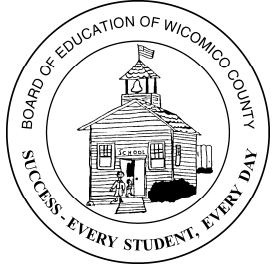


BOARD OF EDUCATION OF WICOMICO COUNTY



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CHARLES H. CHIPMAN ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Charles H. Chipman Elementary School is to provide each student with quality instruction, a variety of diversified learning opportunities and a positive educational environment, which inspires classroom success, personal achievement and responsible citizenship.

BELIEF STATEMENT:

- All children can learn and experience success regardless of diversity, capabilities or background.
- Education must be the shared responsibility of the individual, family, school, and community.
- Children have a right to learn in a safe and positive environment.
- All instruction must be meaningful and continually challenging for children to reach their full potential.
- Learning experiences must develop positive attitudes, enhance self-esteem and instill strong personal values.
- Individual integrity, tolerance and respect for others must be taught, modeled, expected, and acknowledged.

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

| Annual Measurable Objectives - Reading and Math | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Reading - Grades K-2 | 50.9 | 56.4 | 61.8 | 67.3 | 72.7 | 78.2 | 83.6 | 89.1 | 94.6 | 100 |
| Math - Grades K-2 | 57.0 | 61.8 | 66.5 | 71.3 | 76.1 | 80.9 | 85.7 | 90.4 | 95.2 | 100 |

| Reading Results | | | | | | | | | | | | |
|--------------------------|--------------|----------|----------|--------------|----------|----------|--------------|----------|----------|----------|----------|--|
| | 2007 Results | | | 2008 Results | | | 2009 Results | | | | 2010 AMO | |
| | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | 2009 AMO | Met AMO? | | |
| All Students | 72.5 | 49.8 | YES | 74.2 | 55.9 | YES | 74.3 | 61.4 | 72.7 | YES | 78.2 | |
| American Indian | NA | NA | NA | NA | NA | NA | NA | NA | 72.7 | NA | 78.2 | |
| Asian | 100.0 | NA | NA | 100.0 | NA | NA | NA | NA | 72.7 | NA | 78.2 | |
| African American | 68.8 | 46.8 | YES | 68.0 | 52.8 | YES | 65.3 | 59.0 | 72.7 | YES | 78.2 | |
| White | 86.7 | 27.8 | YES | 86.1 | 46.4 | YES | 96.4 | 50.3 | 72.7 | YES | 78.2 | |
| Hispanic | 44.4 | 17.9 | YES | 66.7 | 16.2 | YES | 83.3 | 24.3 | 72.7 | YES | 78.2 | |
| FARM | 64.4 | 47.9 | YES | 68.6 | 53.8 | YES | 68.3 | 59.6 | 72.7 | YES | 78.2 | |
| Special Education | 55.0 | 32.3 | YES | 52.6 | 38.6 | YES | 77.8 | 33.2 | 72.7 | YES | 78.2 | |
| ELL | 50.0 | 8.0 | YES | 50.0 | NA | NA | 75.0 | NA | 72.7 | NA | 78.2 | |

| Math Results | | | | | | | | | | | | |
|--------------------------|--------------|-------------|-------------|--------------|----------|----------|--------------|----------|----------|----------|----------|--|
| | 2007 Results | | | 2008 Results | | | 2009 Results | | | | 2010 AMO | |
| | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | 2009 AMO | Met AMO? | | |
| All Students | 60.8 | 54.8 | YES | 75.0 | 60.3 | YES | 73.4 | 65.2 | 76.1 | YES | 80.9 | |
| American Indian | NA | NA | NA | NA | NA | NA | NA | NA | 76.1 | NA | 80.9 | |
| Asian | 75.0 | NA | NA | 100.0 | NA | NA | NA | NA | 76.1 | NA | 80.9 | |
| African American | 54.5 | 51.9 | YES | 66.7 | 57.4 | YES | 64.0 | 63.0 | 76.1 | YES | 80.9 | |
| White | 76.7 | 43.2 | YES | 91.7 | 51.2 | YES | 96.4 | 54.6 | 76.1 | YES | 80.9 | |
| Hispanic | 55.6 | 23.9 | YES | 66.7 | 22.1 | YES | 83.3 | 29.7 | 76.1 | YES | 80.9 | |
| FARM | 54.4 | 53.0 | YES | 67.4 | 58.3 | YES | 67.1 | 63.5 | 76.1 | YES | 80.9 | |
| Special Education | 30.0 | 37.9 | YES* | 57.9 | 43.7 | YES | 44.4 | 38.2 | 76.1 | YES | 80.9 | |
| ELL | 83.3 | 14.3 | YES | 50.0 | NA | NA | 75.0 | NA | 76.1 | NA | 80.9 | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| Additional AYP Indicator Results | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| (Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.) | | | | | |
| Attendance for Elementary/Middle Schools; Graduation Rate for High Schools | | | | | |
| | 2005 Results | 2006 Results | 2007 Results | 2008 Results | 2009 Results |
| All Students | 94.5 - Met | 94.8 - Met | 95.7 - Met | 95.7 - Met | 94.3 - Met |

*In Safe Harbor

| AYP Status | | | | | | | | |
|-------------------|---------|-----------------------------------|--------------------------|--------------------|------|-------------------|-------------|------|
| | Met AYP | Safe Harbor (See detail above) | Requires Local Attention | School Improvement | | Corrective Action | Restructure | |
| | | | | Yr 1 | Yr 2 | | Yr 1 | Yr 2 |
| 2002-2003 | YES | | | | | | | |
| 2003-2004 | YES | | | | | | | |
| 2004-2005 | YES | | | | | | | |
| 2005-2006 | YES | | | | | | | |
| 2006-2007 | YES | YES | | | | | | |
| 2007-2008 | YES | | | | | | | |
| 2008-2009 | YES | | | | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, Chipman will increase the percentage of students at proficient/ advanced in **reading** to 78.2% as measured by the Reading MSA.
- For 2010, Chipman will increase the percentage of students at proficient/ advanced in **math** to 80.9% as measured by the Math MSA.
- For 2010, Chipman will maintain the percentage of student attendance at or above 94%.

