

Baltimore County Public Schools

Focused on Quality: Committed to Excellence

2008 – 2010

School Improvement Plan (ES)

Schoolwide Title I Schools

For

Chase Elementary School

Submitted By:

Sharon Whitlock

Signature of Principal

Signature of Area Assistant
Superintendent

DATE: (DATE)

Chase Elementary School

<p>Performance Goal 1 - Reading By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>
<p>Reading Targets:</p> <ul style="list-style-type: none">• By June 2010, 3rd grade students performing at or above the proficient level will increase from 86.0 to 93 percent.• By June 2010, 4th grade students performing at or above the proficient level will increase from 85.4 to 92.7 percent.• By June 2010, 5th grade students performing at or above the proficient level will increase from 84.2 to 92.1 percent.• By June 2010, 3rd grade special education students performing at or above the proficient level will increase from 62.5 to 81.3 percent.• By June 2010, 4th grade special education students performing at or above the proficient level will increase from 71.4 to 85.7 percent.• By June 2010, 5th grade special education students performing at or above the proficient level will increase from 78.6 to 89.3 percent.• By June 2010, 3rd grade FARM students performing at or above the proficient level will increase from 81.5 to 90.8 percent.• By June 2010, 4th grade FARM students performing at or above the proficient level will increase from 82.6 to 91.3 percent.• By June 2010, 5th grade FARM students performing at or above the proficient level will increase from 77.1 to 88.6 percent.• By June 2010, 3rd grade African American students performing at or above the proficient level will increase from 78.6 to 89.3 percent.• By June 2010, 5th grade African American students performing at or above the proficient level will increase from 80.0 to 90.0 percent.
<p>Strategies:</p> <ol style="list-style-type: none">1. Use a regular system of data analysis to determine student achievement in response to teacher instruction in reading.2. Identify and consistently implement a common core of research based instructional practices resulting in more purposeful and engaging work for students.3. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading.4. Support teachers in the implementation of reading strategies using the Voluntary State Curriculum through professional development opportunities.

Chase Elementary School

Performance Goal 1 - Reading				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.1				
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Analyze school level data and individual student level performance data to determine which students need to participate in small group interventions within the RTI (Response to Intervention) reading program and which students need to participate in small group enrichment and extension groups.	Reading Specialist Classroom Teacher Instructional Coach (Title I Central Budget) GT Catalyst (Title I Central Budget)	Summer 2008-ongoing	2008-2009, 2009-2010 MSA Reading Scores Short Cycle and Benchmark Assessments DIBELS Kindergarten Screening Assessments	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Implement research based intervention programs (e.g. SIPPS, Fluency Formula, Fast Track, Foundations) to identified students. (3 rd Party Billing)	Classroom Teacher Special Educator Reading Specialist	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data DIBELS	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Use paraprofessionals for groups of identified students to provide supplemental instructional support for at-risk students. (Title I School Budget)	Reading Specialist Paraprofessionals (Title I School Budget)	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data DIBELS	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 1 - Reading By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>d.) Provide professional development for the implementation of 100 Book Challenge and Reading Research Labs (Title I Central) for teachers in Gr. 1-5.</p>	<p>Reading Specialist Instructional Coach (Title I Central)</p>	<p>Fall 2008-ongoing</p>	<p>Implementation checks of 100 Book Challenge Program and Reading Research Lab</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>e.) Implement all tiers of the RTI model based on assessed needs of the students, focusing on implementing small, flexible group instruction daily for students who need remediation and students who need enrichment or extension of the core instructional program.</p>	<p>Reading Specialist Administrators Classroom Teachers Instructional Coach (Title I Central) GT Catalyst (Title I Central)</p>	<p>9/08-ongoing</p>	<p>DIBELS Data Short Cycle Data Benchmark Assessments</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Reading By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>f.) Provide professional development and implement the core reading programs with emphasis on decoding multi-syllabic words, fluency, vocabulary development using <u>Bringing Words to Life</u>, and passage comprehension using <u>Strategies that Work</u> across all genres in all content areas.</p>	<p>Reading Specialist Instructional Coach (Title I Central) Administrators Classroom teachers</p>	<p>9/08-6/09</p>	<p>DIBELS Data Short Cycle Data Benchmark Assessments Classroom observations</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>g.) Provide students with no less than 15 minutes each day of sustained silent reading at the student's independent reading level using 100 Book Challenge in Gr. 1-5. (Operating budget)</p>	<p>Reading Specialist Classroom teachers</p>	<p>9/08-ongoing</p>	<p>DIBELS Data 100 Book Challenge Data</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Reading By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>h.) Provide additional instructional time to implement the prescribed intervention program and strategies needed to help students attain grade level performance (arrival time, lunch bunches, lengthening the reading period, skills workshops, centralized extended day and year programs). (Summer School and After School Tutoring-Title I Central budget)</p>	<p>Reading Specialist Classroom teachers Paraprofessionals (Title I School)</p>	<p>9/08-ongoing</p>	<p>MSA Scores Benchmark Assessments Short Cycle Data</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>i.) Enhance technology equipment, provide professional development, and increase student engagement and rigor by integrating technology into daily instruction.</p>	<p>Technology Integration Teacher Classroom Teachers</p>	<p>9/08-ongoing</p>	<p>Classroom Observations</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>j.) Provide follow-up professional development on increasing conversations in reading using “Genuine Conversations” and “Questioning the Author” strategies.</p>	<p>Instructional Coach (Title I central) Reading Specialist Curriculum and Instruction Resource Teachers</p>	<p>Monthly faculty meeting, Data dialogues, and collaborative planning meetings 9/08-6/10</p>	<p>Classroom observations of questioning and student discussion</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

