

# BOARD OF EDUCATION OF WICOMICO COUNTY

2424 Northgate Drive  
P.O. Box 1538  
Salisbury, MD 21802-1538

*Success - Every Student, Every Day*

## CHARLES H. CHIPMAN ELEMENTARY SCHOOL

711 Lake Street  
Salisbury, MD 21801  
410-677-5814

<http://ces.wcboe.org/>



## School Improvement Plan

**2018-2019**

**November 8, 2018**

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.

**(Insert Name of School)**  
**SCHOOL IMPROVEMENT PLAN**  
**2018-2019**

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**Title I Executive Summary**

Principal: Antionette Perry  
Alexan Dargan

Assistant Principal: \_\_\_\_\_

School Improvement Team Members:

Name/Position	Name/Position	Name/Position
Alexan Dargan/ Assistant Principal	Michele Richardson/Paraprofessional	Susan Biddle/ Kindergarten Teacher/ ILT Co-Chair
David Bolen/Special Area	Jerry West/ Guidance Counselor	Bethany Keyser/Math coach
Kelly Kaiser/ Reading Coach	Kathryn Miller/Special Education	Sandra Andrews/Reading Intervention Teacher
Antionette Perry/ Principal	Mary Lou Fineran/SU PDS Coach	Shannon Vaughan/1 <sup>st</sup> Grade Teacher
	McKenzie Wilcox/Pre-K Teacher ILT Co-Chair	

School Summary (Our school's official accountability report card may be accessed at [www.mdreportcard.org](http://www.mdreportcard.org).)

**STUDENT ENROLLMENT INFORMATION:**

Grade Range <u>PK-1</u>	2015-16		2016-17		2017-18		2018-2019	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment ( <i>as of 9/30</i> )	418		322		429			
Hispanic	44	10.5%	42	13%	64	15%		
Black	249	59.5%	188	58%	236	55%		
White	78	18.6%	58	18%	87	20%		
Asian	**	**	**	**	**	**		
Native American	**	**	**	**	**	**		
2 or more races					24	6%		
English Language Learners	38	8.6%	36	11%	54	12.8%		
Homeless	**	**	32	7%	17	4%		
Foster Care	**	**	1		0			

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Free and Reduced Meals (FARMS)		87.5%		68.4%		69.4%	
Attendance Rate ( <i>as of 6/1</i> )		94.9%		94%			
Title I Program Designation _____ Schoolwide _____ Targeted Assistance							

**SCHOOL FACULTY AND ADMINISTRATION:**

	2015-16	2016-17	2017-18	2018-19
# Administrators	2	2	2	2
# General Education Teachers	14	20	20	16
# Special Education Teachers	2	3	2	2
# Special Area Teachers	<u>1</u> /Art <u>0</u> /Media <u>1</u> /Music <u>1</u> /PE	<u>1</u> /Art <u>1</u> /Media <u>1.5</u> /Music <u>2</u> /PE	<u>1.5</u> /Art <u>1</u> /Media <u>1.5</u> /Music <u>2</u> /PE	<u>.75</u> /Art <u>1</u> /Media <u>1</u> /Music <u>1</u> /PE
# Coaches	<u>.5</u> /Literacy <u>.5</u> /Mathematics <u>1</u> /Technology	<u>.5</u> /Literacy <u>.5</u> /Mathematics <u>1</u> /Technology	<u>.5</u> /Literacy <u>.5</u> /Mathematics <u>1</u> /Technology	<u>.5</u> /Literacy <u>.5</u> /Mathematics <u>1</u> /Technology
# Instructional Assistants	<u>5</u> /Kindergarten <u>7</u> /Other <u>4</u> /Prekindergarten	<u>9</u> /Kindergarten <u>8</u> /Other <u>6</u> /Prekindergarten	<u>9</u> /Kindergarten <u>8</u> /Other <u>6</u> /Prekindergarten	<u>5</u> /Kindergarten <u>6</u> /Other <u>6</u> /Prekindergarten
# Intervention Staff	<u>4</u> /Literacy <u>1</u> /Mathematics <u>1</u> /Prekindergarten	<u>5</u> /Literacy <u>1</u> /Mathematics <u>1</u> /Prekindergarten	<u>4</u> /Literacy <u>1</u> /Mathematics <u>1</u> /Prekindergarten	<u>5</u> /Literacy <u>1</u> /Mathematics

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				<u>  1  </u> /Prekindergarten
# Resource Staff	<u>  1  </u> /Counselor <u>  0  </u> /Dean of Students <u>  0  </u> /Social Worker <u>  0  </u> /Student Advisors	<u>  1  </u> /Counselor <u>  0  </u> /Dean of Students <u>  1  </u> /Social Worker (PK) <u>  0  </u> /Student Advisors	<u>  1  </u> /Counselor <u>  0  </u> /Dean of Students <u>  1  </u> /Social Worker(PK) <u>  0  </u> /Student Advisors	<u>  1  </u> /Counselor <u>  0  </u> /Dean of Students <u>  1  </u> /Social Worker(PK) <u>  0  </u> /Student Advisors
# Other Faculty Support	<u>  1  </u> /Family Service Coordinator <u>  0  </u> /Program Coordinator	<u>  1  </u> /Family Service Coordinator <u>  1  </u> /Program Coordinator	<u>  1  </u> /Family Service Coordinator <u>  1  </u> /Program Coordinator	<u>  0  </u> /Family Service Coordinator <u>  1  </u> /Program Coordinator

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**Mission Statement:**

Charles H. Chipman is a community of connected, capable and contributing individuals that build an environment of lifelong learners.

**Belief Statements:**

- We are building a firm foundation for success for all learners.
- All children can learn and experience success regardless of diversity, capabilities or background.
- Education is the shared responsibility of the student, family, school, and community.
- Charles H. Chipman Elementary provides a safe and positive environment to promote an academic atmosphere that will meet the needs of all children.
- Charles H. Chipman provides a quality instructional program that is engaging and rigorous for children to reach their full potential.
- Individual integrity, tolerance and respect for others must be taught, modeled, expected, and acknowledged in all areas of our school and the students' life.

**Values: (What is important to us?)**

- The staff, students and families of Charles H. Chipman collaboratively work together to lay the foundation for the cognitive, social, emotional and physical well-being of every child using developmentally appropriate practices.

Title I schoolwide schools create school improvement plans (SIPs) to provide a quality program to meet the needs of all students. These plans are available for review by all members of the school community. There may be times when everyone is not in agreement with the priorities or direction of the plan and may feel more attention should have been directed to other areas. In these circumstances, parents are encouraged to share their comments and/or concerns regarding their school's SIP with the school administrator or Title I Office

# CHARLES H. CHIPMAN SCHOOL IMPROVEMENT PLAN 2018-2019

## Reading

Charles H. Chipman Elementary School's Reading Initiative is to increase accuracy and comprehension of grade level text for all students. Chipman Elementary School wants to ensure that all students are striving to read at or above expectations across all content areas starting with building foundational skills in early literacy behaviors.

- ❖ Pre-Kindergarten and Kindergarten students will be monitored using the Fountas and Pinnell Early Literacy Behaviors (ELB) Assessment. Pre-Kindergarten will administer the post-assessment of the ELB to note growth upon entry to Kindergarten.
- ❖ Pre-Kindergarten and Kindergarten students will be exposed to a variety of fiction and non-fiction texts as read alouds, participate in theme-based centers, respond to text and theme-based instruction during Kid Writing as well as provided opportunities to practice their listening and speaking skills.
- ❖ Kindergarten and Grade 1 students will be exposed to text dependent upon their ability level through shared or guided reading. They will meet in differentiated guided reading groups to read and comprehend text on their instructional reading levels.
- ❖ Kindergarten and Grade 1 will use monthly running records as a form of documentation for students' growth in reading, comprehension and writing. It will be the expectation that Kindergarten students will be reading at an Alpha-Level D or above at the exit of Kindergarten and J or above at the exit of Grade 1.
- ❖ Kindergarten and Grade 1 will be implementing Interactive Read Aloud (IRA) curriculum.
- ❖ Teachers will participate in on-going professional development and implement the reading comprehension strategies as part of their instructional practice.

## Math

Charles H. Chipman Elementary School's Math Initiative is to increase critical thinking and problem-solving skills for all students. Chipman Elementary School wants to ensure that all Pre-Kindergarten, Kindergarten, and Grade 1 students are striving to comprehend and respond to higher level mathematical questions.

- ❖ Pre-Kindergarten will lay the foundation for problem solving by implementing the strategies of Building Blocks and Connect for Learning.
- ❖ Kindergarten and Grade 1 will lay the foundation for problem solving by implementing the strategies of the Every Day Mathematics 4 (EM4).
- ❖ Pre-Kindergarten, Kindergarten, and Grade 1 teachers will create common formative assessments and rubrics to inform instruction.
- ❖ Kindergarten and Grade 1 students will increase proficiency in problem solving through the implementation of EM4, Math Meetings at minimum of 3 times a week and Number Talks at minimum 2 times a week.
- ❖ Grade 1 teachers will use data from Interim Assessments to increase students' proficiency with comprehending and solving word problems.
- ❖ Teachers will participate in on-going professional development on various strategies for teaching word problems and structures based on the grade level.