READING GOALS:

Grade 1:

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|--|--|--|--|--|--|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 86% | 87% | | | | |
| African American | 83% | 84% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 78% | 79% | | | | |
| White | 97% | 98% | | | | |
| FARMs | 83% | 84% | | | | |
| LEP | 67% | 68% | | | | |
| Special Education | 50% | 52% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 66% | 68% | | | | |
| African American | 65% | 67% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 56% | 58% | | | | |
| White | 69% | 70% | | | | |
| FARMS | 65% | 67% | | | | |
| LEP | 33% | 34% | | | | |
| Special Education | 25% | 27% | | | | |

Grade 2:

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 39% | 41 % | | | | |
| African American | 32% | 36% | | | | |
| Asian | - | - | | | | |
| Hispanic | 40% | 43% | | | | |
| White | 54% | 56% | | | | |
| FARMS | 33% | 36% | | | | |
| LEP | - | - | | | | |
| Special Education | 18% | 19% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 52% | 54% | | | | |
| African American | 46% | 50% | | | | |
| Asian | - | - | | | | |
| Hispanic | 67% | 70% | | | | |
| White | 63% | 65% | | | | |
| FARMs | 50% | 53% | | | | |
| LEP | - | - | | | | |
| Special Education | 18% | 19% | | | | |

MATH GOALS:

Grade 1:

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 83% | 84% | | | | |
| African American | 78% | 80% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 88% | 89% | | | | |
| White | 93% | 94% | | | | |
| FARMs | 82% | 83% | | | | |
| LEP | 80% | 81% | | | | |
| Special Education | 38% | 39% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
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2009 – 2010**

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 83% | 84% | | | | |
| African American | 79% | 81% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 88% | 89% | | | | |
| White | 94% | 95% | | | | |
| FARMs | 81% | 82% | | | | |
| LEP | 84% | 85% | | | | |
| Special Education | 64% | 65% | | | | |

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 67% | 68% | | | | |
| African American | 63% | 64% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 50% | 52% | | | | |
| White | 75% | 77% | | | | |
| FARMs | 64% | 65% | | | | |
| LEP | 25% | 27% | | | | |
| Special Education | 25% | 27% | | | | |

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 4 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 74% | 75% | | | | |
| African American | 71% | 74% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 78% | 79% | | | | |
| White | 78% | 80% | | | | |
| FARMs | 71% | 72% | | | | |
| LEP | 60% | 61% | | | | |
| Special Education | 26% | 27% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
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2009 – 2010**

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 5 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 82% | 83% | | | | |
| African American | 80% | 82% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 78% | 79% | | | | |
| White | 87% | 88% | | | | |
| FARMs | 81% | 82% | | | | |
| LEP | 60% | 61% | | | | |
| Special Education | 48% | 49% | | | | |

Grade 2:

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 78% | 80% | | | | |
| African American | 74% | 77% | | | | |
| Asian | - | - | | | | |
| Hispanic | 100% | 100% | | | | |
| White | 83% | 85% | | | | |
| FARMs | 74% | 76% | | | | |
| LEP | - | - | | | | |
| Special Education | 41% | 42% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
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2009 – 2010**

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 70% | 72% | | | | |
| African American | 65% | 68% | | | | |
| Asian | - | - | | | | |
| Hispanic | 60% | 70% | | | | |
| White | 81% | 85% | | | | |
| FARMs | 65% | 70% | | | | |
| LEP | 0% | 5% | | | | |
| Special Education | 34% | 35% | | | | |

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 64% | 66% | | | | |
| African American | 61% | 65% | | | | |
| Asian | - | - | | | | |
| Hispanic | 66% | 70% | | | | |
| White | 69% | 73% | | | | |
| FARMs | 61% | 63% | | | | |
| LEP | - | - | | | | |
| Special Education | 41% | 42% | | | | |

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 4 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 86% | 88% | | | | |
| African American | 87% | 90% | | | | |
| Asian | - | - | | | | |
| Hispanic | 86% | 90% | | | | |
| White | 84% | 90% | | | | |
| FARMs | 86% | 90% | | | | |
| LEP | - | - | | | | |
| Special Education | 70% | 75% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 5 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 74% | 76% | | | | |
| African American | 67% | 70% | | | | |
| Asian | - | - | | | | |
| Hispanic | 100% | 100% | | | | |
| White | 84% | 86% | | | | |
| FARMs | 71% | 73% | | | | |
| LEP | 0% | 3% | | | | |
| Special Education | 58% | 59% | | | | |

ATTENDANCE GOALS:

| For 2010, we will maintain the percentage of student attendance at or above 94%. | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| Student Group: | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| All Students | 95.7% | | | | | |
| African American | 95.9% | | | | | |
| Asian | - | | | | | |
| Hispanic | 96.1% | | | | | |
| White | 94.9% | | | | | |
| FARMs | 95.6% | | | | | |
| Special Education | 96.3% | | | | | |
| LEP | 94.4% | | | | | |

OTHER GOALS:

- During the 2009-10 school year, we will decrease the physical attacks on students, student refusal to obey school policies, and fighting as measured by a 20% reduction in office referrals for those categories from the 2008-09 rate of 48.
- During the 2009-10 school year, we will increase parent involvement as measured by a 10% increase in the number of participants in Donuts for Dads and Muffins for Moms from the 2008-2009 rate of 10% of Dads attending and 7% of Moms attending

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
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2009 – 2010**

PLC GOALS BASED ON READING STANDARDS:

Grade 1:

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>sequencing events in a story</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 83% | 84% | | | | |
| African American | 72% | 73% | | | | |
| Asian | 93% | 94% | | | | |
| Hispanic | 96% | 98% | | | | |
| White | 82% | 83% | | | | |
| FARM | 76% | 80% | | | | |
| LEP | 100% | 100% | | | | |
| Special Education | 48% | 50% | | | | |

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>listening comprehension and describing what the text is about</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 78% | 80% | | | | |
| African American | 72% | 74% | | | | |
| Asian | 95% | 96% | | | | |
| Hispanic | 64% | 66% | | | | |
| White | 78% | 80% | | | | |
| FARM | 72% | 74% | | | | |
| LEP | 65% | 67% | | | | |
| Special Education | 46% | 47% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
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2009 – 2010**

Grade 2:

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>main idea</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 49% | 55% | | | | |
| African American | 46% | 51% | | | | |
| Asian | - | - | | | | |
| Hispanic | 67% | 72% | | | | |
| White | 53% | 56% | | | | |
| FARM | 40% | 44% | | | | |
| LEP | 49% | 52% | | | | |
| Special Education | 35% | 36% | | | | |

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>using text features</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 34% | 37% | | | | |
| African American | 34% | 37% | | | | |
| Asian | - | - | | | | |
| Hispanic | 29% | 35% | | | | |
| White | 33% | 37% | | | | |
| FARM | 36% | 37% | | | | |
| LEP | 34% | 37% | | | | |
| Special Education | 12% | 14% | | | | |