Performance Goal 1 - Reading				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.1				
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)				
k.) Provide professional development on strategies for developing fluent readers.	Reading Specialist Classroom teachers	9/09 Follow up: Data dialogue and collaborative planning meetings 9/08-6/09	Classroom observations of strategies being integrated into instruction	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
l.) Provide professional development on differentiating for small group instruction.	Reading Specialist GT Catalyst ((Title I Central) Instructional Coach (Title I Central)	Monthly Faculty Meetings, Data dialogue, and collaborative planning meetings 9/08-6/10	Classroom observations of small group instruction	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
m.) Provide professional development on administering and interpreting DIBELS data.	Reading Specialist	9/09 Administering DIBELS Monthly data dialogues and collaborative planning meetings (analyzing data) 9/08-ongoing	DIBELS Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
n.) Utilize regularly scheduled data dialogues and collaborative planning sessions for data sharing and analysis (horizontal and vertical teaming).	Classroom teachers Special Educators Instructional Coach (Title I Central) Reading Specialist GT Catalyst (Title I Central)	Monthly data dialogues and collaborative planning meetings 9/08-ongoing	Benchmark Assessments DIBELS Summative Assessments	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 1 - Reading By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>o.) Use central office instructional resource personnel, such as the instructional coach (Title I central), the GT Catalyst, and resource teachers, to provide ongoing, job-embedded professional development relative to implementing research-based reading instructional strategies in the classrooms.</p>	<p>School Improvement Team Instructional Coach (Title I central) GT Catalyst (Title I Central) Curriculum and Instruction Resource Teachers</p>	<p>Monthly Faculty Meetings, Data dialogue, and collaborative planning meetings 9/08-ongoing</p>	<p>Classroom Observations Reading Benchmarks Short cycle data</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>
<p>Mathematics Target:</p> <ul style="list-style-type: none">• By June 2010, 3rd grade students performing at or above the proficient level will increase from 94.0 to 97.0 percent.• By June 2010, 4th grade students performing at or above the proficient level will increase from 91.7 to 95.9 percent.• By June 2010, 5th grade students performing at or above the proficient level will increase from 77.2 to 88.6 percent.• By June 2010, 3rd grade special education students performing at or above the proficient level will increase from 75.0 to 87.5 percent.• By June 2010, 4th grade special education students performing at or above the proficient level will increase from 80.0 to 90.0 percent.• By June 2010, 5th grade special education students performing at or above the proficient level will increase from 64.3 to 82.2 percent.• By June 2010, 3rd grade FARM students performing at or above the proficient level will increase from 92.6 to 96.3 percent.• By June 2010, 4th grade FARM students performing at or above the proficient level will increase from 87.0 to 93.5 percent.• By June 2010, 5th grade FARM students performing at or above the proficient level will increase from 71.4 to 85.7 percent• By June 2010, 3rd grade African American students performing at or above the proficient level will increase from 85.7 to 92.9 percent.• By June 2010, 5th grade African American students performing at or above the proficient level will increase from 73.3 to 86.7 percent.
<p>Strategies:</p> <ol style="list-style-type: none">1. Use a regular system of data analysis to determine student achievement in response to teacher instruction in math.2. Identify and consistently implement a common core of research based instructional practices resulting in more purposeful and engaging work for students.3. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in math.4. Support teachers in the implementation of math strategies using the Voluntary State Curriculum through professional development opportunities.

Chase Elementary School

Performance Goal 1 - Mathematics				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.1				
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Identify students for extra support using school-level AYP data and individual student level data to determine which students need additional support.	Classroom Teacher Instructional Coach (Title I Central) GT Catalyst (Title I Central) Administrators	8/08-ongoing	MSA Scores (Gr.4-5) Report Card Grades 2007-08 Summative Assessment Scores	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Implement research based intervention programs (Title I School and Third Party Billing) in grades 4 and 5 for students scoring Basic on MSA and in K-3 for students not meeting established benchmarks on math summative assessments and the kindergarten screening assessment (Fall 2008; Fall 2009)/kindergarten progress report (Winter-Spring 2009; Winter-Spring 2010).	Classroom Teacher Special Educators Paraprofessionals (Title I School)	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data Kindergarten Screening Prekindergarten and Kindergarten Progress Reports Report Card Grades	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>c.) Provide professional development and use paraprofessionals (Title I school) for groups of identified students to provide supplemental instructional support for at-risk students.</p>	<p>Assistant Principal Classroom Teachers Paraprofessionals (Title I School)</p>	<p>9/08-ongoing</p>	<p>MSA Scores Benchmark Assessments Short Cycle Data Report Card Grades</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>d.) Provide professional development and utilize strategies to increase accuracy with math facts in grades 1-5 (Title I school).</p>	<p>Assistant Principal Classroom Teachers Special Educators Instructional Coach (Title I Central)</p>	<p>9/08-ongoing</p>	<p>Weekly Fast Fact Test Results; FASTT Math test results</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>e.) Provide consistent development of mathematics vocabulary that focuses on the relationship of the definition with its concept representation. Use word walls, vocabulary charts, or other visual means to integrate the use of vocabulary into instruction (AVID).</p>	<p>Classroom Teachers</p>	<p>9/08-ongoing</p>	<p>Classroom Observation</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
f.) Special area teachers will collaborate with grade level teachers in order to incorporate and increase math vocabulary into daily instruction.	Special area teachers	9/08-ongoing	Classroom Observations Formative and Summative Assessments	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
g.) Continue to collaborate about communicating mathematically using <u>Classroom Discussions: Using Math Talk to Help Students Learn.</u>	Classroom Teachers Administrators	9/08-6/09	Classroom Observations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
h.) Support teachers in the implementation of the Investigations blended mathematics program by providing quarterly opportunities for professional development.	Instructional Coach (Title I Central) GT Catalyst (Title I Central) Central math office staff	Quarterly 9/08-ongoing	Classroom observations Summative Assessment Data Benchmark data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
i.) Provide for the collaboration of regular and special educators in mathematics classrooms that include special education students.	Administrators	Monthly Collaborative Planning Meetings 9/08-ongoing	Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>j.) Provide additional instructional time for identified students using math intervention programs, including lunch bunch skills group, math facts technology program (Title I School), after school tutoring (Title I Central), and summer school (Title I Central).</p>	<p>Classroom teachers Paraprofessionals (Title I school)</p>	<p>9/08-ongoing</p>	<p>Summative Assessment Benchmark Assessments FASTT Math Assessments</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>k.) Provide professional development and implement small group differentiated instruction as a part of daily math lessons.</p>	<p>Instructional Coach (Title I Central) GT Catalyst (Title I Central) Classroom teachers</p>	<p>9/08-ongoing</p>	<p>Classroom observations of small group instruction</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>l.) Provide students with frequent opportunities to evaluate and improve oral and written responses to constructed and selected response questions.</p>	<p>Classroom teachers</p>	<p>9/08-ongoing</p>	<p>Formative Assessments Summative Assessments Benchmark Assessments</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>m.) Schedule grade level assessment meetings every four to six weeks to identify students in need of instructional support based on formative and summative assessments, plan the instructional support based on the data and evaluate and modify the support.</p>	<p>Instructional Coach (Title I Central) GT Catalyst (Title I Central) Classroom teachers</p>	<p>9/08-ongoing</p>	<p>Formative Assessments Summative Assessments Benchmark Assessments</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 - Mathematics By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.1 All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>n.) Incorporate review of previously taught skills by using the SFAW spiral reviews, engagements from the math guide, chapter reviews, and problem solving activities, into weekly instruction and homework.</p>	<p>Classroom teachers</p>	<p>9/08-ongoing</p>	<p>Benchmark Assessments MSA Scores</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>o.) Use central office instructional resource personnel, such as the instructional coach (Title I Central), GT Catalyst (Title I Central) and resource teachers, to provide ongoing, job-embedded professional development relative to implementing research-based math instructional strategies in the classrooms.</p>	<p>School Improvement Team Instructional Coach (Title I Central) GT Catalyst (Title I Central) Curriculum and Instruction Resource Teachers</p>	<p>Monthly Faculty Meetings Data dialogue and collaborative planning meetings 9/08-ongoing</p>	<p>Classroom Observations Math Benchmarks Short cycle data</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