# **Academic Data w/ Action Steps and Strategies**

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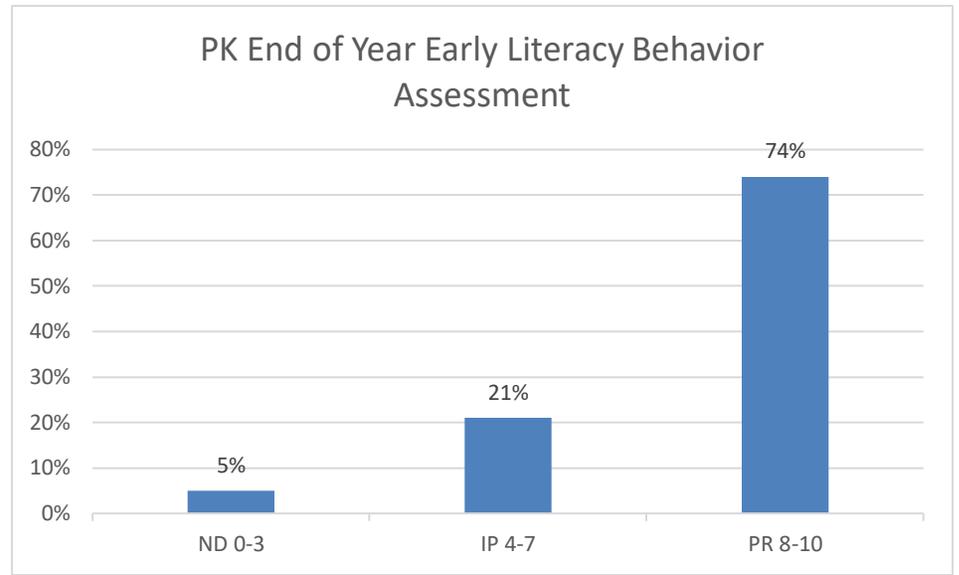
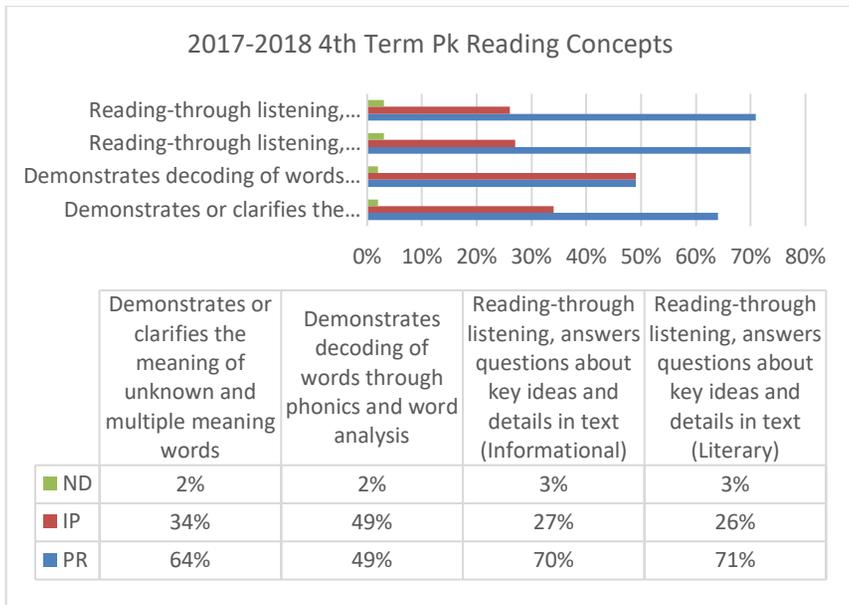
**Literacy**

Wicomico utilizes a number of data points to accurately inform instruction in reading at all levels. Incoming Kindergarten students are assessed for readiness using the *Kindergarten Readiness Assessment (KRA)*, Kindergarten through grade 2 students are assessed for reading decoding skills, word recognition, reading fluency, comprehension, and writing in response to reading using the *Benchmark Assessment System (BAS)*. Students in grades 2 through 5 are assessed for reading comprehension using the *Reading Inventory (RI)*. Local assessments measuring student progress toward meeting the demands of the Maryland College and Career Ready Standards have been developed to more closely resemble the PARCC assessments. These assessments are critical in determining how students are progressing toward achieving proficiency on the PARCC assessment and in reducing achievement gaps. In 2014-15, reading labs were set up in all middle schools. These labs utilized four reading intervention programs: *Wilson Reading System*, *Just Words*, *Read Naturally* and *Leveled Literacy Intervention*. Students are placed in the different programs depending on need. At the High School level district assessments as well as State High School Assessments (HSA) and RI provide data on student proficiencies.

Provide a list of additional instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

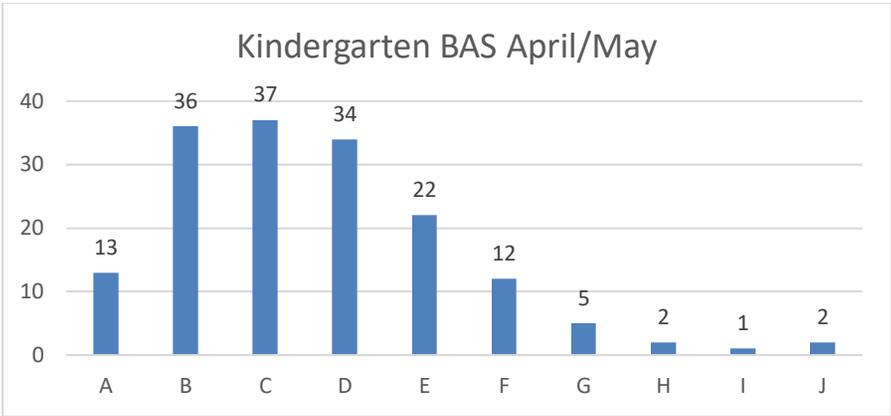
<b>Program</b>	<b>Grade Level</b>
Fundations	K-1st
In Classroom Reading Intervention groups	PK
Response to Intervention	K-1st
Leveled Literacy Intervention (LLI)	K-1st
Reading Enrichment	1 <sup>st</sup>

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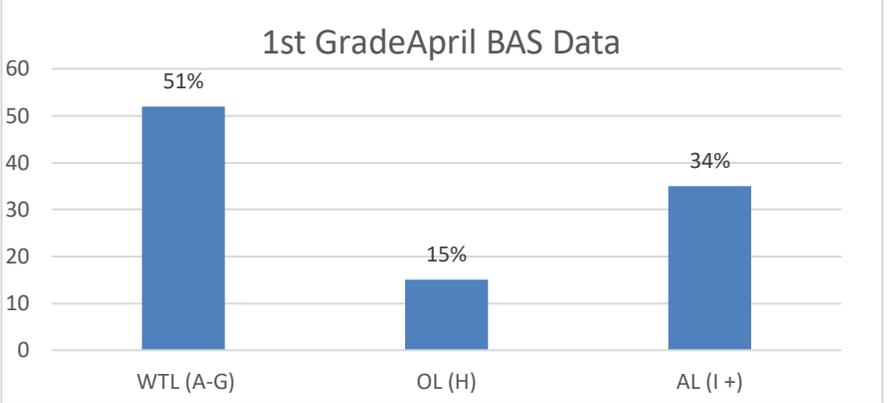
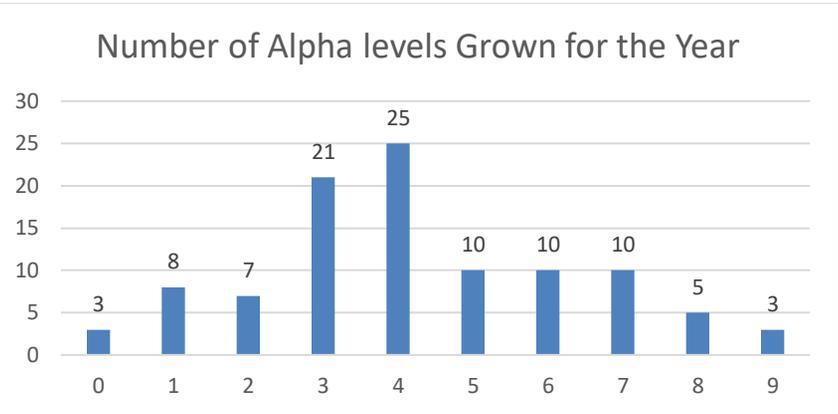
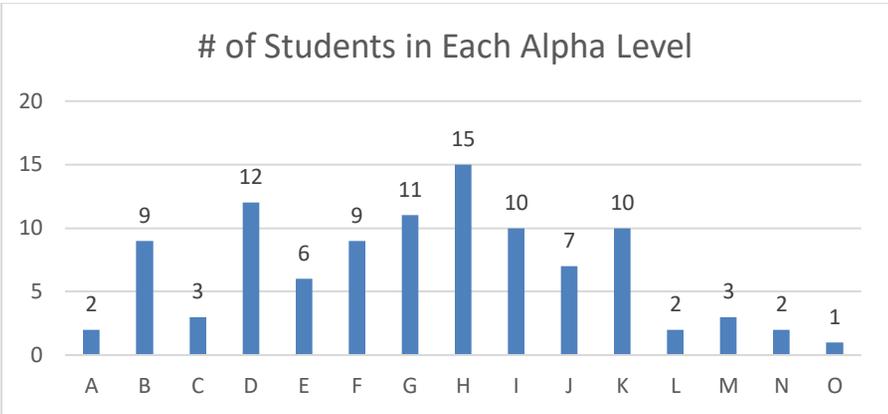
**Pre-Kindergarten:** Fourth term report card data shows that there is a 20% decrease from last school year of the students who were proficient in Demonstrates or Clarifies the meaning of unknown and multiple meaning words. There is a decrease of 17% of students who are proficient as compared to last year with Reading-through listening, answers questions about key ideas and details in the text. The data also shows that there is a 26% decrease from last year of students who are proficient in Demonstrating decoding of words through phonics and word analysis. Due to the decrease of student achievement, we did not meet the school goal of 85% of students being proficient on the four identified concepts on the 4<sup>th</sup> term report card. 75% of the students scored 80% or higher on the end of year Early Literacy Behaviors Assessment. Concepts of print, punctuation were strengths of the students. Areas of weaknesses were high frequency words and blending. 74% of the students scored at or above on the end of the year assessment. Prekindergarten Teachers will be implementing Connect for Learning Curriculum to help with emergent reading behaviors.