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

PLC GOALS BASED ON MATH STANDARDS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in comparing and ordering whole numbers up to 99 as measured by Math Benchmark 1 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 74% | 75% | | | | |
| African American | 66% | 67% | | | | |
| Asian | 87% | 88% | | | | |
| Hispanic | 63% | 64% | | | | |
| White | 77% | 78% | | | | |
| FARM | 65% | 66% | | | | |
| LEP | 53% | 55% | | | | |
| Special Education | 45% | 46% | | | | |

During the 2009-10 school year, we will increase grade 1 students' proficiency in identifying the concept of inverse operation to addition and subtraction as measured by Math Benchmark 2 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 86% | 87% | | | | |
| African American | 77% | 78% | | | | |
| Asian | 100% | 100- | | | | |
| Hispanic | 78% | 79% | | | | |
| White | 89% | 90% | | | | |
| FARM | 77% | 78% | | | | |
| LEP | 75% | 76% | | | | |
| Special Education | 53% | 53% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>interpreting data contained in picture graphs</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 73% | 74% | | | | |
| African American | 67% | 68% | | | | |
| Asian | 90% | 91% | | | | |
| Hispanic | 72% | 73% | | | | |
| White | 80% | 81% | | | | |
| FARM | 65% | 66% | | | | |
| LEP | 33% | 34% | | | | |
| Special Education | 33% | 34% | | | | |

| During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>determining the value of a given set of currency up to \$1.00</u> as measured by Math Benchmark 4 as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 75% | 76% | | | | |
| African American | 67% | 68% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 64% | 66% | | | | |
| White | 79% | 80% | | | | |
| FARM | 69% | 70% | | | | |
| LEP | 56% | 57% | | | | |
| Special Education | 51% | 52% | | | | |

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During the 2009-10 school year, we will increase grade 1 students' proficiency in determining the value of a given set of currency up to \$1.00 as measured by Math Benchmark 5 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 66% | 67% | | | | |
| African American | 62% | 63% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 67% | 69% | | | | |
| White | 70% | 72% | | | | |
| FARM | 60% | 61% | | | | |
| LEP | 60% | 61% | | | | |
| Special Education | 38% | 39% | | | | |

Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in skip-counting by 2, 5, and 10 starting with any whole number as measured by Math Benchmark 1 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 73% | 77% | | | | |
| African American | 70% | 75% | | | | |
| Asian | - | - | | | | |
| Hispanic | 100% | 100% | | | | |
| White | 77% | 81% | | | | |
| FARM | 69% | 72% | | | | |
| LEP | - | - | | | | |
| Special Education | 60% | 65% | | | | |

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During the 2009-10 school year, we will increase grade 2 students' proficiency in determining the value of a given set of mixed currency up to \$10 as measured by Math Benchmark 2 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 69% | 72% | | | | |
| African American | 66% | 71% | | | | |
| Asian | - | - | | | | |
| Hispanic | 71% | 73% | | | | |
| White | 75% | 79% | | | | |
| FARM | 65% | 70% | | | | |
| LEP | - | - | | | | |
| Special Education | 44% | 48% | | | | |

During the 2009-10 school year, we will increase grade 2 students' proficiency in telling time in intervals of 5 minutes using an analog clock as measured by Math Benchmark 3 as shown:

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 50% | 55% | | | | |
| African American | 44% | 48% | | | | |
| Asian | - | - | | | | |
| Hispanic | 71% | 75% | | | | |
| White | 58% | 62% | | | | |
| FARM | 48% | 50% | | | | |
| LEP | - | - | | | | |
| Special Education | 28% | 30% | | | | |

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| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>telling time in intervals of 5 minutes using an analog clock</u> as measured by Math Benchmark 4 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 64% | 67% | | | | |
| African American | 60% | 65% | | | | |
| Asian | - | - | | | | |
| Hispanic | 75% | 80% | | | | |
| White | 71% | 75% | | | | |
| FARM | 62% | 66% | | | | |
| LEP | - | - | | | | |
| Special Education | 39% | 43% | | | | |

| During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>solving word problems based on addition or subtraction situations</u> as measured by Math Benchmark 5 as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 67% | 70% | | | | |
| African American | 63% | 66% | | | | |
| Asian | - | - | | | | |
| Hispanic | 75% | 77% | | | | |
| White | 75% | 77% | | | | |
| FARM | 63% | 66% | | | | |
| LEP | 0% | 5% | | | | |
| Special Education | 53% | 55% | | | | |

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PARENT INVOLVEMENT DATA:

Number of Parents Involved in Family Nights:

- Family Reading Night, Oct., 2008
 - Parents: 74
 - Students: 64+

| Family Reading Night, Oct. 2008 (Students) | |
|--|----|
| African American | 34 |
| White | 24 |
| Hispanic | 6 |
| Asian | 0 |
| FARM | 44 |
| Special Education | 7 |

-
- Family Math Night, Feb., 2009
 - Parents: 88
 - Students: 85

| Family Math Night, Feb. 2009 (Students) | |
|---|----|
| African American | 40 |
| White | 35 |
| Hispanic | 8 |
| Asian | 2 |
| FARM | 64 |
| Special Education | 11 |
| ELL | 9 |

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- STARS Family Night, Feb., 2009
 - Parents: 25
 - Students: 25

| Stars Family Night, Feb., 2009 (Students) | |
|---|----|
| African American | 15 |
| White | 4 |
| Hispanic | 6 |
| Asian | 0 |
| FARM | 24 |
| Special Education | 7 |
| ELL | 5 |

- Donuts for Dads, Nov., 2008
 - Dads and Special Friends: 43

| Doughnuts for Dads, Nov. 2008 (Dads and Special Friends) | |
|--|----|
| African American | 24 |
| White | 15 |
| Hispanic | 1 |
| Asian | 3 |

- Muffins for Moms, May, 2009
 - Moms and Special Friends: 83

| Muffins for Moms, May, 2009 (Moms and Special Friends) | |
|--|----|
| African American | 45 |
| White | 35 |
| Hispanic | 3 |
| Asian | 0 |

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- Title I Parent Workshop, Oct., 2008
 - Parents: 7

| Title I Parent Workshop, Oct., 2008 | |
|-------------------------------------|---|
| African American | 5 |
| White | 2 |
| Hispanic | 0 |
| Asian | 0 |

- Construction Zone Parent Workshop, Sept., 2008
 - Parents: 9

| Construction Zone Parent Workshop, Sept., 2008 | |
|--|---|
| African American | 5 |
| White | 4 |
| Hispanic | 0 |
| Asian | 0 |

- Parent Advisory Council, Nov., 2008
 - Parents: 1

| Parent Advisory Council Meeting, Nov., 2008 | |
|---|---|
| African American | 0 |
| White | 1 |
| Hispanic | 0 |
| Asian | 0 |