<p>Performance Goal 1 By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.5 Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>				
<p>Target: Chase has no ALT-MSA students. We will address this indicator if ALT-MSA students enroll at Chase.</p>				
<p>Strategies: n/a</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
N/A				

Chase Elementary School

Performance Goal 1				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.6				
All eligible prekindergarten students will have access to a prekindergarten program by the 2007– 2008 school year. (State standard)				
Target:				
<ul style="list-style-type: none"> 100% of students who meet automatic criteria for admission into prekindergarten will be placed in a prekindergarten program. 				
Strategies:				
Chase Elementary School will use the central office organization structure to implement the process of transitioning children from early childhood programs to the regular day program.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Provide multiple screening opportunities for students who apply for admission into prekindergarten.	Prekindergarten teachers	Spring and Summer 2008-09, 2009-10	Written Correspondence (school sign, newsletter, Chase Calendar)	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Follow-up with caregivers of students who apply for prekindergarten to ensure that all paperwork is submitted in a timely manner.	Prekindergarten teachers Administrators Secretaries	Spring 2008-ongoing	Secretarial Log Written Correspondence (copies of letters sent)	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Work with the Office of Early Childhood to implement preschool and prekindergarten activities.	Office of Early Childhood Administrators	Spring 2008-ongoing	Registration Activities Screening tools	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Implement school-based articulation with local programs such as Head Start and the ABC program.	ABC teacher in charge Head Start Program Administrators Guidance Counselor	Fall 2008 Spring 2009 Fall 2009 Spring 2010	Screening Tools	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 1 By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.8 Students in grades 2 - 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
<p>Target:</p> <ul style="list-style-type: none"> Grades 3-5: By June 2010, 100% of the students taking grade appropriate Short Cycle and Benchmark assessments will achieve scores considered to be proficient or advanced. 				
<p>Strategies:</p> <ol style="list-style-type: none"> Implement grade-appropriate diagnostic assessments for reading. Support teachers in the implementation of reading techniques through professional development opportunities. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Identify students for extra support using 2008 and 2009 MSA Reading Scores, 2007-2008, 2008-2009 report card grades, and teacher recommendation (Gr. 3-5), DIBELS, report card data (emerging or progressing), and teacher recommendation (Gr. 1-2), and DIBELS, kindergarten screening assessments, and teacher recommendation (Kindergarten).	Reading Specialist Classroom Teacher Instructional Coach (Title I Central) GT Catalyst (Title I Central)	Summer 2008-ongoing	2009 MSA Reading Scores Report Card grades DIBELS Kindergarten Screening Assessments Teacher Recommendation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 1 By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.8 Students in grades 2 - 6 will achieve grade level standards on reading assessments. (BCPS standard)				
b.) Implement research based intervention programs (e.g. SIPPS, Fluency Formula, Fast Track, Foundations) as determined by assessed needs for intervention groups in grades 3, 4, 5 for students scoring Basic on MSA and in K-2 for students not meeting established benchmarks on DIBELS. (Operating budget)	Classroom Teacher Special Educator Reading Specialist	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data DIBELS Report Card Grades	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Use paraprofessionals for identified students to provide supplemental instructional support for at-risk students. (Title I School)	Reading Specialist Paraprofessional (Title I School) Special Educator	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data DIBELS Report Card Grades	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Create assessment items that reflect daily instruction to determine if re-teaching is required.	Classroom Teachers Reading Specialist Special Educators	9/08-ongoing	MSA Scores Benchmark Assessments Short Cycle Data DIBELS Report Card Grades	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 1 By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.8 Students in grades 2 - 6 will achieve grade level standards on reading assessments. (BCPS standard)				
e.) Provide differentiated staff development to teachers on planning and implementing intervention strategies and instruction for students who are not successful on the Short Cycle Assessments, Benchmarks, on DIBELS assessments, and on daily classroom assessments.	Classroom Teachers Reading Specialist Special Educators Instructional Coach (Title I central)	9/08-ongoing	Formative Assessments MSA Scores Benchmark Assessments Short Cycle Data DIBELS Report Card Grades	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Provide professional development and implement Reading Research Lab program (Title I Central).	Instructional Coach (Title I Central)	8/08-ongoing	Benchmark Assessments MSA Scores Evaluation of final product	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 1				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.21				
All schools will achieve an attendance rate of at least 94%. (State standard)				
Target:				
<ul style="list-style-type: none"> The attendance rate for all subgroups at Chase will remain at 94% or better during the 2008-2009 and 2009-2010 school years. 				
Strategies:				
Provide caregivers with strategies that can be implemented with children to enhance attendance				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Parents/guardians of students who are absent will be contacted daily using the Connect Ed system.	Assistant Principal Secretaries	9/08-ongoing	Quarterly Attendance Data 2008 and 2009 Final Attendance Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Teachers will initiate contact with parents/guardians of students who are absent 3 or more consecutive days or 5 intermittent days in one quarter. Support personnel will follow up if absences continue.	Classroom Teachers School Nurse Guidance Counselor Administrators Pupil Personnel Worker	9/08-ongoing	Quarterly Attendance Data 2008 and 2009 Final Attendance Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 1 By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)				
c.) Maintain our attendance committee in order to review monthly attendance data, identify students who are absent one or more days per week in order to provide assistance and support for parents, and develop a plan to positively encourage attendance.	Assistant Principal Pupil Personnel Worker	9/08-ongoing	Quarterly Attendance Data 2008 and 2009 Final Attendance Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Provide student incentives for students with satisfactory, excellent, and perfect attendance. (Operating budget)	Assistant Principal	Fall 2007-ongoing	Quarterly Attendance Data 2008 and 2009 Final Attendance Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 2 By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)</p>				
<p>Target: We do not have a subgroup of ESOL students at Chase at this time. We will address this item if a subgroup of ESOL students enrolls at Chase.</p>				
<p>Strategies: N/A</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
N/A				

Chase Elementary School

<p>Performance Goal 2 By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)</p>				
<p>Target: We do not have a subgroup of ESOL students at Chase at this time. We will address this item if a subgroup of ESOL students enrolls at Chase.</p>				
<p>Strategies: N/A</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
N/A				