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**Kindergarten:** The spring administration of the BAS assessment was given in April. According to the Fountas and Pinnell Progress Monitoring Tool, students should be reading at a Level D. Data shows that there are 27% of students were above level, 21% reported on level and 52% of students working towards level. Despite the grade level not meeting the school goal, students have shown considerable growth. 48% of the students are reading on a Level D or above. As a school, the implementation of the IRA will help with the questioning and will help the students with the comprehension. Response to Intervention will increase student performance by providing small group direct instruction based on the students current level.

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**First grade:** The spring administration of the BAS assessment was given at the end of March. According to the Fountas and Pinnell Progress Monitoring Tool, students should be reading at Level I. Data shows 34% of students are Above Level, 15% of students are On Level and 51% of students are Working Towards Level. As a school, the implementation of the IRA will help with the questioning and will help the students with the comprehension by providing a more focused curriculum infusing rigorous and beyond the text questioning and conversation.



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Literacy Instructional Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/Not Met
<p>Fountas &amp; Pinnell Growth chart by the BAS Spring Administration. (see page 42 for growth chart)</p> <p><b>1st Grade:</b></p> <ul style="list-style-type: none"> <li>80% of the students will show growth according to the Fountas &amp; Pinnell Growth chart (see page 42 for growth chart)</li> </ul>		<ul style="list-style-type: none"> <li>By end of May 80% of the students will show growth according to the Fountas and Pinnell Growth Chart</li> <li>Starting in November, teachers will administer and submit monthly running records to monitor student progress.</li> <li>In Mid-October, KRA data will be used to direct instructional small group instruction.</li> </ul> <p><b>1st Grade:</b></p> <ul style="list-style-type: none"> <li>By the end of October, Teachers will administer the Benchmark Assessment System (BAS) according to obtain a baseline score.</li> <li>By early February, 80% of the students will increase by 2 or more alpha levels as determined by Fountas and Pinnell Progress monitoring by instructional text level chart.</li> <li>By end of April, 80% of the students will show growth according to the Fountas &amp; Pinnell Growth chart</li> <li>Starting in November, teachers will administer and submit monthly running records to monitor student progress</li> </ul>	<p><b>1st Grade:</b></p> <ul style="list-style-type: none"> <li>80% of the students will show growth according to the Fountas &amp; Pinnell Growth chart</li> </ul>	

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Implementation Steps/Strategies/Professional Development	Person(s) Responsible	Time Line
<ul style="list-style-type: none"> <li>• Teachers will complete their goal assessments (ELB, observational/anecdotal data, running records, BAS) and bring the data to PLCs once a quarter to discuss and review progress.               <ul style="list-style-type: none"> <li>○ The Literacy Coach will conduct a refresher professional development session on informal running records, collecting observational/anecdotal data and BAS assessment as needed for new teachers and those who request a refresher.</li> <li>○ The Literacy Coach will conduct a professional development session on shared reading strategies.</li> <li>○ Administration will provide and schedule substitutes to provide Kindergarten and 1<sup>st</sup> grade teachers time to administer BAS.</li> </ul> </li> <li>• Teachers will bring Data binders to GLT meetings to analyze student progress</li> <li>• ILT Co-chairs and grade level representatives will share data collected (Interim Assessments and/or report cards/progress reports) and discussed during ILT meeting with staff at faculty meetings to analyze areas of weakness with grade level comprehension.</li> </ul>	<p>Classroom Teachers</p> <p>Literacy Coach</p> <p>Literacy Coach</p> <p>Teachers</p> <p>ILT Cochairs, Teachers, Administration</p>	<p>On-going</p> <p>August/September Faculty meeting</p> <p>September/October Faculty meeting</p> <p>Throughout the year</p> <p>November, January, April</p>
<ul style="list-style-type: none"> <li>• Teachers will identify students reading below grade level expectations according to their goal assessment (ELB, observational/ anecdotal data, running records, BAS) for the students to be placed into an intervention group.               <ul style="list-style-type: none"> <li>○ The intervention teachers will conduct LLI groups according to the Administrator's Tool: Fidelity of LLI Implementation (Primary) document for first grade and K students.</li> <li>○ Teachers will use running records to ensure that students are placed appropriately and making progress</li> <li>○ Administration will meet with Intervention Teachers to discuss student progress</li> </ul> </li> </ul>	<p>Classroom Teachers/ Intervention Teachers/ Administration</p> <p>Teachers</p> <p>Administration, Intervention Teachers</p>	<p>On-going</p> <p>Monthly</p>
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> grade teachers will identify students reading above grade level expectations according to their goal assessment (running records, BAS) for the students to be placed into an enrichment group.</li> </ul>	<p>Reading Specialist</p> <p>1<sup>st</sup> Grade Teachers</p>	<p>February-May</p>

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<ul style="list-style-type: none"> <li>• Reading specialist will conduct an enrichment group twice a week for 30 mins</li> <li>• The students will explore different units of study.</li> </ul>		
<p>Teachers will utilize the strategies/lessons outlined in the resources within their grade level: Literacy Beginnings, The Continuum of Literacy Learning, The Phonics resources</p> <ul style="list-style-type: none"> <li>• The Literacy Coach will conduct on-going professional development sessions on the resources above during weekly PLC meetings.</li> <li>• Teachers will submit grade level planning, that includes but not limited to samples of rigorous question, the skill and strategy focus and key points, on a weekly basis to administration</li> </ul>	<p>Literacy Coach/ Administration</p> <p>Teachers</p>	On-going
<p>Teachers will engage students in frequent interactive read alouds to build fluency, comprehension, and vocabulary.</p> <ul style="list-style-type: none"> <li>• The Literacy Coach will conduct a refresher professional development session on interactive read alouds.</li> </ul>	Classroom Teachers	On-going
<p>Teachers will engage students in frequent and varied writing activities to support reading comprehension.</p> <ul style="list-style-type: none"> <li>• The Literacy Coach will conduct writing professional development sessions on how to collect and utilize student writing samples for instructional purposes and writing about reading.</li> </ul>	<p>Classroom Teachers</p> <p>Literacy Coach</p>	On-going
<p>Teachers will provide informative text, including but not limited to classroom libraries, RazKids and Bookflix</p> <ul style="list-style-type: none"> <li>• Kindergarten and First Grade teachers will create log in of students for RazKids to use the in the classroom or during computer</li> </ul>	<p>Administration</p> <p>Classroom Teachers</p>	On-going
<p>Grade level teams will plan field trips and hands on project-based learning activities to extend learning of curriculum related themes.</p>	<p>Administration</p> <p>Classroom Teachers</p>	On-going

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<b>PreK SLO Progress Results Early Literacy Behavior</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>

<b>Kindergarten Progress Results on Benchmark Assessment System</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>

<b>1<sup>st</sup> Grade Progress Results on Benchmark Assessment System (BAS)</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>

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**Mathematics**

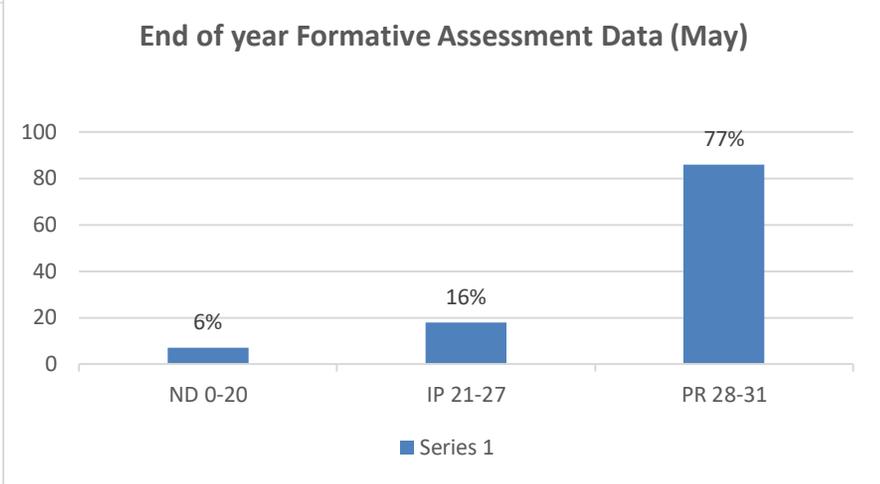
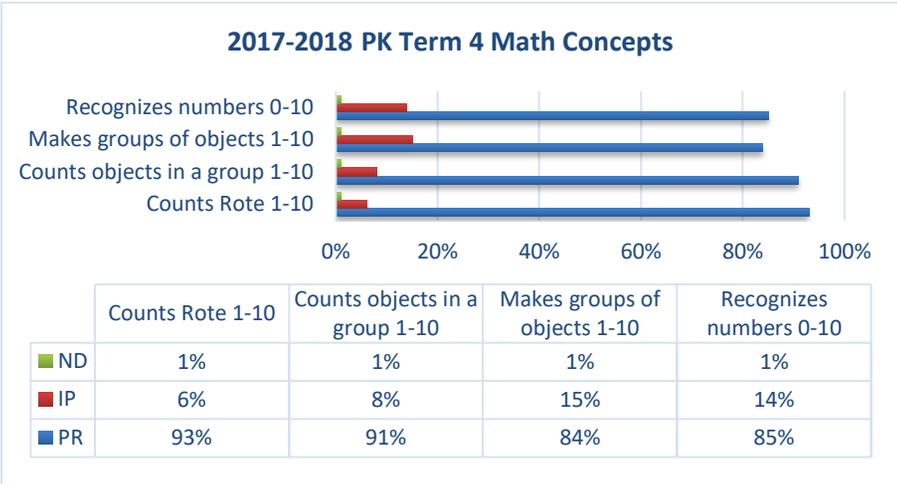
Conceptual understanding is critical for students to be able to use and apply mathematics learning outside of the classroom. Strategies and evidence-based practices will continue to focus on this need. Although there will be different professional development at different levels, there is one initiative guiding all math teachers. This is the need to raise the level of questioning during instruction. Our focus will be to raise the level of student understanding using higher level questions.