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- Pre-K Parent Night, Sept., 2008
 - Parents: 23

| Pre-K Parent Night, Sept., 2008 | |
|---------------------------------|----|
| African American | 12 |
| White | 6 |
| Hispanic | 3 |
| Asian | 2 |

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DESCRIPTION OF CURRENT REALITY:

| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|---|--|
| AYP Status | <ul style="list-style-type: none"> Our Reading trend data continues to be above the AMO with the gap between the two closing. | We met AYP in all subgroups for reading and math. |
| Reading/English – Benchmark assessment #1 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Identifying story elements (95% of students meeting expectation). <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Listening Comprehension/Sequencing Events (19% of students below expectation) and phonemic awareness (15% below expectation). <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Breaking compound words, contractions, and inflectional endings into known parts (83% of students meeting expectation). <p><u>Grade 2 (Weakness)</u></p> <ul style="list-style-type: none"> Identifying and explaining how text features, such as illustrations, punctuation, and print features, contribute to meaning (54% of students below expectation), along with recognizing the main idea or message of the text (51% of students below expectation). | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 12% discrepancy between African American and White students on Listening Comprehension/Sequencing Events. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> Hispanic students scored the best on recognizing the main idea of the text with 67% of students meeting expectation. Only 53% of White students and 46% of African American students met expectation on this skill. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|--|---|
| Reading/English – Benchmark assessment #2 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Students can sort grade appropriate words with or without pictures into categories (98% of students at expectation). Students recognize sight words automatically (96% of students at expectation). <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Describing what the text is about and listening comprehension (33% of students below expectation). <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Identifying and explaining common antonyms, synonyms, and homophones to increase vocabulary skills (90% at expectation). <p><u>Grade 2 (Weakness)</u></p> <ul style="list-style-type: none"> Students struggled with using organizational aids when reading on this assessment (66% of students below expectation). | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There was a 9% difference between African American and White students in identifying and explaining character traits and actions. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall, only 34% of students met expectation for using organizational aids when reading on this assessment. All ethnicities scored about the same with African American students scoring 34% at expectation, White students scoring 33% at expectation and Hispanic students scoring 29% at expectation. |
| Math/Algebra – Benchmark assessment #1 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Represent numeric quantities using concrete and pictorial representation and operational symbols with whole numbers to 20 (94% of students at expectation). <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Compare and order whole numbers up to 99 using terms such as: greater than, less than, and equal to (27% of students below expectation). <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Solving word problems based on addition or subtraction situations (94% of students at expectation). <p><u>Grade 2 (Weaknesses)</u></p> <ul style="list-style-type: none"> Recognizing a function table as a relationship between numbers (49% of students below expectation) and representing and analyzing numeric patterns using skip counting by 2, 5, and 10 starting with any whole number and using whole numbers to 100 (27% below expectation). | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 10.9 percent discrepancy between the African American and white populations in comparing and ordering whole numbers to 99. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> There is a 13% discrepancy between Special Education and all students on skip counting. 100% of Hispanic students met expectation on skip counting. There is a 7% discrepancy between African American and White students on this skill. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|--|--|--|
| Math/Algebra – Benchmark assessment #2 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Develop strategies for addition and subtraction basic facts (85% of students at expectation) and solve word problems based on addition or subtraction situations (90% of students at expectation). Grade 1 (Weakness) - 78% identify a concept of inverse operation to addition and subtraction (22% of students are below expectation.) <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Expressing whole numbers up to 999 using expanded form (95% of students meeting expectation). <p><u>Grade 2 (Weaknesses)</u></p> <ul style="list-style-type: none"> Building and describing models of even and odd numbers (25% of students below expectation) and determining the value of a given set of mixed currency up to \$10 (31% of students below expectation). | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 12.1% discrepancy between the African American and White populations in identifying the concept of inverse operation to addition and subtraction. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> There is only a 1% discrepancy between African American and White students on expressing whole numbers up to 999 using expanded form. |
| Math/Algebra – Benchmark assessment #3 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Solve a given word problem based on addition or subtraction situations(88% of students at expectation). <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Interpret data contained in single bar graphs (34% of students below expectation). <p><u>Grade 2 (Strengths)</u></p> <ul style="list-style-type: none"> Adding no more than 3 whole number addends with no more than 2 digits in each addend and a sum of no more than 100 (94 % of students meeting expectation) and identifying the place value of a digit in whole numbers up to 999 (90% of students meeting expectation). <p><u>Grade 2 (Weaknesses)</u></p> <ul style="list-style-type: none"> Telling time in intervals of 5 minutes using an analog clock (50% of students below expectation) and listing multiple representations for a number (56% of students below expectation). | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 13% discrepancy between the African American and White populations in interpreting data contained in bar graphs. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> There is a 25% discrepancy between African American and White students on listing multiple representations for a number. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|--|--|--|
| Math/Algebra – Benchmark assessment #4 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Use numbers of 5 and 10 as anchors in relationships to other numbers (95% of students meeting expectation). <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Determine the value of a given set of the same currency up to \$1.00 (44% of students below expectation). <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Expressing whole numbers up to 999 using expanded form (95% of students meeting expectation). <p><u>Grade 2 (Weakness)</u></p> <ul style="list-style-type: none"> Telling time in intervals of 5 minutes using an analog clock (36% of students below expectation). This was a weakness on our last benchmark as well. | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 9% discrepancy between African American and White students on determining the value of a given set of the same currency up to \$1.00. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> On the grade level strength, expressing whole numbers up to 999 using expanded form, there was only a 3% discrepancy between African American and White students. However, on our grade level weakness, telling time in intervals of 5 minutes using an analog clock, there was an 11% discrepancy between the two subgroups. |
| Math/Algebra – Benchmark assessment #5 | <p><u>Grade 1 (Strength)</u></p> <ul style="list-style-type: none"> Identify the concept of inverse operation to addition and subtraction (92% at expectation) <p><u>Grade 1 (Weakness)</u></p> <ul style="list-style-type: none"> Determine the value of a given set of same currency up to \$1 (66% at expectation) <p><u>Grade 2 (Strength)</u></p> <ul style="list-style-type: none"> Identify the place value of a digit in whole numbers up to 999 (90% of students at meeting expectation) <p><u>Grade 2 (Weakness)</u> - Solve word problems based on addition or subtraction situations (67% at expectation)</p> | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> ELL students either fell below expectation (40%) or exceeded expectation (60%) on this benchmark. 100% of Asian students scored at expectation on determining values of coins. African American, Hispanic and White subgroups all scored between 60 and 70% on this skill. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> There is an 11% discrepancy between African American and White students on solving addition and subtraction word problems with Whites scoring 75% and African Americans scoring 64%. |
| Math – YPP (elementary/middle schools) | <ul style="list-style-type: none"> By 3-15-09, 41% of first grade students had mastered more than 50% of skills. By 3-15-09, 37% of second grade students had mastered more than 50% of skills. | <p><u>Grade 1</u></p> <ul style="list-style-type: none"> 34% of African American students mastered more than 50% of skills while 50% of White students did. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> 32% of African American students mastered more than 50% of skills while 42% of White students did. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|---|--|
| Student Attendance | <ul style="list-style-type: none"> We are consistent at averaging 94%. | <ul style="list-style-type: none"> Pre-K attendance is typically lower than other grade levels. 92.6% attendance for Pre-K, 94.2% attendance for K, 93.6% attendance for Grade 1, 95% attendance for Grade 2 (for the first 7 months of the 2008-2009 school year). |
| Office Referrals | <ul style="list-style-type: none"> 51% of all office referrals are physical attacks on students, fighting, and refusal to obey school policies. | <ul style="list-style-type: none"> 79% of all office referrals are accounted for by the African American subgroup. 20% of referrals are accounted for by the White subgroup. 38% of the office referrals are first grade students (which is the largest percentage of all subgroups). Second grade accounts for 37% of the referrals. |
| Suspensions – In-school and out-of-school | <ul style="list-style-type: none"> There were 9 out of school and 17 in school suspensions. | <ul style="list-style-type: none"> 85% of suspensions were African American students and 15% were white students. Second Grade had the most suspensions accounting for 50% of the total suspensions. |
| Parent Involvement | <ul style="list-style-type: none"> There is more parent involvement for events held at night versus during the day. Family Night held in February had higher attendance due to being held in conjunction with STARS Family Night. | <ul style="list-style-type: none"> We have a higher percentage of White parents attending Family Nights. A high percentage of our Hispanic population is attending Family Nights. An interpreter was in attendance both nights. |