Chase Elementary School

Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education Act. (BCPS standard)				
Target: <ul style="list-style-type: none"> Chase Elementary School will maintain the 100% standard for highly qualified teachers. 				
Strategies: <ol style="list-style-type: none"> Chase Elementary School will work in collaboration with the Office of Human Resources and Title I to ensure all teachers and paraprofessionals meet HQ standards and that all parents receive the required notifications regarding teacher qualifications according to NCLB. Chase Elementary School will provide opportunities for parents to obtain information regarding teachers' highly qualified status. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Principal will ensure all current and new teachers and paraprofessionals will meet HQ standards in September 2008 and 2009.	Personnel Officer Principal	Fall 2008 Fall 2009	Current Staffing Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Parent notifications will be sent in instances when students are taught for four consecutive weeks by a non-HQ teacher as in the case of a long-term substitute.	Principal	Fall 2008-ongoing	School Records	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Copies of notifications sent will be forwarded to the Office of Certification.	Principal	Fall 2008- ongoing	School Records	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.</p>				
<p>Performance Indicator 3.1 All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by No Child Left Behind and the Bridge to Excellence in Public Schools Education Act. (BCPS standard)</p>				
<p>d.) Title I office will be sent a fax certification that appropriate parent notifications sent to include:</p> <ul style="list-style-type: none"> • Name of substitute • Roster of students to whom notifications are sent. 	Principal	As needed	School Records	__Revise __Discontinue __Ongoing __Completed