The Elementary grades are focusing on number sense and reasoning using Number Talks versus memorizing procedures. All lessons must promote the eight Math Practices as stated in MDCCRS. Interim Assessments are designed to assess conceptual understandings that stretch beyond basic computation. Teachers in grades 1-8, algebra 1, geometry and algebra 2 will integrate problems from the Promoting the Practices (P3) booklets that were prepared by the math professional development coaches. Teachers have received professional development on these high-level problems that push student thinking while developing perseverance and understandings.

Provide a list of additional instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

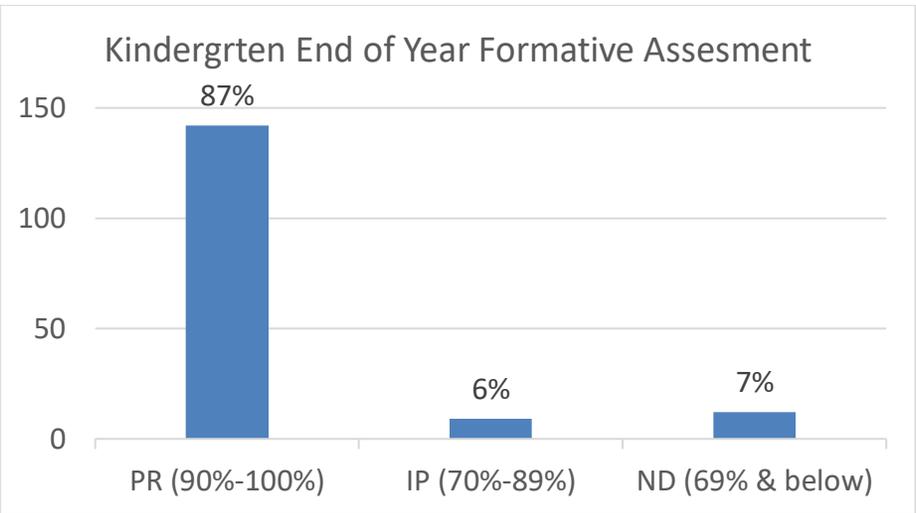
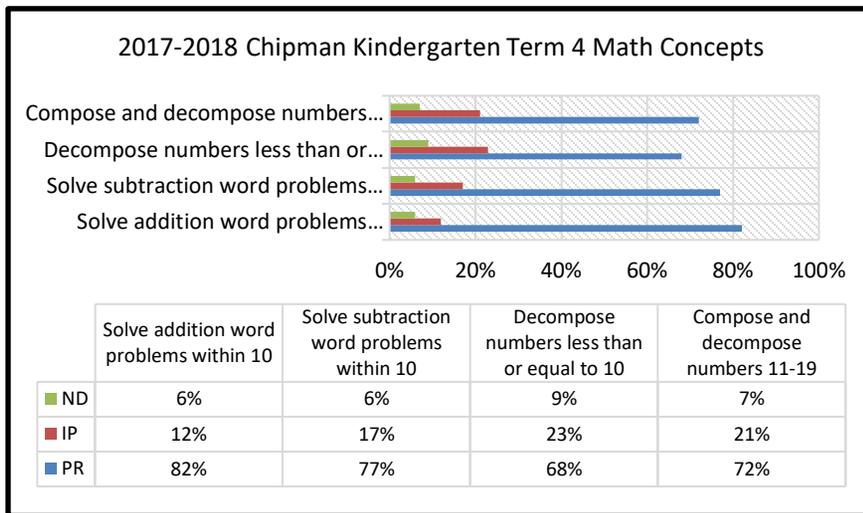
<b>Program</b>	<b>Grade Level</b>
In Classroom Math Intervention groups	PK-1
Response to Intervention (RTI)	PK-1
SST Math	K-1

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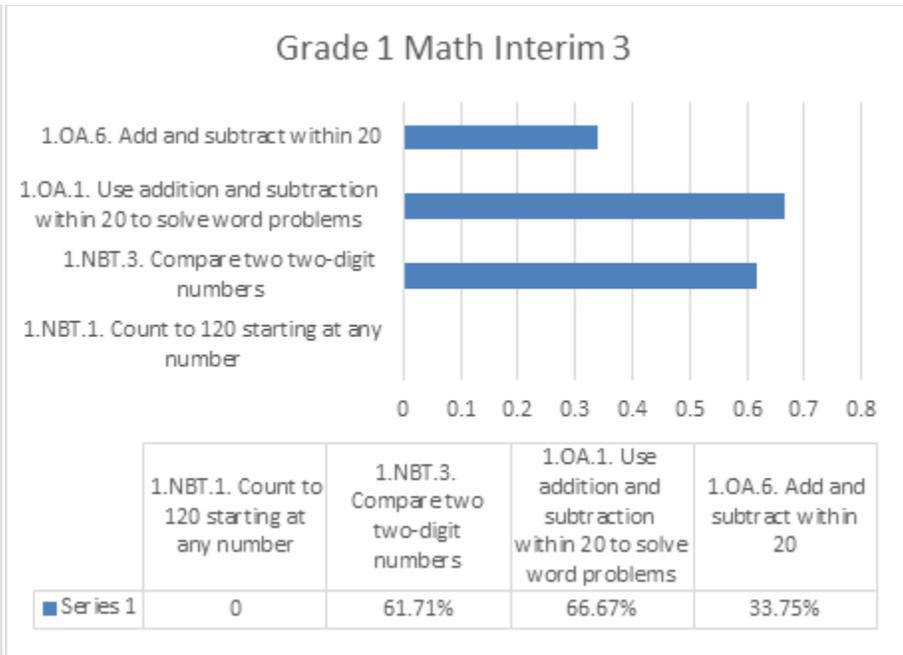
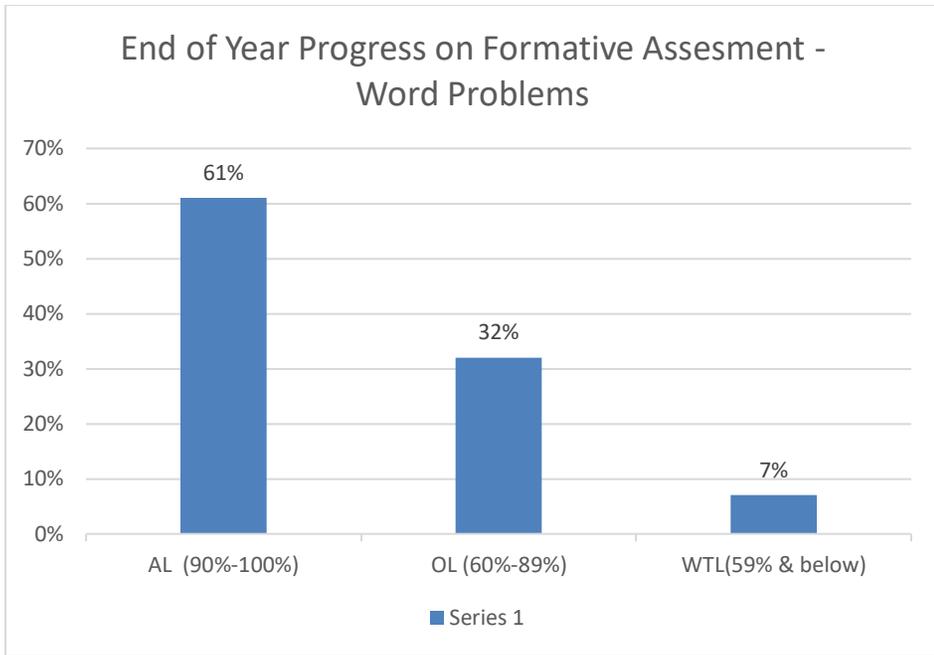
**Pre-Kindergarten:** The fourth term report card data for Pre- Kindergarten shows that most students are Proficient in the areas of counting by rote to 10, counting and makes groups of objects 1-10, and recognizes numbers 0-10. As compared to last year’s data, PK showed growth in recognizing numbers 0-10.

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**Kindergarten:** The fourth term report card data for Kindergarten shows that 82% of students are proficient at solving addition and 77% are proficient at subtraction word problems within 10. Data also shows that there was a 19% increase in proficient students in Decomposing numbers less than or equal to 10 as well as a 35% increase in composing and decomposing numbers 11-19 as compared to last year. This was the second year in which the Everyday Mathematics curriculum was implemented.

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**First Grade:**

According to the data 93% of the students scored at or above expectations on the End of Year Word Problem Assessment.

1.NBT.1. was not tested on this interim. Time to the hour and half hour, comparing two-digit numbers and adding within a 100, and finding 10 more and 10 less was tested. The children have a lack of knowledge of the 120 chart and number sense. Children can make numbers using tens and ones, but the children are having difficulty applying that knowledge to a number grid.