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Solve word problems based on addition and subtraction for first and second grade.
2. Describe any trends in the areas of strength.
 - Word Study Skills are a strength for first and second grade.
3. Describe areas of need that exist through most or all data sources or grades.
 - Determining the value of a given set up to \$1.00 for first grade and up to \$10.00 in second grade.
4. Describe any trends in the areas of need.
 - Telling time in intervals of 5 minutes using an analog clock is a weakness trend in Benchmarks 3 and 4 in second grade.
 - For grade 1 and 2 main idea is a weakness.

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TITLE I INFORMATION:

School Wide Title I:

Charles H. Chipman Elementary School's current FARM percentage is 73.61%. Title I programs concentrate on assisting students in the areas of reading and math. The program goal is to provide one-on-one or small group instruction in reading, math and language arts. In addition to classroom teachers, Chipman presently has three support teachers and six paraprofessionals working with students.

Construction Zone:

The **Construction Zone** reading lab is a component of the school-wide reading program. Working with students in groups of six or less, the three school-wide support teachers supplement the reading curriculum using Houghton Mifflin SOAR to Success/Early Success, expository texts, authentic literature and poetry. The focus of instruction is building proficient and advanced readers by reinforcing vocabulary, phonics, comprehension, and critical thinking skills. Students work in their **Construction Zone** groups five days per week.

A.C.E., Achieving, Challenging, Excelling:

Charles H. Chipman school-wide support teachers implement a program called **A.C.E.** which stands for Achieving, Challenging and Excelling. The **A.C.E.** program supplements, enriches and extends classroom instruction utilizing Houghton Mifflin SOAR to Success/Early Success, expository texts, authentic literature and poetry and focuses on helping kindergarten students become proficient and advanced readers and writers. Students work in groups of four or less with three school-wide support teachers.

Reading Insures Success of Everyone:

The **R.I.S.E.** Program is designed to help students who are first grade retentions, show evidence of difficulty with reading in second grade, or students needing extension beyond the classroom reading instruction. This program uses the Houghton Mifflin Little Readers to supplement the regular classroom reading program. A student's level of word recognition and comprehension is determined by administering the Basic Reading Inventory. Students work one-on-one with a support teacher or with a paraprofessional for thirty minutes at least 4 days out of the 6 day cycle.

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S.U.M.S., Students Understanding Math for Success:

Second grade students at Chipman are participating in **S.U.M.S.** math groups during the current school year. **S.U.M.S.** provides students with a data driven, 30 minute, small group lesson five days per week that supplements the Macmillan/McGraw-Hill classroom curriculum. The three school-wide support teachers and the six participating second grade classroom teachers meet to analyze YPP or math benchmark assessment data. Students are then divided into small differentiated groups based on an area of need. During the 30 minute **S.U.M.S.** lesson, students demonstrating the greatest need in the identified skill work with the three school-wide support teachers in groups of 6 or less. Classroom teachers work with small groups in their classrooms and may provide extension or enrichment activities on the identified skill.

Yearly Progress Pro:

First and second grade students at Charles H. Chipman Elementary School receive instruction with the Yearly Progress Pro (YPP) laptop program for at least 30 minutes in a six-day cycle. This program provides students with a spiraling practice of math skills in a testing format. Students also have the opportunity to complete exercises to reinforce areas of deficiency.

Leadership Training at Salisbury University/Varsity Club Lunch:

Ten second grade students who demonstrate leadership qualities or leadership potential will participate in leadership training at Salisbury University. Participating students will be involved in leadership training through physical activities and take a tour of the campus with a Salisbury University football player. Students will conclude their day with a Varsity Club lunch featuring the football team.

After School Program:

Chipman students participate in the **STARS** after school program. The mission of the **STARS** program is to provide a safe after school environment that improves reading skills, develops social skills, and motivates students to achieve success by providing interesting and exciting learning opportunities. **STARS** students and parents participate in **STARS Family Nights** three times per year. The **STARS** program is funded through the 21st Century grant.

Reading and Math Nights:

Chipman hosts an evening Reading and Math Night for parents and students two times per school year. Parents and students participate in reading and math activities that reinforce classroom curriculum. Each participant receives a packet containing educational games and a book. At least one Reading and Math Night is held in conjunction with the **STARS** after school program.

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Construction Zone Parent Workshop:

Chipman hosts a Construction Zone (Reading Lab) Parent Workshop each September to inform parents about the program. School-wide support teachers review a typical student day in the Construction Zone. Parents also receive information and tips about helping their child become a successful reader.