Chase Elementary School

Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)				
Target: <ul style="list-style-type: none"> By June 2010, all teachers and paraprofessionals will have completed at least one “highly qualified” differentiated professional development activity each school year. 				
Strategies: Chase Elementary School will offer professional development to ensure teachers delivering highly effective instruction in the implementation of the Voluntary State Curriculum.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Teachers and paraprofessionals funded by Title I will participate in the school’s professional development program to ensure the Title I program is integrated in the overall school program.	Administrators Instructional Coach (Title I Central) GT Catalyst (Title I Central)	Fall 2008-ongoing	Teacher Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.</p>				
<p>Performance Indicator 3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)</p>				
<p>b.) Appropriate teachers and paraprofessionals will participate in professional development in the RTI model (Tier 2 interventions) which provides supplemental opportunities for students to engage in decoding and comprehension instruction and application.</p>	<p>Classroom teachers and Paraprofessionals Curriculum and Instruction Staff Instructional Coach (Title I central) Administrators</p>	<p>Fall 2008-ongoing</p>	<p>Teacher Evaluations DIBELS Data Benchmarks</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>c.) Teachers and paraprofessionals will receive professional development and information about SLANT and other AVID strategies that can be incorporated into everyday instruction in all subject areas. The SLANT strategy will be incorporated into the schoolwide program. (Operating)</p>	<p>Principal Instructional Coach (Title I Central) GT Catalyst (Title I Central)</p>	<p>9/08-ongoing</p>	<p>Meeting Agendas Faculty Bulletins</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.2 All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)				
d.) Chase Elementary staff will participate in ongoing strategic planning to ensure that the PDS is an integral part of the overall school improvement effort.	PDS Liaison Classroom Teachers Administrators	Fall 2008-ongoing	PDS Plan	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
e.) Interns and Chase faculty members will participate in high quality professional development that is targeted to meet identified needs in the schools.	Administrators Teachers	Fall 2008-ongoing	Teacher Evaluations Workshop Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Interns and classroom teachers will participate in professional development on using classroom data to improve instruction.	Administrators Classroom Teachers	Fall 2008-ongoing	Data Dialogue Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
g.) PDS mentor teachers will participate in professional development with Towson University that will prepare them to successfully mentor interns and/or provide leadership for PDS activities.	PDS Liaison Towson University Staff	Fall 2008-ongoing	Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 3				
By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.2				
All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)				
h.) Administrators and the PDS liaison will collaborate with Towson University staff to provide guided discussions and reflections to assist new teachers and interns with classroom management.	Administrators PDS Liaison Classroom Teachers	Fall 2008-ongoing	Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
i.) Tenured teachers will be given leadership opportunities and will be encouraged to participate in the Aspiring Leader Program.	Administrators	Fall 2008-ongoing	Faculty Bulletins Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
j.) The Instructional Coach and GT Catalyst Programs will be effectively implemented (Title I Central)	Administrators Instructional Coach (Title I Central) GT Catalyst (Title I Central)	Fall 2008-ongoing	MSA Scores Instructional Coach and GT Catalyst logs	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
k.) Chase Elementary teachers will be provided regular opportunities for collaboration (vertical teaming, with special educators and other support staff, with special area teachers).	Administrators	Monthly Collaborative Planning Meetings, Fall 2008-ongoing	MSA Scores Collaborative Planning Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.4 All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)				
Target: <ul style="list-style-type: none"> Chase Elementary School will continue to ensure that 100% of the teachers at Chase meet the standard of highly qualified when hired. 				
Strategies: Chase Elementary School will work with the Office of Human Resources to ensure all candidates are HQ qualified when hired by consistently assigning teachers according to state certification.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) All teachers and paraprofessionals when hired and those continuing employment will be evaluated to ensure they meet HQ standards.	Personnel Officer Principal	Fall 2008-ongoing	Current Staffing Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) The Office of Certification will be consulted in making decisions about teacher placement.	Personnel Officer Principal	Summer 2008-ongoing	Current Staffing Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) All teachers will be assigned to content areas in which their HQ status will not be compromised.	Principal Personnel Officer	Fall 2008-ongoing	Current Staffing Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 3				
By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.4				
All new teachers in Title I schools will meet the standard of highly qualified when hired. (State standard)				
d.) Encourage all teachers and paraprofessionals to meet the highly qualified standards, by accessing community college partnerships, testing options (e.g., ParaPro), and college partnership/resident teacher certification.	Principal	Fall 2008-ongoing	Current Staffing Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
e.) Provide teachers with common planning time 3-5 times per week.	Assistant Principal	Fall 2008-ongoing	Schedule	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Provide opportunities for teachers to be paid (Title I school) to plan and attend after school professional development workshops.	Administrators Classroom Teachers	8/08-ongoing	Workshop agendas and evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 3 By 2005-2006, all students will be taught by highly qualified teachers.				
Performance Indicator 3.5 All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of the year or upon request if there are changes to a teacher's qualifications during the school year. (BCPS standard)				
Target: <ul style="list-style-type: none"> 100% of the Chase parents/guardians will be advised of the qualifications of their child's teacher at the beginning of the year or upon request if there are changes to a teacher's qualifications during the school year. 				
Strategies: Continue to monitor and communicate with parents Baltimore County Public Schools' progress toward having all students taught by "highly qualified" teachers and paraprofessionals.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Parents will be informed of their right to request information about teacher and paraprofessionals credentials.	Principal	Fall 2008 Fall 2009	Student Enrollment Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) All parent requests for information will be logged in Chase's Title I binder.	Principal	Fall 2008-ongoing	Title I Binder	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) All parent requests will receive response within five days of receipt of the request.	Principal	Fall 2008-ongoing	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Notification will be sent to parents in the instance of instruction being provided by non-HQ staff for 4 weeks or longer as required by law	Principal	Ongoing as needed	Title I Binder Staff Report	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 4				
All students will be educated in school environments that are safe and conducive to learning.				
Performance Indicator 4.1				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
Targets:				
<ul style="list-style-type: none"> • By June 2010, the number of suspensions will decrease by 20% each year from 19 in June 2008 to 11 in June 2010. • By June 2010, all fire drills, and other emergency drills will be held and recorded on the school Emergency Plan to demonstrate competency in all safety areas. 				
Strategies:				
<ol style="list-style-type: none"> 1. Provide attractive, clean, caring, and secure learning environments. 2. Directly teach Chase Code of Conduct. 3. Utilize the Student Support Services Team to address the needs of students. 4. Continue inter-department and inter-agency teams to implement school wide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Continue to implement PBIS (Positive Behavioral Intervention and Supports). (Title I School)	PBIS Team	Fall 2008-ongoing	Monthly analysis and distribution of STARS data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Update Home/School Compact with input of stakeholders that includes character traits and behaviors that are important to the school community. The Compact will be presented to students and caregivers during their first month of school. (Title I School)	Assistant Principal, Guidance Counselor Parent Representatives	Summer 2008 Summer 2009	Home School Compact	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 4				
All students will be educated in school environments that are safe and conducive to learning.				
Performance Indicator 4.1				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
c.) Teach character education as described in the Code of Conduct for all aspects of school life, with connections to curricular content.	PBIS Team Teachers Staff Guidance Counselor	Fall 2008-ongoing	Code of Conduct Lesson Plans Formative Assessments Monthly Analysis of STARS' Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Provide classroom guidance lessons that focus on teaching students about character education and positive behaviors, conflict resolution, and preventing bullying and harassment.	Guidance Counselor	Fall 2008-ongoing	Formative Assessments Classroom Observation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
e.) Provide resources to teachers to use with students on character education in the classroom. (Operating)	Guidance Counselor	Fall 2008-ongoing	Classroom Observation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Identify students with behavioral needs in order to provide additional character education in small group settings.	PBIS Team Student Support Team Guidance Counselor Teachers	Fall 2008-ongoing	Monthly Analysis of STARS' Data Results of SST	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
g.) Award students for positive behaviors in all aspects of school life. Hold Kick Off and Quarterly PBIS Recognition Ceremonies. (Title I school)	PBIS Team, All Staff	Fall 2008-ongoing Quarterly Assemblies	Mustang Tickets' Awards Cafeteria Trophies Golden Plungers' Awards Mustang Bus Rider Awards Quarterly PBIS Assemblies	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 4				
All students will be educated in school environments that are safe and conducive to learning.				
Performance Indicator 4.1				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
h.) Conduct Critical Response and School Emergency Safety Management Plan practice drills.	Principal	Fall 2008-ongoing	Drill Log	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
i.) Implement the Students Against Destructive Decisions Program (SADD). (Operating)	Guidance Counselor	Fall 2008-ongoing	Analysis of STARS Discipline Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
j.) Provide professional development about PBIS and <u>Love and Logic</u> to teachers and parents.	Guidance Counselor	Fall 2008-ongoing	Event evaluations Discipline Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 4 All students will be educated in school environments that are safe and conducive to learning.				
Performance Indicator 4.3 Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)				
Target: <ul style="list-style-type: none"> In June 2010, at least 80% of the students, parents/guardians, and staff in grade(s) 1-5 will express satisfaction with the learning environment, climate, and school facilities. 				
Strategies: <ol style="list-style-type: none"> Provide attractive, clean, caring, and secure learning environments. The students, parents/guardians, and staff in grade(s) 1-5 will complete a survey evaluating the academic program, environment, and/or school facility. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Utilize school counselor to hold focus groups with students and parents/guardians to address school climate issues.	Guidance Counselor	Fall 2008-ongoing	Chase Climate Survey (given quarterly)	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Revise parent survey.	Assistant Principal	Fall 2008 Fall 2009	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Select and administer student survey for students in gr. 1-5.	Assistant Principal Guidance Counselor	Fall 2008-ongoing	Student Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 6 Everyone Engage parents/guardians, business, and community members in the educational process.</p>				
<p>Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)</p>				
<p>Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>				
<p>Target:</p> <ul style="list-style-type: none"> • By June 2010, teachers will have held conferences with the parents/guardians of each student (100% target). • By June 2010, all parents/guardians of students enrolled in Chase Elementary School will receive parent notifications in a format and language that parents/guardians understand. • By June 2010, a minimum of two additional community partners will have been established with Chase Elementary School. 				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop (in consultation with parents) and implement the required Title I Parent Involvement Plan as informed by BCPS Parent/Community Involvement Policy 1270. 2. Coordinate parent involvement activities such that all parents are equipped to be partners in the educational process. 3. Integrate the various resources Chase Elementary School receives to promote increased parent engagement. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Convene a parent meeting to discuss availability of Title I funds to support services for parents in which parent input will be gleaned. (Title I School)	Administrators and staff	Summer and Fall 2008 Summer and Fall 2009	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Conduct parent meetings to develop Title I Parent Involvement Plan and Title I Home/School Compact. (Title I School)	Principal	Summer 2008 Summer 2009	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Everyone Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
c.) Utilize Title I Home/School Compacts in parent conferences.	Classroom Teachers	Fall 2008-ongoing	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
d.) Provide staff development and technical support to assist new teachers in conducting effective parent-teacher-student conferences. (Title I school)	Instructional Coach (Title I central)	Fall 2008 Fall 2009	Workshop Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
e.) Accommodate parent/guardian work schedules by providing a flexible number of conferences, such as conferences in the morning or evening; possibly providing transportation and/or childcare.	Classroom teachers Administrators	Fall 2008-ongoing	Attendance Logs	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Inform parents/guardians of the Code of Conduct and ways to help reinforce behavioral expectations at Back-to-School Night, in PTA meetings, and in monthly newsletters or other publications.	Administrators	Fall 2008-ongoing	Meeting Agendas Newsletters	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Everyone Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
g.) Review Home/School Compact and Code of Conduct with parents during conferences.	Teachers	Fall 2008-ongoing	Teacher Conference Log Parent Feedback Form	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
h.) Contact local businesses for support in providing items such as coupons, gift certificates, and food to offer as incentives and rewards for caregiver and student participation in initiatives such as Back-to-School Night, volunteering in the school, and other caregiver workshops. (Title I School)	Assistant Principal, Outreach committee	Fall 2008-ongoing	Copies of Letters maintained in Title I Binder	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
i.) Schedule and conduct parent/guardian meetings to explain PTD (K-2) and GT (3-5) program expectations, materials, instruction, assessments, and grading. (Title I School)	GT Catalyst Teacher (Title I Central)	Fall 2008-ongoing	Meeting Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

