, reading and science
 SAT 10: administered to grades 1 – 3 in May
 MSA Reading and Mathematics to grades 3 – 5 in March
 MSA Science to grade 5 in April

C. Component 3: Instruction by Highly Qualified Teachers

See page 4 for teacher qualifications.

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

The administration at Hurlock Elementary School 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 and 17 -18 for professional development initiatives.

F. Component 6: Strategies to Increase Parent Involvement

See pages 25-28 for the parent involvement plan

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

All students entering prekindergarten and kindergarten are invited to attend a parent conference prior to the first day of school. During this conference, families are given a “tour” of the classroom and a short program on what they can expect during their child’s school-year. It is an opportunity for parents to ask questions and share any pertinent information about their child with the classroom teacher.

“Kiddie Round-up” for prekindergartners and new kindergartners is held in the spring of every school year. The “round-up” is a registration day planned for by the DCPS. Available to answer questions at this time are the counselor and school nurse as well as an administrator. Early registration was held on site at the Hurlock Head Start for convenience of the families whose children attend that program.

All early childhood professional development opportunities are offered to Head Start staff and licensed day care providers through our Title I Supervisor’s office.

Prekindergarten students at Head Start are invited to spend a half-day at Hurlock Elementary to experience a kindergarten classroom.

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

See page 1 for a schedule of School Improvement Team Meetings

Data from assessments are used regularly by teachers to inform their instructional decision making. All data is accessible through Performance Matters; during team planning, teachers will review the data by class and by individual student as well as by specific VSC objectives and indicators. Data will be used to plan instruction/differentiation needs as well as for placement in intervention groups.

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

Reading: 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.

Students in kindergarten and first grade are assessed using DIBELS. Students at the intensive and strategic levels receive intervention from instructional assistants who are trained and monitored by our reading coach. Depending on the deficit, students receive either Early Reading Intervention (ERI) or one of the levels of the Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS).

Second grade students are also assessed using DIBELS. Teachers provide differentiation for students based on their skill deficits. Intensive level students will receive intervention as a pullout, provided by instructional assistants under the direction of our reading coach. Students at the strategic level will receive additional support from their classroom teacher through differentiation and flex grouping.

Third through fifth grade students are assessed through DIBELS and through a phonics survey. Students with deficits receive extra support from their classroom teachers through differentiation and flex groups. Identified fifth graders will be receiving pull out intervention every other day from our reading intervention teacher.

Mathematics: All students K – 5 are supported in the classroom through differentiation as needed and determined through program assessments and benchmark data. Beginning in January, an after-school math program will be offered twice a week for students identified as having difficulty. The program will be for students in grades 1 – 5 and is delivered by grade level teachers.

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

Hurlock Elementary School uses federal, state and local resources to accomplish

the goals in the plan.

The following organizations provide donations to HES in the form of school supplies: Trinity Trucking; Souljah Girlz Social Club; Hurlock United Methodist Church. The Rotary Club donates a dictionary to every third grade student every year.

Souljah Girlz Social Club will be assisting with our newly formed “Ladies Club” that will begin in October. They will serve as mentors to several of our identified girls.

Medical Services: Choptank Community Services will again offer dental services free of charge to our students. The Hurlock Lions Club will again provide free vision screening to all PreK students and new kindergarten students. Parks and Recreation offers an after school basketball program.

The Harriett Tubman Center provides afterschool homework support and tutoring to approximately 25 HES students. Efforts are coordinated with the school in providing support of the daily instruction.

HES serves as a “community” center, providing a meeting place for both the Cub Scouts and Girl Scouts as well as GED classes which are offered through Chesapeake College.

Filename: 09-10 HES Elementary Title I SIP
Directory: C:\Program Files\Nuance\NaturallySpeaking9\Program
Template: C:\Documents and Settings\Administrator\Application
Data\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: User
Keywords:
Comments:
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