Make and Take Parent Workshop:

Chipman will host Make and Take Parent Workshops during the school year. A parent survey will determine the focus of the workshop from the following choices:

- Improving reading vocabulary
- Improving comprehension
- Math problem solving
- Basic math facts

Title I Parent Advisory Council:

Charles H. Chipman Elementary School has a Parent Advisory Council comprised of three to four parents that meet at least two times a year to discuss topics pertinent to programs at the school.

Professional Development School:

In conjunction with Salisbury University, Chipman works as a Professional Development School (PDS). SU students complete Foundations, Methods and Internship requirements and are immersed into the culture of the school in order to make the clinical experience more meaningful. Interns spend a minimum of 100 days over two consecutive semesters engaged in a full range of teacher duties. They are paired with highly-qualified, tenured teachers to complete all requirements.

Chipman also welcomes students from Wor-Wic Community College and Wilmington College and assists them in completing requirements for their education courses.

Community Partnerships

Chipman is proud to have Baxter Enterprises, trading as McDonald's, as a community partnership. They provide support to programs at the school by giving incentives and donating funds. A yearly School Spirit Night is held at the local McDonald's. McDonald's also provides a McTeacher Award to one member of the staff each year.

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Community Foundation Grant

Chipman is a proud recipient of funding through the Community Foundation grant. Funds were used to purchase drums and other percussion instruments and a World Drumming group was formed. At risk students meet weekly to learn musical rhythms played on the drums. The drums are also used in music classes and during STARS.

In-service Activities for Paraprofessionals:

Paraprofessionals at Chipman receive an in-service prior to the start of R.I.S.E. at the end of September. This in-service familiarizes paraprofessionals with the program and informs them of the students they will be working with.

Paraprofessionals at Chipman also receive in-service training regarding county-wide Title I issues.

To ensure students are taught by highly qualified teachers and qualified paraprofessionals, we will work collaboratively with Central Office staff by:

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8)
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22)
- Provide on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 13.7)
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13.9)
- All of the high poverty elementary schools in Wicomico County are also Title I schools. Therefore, in addition to the efforts directed at all schools in the district, the Title I Supervisor works closely with the building administrators to monitor the highly qualified status of teachers in these schools. Ensuring teachers in high poverty schools are highly qualified is a top priority when staffing changes are requested or required in both elementary and secondary schools. All content supervisors work collaboratively with the Directors of Elementary Education, Secondary Education, and Human Resources to determine the best placement for teachers.

Charles H. Chipman Elementary School accepts the Wicomico County Board of Education’s family involvement policy and has aligned its school-level parent involvement plan accordingly.

**CHARLES H. CHIPMAN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will utilize flex grouping in reading and math daily using component pieces of the county reading and math series based upon student learning data (e.g. Edusoft) • Teachers will provide differentiated instructional strategies in reading and math to ensure that students are engaged, challenged and remediated • Support Teachers will utilize Houghton Mifflin SOAR to Success/Early Success, expository texts, authentic literature and poetry in a small group setting to supplement daily classroom reading instruction. • Teachers will integrate technology into all subject areas to meet the need of diverse learners. • Teachers will utilize leveled reading passages two times per year • Teachers will use daily formative assessments/exemplary response, aligned with the VSC, to guide their daily instruction utilizing research-based instructional materials and strategies to meet the needs of diverse learners • Teachers will use explicit instruction (I do, We do, You do) at the objective level • Teachers will schedule opportunities for silent sustained reading a minimum of once per week • Teachers will provide students with reading materials daily during their lunch time • Teachers will ensure that children at every instructional level will spend an equitable amount of small group instructional time with the teacher • Paraprofessionals will work with students at all instructional levels • Teachers will post and refer to lesson objectives during the course of each lesson • Teachers will utilize novels and trade books at an independent and challenge level with whole class and/or small group instruction • Teachers will utilize strategies to meet the needs of diverse learners (to include daily morning meeting, peer review, technical drawing, community service, or field trips) • Grade level teams will plan field trips to extend learning of curriculum related themes • Teachers will utilize technology to assist students in creating class books, Power Points or videos | 2 |

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| <i>Priority A: Accelerate student learning</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • School-wide support teachers will utilize summative and formative data to identify students in need of reading and math support as well as extend enrichment activities to accelerated students • Teachers and administrators will participate in quarterly grade level instructional team meetings, examining student performance data to identify opportunities for improvement and enrichment • Teachers and administrators will meet at quarterly grade level instructional team meetings, to share strategies and best practices that might prove useful in improving student performance in one or more of the identified improvement areas • Teachers and administrators will share evidence and results of the implementation of an identified improvement action at subsequent grade level instructional team meetings and quarterly school-wide instructional team meetings • Teachers will utilize student performance data at weekly team planning to identify areas of enrichment and remediation • Teachers will utilize formative and summative assessment data during grade level team planning to develop lessons that challenge all students • Teachers will utilize data from Primary Talent Development lessons in planning enriching instruction and developing flex groups • Teachers will collect student writing samples twice per year to place in writing portfolios • Teachers will review writing portfolios at the start of the school year to provide insight into challenge/remediation needs of students • Administration will schedule a one-day planning session for each grade level to review the VSC, content standards, and Science/Social Studies in order to align instruction for the following school year • Teachers will use data from immediate student response technology to drive instruction • Professional Learning Communities are organized by grade level teams with a Title I, Resource Teacher, Special Area Teacher, and/or coaches available to assist when needed. They meet weekly. | 2 |

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| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Teachers will select the appropriate before, during and after reading strategies, as shown in the VSC 1.0, for literary and informational texts. • Teachers will provide weekly opportunities for students to listen to both fiction and non-fiction selections and to respond verbally and in writing in order to improve listening comprehension • Administration and teachers will provide informative text, including but not limited to Weekly Reader and Ranger Rick, for use by students • Teachers will plan Science/Social Studies lessons that incorporate the use of informative texts to assist students in creating high quality work • Teachers will use United Streaming and educational websites to build background knowledge and extend lessons • Teachers will utilize resources on D2L to enhance reading instruction | 2 |
| <p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Teachers will utilize the VSC content standards to develop classroom assessments that check for student understanding • Teachers will provide students with multiple opportunities to respond (orally, in writing, or with the immediate student response technology) to assess learning in the form of BCR's and SR's • Teachers will use timed assessments that will enable students to experience working independently for a period of time (Benchmarks, practice sheets, Weekly Reader, National Geographic, Scholastic, online Book Adventure quizzes) • Chipman teachers will act as proctors during MSA testing | 4 |
| <p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Teachers will review leveled reading passages during grade level instructional team meetings • Teachers will review benchmark results during grade level planning and at quarterly team meetings • Teachers will use flex grouping and differentiated instruction, as determined by review of above and ongoing daily classroom assessments, to meet the needs of diverse learners • Support teachers and staff will utilize small group instruction to meet the needs of diverse learners (Construction Zone, ACE, RISE) | 4 |