<p>Performance Goal 6 Everyone Engage parents/guardians, business, and community members in the educational process.</p>				
<p>Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)</p>				
<p>Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>				
<p>j.) Schedule and conduct meetings for parents/guardians of:</p> <ul style="list-style-type: none"> •Students in grades 4 and 5 who scored Basic or Low Proficient on MSA •Students in grades 1-3 who are at risk of scoring Basic. <p>The purpose of these meetings is to:</p> <ul style="list-style-type: none"> •Explain the expectations of MSA. •Explain how teachers are working with their children to ensure success. •Provide parents/guardians with ideas for working with their children at home. (Title I School) 	Administrators	<p>Fall and Winter 2008-2009 Fall and Winter 2009-2010</p>	<p>Meeting Agendas Meeting Evaluations</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>
<p>k.) Plan and implement transition meetings for parents of students going from prekindergarten to kindergarten and grade 2 to grade 3. (Title I school)</p>	Classroom teachers	<p>Spring 2009 Spring 2010</p>	Parent evaluations	<p><input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed</p>

Chase Elementary School

Performance Goal 6 Everyone Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
l.) Use Title I school funds to purchase student planning agenda logs to facilitate teacher/parent communication. (Title I School)	Classroom teachers	9/08 9/09	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
m.) Provide professional development to staff members about increasing parental involvement in the school.	Parent Involvement Office (Nicole Tucker-Smith)	8/08 Follow up: 4/09	Volunteer Data Parent Conference Data	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

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Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.3 Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)				
Target: <ul style="list-style-type: none"> By June 2010 each student will be represented by at least one parent/guardian at one school event. 				
Strategies: <ol style="list-style-type: none"> Provide media and planning services to schools to promote Back-To-School Night and American Education Week. Expand recognition opportunities for students, parents/guardians, community, and business partners 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Conduct parent meetings of to develop Title I Parent Involvement Plan and Title I Home/School Compact. (Title I school)	Principal	Fall 2008 Fall 2009	Meeting Agenda Meeting Evaluation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Survey parents to attain meaningful input on the use of Title I funds for parent involvement and activities that parents might want offered in school year 2008-2009.	Administrators Guidance Counselor	Fall 2008 Fall 2009	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Offer workshops for parents of children in grades 1-5 on implementing 100 Book Challenge at home. (Title I school)	Reading Specialist Classroom teachers	Fall 2008 Fall 2009	Event Evaluation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6				
Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.3				
Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)				
d.) Develop and conduct a Math and Reading night and a Science Fair that provide parents and guardians with strategies for working with their children. (Title I school)	Reading Specialist Classroom Teachers	Fall 2008-ongoing	Event Evaluation	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
e.) Adjust calendar of parent involvement opportunities such that workshops are offered at varying times (morning, afternoon, and evening).	Principal	Fall 2008-ongoing	Parent Attendance Logs	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
f.) Access partnership with Towson University to plan and implement college awareness activities for students and parents/guardians including a visit to Towson University.	PDS Liaison Towson University Staff and Interns	Fall 2008-ongoing	Event Agendas	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
g.) Convene a "Back-To-School" night meeting to explain the school year's academic program to include a discussion of the Title I program. (Title I school)	Principal	Fall 2008 Fall 2009	Event Agenda	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6				
Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.3				
Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)				
h.) Survey parents to determine topics, best dates, and best times for parent workshops.	Guidance Counselor	Fall 2008 Fall 2009	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
i.) Plan and implement transition meetings for parents of students going from prekindergarten to kindergarten and grade 2 to grade 3. (Title I School)	Classroom Teachers	Spring 2009 Spring 2010	Event Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
j.) Plan and implement transition meetings and/or classroom visits for students and families of students enrolled in programs such as ABC and Head Start.	Administrators ABC Teacher in Charge	Spring 2009 Spring 2010	Event Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
k.) Coordinate and assist with implementation of parental involvement activities with programs such as ABC and Head Start.	Administrators ABC Teacher in Charge	Initial meeting 9/08 Fall 2008-ongoing	Event Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.4 Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
Target: By June 2010 each student will be represented by at least one parent/guardian during Back-To-School Night By June 2010 each student will be represented by at least one parent/guardian at one school event. By June 2010, parents/guardians will be active participants on the School Improvement Team.				
Strategies: Expand opportunities for parents/guardians to participate in school events and on the School Improvement Team.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Develop a plan to encourage increased parent attendance at workshop. (Title I school)	School Improvement Team	Fall 2008 Fall 2009	Parent evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Maintain a regular schedule of notices, newsletters, telephone calls (Connect Ed), and other communication to inform and remind parents/guardians about Back-to-School Night and SIT meetings.	Administrators Secretaries	Fall 2008-ongoing	Newsletters Connect Ed Log	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Use information from parent surveys to determine topics for parent workshops.	Guidance Counselor Administrators	Fall 2008 Fall 2009	Parent evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
Target: <ul style="list-style-type: none"> By June 2010, the number of business partnerships will increase from 9 to 11. 				
Strategies: <ol style="list-style-type: none"> Expand communication about opportunities for partnerships. Expand recognition opportunities for business and community partner relationships. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
a.) Actively recruit business/community partnerships.	Principal School Improvement Team	Fall 2008-ongoing	Partnership List	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) Recognize different community/business partners in the school newsletter. Highlight how the activities support the school and student achievement.	Principal School Improvement Team	Fall 2008-ongoing	Partnership List Newsletters	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
c.) Maintain communication with current community/business partners.	Principal School Improvement Team	Fall 2008-ongoing	Partnership List	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
Target: <ul style="list-style-type: none"> At least 80% of our parents/guardians will express satisfaction with Chase Elementary School. 				
Strategies: Provide parent/guardians with opportunities to communicate their opinions about Chase.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative& Summative: To ensure desired results have been met.	Implementation Status
a.) Provide parents/guardians the opportunity to meet with administrators to discuss successes and concerns about their students' education.	Administrators	Fall 2008-ongoing	Meeting Agendas Meeting Evaluations	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
b.) The parent satisfaction survey will be divided into three parts. Caregivers will receive a portion of the survey in each quarter's report card (quarters 1, 2, and 3) and will be encouraged to return the report to the homeroom teacher.	Assistant Principal	Fall 2008-ongoing on a quarterly basis	Parent Survey	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Chase Elementary School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
c.) Information from the survey will be shared with caregivers in a newsletter and caregivers will be asked to respond to the results.	Principal	Spring 2009 Spring 2010	Newsletter	<input type="checkbox"/> Revise <input type="checkbox"/> Discontinue <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Data Sheet from Research, Testing, and Accountability

In the area of student achievement, Chase Elementary has made substantial growth overall in the number of students scoring proficient or advanced in grades 3-5. However, progress has been variable within each grade level. From 2006-2008 the number of students who were advanced or proficient in mathematics increased from 66.9% to 87.1%. In reading, we have had a modest increase in the number of students scoring at the proficient or advanced levels. From 2006 to 2008 the number of students who were advanced or proficient in reading increased from 80.7% to 85.2%. The percent of our Special Education students who are at proficient and advanced levels is lower than our whole school population. In the area of reading, we had 12.8% fewer special education students score at proficient or advanced levels than our whole school population, while in mathematics it was 18.1% fewer students.