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Mathematics Instructional Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/ Not Met
<p><b>All students will increase proficiency in problem solving skills</b></p> <p><b>Pre-K:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be proficient on the identified standards based on the 4<sup>th</sup> term report card data.</li> </ul> <p><b>K:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be proficient on the identified standards based on the 4<sup>th</sup> term report card data.</li> </ul>	<p>All students</p>	<p><b>Pre-K:</b></p> <ul style="list-style-type: none"> <li>• Student progress in the identified concepts will be determined by the report cards:               <ul style="list-style-type: none"> <li>○ 20% of students Proficient by 1<sup>st</sup> term</li> <li>○ 50% of students Proficient by 2<sup>nd</sup> Term</li> <li>○ 70% of students Proficient by 3<sup>rd</sup> Term</li> <li>○ 80% of students proficient on 4<sup>th</sup> term report card data.</li> </ul> </li> <li>• Teachers will administer a grade level created formative assessment:               <ul style="list-style-type: none"> <li>○ By the end of October, Teachers will administer the teacher created formative assessment to establish base line data</li> <li>○ By end of January, 50% of students will score proficient</li> <li>○ By end of April, 80% of students will score proficient</li> </ul> </li> </ul> <p><b>K:</b></p> <ul style="list-style-type: none"> <li>• Student progress in the identified concepts will be determined by the report cards:               <ul style="list-style-type: none"> <li>○ 20% of students Proficient by 1<sup>st</sup> term</li> <li>○ 50% of students Proficient by 2<sup>nd</sup> Term</li> <li>○ 70% of students Proficient by 3<sup>rd</sup> Term</li> <li>○ 80% of students Proficient on 4<sup>th</sup> term report card data.</li> </ul> </li> <li>• Teachers will administer a grade level created formative assessment:</li> </ul>	<p>Goal data will be collected:</p> <p><b>Pre-K:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be proficient on the identified standards based on the 4<sup>th</sup> term report card data.</li> </ul> <p><b>K:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be proficient on the identified standards based on the 4<sup>th</sup> term report card data.</li> </ul>	

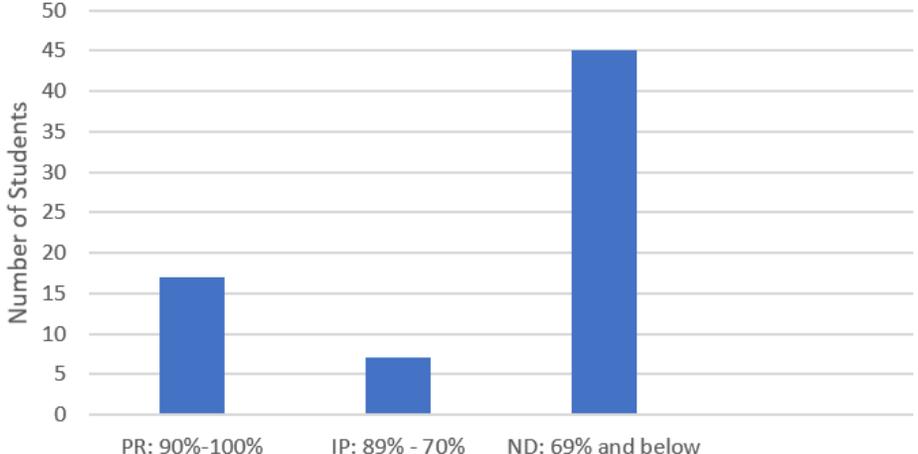
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Mathematics Instructional Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/ Not Met
<p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>80% of students will score proficient on the average from all three interim assessments for Strands Operations &amp; Algebraic Thinking and Numbers &amp; Operations in Base Ten.</li> </ul>		<ul style="list-style-type: none"> <li>By the end of October, Teachers will administer the teacher created formative assessment to establish base line data</li> <li>By end of January, 50% of students will score proficient</li> <li>By end of April, 80% of students will score proficient</li> </ul> <p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>80% of students will score proficient on each math interim assessment for Strands Operations &amp; Algebraic Thinking and Numbers &amp; Operations in Base Ten.</li> <li>Teachers will administer a grade level created formative assessment:               <ul style="list-style-type: none"> <li>By the end of October, Teachers will administer the teacher created formative assessment to establish base line data</li> <li>By end of January, 50% of students will score proficient</li> </ul> </li> </ul> <p>By mid-May, 80% of students will score proficient</p>	<p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>80% of students will score proficient on the weighted average from all three interim assessments for Strands Operations &amp; Algebraic Thinking and Numbers &amp; Operations in Base Ten.</li> </ul>	

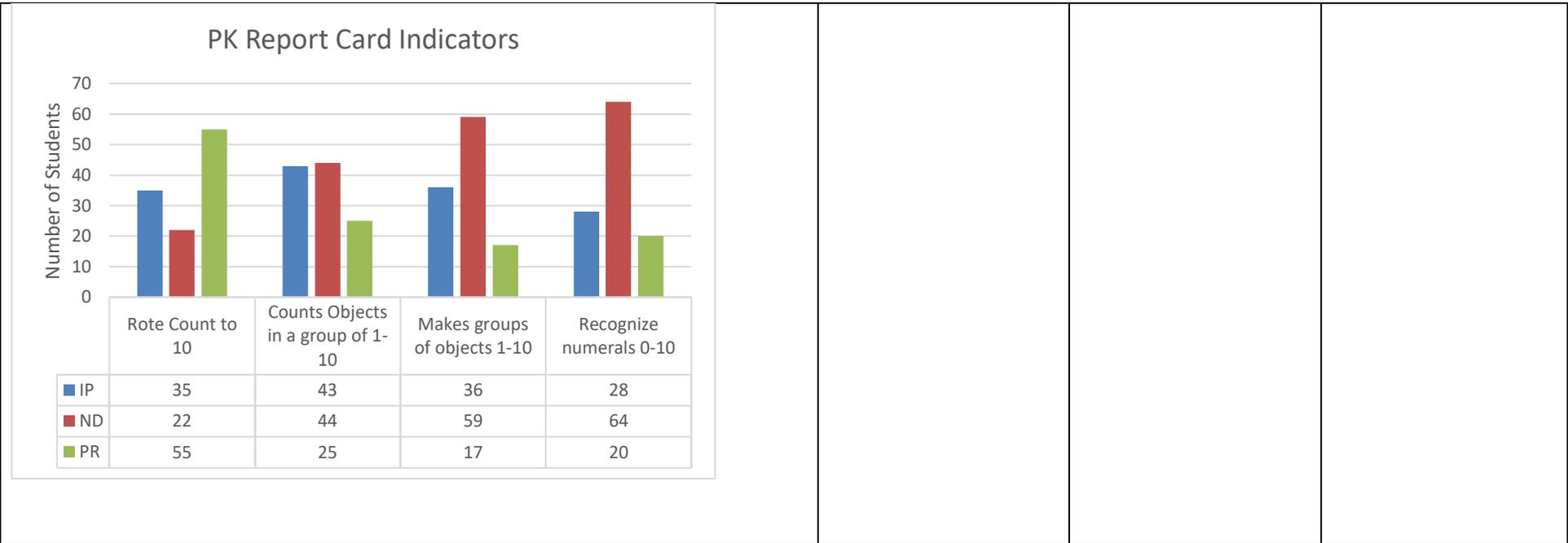
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Implementation Steps/Strategies	Person(s) Responsible	Time Line
Teachers will create formative assessments and rubrics. Teachers will bring data PLC meetings to analyze student progress	Teachers Administration	On-going
Pre-K and Kindergarten teachers will use realistic objects, concrete manipulatives, and then abstract thinking to count objects. For example: There are 4 people in a group. 1 more person joins the group. How many people are in the group now? <ul style="list-style-type: none"> <li>PD math coach will conduct professional development sessions as needed on the above strategies.</li> </ul>	Teachers	On-going
Teachers will use subitizing in daily Number Talks and Math Meetings. <ul style="list-style-type: none"> <li>PD coach will conduct professional development sessions on decomposing and composing numbers strategies</li> </ul>	Teachers Administration	On-going
Teachers will require students to answer the question in a complete sentence. First Grade Teachers will require students to begin problem-solving by rewriting the question into a sentence with a blank for the unknown (For example: How many marbles does Tom have now? Tom now has _____ marbles.)	Teachers	On-going
Teachers will require students to use appropriate math vocabulary as listed within the units in the curriculum documents.	Teachers	On-going
Teachers in kindergarten and first grade will implement the Open Response and Reengagement Problem Solving Lessons which are included in each unit of Everyday Mathematics 4. <ul style="list-style-type: none"> <li>Student responses to the Open Response Problem Solving will be brought to PLC meetings for scoring and further discussion.</li> <li>PD math coach will provide professional development sessions as needed.</li> </ul>	Math Coach Math Intervention Teacher Classroom Teachers Administration	On-going

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PK Progress Results on SLO assessment and Report Card Indicators											
Term 1	Quarterly Progress Results	Quarterly Progress Results	Final Progress Results								
<p style="text-align: center; margin-bottom: 10px;">PreK SLO Math Baseline Data</p>  <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>PreK SLO Math Baseline Data</caption> <thead> <tr> <th>Category</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>PR: 90%-100%</td> <td>17</td> </tr> <tr> <td>IP: 89% - 70%</td> <td>7</td> </tr> <tr> <td>ND: 69% and below</td> <td>45</td> </tr> </tbody> </table>	Category	Number of Students	PR: 90%-100%	17	IP: 89% - 70%	7	ND: 69% and below	45			
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Kindergarten Progress Results on Report Card Indicators																													
Term 1	Term 2	Term 3	Term 4																										
<p style="text-align: center; font-weight: bold;">Kindergarten Report Card Indicators</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Decompose numbers less than or equal to 10</th> <th>compose and Decompose numbers 11-19</th> <th>Solves Addition word problems within 10</th> <th>Solves subtraction word problems within 10</th> </tr> </thead> <tbody> <tr> <td>■ IP</td> <td>1</td> <td>0</td> <td>9</td> <td>8</td> </tr> <tr> <td>■ ND</td> <td>1</td> <td>0</td> <td>11</td> <td>10</td> </tr> <tr> <td>■ PR</td> <td>0</td> <td>0</td> <td>3</td> <td>4</td> </tr> <tr> <td>■ NY</td> <td>178</td> <td>180</td> <td>157</td> <td>158</td> </tr> </tbody> </table>		Decompose numbers less than or equal to 10	compose and Decompose numbers 11-19	Solves Addition word problems within 10	Solves subtraction word problems within 10	■ IP	1	0	9	8	■ ND	1	0	11	10	■ PR	0	0	3	4	■ NY	178	180	157	158				
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**Kindergarten Readiness Assessment (KRA):**

Kindergarten readiness-demonstrating the foundational knowledge, skills and behaviors that enable a child to fully participate and succeed in school-sets the stage for the future. KRA is a developmentally appropriate observational and assessment tool administered to incoming kindergarteners that measures school readiness in four learning domains. The KRA provides a snapshot of kindergarten readiness levels, making it possible to determine if entering students have the skills and behaviors necessary to be successful in kindergarten. The KRA identifies the learning needs of individual children, as well as achievement gaps, enabling staff to make informed decisions about instructional and early intervention needs.