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| <i>Priority A: Accelerate student learning</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Teachers will engage students in the use of problem solving strategies outlined in curriculum guides • Teachers will provide manipulatives for student use in math instruction as appropriate for the lesson and to meet the individual needs of the student • Teachers will provide students with multiple opportunities to participate in the problem solving process in all subject areas (e.g. CR's, Draw It, Write About It) • Teachers will provide weekly opportunities for students to listen to math word problems and respond verbally and in writing in order to improve math computation • Teachers will utilize real life activities to increase student knowledge and understanding of problem solving strategies • Students will participate in Math Month activities during the month of April. • Teachers will utilize "Math Talk" charts during mathematics instruction. • Students will use multiple strategies to solve problems during instruction. • All first and second grade students will participate in Math 24. | 2 |
| <p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers will use YPP practice activities with students • Teachers will provide a daily math warm-up to include review and challenge activities • Teachers will use informal assessments one time per cycle that will enable students to experience working independently for a period of time • Chipman teachers will act as proctors during MSA testing | 4 |
| <p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Teachers will review YPP results at grade level planning • Teachers will review math benchmark tests during grade level planning and at quarterly meetings • Teachers will review teacher created assessments of targeted skill areas daily • Support teachers will utilize small group instruction to meet the needs of diverse learners (SUMS) | 4 |

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| <i>Priority A: Accelerate student learning</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • First and second grade teachers and paraprofessionals will assist students with YPP one time per cycle • Teachers will use handheld computers with students to reinforce math and reading skills • Teachers and paraprofessionals will make classroom computers available for daily use by students (YPP exercises, Book Adventure) • Teachers will utilize WCBOE approved programs (i.e. Interwrite, United Streaming, Graphclub, Internet Explorer, YPP, Book Adventure, Pixie, Turning Point) weekly | 16 |
| <p>A10 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Teachers will enhance instruction by utilizing technology in the classroom • Teachers and administrators will participate in faculty meetings that focus on technology • Teachers will be given the opportunity to participate in an on-site CPD course on technology by the end of November | 2 |

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| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A11 Provide supplemental programs and support services to accelerate students’ learning in reading and/or math (ongoing)</p> <ul style="list-style-type: none"> • Classroom teachers and support teachers will utilize the Construction Zone, Title I Reading and ACE program for students • Promote self-selected, independent reading through the use of classroom libraries following guidelines provided in “The Daily Five” • Materials for classroom libraries will be selected to reflect diverse cultures, math, science, social studies and other topics of high interest to students • Classroom, support teachers and Special Education teachers will modify instructional practices based upon input received during Construction Zone conferences • Teachers, para-professionals and administration will support and provide opportunities for students to participate in the Book Adventure Reading Incentive Program • First and Second grade classroom teachers and support staff will support students in preparing for and participating in the Math Travel Tournament • First and second grade teachers will provide opportunities for practice and support students’ participation in the 24 Game Tournament • Support staff, Special Education and ELL staff will provide small group supplemental instruction in math and reading • The Administration, Guidance Counselor, Teaching and Support staff will support student participation in: <ul style="list-style-type: none"> - Wicomico Mentoring Project - STARS After-school Program (21st Century CLC) • Classroom teachers and support teachers and para-professionals will provide Title I RISE program for students in grades 1 and 2 • All school staff will identify students in need of counseling services, and guidance counselor will provide same on a per cycle basis • Administration will schedule guidance counselor for whole class instruction in each classroom on a per cycle basis • Paraprofessionals will provide small group instruction in classrooms • All students will be given the opportunity to visit the Bookmobile in accordance with Wicomico County Bookmobile schedule. • Administration and teachers will identify children in need of summer school opportunities and report such in May • An after-school book club will be held in conjunction with STARS for targeted, at-risk students. • Administration, teachers and staff will structure activities during the first three weeks of school to build a positive school-wide culture in accordance with Dr. Philip Vincent’s “Restoring School Civility.” • Administration and teachers will plan field trips several times per year to provide experiences and hands-on activities that will support classroom instruction. | 3 |

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| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A12 Provide information and activities to assist families with transitions from grade to grade and for first entry into school</p> <ul style="list-style-type: none"> • Invite all families to Open House activities in conjunction with Glen Avenue prior to the opening of school in August. • Invite all Pre-K Families to Pre-K Parents' Night in early fall • Articulate with third grade teachers from Glen Avenue in the Spring for the upcoming school year. • Head Start will visit Kindergarten classes in the Spring • Second Grade tours Glen Avenue School in May/June • School supply list provided to local stores | 6 |

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| <i>Priority B: Improve Student Attendance</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| B1 Review and analyze student attendance data <ul style="list-style-type: none"> • At grade-level and school-level ILT meetings, teachers and administrators will review attendance data, as provided by administration • Areas in need of improvement will be identified and determination made as to strategies to use | 9 |
| B2 Promote student attendance <ul style="list-style-type: none"> • Home/School Liaison and Administration will visit homes of absent students on an as needs basis • Teachers will call homes of students after 3 days of absence • Assistant Principal will send letters to parents after 5 or more days of absenteeism or tardiness • Parents of students who are excessively absent (10 or more days without a doctor's excuse) will be asked to attend a conference with Assistant Principal and Guidance Counselor • Administration will list monthly perfect attendance in school newsletter • Administration will distribute perfect attendance awards at end of each marking period for all grade levels • Administration and Pre-K teachers will schedule PreK Parents' Night in September to review attendance expectations • Utilize ParentLink to contact parents | 9 |

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| <i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>C1 Review and analyze student behavior data</p> <ul style="list-style-type: none"> • Administration will assign Home/School Liaison to provide coverage for Place of Decisions (POD) in-school suspension room on an as needed basis • At grade-level and school-level ILT meetings teachers and administration will review behavior data, as provided by administration • Teachers will recognize accomplishments of children by classmates during Morning Meeting • Administrators will reward individual students with “Caught Being Good” bracelets • Office staff, Administration and Teachers will include School Rules, student birthdays, and names and deeds of students exhibiting good behavior on morning announcements daily • Teachers will send a positive postcard, provided by administration, to the parents of at least two students each week. • Administration, Office Staff and Teachers will provide a values scenario which will be read on the morning announcements daily. • Teachers will name two students from each class who most exemplify the value of the month, and who will attend a luncheon and receive a certificate. Administration will list students’ names in the monthly newsletter • Guidance counselor will schedule high school students to attend the values luncheons to act as good role models for Chipman students. • Teachers will offer opportunities for structured play during recess. | 7 |
| <p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Building Service Manager will lock all doors (except front door by office) at 8:30 each day. • Office staff will ensure that every visitor wears a visitor identification badge while in the building. • Administration will monitor student arrival, lunch shifts and dismissal through adequate staffing. • Administration will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Administration, Teachers and Building Service Staff will conduct safety drills as mandated. • Administration and staff will conduct tabletop Crisis Drill biannually. (The next tabletop drill will be held during the 2009-2010 school year.) | 7 |