Overall reading student achievement in grades 3-5 is variable. Grade 3 has made steady gains in reading with an increase in students moving from basic to proficient; however, a small percentage of students continue to remain in the advanced range. Grade 5 reading data shows a larger amount of students scoring advanced than in grade 3 and 4. While grade 4 reading data indicates an increase of students scoring in the proficient range between 2006 and 2008, the percent of students scoring proficient decreased in 2008 and the percent of students scoring advanced has only increased slightly since 2006.

There is a continual increase in the overall math student achievement in grades 3-5. Grade 3 made gains in math with an increase in students moving from basic to proficient. Math student achievement in grade 4 has continued to have a small percentage of students that score basic the last two years; however, the data shows a slight decrease in the advance range. The grade 5 math data shows that there are a higher percentage of students scoring basic in 2008 than 2007, but an overall significant gain since 2006. There is a statistically significant drop in the number of students scoring proficient or advanced from grade 4 to grade 5.

Our DIBELS' data indicates a drop in student achievement during the summer months. The data shows that at the end of kindergarten in the subgroup of phoneme segmentation there was a 5% increase at the deficit level and in the nonsense words subgroup there was a 6% increase in the at-risk level. The data shows that at-risk students at the end of second grade increased from 36% to 41% in the subgroup of oral reading fluency. When examining the student booklets the errors were primarily related to fluency errors rather than decoding. While there was an increase in kindergarten to first and second to third in the at risk students, there was a decrease in the at risk level from first to second.

Our math benchmark data indicates a need for recursive teaching of skills throughout the year rather than teaching skills in isolation one time. We used the objective analysis for grades three to five to determine the needs in the area of math. When students were assessed on VSC 6.C.1.f

Chase Elementary School

(representing multiplication and division basic facts) on benchmark two, in third grade 75% mastered the skill, while 65.9% of fourth grade students demonstrated mastery, and 40.9% fifth graders demonstrated mastery. When students were assessed on VSC 1.B.2.b (finding the missing number in a number sentence) on benchmark two, in fourth grade 73.2% mastered the skill, while only 18.2% fifth graders demonstrated mastery.

Our priority areas of need in reading/math achievement are the following:

- Increase recursive phonemic awareness opportunities in the beginning of first grade in order to improve phonics/decoding ability
- Increase recursive phonic instruction during second grade in order to increase oral reading fluency
- Increase fluency instruction in order to improve comprehension
- Recursive teaching of math skills to ensure student mastery
- Increase opportunities for students to apply math skills/strategies to solve real-life problems
- Increase opportunities for students that are in Quartile 3 and 4 Proficient range and Quartile 1 in the advanced range to apply critical thinking skills during oral discussion and in their written responses

We have provided a diverse range of topics for staff development. Our professional development calendar shows that we have become more focused on specific behavioral issues. Topics include strategies to utilize when working with students diagnosed with ADHD and how to effectively improve student behavior using research-based and positive-reinforcement strategies. We have also added some technology training and collaborative planning in order to enhance instruction. In examining professional development topics more closely over the past three years, it was noted that a large variety of professional development topics addressing vocabulary development and comprehension strategies were implemented. It was also noted that with faculty turnover, many faculty members did not receive some of the previously covered topics. Professional development was lacking in the areas of integrating fluency strategies into daily instruction, providing differentiated instruction within small groups, and teaching math facts strategies. Recursive training in previously taught topics was also not in evidence. Classroom observation data indicate that teachers would benefit from ongoing professional development in differentiating instruction and implementing the core program so that time is allotted for small group instruction on a daily basis in both reading and math.

One hundred percent of the classroom teachers, paraeducators, and special area teachers at Chase Elementary meet the standards for highly qualified status. Our two new special educators are certified to teach inclusion special education as assigned, but do not meet highly qualified status to be a teacher of record. They both have completed all required coursework, but need to take additional Praxis exams in order to meet highly qualified status.

Chase staff continues to experience some teacher mobility, although it has stabilized in the past two years. In 2008, nine classroom teachers out of seventeen have five or more years of experience versus eight out of sixteen in 2007. This is improved from 2006 when only five out of fifteen classroom teachers had five or more years of experience. We continue to experience increased teacher mobility in special education with two of our three special educators being new

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teachers in 2008. In 2007, we had one special education teacher with more than five years experience. In 2006, all special educators were new teachers. The primary reasons for teachers leaving Chase are:

- 1.) Teachers move to other states and counties.
- 2.) Teachers promoted to assistant principal
- 3.) Teachers are taking two year maternity leaves.

When surveyed, the majority of teachers agree that there would be very few problems in implementing the two book curriculum for a GT classroom. They also agreed that they felt comfortable implementing the curriculum for PTD/PACE/GT Math/GT Language Arts/GT SS/GT Sci. However, the group was neutral on sufficient professional development to identify giftedness beyond the normal classroom assessments. As a result of this finding professional development training on identifying GT students would be beneficial to all.

The majority of the Chase teachers surveyed indicated they felt comfortable identifying students who can access the core curriculum and differentiating for those students who cannot. In addition, most teachers strongly agreed that they were comfortable using assessment data to guide instruction.

Although most teachers agreed they were comfortable implementing flexible grouping in Math, most teachers surveyed were slightly less comfortable with flexible grouping in Reading compared to Math.

Finally, the majority of the teacher's survey indicated they would like to spend more time this year implementing Genuine Conversations and integrating technology into their instruction.

Our priority areas of need in professional development are the following:

- Revisiting topics from previous years, such as Genuine Conversations, Strategies that Work, Bringing Words to Life, and flexible small group reading and math instruction.
- Integrating technology into instruction
- Identifying giftedness in children

In surveying technology equipment at Chase, it was noted that many of the classroom computers and the computer lab computers were outdated and need to be upgraded with additional memory or replaced in order to function properly. Chase continues to work towards the goal of providing an Elmo to every classroom and special area teacher. Integration of technology into instruction is still frequently limited to using the Elmo and objectives written on the computers that are hooked to televisions.