<b>KRA Domains and Composite Report - Charles H. Chipman</b>																		
	<b>Demonstrating</b>						<b>Approaching</b>						<b>Emerging/Not Yet Demonstrating</b>					
	<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)
<b>Language and Literacy</b>	32	27%	50	26%	53	30%	-	-	-	-	-	-	87	73%	146	74%	125	70%
<b>Mathematics</b>	29	24%	22	11%	64	36%	-	-	-	-	-	-	92	76%	174	89%	114	64%
<b>Social Foundations</b>	77	64%	124	63%	119	67%	-	-	-	-	-	-	44	36%	73	37%	59	33%
<b>Physical Development</b>	80	66%	123	62%	132	73%	-	-	-	-	-	-	41	34%	74	38%	48	27%
<b>Composite</b>	42	35%	57	29%	82	46%	59	50%	90	46%	68	38%	18	15%	48	25%	28	16%

According to the data in 2015 and 2016 the following areas remained consistent for students demonstrating readiness: Language and Literacy (23%) and Social Foundations (63%). According to the data, there was a decrease in those students who were demonstrating readiness from 2015 - 2016 in the following domains of learning: Mathematics, and Physical Development. In 2016, 11% of students demonstrated readiness in Mathematics compared to the year prior where 23.97% of the students demonstrated readiness. There was a decrease of 13% from the year prior. In physical development in 2016, 62% of students demonstrated readiness comparing to the prior year where 66.12 % of students demonstrated readiness. There was a decrease of 4% from the prior year. Seeing the needs of the students, Chipman will continue to support those Judy Centers in the Chipman catchment area through providing professional development for staff (substitutes will also be provided), purchasing curriculum for the daycares to teach and provide reimbursement for outside professional development.

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The 2017 data shows that we had an increase in students demonstrating readiness in all areas of the KRA. Our greatest increase was 25% in mathematics. Our efforts of providing professional development for our Prekindergarten and Kindergarten staff, providing curriculum for area daycares as well as playgroups and learning parties for our families are showing that more of our students are coming prepared for school.

<b>Focus Area A: Instruction and Student Learning: Accelerate student learning</b>		
<b>Action Step</b>	<b>Time Line</b>	<b>Person(s) Responsible (Use titles, not names.)</b>
<p><b>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</b></p> <ul style="list-style-type: none"> <li>• Administration will provide an opportunity for staff to attend the “Get Your Teach On” Conference where professional development will be received on the power of student engagement in the classroom and how to have a creative breakthrough.</li> <li>• Kindergarten and 1<sup>st</sup> grade teachers will utilize Razkids daily to provide differentiation</li> <li>• Teachers will utilize more.starfall.com to meet the needs of diverse learners</li> <li>• Grade level teams will plan field trips and hands on project-based learning activities to extend learning of curriculum related themes.</li> </ul>	<p>February</p> <p>Sept. - June</p>	<p>Administration, Grade level representative</p> <p>All Staff, Administration</p>
<p><b>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process</b></p> <ul style="list-style-type: none"> <li>• Grade Level Professional Communities consist of grade level teachers, SPED teacher, ELL teacher, Intervention teacher representative, Coaches and administration</li> <li>• Grade Level Professional Learning Communities will meet with Administration and/or Coaches once a week to discuss content information and analyze student data to make instructional decisions.</li> <li>• Grade Level Professional Learning Communities will meet once a week without Administration to plan engaging lessons which will be submitted to administration.               <ul style="list-style-type: none"> <li>○ Grade level plans will be disseminated to all staff</li> </ul> </li> <li>• Administration will meet with the Intervention team monthly to discuss progress of students receiving intervention</li> <li>• SST team will meet monthly to discuss Student need and progress</li> </ul>	<p>August-June</p>	<p>Classroom Teachers, SPED Teachers, Intervention Teachers, ELL Teacher, Coaches, Administration</p>
<p><b>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</b></p> <ul style="list-style-type: none"> <li>• Before, during and after reading strategies will be implemented daily to improve reading in all classes               <ul style="list-style-type: none"> <li>○ Reading Coach will provide Professional Development on age appropriate strategies</li> </ul> </li> </ul>	<p>August – June</p>	<p>All staff</p>
<p><b>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading PARCC Assessment.</b></p>		

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<b>Focus Area A: Instruction and Student Learning: Accelerate student learning</b>		
<b>Action Step</b>	<b>Time Line</b>	<b>Person(s) Responsible (Use titles, not names.)</b>
<ul style="list-style-type: none"> <li>Administration will provide and schedule substitutes to provide Kindergarten and 1<sup>st</sup> grade teachers time to administer BAS</li> <li>Informative and Summative assessments will be created with the assistance of the Content Coaches and data analyzed and used to make instructional decisions</li> <li>SLO, BAS, Running Records, and Interim data will be discussed at PLC, ILT and faculty meetings. The data will be used to guide instruction</li> </ul>	September, January, March, April Sept. - June	Administration, Kindergarten & 1 <sup>st</sup> grade Teachers Classroom Teachers, Coaches, Administration
<b>A5 Utilize student learning data to accelerate student achievement in reading.</b> <ul style="list-style-type: none"> <li>Students will have text read and in hands daily in all classrooms</li> <li>Guided reading groups will be utilized daily in kindergarten and 1<sup>st</sup> grade</li> <li>1<sup>st</sup> grade Teachers will identify students reading above level to participate in an enrichment group</li> </ul>	Aug. - June  Oct. - May	All staff  Reading specialist, Teachers, Administration
<b>A6 Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format in order to meet the needs of diverse learners and improve learning in mathematics.</b> <ul style="list-style-type: none"> <li>Teachers will utilize Math Meetings and Number Talk daily</li> </ul>	Aug - June	Classroom teachers
<b>A7 Develop classroom level assessments that mirror the content and structural demands of the Math PARCC Assessment.</b> <ul style="list-style-type: none"> <li>Informative and Summative assessments will be created with the assistance of the Content Coaches and data analyzed and used to make instructional decisions</li> <li>SLO and Interim data will be discussed at PLC, ILT and faculty meetings. The data will be used to guide instruction</li> <li>ST Math will be utilized daily in Kindergarten and 1<sup>st</sup> grade classes</li> </ul>	Aug - June	Classroom teachers
<b>A8 Utilize student learning data to accelerate student achievement in math.</b> <ul style="list-style-type: none"> <li>SLO and Interim data will be discussed at PLC, ILT and faculty meetings. The data will be used to guide instruction</li> <li>ST Math will be utilized daily in Kindergarten and 1<sup>st</sup> grade classes</li> </ul>	Aug - June	Classroom teachers
<b>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</b> <ul style="list-style-type: none"> <li>Kindergarten and 1<sup>st</sup> grade teachers will utilize Razkids daily to provide differentiation. Student Data will from Razkids will be used to provide differentiated instruction</li> <li>Teachers will utilize more.starfall.com to meet the needs of diverse learners</li> <li>Parent communication will be documented using X2 journaling.</li> <li>All staff will utilize DoJo to communicate with parents, document behavior and capture attendance</li> </ul>	Sept. – June	All staff

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<b>Focus Area A: Instruction and Student Learning: Accelerate student learning</b>		
<b>Action Step</b>	<b>Time Line</b>	<b>Person(s) Responsible (Use titles, not names.)</b>
<b>A10 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</b> <ul style="list-style-type: none"> <li>Technology coaches will provide professional development and support as needed to assist with implementing technology in the lessons.</li> </ul>	Sept. – June	All staff
<b>A11 Provide on-going professional development opportunities for teachers.</b> <ul style="list-style-type: none"> <li>Administration will provide an opportunity for staff to attend the "Get Your Teach On" Conference where professional development will be received on the power of student engagement in the classroom and how to have a creative breakthrough.</li> </ul>	February	Administration, Grade level representative
<b>A12 Develop transition plans for students entering Pre-kindergarten and students entering intermediate school.</b> <ul style="list-style-type: none"> <li>Families will be invited to attend an Open House before the start of school to meet the staff.</li> <li>Families will be invited to attend a Back to School/community BBQ night to learn of the school vision and goals, classroom expectations and grading policy.</li> <li>Incoming families including Head Start students and families will be invited to tour the school, visit classrooms in session and meet Administration.</li> </ul>	August Sept  May	All Staff  Administration

**EXTENDED LEARNING OPPORTUNITIES**

<b>Program/Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Duration</b>	<b>Frequency</b>
Title I Parent Engagement Nights	Students who are enrolled	Increase awareness of what students need to be successful. To build a stronger community support system so that students can thrive in school and beyond.	2 Family nights	Fall and Winter
Community Helpers Leadership Experience	1 <sup>st</sup> grade students	To cultivate the students who possesses leadership qualities and/or have leadership potential.	1 day	Winter and Spring
Parent Strategy Workshops	All parents	Workshops help parents deepen their connection to their children and foster self-love, responsibility, resiliency and self-esteem.	2 Workshops	Fall and Winter
Playgroups	Families with 4-year old children	Promote school readiness; to assist families with early learners in reading and math skills. Promote social development and social skills,	Tuesday	Twice a month