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| <i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Chipman Family Nights • Mentoring Program • Include monthly information about the Developmental Assets in the Chatterbox Newsletter • Kappa Alpha Psi • Ladies Club with Salisbury Middle School • Values luncheons with County High School Athletes • Drum Group and Step Team for targeted first and second grade students • PBIS lessons • Monthly guidance lessons in the classroom • Invite speakers to discuss the Developmental Assets at PTA • Student centered presentations • Muffins for Moms/Donuts for Dads | 9 |

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| <i>Priority D: Engage parents in taking an active role in their child's daily educational program</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Administration, teachers and staff will schedule, plan and execute an Open House in conjunction with Glen Avenue prior to the opening of school in August. All families will be invited. • Administration and teachers will schedule a PreK parents' night in early fall. • Reminder stickers will be placed on students to wear home prior to school events. • Support teachers, Classroom Teachers and Administration will schedule a family reading night in the fall and a family math night in the winter • Administration will send a school newsletter home with students at the beginning of each month • Teachers will send a positive postcard to parents of at least two students each week. • Support teachers will schedule a parents' workshop in the fall to inform parents about the school-wide Title 1 program. • Support teachers will schedule Make and Take workshops for all parents. Topics will be determined by parent survey. • Chipman will maintain a Principal's Advisory Committee, a Title 1 Parent Advisory Committee and a PTA advisory board • Special Education teachers will insure that all parents will be invited to all IEP meetings. • Administration will provide agendas, which include the Title I Home-School Compact, for all first and second grade students. • Administration will provide folders, which include the Title 1 Home-School Compact, for all Pre-kindergarten and Kindergarten students. • Administration will make materials for a "Parent Resource Center" available in the school office. • Title 1 Supervisor and Administration will provide professional development on Effective Parent Conferences/School-Home Connections during a faculty meeting in August/September. • Administration will use ParentLink to inform parents of delays, closings, and other school information. | 6 |

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- A one-day planning session will be held for each grade level to review the VSC, content standards, assessment results and technology integration in order to align instruction for the following school year.
 - All staff will have instruction in the use of procedures in “The Daily Five,” a method for fostering literacy independence.
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- Teachers will gain insights into best instructional practices to meet the needs of diverse populations and unique learning styles.
 - Teachers will be taught how to integrate technology into the lessons they teach.
 - Teachers will improve their knowledge of the correlation between the VSC, content standards and daily instruction.
 - Teachers will collaborate in Professional Learning Communities to address the needs of their students.
- 4. What action step(s) in the school improvement plan does the professional development address?**
- A1, A2, A3, A5, A6, A8, A9, A11, B2

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B. Activity/Program Content and Delivery

| Program Description(s) (Briefly describe the content of each aspect of the program.) | Professional Development Content Standards¹ | Delivery System(s)² | Participants | Person(s) Responsible for Planning | Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³ |
|--|---|--|---|---|--|
| At faculty meetings time will be devoted to instruction on technology. Staff, who have knowledge of the technology discussed, will share lessons they have taught. | Content knowledge and quality teaching | Large Group Demonstration Discussion | Teacher s Administration | Administration Teachers | Observation of teachers using technology |
| Offer one-credit CPD course to all teachers on technology by the end of November. | Content knowledge and quality teaching | Demonstrations Discussion | Teachers Administration | Administration | Observation of teachers using technology |
| During professional days, teachers working in grade level teams will research and share best practices in the areas of need determined. Lessons will be developed to address areas of need. Lessons will include differentiation, the use of manipulatives and technology. | Collaboration | Grade Level Teams Demonstration Discussion | Teachers and Administration | Teachers and Administration | Sharing at subsequent faculty meetings of attempts to use strategies in classrooms Feedback from PD Coaches Observation by administrators of strategies in use in classrooms |
| Teachers will spend one day working on integrating the VSC, technology, curriculum and general instruction. They will work in grade-level teams. Substitutes will be hired. | Content knowledge and quality teaching | Discussion Planning instructional improvement | Teachers and Administration | Administration | Teachers will present administrators with a detailed outline for the coming school year. |
| Professional development will be provided to all instructional staff in assisting students in selecting appropriate individual reading materials. “The Daily Five” will provide methods for this process. Copies of “The Daily Five” will be purchased for staff. | Diverse learning needs | Large group presentation Discussion | Teachers, Assistants Administration | Administration Teachers | Observation of use in classrooms |

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Notes

¹ **Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)**

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

² **Indicate the type of delivery system(s) that will be used.**

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ **Types of follow up activities might include:**

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skills

5. Briefly describe how principals and other school leaders will be involved in the activity or program.

- Administrators will plan and be an integral part of all sessions. They will monitor teacher use of skills developed from technology instruction and large group demonstrations as they observe teachers. Teachers will be provided in-service activities to promote using technology in the classroom. Professional development coaches will demonstrate best practices in the areas of reading and math to provide rigor for students requiring accelerated instruction or remedial support. Teacher leaders will share classroom instructional strategies that promote student achievement.

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C. Evaluation Plan

| Program Description(s) (Copy the program description from the chart in Part B.) | Did the program actually occur? | Who participated? | What follow up occurred and who participated in it? | Program Evaluation How was the program evaluated? Was the activity successful? Why? |
|--|--|--------------------------|--|--|
| At faculty meetings time will be devoted to instruction on technology. Staff, who have knowledge of the technology discussed, will share lessons they have taught. | | | | |
| Offer one-credit CPD course to all teachers on technology by the end of November. | | | | |
| During professional days, teachers working in grade level teams will research and share best practices in the areas of need determined. Lessons will be developed to address areas of need. Lessons will include differentiation, the use of manipulatives and technology. | | | | |
| Teachers will spend one day working on integrating the VSC, technology, curriculum and general instruction. They will work in grade-level teams. Substitutes will be hired. | | | | |
| Professional development will be provided to all instructional staff in assisting students in selecting appropriate individual reading materials. "The Daily Five" will provide methods for this process. | | | | |

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.