Our priority areas of need in technology are the following:

- Updating technology (i.e. new computers, more memory)
- Integrating technology into instruction
- Purchase additional Elmos
- Purchase interactive white boards; provide professional development about using interactive white boards.

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We had a decrease in attendance at Back-to-School night in 2007-08. Caregiver attendance decreased from 370 adults attending in 2006-07 to 226 adults attending in 2007-2008. It is difficult to determine the reasons for the decrease in attendance. Enrollment has been declining. In addition, parent notification of the date for back to school night has not been until the last week in August. Next year, the school will inform the caregivers of the date prior to the end of the school year. 100% of the Chase caregivers participated in at least one parent conference in the 2007-2008 school year. Our goal for 2008-2009 is to continue to have 100% of parents to attend at least one parent conference.

Our Parent survey shows that over 91% of parents feel that Chase Elementary is a good school and 92% of parents feel welcomed when they visit Chase Elementary. We have had an increase in the percentage of parents that believe Chase reaches out to the community. In 2006-2007, less than 50% of parents felt that Chase reaches out to the community compared to 75% in 2007-2008. 94% of parents replied that the school sees parents as important partners; however, only 56% of parents feel that Chase Elementary involves them in the decision making process. In addition, only 6% of parents volunteered last year at Chase; however, 43% of parents indicated they would like to be more involved. Our goal for 2008-2009 is to increase parent involvement throughout the school year. The school will monitor parent involvement through the homeroom binders and participation of school events.

Priority areas for parental involvement:

- Maintain 100% conferences; Goal: 100% by January 31, 2009.
- Increasing opportunities for parents to attend low-risk events at the school.
- Inform parents of updated Home School Compact.
- Facilitate the use of Chase volunteers data base to increase community/parent involvement.

Chase Elementary School

SCHOOL IMPROVEMENT PLAN DATA 2007 - 2008

ReportID - DW0006
1507 - Chase Elementary
Principal: Sharon K. Whitlock

Ms. Regina Satterfield
Southeast

September 30th Enrollment Data					
American Indian	Asian	African American	White	Hispanic	Unknown
1	5	96	223	12	0

Race		Special Programs				

1.1 Performance Data

MSA Reading Performance Data

	All Students	American Indian	Asian	African American	White	Hispanic	FARMS	Special Education	LEP	GT
Advanced	21.3%			22.7%	20.0%		20.0%	17.2%		57.1%
Proficient	63.9%			59.1%	65.7%		60.0%	65.2%		42.9%
Basic	14.8%			18.2%	14.3%		20.0%	27.6%		0.0%

MSA Math Performance Data

	All Students	American Indian	Asian	African American	White	Hispanic	FARMS	Special Education	LEP	GT
Advanced	18.1%			15.9%	19.0%		15.3%	13.8%		65.7%
Proficient	69.0%			65.9%	70.5%		67.1%	65.2%		34.3%
Basic	12.9%			18.2%	10.5%		17.6%	31.0%		0.0%

1.5 Alt-MSA Performance Data

Alt-MSA Reading	N/A
Alt-MSA Math	N/A

2.1 English Proficiency Data

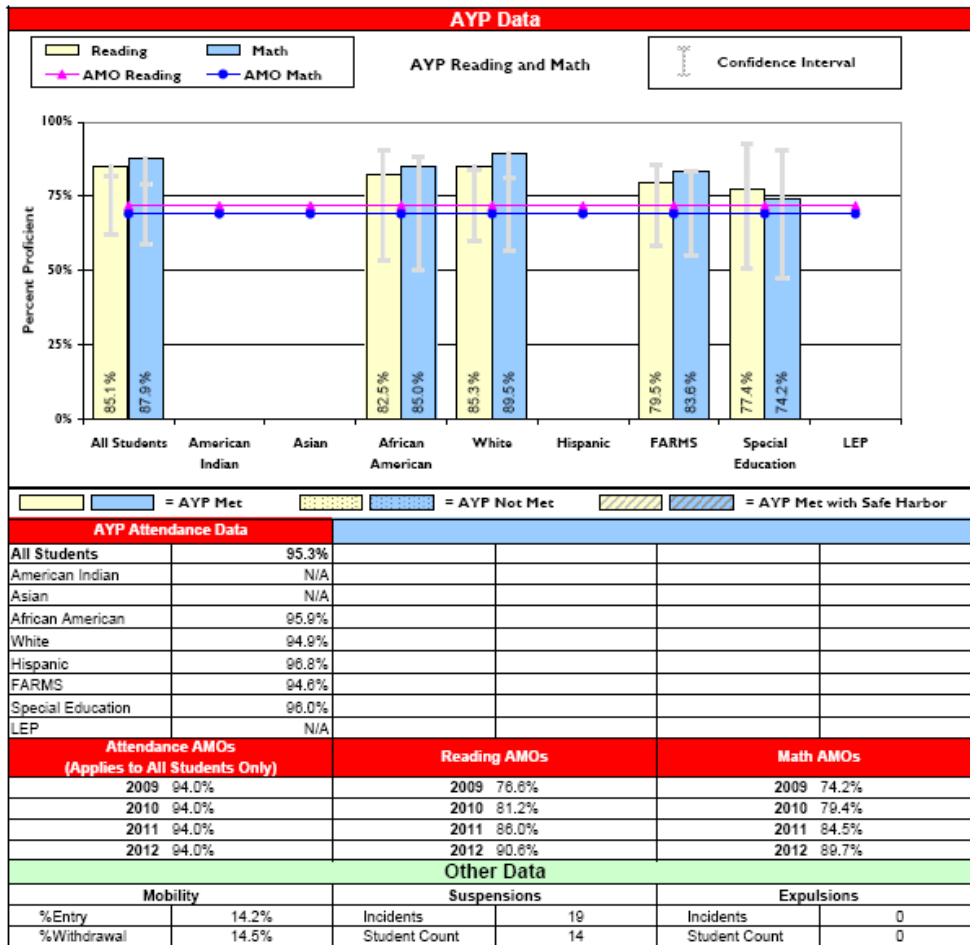
ESOL LAS-Links - Percent Met Exit Criteria	N/A
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Chase Elementary School

ReportID - DW0006
 1507 - Chase Elementary
 Principal: Sharon K. Whitlock

SCHOOL IMPROVEMENT PLAN DATA 2007 - 2008

Ms. Regina Satterfield
 Southeast



Chase Elementary School

Summary of all Grants

Chase receives money from the following sources:

Operating Budget	\$40,180
Title I	\$139,078
Third Party Billing	Amount not yet determined