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		establish a sense of community amongst our families		
Family Rotations	PreK-1 <sup>st</sup> grade	Increase awareness of what students need to be successful. To build a stronger community support system so that students can thrive in school and beyond. To build home and school connection.	2 Family rotations	2 hours

<b><i>Focus Area B: Improve Student Attendance</i></b>		
<b>Action Step</b>	<b>Time Line</b>	<b>Person(s) Responsible (Use titles, not names.)</b>
<b>B1 Review and analyze student attendance data.</b> <ul style="list-style-type: none"> <li>• Teachers will take attendance daily and report concerns to HSL and Administration.</li> <li>• Monthly SST meetings will convene to discuss attendance concerns</li> <li>• Attendance letters will be mailed according to the attendance policy</li> </ul>	Sept – June	Teachers, HSL, Administration School Psychologist, PPW, Guidance Counselor, Attendance clerk
<b>B2 Implement activities to encourage and recognize outstanding student attendance.</b> <ul style="list-style-type: none"> <li>• Students will receive an attendance certificate for outstanding attendance at the end of the year awards ceremony.</li> <li>• Students will receive an attendance certificate for each marking term.</li> <li>• Students with outstanding attendance at the end of the year will be placed in a drawing for a bike (donated by Baxter Enterprises) by the end of the year.</li> </ul>	Sept. - June	Principal, Assistant Principal, Home School Liaison, Attendance Clerk, Teachers

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**Attendance Data (Please report data as shown in Aspen at the end of May):**

We will increase (maintain) the percentage of student attendance to (at or above) 94%.)			
<b>Student Group:</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-2019</b>
All Students	94%	95%	
American Indian/Alaskan Native	92%	94%	
Asian	94%	93%	
Black or African American	94%	94%	
Hispanic/Latino of any race	94%	94%	
Native Hawaiian/Other Pacific Islander	86%	89%	
White	93%	92%	
Two or more races	93%	91%	
FARMS	93%	93%	
Special Education	92%	93%	
Limited English Proficient	94%	95%	

**Strengths:**

**Areas of Need:**



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**Student Behavior (Please report data as shown in Aspen at the end of May):**

School Focus: *PBIS and character trait lessons will be taught and reviewed throughout the year to focus on respect to decrease the number of referrals. Discipline will show a decrease from the previous year.*

	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total Number of Referrals</b>		249	123	
<b>Insubordination</b>	37	46	21	
<b>Fighting</b>	15	21	2	
<b>Classroom Disruptions</b>	37	71	30	
<b>Attack on Adult</b>	5	14	10	
<b>Attack on Student</b>	42	75	30	
<b>Subgroup Data</b>				
<b>African American</b>	24	26	38	
<b>White</b>	13	9	11	
<b>Asian</b>	14	21	0	
<b>Hispanic</b>	2	14	1	
<b>FARMS</b>	57	203	72	
<b>Special Education</b>	3	44	7	

**Strengths:**

**Opportunities for Improvement:**

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**Parent Involvement:**

- The research is clear: family involvement, more than financial well-being, is a better predictor of a student's academic and social success. Children whose families are involved in their learning display more positive attitudes toward school, behave better in and out of class, earn better grades, and are more apt to pursue higher learning. Chipman Elementary is committed to working with all parents to ensure they have information about their child's classes and have information about how they can support their child's academic learning. Administrators and teachers are committed to nurturing and supporting family involvement in a variety of ways.
  
- In the spring of each school year, the Wicomico County Board of Education sponsors the Summer Engagement Expo & More to connect families with engaging summer activities in our community in which their child can be involved. Different community organizations that provide activities for children during the summer months set up a table and share information about their programs. To support parents, mini-sessions are held to discuss Career & Technology Education; Visual and Performing Arts; Dual Enrollment, Honors and AP classes and the new SAT. This event is held the first week of March, prior to middle and high school scheduling; therefore, guidance counselors from middle schools and high schools are available to answer questions parents and students have about scheduling for classes for the next school year.

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<b><i>Focus Area D: Family &amp; Community Engagement: Increase parent and community engagement</i></b>		
<b>Action Step</b>	<b>Time Line</b>	<b>Person(s) Responsible (Use titles, not names.)</b>
<p><b>D1 Enhance parent communication and family engagement in the educational process.</b></p> <ul style="list-style-type: none"> <li>• Parents of new Prekindergarten and Kindergarten students will be invited to a Transitional Event</li> <li>• Administration, teachers and staff will schedule, plan and execute a Back to School Open House prior to the opening of school in September to which all families will be invited.</li> <li>• All Parents will be provided with Title I Home-School Compacts and Parent Involvement Brochures</li> <li>• Teachers, Intervention Teachers, and administration will schedule Family Nights using information from the Parent Survey results.</li> <li>• Administration will make a school newsletter available online and send home a hard copy with students at the beginning of each month. The newsletters will be provided translated in multiple languages.</li> <li>• Intervention Teachers will schedule a parent workshop in the fall and spring to inform parents about the Title I program.</li> <li>• Parent Advisory Council Meetings will be held twice a year so that parents may help develop, review, and improve the parent involvement plan, give input on the Title I budget, school compact, and performance data</li> <li>• Parents will be given the opportunity to review the School Improvement Plan and provide feedback.</li> <li>• Parents are invited to attend the Instructional Leadership Team meetings.</li> <li>• Chipman will maintain a Principal’s Advisory Committee.</li> <li>• Administration will maintain resources for a “Parent Resource Center” available in the school, as well as on the school website.</li> <li>• Parents, staff and all stakeholders are involved in the process of formulating the Compact.</li> <li>• Opportunities will be provided for teachers to articulate and plan for receiving students.</li> <li>• Administration, teachers and staff will schedule, plan, and execute a promotion walk at the end of the school year to reflect on the school year, plan for future milestones, and celebrate the high school graduates.</li> <li>• Teachers will meet with incoming Prekindergarten and Kindergarten families to conference about attendance, academic goals, and expectations for the school year.</li> <li>• Parent Conference nights will be provided 4 times in the school year to allow parents to conference with their child’s teacher.</li> </ul>	Ongoing	Administration Teachers Paraprofessionals Volunteers

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<b>Focus Area D: Family &amp; Community Engagement: Increase parent and community engagement</b>		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<b>D2 Promote Community engagement</b> <ul style="list-style-type: none"> <li>• Community Partners will be invited to participate in a Back to School BBQ. They will be able to avail their resources to the families.</li> <li>• Faith Based partnerships will be utilized to meet the needs of families</li> <li>• The county Bookmobile will be stationed at Chipman for community use once a month</li> <li>•</li> </ul>	September  Ongoing	Administration  Administration, Faith Based Partners

Measurable Improvement Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/ Not Met
We will increase parent participation	Chipman families	<ul style="list-style-type: none"> <li>• Attendance sheets will be kept for each event.</li> <li>• At the end of each quarter, the data will be reviewed and used to monitor participation.</li> <li>• Participation in Dojo and Facebook will be monitored</li> </ul>	Parent participation will increase by 5% from last year's attendance rate.	

Strategy ____: Implementation Steps/Strategies	Person(s) Responsible	Time Line
Communication to inform families of upcoming events, share videos and ideas of that can be used to engage their child <ul style="list-style-type: none"> <li>• Sunday Facebook video to share upcoming events and questions to ask their child</li> <li>• Monthly Chip Tip Video on Facebook--Grade level teachers provide specific content information and questioning for the month to give parents questions and information about what is taught in the classroom.</li> <li>• Teachers will communicate with parents using class Dojo, strategies will be shared, upcoming events and activities happening at the school will be shared.</li> <li>• Information will be shared on Facebook encouraging the families to participate</li> </ul>	Principal Assistant Principal Staff	August - June
Reminder stickers will be sent home with students the day before the scheduled event.	Principal Assistant Principal Classroom Teachers Family Service Coordinator	August-May

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Share school data with the families to send the message that “We Need You!”	Principal Assistant Principal Classroom Teachers	August-May
Parenting sessions and Learning parties will be hosted to build relationships with potential families of Chipman Elementary and to foster community outreach	Social Worker Intervention teacher Administration	October-May
Administration will conduct home visits and visit surrounding Daycare centers	Administration	Sept. -May

Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results

**School Climate Survey**

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Below is a chart that lists the different parent involvement activities that support our Reading and Math Initiatives in our School Improvement Plan. Each of these activities is funded through the different partnerships and grants Chipman is fortunate to be a part of. These include: PK Expansion, and Title I Program. Documentation for each of these events is kept.

Month	Event that Promotes Family Involvement	Summary of Event that Supports Goals of Chipman
<b>August</b>	<ul style="list-style-type: none"> <li>• Open House</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers meet with families to discuss grade-level expectations. Teachers also review the reading and mathematics expectations.</li> </ul>
<b>September/October</b>	<ul style="list-style-type: none"> <li>• Back to School Night/Community Picnic</li> <li>• Title I Orientation</li> <li>• Title I Family Night</li> </ul>	<ul style="list-style-type: none"> <li>• Families have the opportunity to visit their child’s classroom to meet with the teachers and to view student work. Families also learn about the Title I program, Title I Budget, and review and provide feedback regarding the Parent Compact and Title 1 Plan for Parent Involvement.</li> <li>• Families are invited to attend the family night to participate in different reading and math activities.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Parent Hours in the Media Center</li> <li>• American Education Week</li> <li>• Conference Night</li> <li>• Grandparent Day</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to attend to learn about different strategies to help their children at home.</li> <li>• The American Education Week event provides families with the opportunity to visit the classroom to observe and learn about the reading, math, science, and social studies curriculum.</li> <li>• During the Conference Night, parents are invited to join their student’s teacher to discuss their academic progress and ways to help their child at home.</li> <li>• Grandparents are invited to attend to learn about different strategies to help their grandchildren at home.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• PAC Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Families review and provide feedback regarding the Parent Compact and Title I Plan for Parent Involvement.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Title I Family Night</li> <li>• PAC Meeting</li> <li>• Conference Night</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to attend the family night to participate in different reading and math activities.</li> <li>• Families review and provide feedback about the Parent Compact and the Title I Plan for Parent Involvement</li> </ul>

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		<ul style="list-style-type: none"> <li>• During the Conference Night, parents are invited to join their student’s teacher to discuss their academic progress and ways to help their child at home.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Read Across America Day</li> <li>• Math Day</li> </ul>	<ul style="list-style-type: none"> <li>• Families and Community partners are invited to read to classes.</li> <li>• Families are invited to attend the Math day where they can participate with their children in different math activities.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• ESAEYC Early Childhood Fair</li> <li>• Conference Night</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to the Center at Salisbury to receive information on the importance of Early Childhood Education.</li> <li>• During the Conference Night, parents are invited to join their student’s teacher to discuss their academic progress and ways to help their child at home.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Parent Strategy Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to attend to learn about different strategies to help their children at home.</li> </ul>

**The following interventions and services are offered at Chipman:**

**Response to Intervention (RtI) Framework**

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. During Student Services Team meetings, students are selected to receive intervention services through RtI. Student progress is analyzed by utilizing data collected through LLI, Foundations, county assessments and classroom grades. Data is entered into Performance Matters for the RtI team to review. Meetings are held to review data monthly.

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## **Foundations**

Foundations is a phonics-based program targeting children who have difficulty acquiring letters/letter sounds and assimilating the sounds into words. Students are chosen based on a teacher and Student Service Team recommendations. These groups include students with Individual Education Plans as well as general education students.

## **Leveled Literacy Intervention:**

The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

## **Reading and Math Nights:**

Chipman hosts an evening Reading and Math Night for parents and students two times per year. Parents and students participate in reading/math activities that reinforce classroom curriculum. Each parent receives a packet containing math/reading strategies and a book. The topics are chosen based upon parent input and essential content that is taught during the year. The purpose of the packets is to reinforce activities and strategies that support classroom instruction. These activities are presented at the reading and math nights so that the parents can help to reinforce the skills.

## **Community Helpers Leadership Experience:**

1<sup>st</sup> grade students who demonstrate leadership qualities or leadership potential participate in a field trip to Parkside High School and Downtown Salisbury. Participating students and their parents will be involved in tours of many community businesses to insight on a variety of professions. The tour concludes with lunch provided to all participants.

## **Title I Parent Advisory Council:**

Charles H. Chipman Elementary School has a Parent Advisory Council comprised of parents that meet at least two times a year to discuss topics pertinent to programs at the school. During the meetings, the Parent Involvement Plan/Budget and School Compact are presented, discussed and approved by the council. Parents, teachers, staff, and all stakeholders are involved in the process of formulating the Compact. Parent input for topic selection is documented and considered. Parents are provided an opportunity to review, adjust and approve the parent involvement budget.

## **Coordination and Integration of Federal, State, and Local Services and Programs**

Title 1 coordinates and integrates with the following to enhance the services provided to students and their families:

- ***Community Eligibility Provision (CEP)***—CEP is an innovative program that allows schools to offer both breakfast and lunch at no charge to all students.
- ***Fresh Fruits and Vegetables-*** Fresh Fruits and Vegetables provides fresh fruit and vegetables in selected low income schools. The purpose is to increase healthier eating and combat childhood obesity.

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- **Mobile Dentistry Program**--The mobile dentists utilize locally licensed dentists and hygienists, employing the latest technology in portable equipment, to provide all services directly at the school. The imaginative program sets up conveniently in classrooms, auditoriums, gyms or other suitable locales and transforms it into a fully functional “dental office” for the day.
- **Professional Development School/Site**—Chipman Elementary is a Professional Development (PDS) in partnership with Salisbury University and the University of Maryland Eastern Shore and two additional universities. As a PDS, Chipman Elementary has the opportunity to host student observers and interns and is also provided better access to higher education services which may assist teachers in their professional growth.
- **Flu Mist provided by Wicomico County Health Department**- The vaccine, Flu Mist, is a nasal spray and is a safe, easy way to give the seasonal flu vaccine to young children. Parents and guardians who want their child to participate, must have filled out and signed the Consent Form and returned it to their child’s teacher by the determined due date.
- **Wicomico County Book Mobile**- The Wicomico Public Library partners with Chipman through the Judy Center Grant to offer free public access to information, cultural and recreational resources through books, magazines, books on tape and CD, music, videos and DVD, and more. Children and teachers are able to visit the Bookmobile once a month at Chipman Elementary.

### **Community Partnerships**

Chipman is proud to have Wicomico Presbyterian Church First Baptist Church, Wicomico Public Library who provide our students with access to the bookmobile, Baxter Enterprises (McDonald’s), Junior Achievement, and Farms to Schools Produce, Food Bank food program and as community partners. The partners provide support to the instructional programs at the school by giving incentives and donating funds. McDonald’s also provides a McTeacher Award to one staff member each year.

- Wicomico Presbyterian Church – provided backpacks of food to selected students on multiple dates. Students are given the backpacks with food on selected Friday and the students bring back the back packs on Monday to be refilled.

### **Pre-Kindergarten Expansion**

The Pre-Kindergarten Expansion Grant allows us to offer all day pre-kindergarten classes to families meeting the income guideline. The grant also provides STEM related activities, resources for Math and Literacy activities and other hands on learning for the prekindergarten classes. We believe that all children should enter school ready to learn, and that families are the foundation for their children's early success.

### **Positive Behavior Intervention and Supports (PBIS)**

PBIS is a prevention-oriented way for school personnel to organize evidence-based practices, improve implementation of those practices, and maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. Students can earn incentives for following school-wide rules and exhibiting positive behavior.

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## **In-service Activities for Paraprofessionals:**

Paraprofessionals receive professional development that enhances their knowledge of the curriculum and strategies being used in the classroom. Paraprofessionals, under the direction of a highly qualified teacher, work with small groups to reteach and enrich student learning.

## **Professional Learning Communities (PLC)**

A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues. PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Teachers are enabled to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of student work to enhance achievement. Emphasis is placed on teacher leadership, along with their active involvement and deep commitment to school improvement efforts. The teachers at Chipman Elementary are involved in PLC meetings on a weekly basis to plan differentiated, rigorous and engaging lessons.

## **Professional Development School:**

In conjunction with Salisbury University, Chipman works as a Professional Development School (PDS). Salisbury University 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. Current classroom teachers assist them in completing requirements for their education courses. The partnerships with these colleges and universities help students during small group instruction which benefits the students academically. In addition, Salisbury University provides free ongoing professional development to our teachers and staff. Being a professional development school allows administration to recognize the talents of individuals from local colleges and universities.

Partnerships are essential for helping students achieve at their maximum potential. The above listed school and community resources ensure that our school is working to meet, not only academic needs of our students, but also the health and well-being of the students and families enrolled in our school. By supporting our families, we ensure that they have the tools to be active partners in their children's school experience and make advanced towards meeting our school wide goals.

## **Evidence Base Strategies & Methods:**

- Building Blocks <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/60>
- ST Math <https://www.evidenceforessa.org/programs/math/elementary/st-math-spatial-temporal-math>
- Provide substitutes to allow teachers to administer BAS <http://www.fountasandpinnell.com/bas/>  
<http://www.fountasandpinnell.com/research/default#bas>

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- **Promotion Walk** <http://www.cr.k12.ia.us/senior-walk-inspires-younger-students/>  
<https://abcnews.go.com/Lifestyle/texas-high-school-seniors-senior-walk-inspire-younger/story?id=38934768>
- Subscription to Razkids and Starfall <https://teach.starfall.com/lv/global/documents/starfall-for-your-school-or-district.pdf>  
<http://more.starfall.com/downloads/K-StarfallEvaluationReport.php> [https://www.readinga-z.com/updates/reading\\_az\\_white\\_paper.pdf](https://www.readinga-z.com/updates/reading_az_white_paper.pdf)  
<https://www.learninga-z.com/special/shared/pdf/EfficacyBrochure.pdf>
- Field Trips <https://beibindex.wordpress.com/category/field-trips/>  
[https://www.researchgate.net/publication/259948225\\_The\\_Impact\\_of\\_Field\\_Trips\\_on\\_Students%27\\_Creative\\_Thinking\\_And\\_Practices\\_In\\_Arts\\_Education](https://www.researchgate.net/publication/259948225_The_Impact_of_Field_Trips_on_Students%27_Creative_Thinking_And_Practices_In_Arts_Education)
- Get Your Teach On Conference <https://www.getyourteachon.com/event/gyto-orlando/>

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**Guided Reading Level Growth Expectations**  
Instructional Interval = 6 months  
Grades K-5

INSTRUCTIONAL LEVEL	
Fall BAS* Level	Spring BAS Level
Pre-A	C
A	D
B	E
C	F
D	G
E	I
F	J
G	J/K
H	K
I	L
J	L
K	M
L	N
M	O
N	P
O	Q
P	R
Q	S
R	T
S	U
T	V
U	W
V	X
W	Y
X	Y
Y	Z
Z	

The chart above is the **Fountas and Pinnell** Growth chart used to monitor our students’ growth for our Kindergarten and First Grade. We will be using the chart as we track the School Goal’s progression through the school year.