



Baltimore County Public Schools

Focused on Quality: Committed to Excellence

2008-2009

School Improvement Plan (ES)

Title I Schools

For

Dundalk Elementary School

Submitted By:

Barbara McLennan

Signature of Principal

Signature of Area Assistant
Superintendent

DATE: (DATE)

Dundalk 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>Target: Grade 3 By June 2009, 3rd grade students at or above the proficient level on the reading MSA will increase from 73.2 to 80 percent.</p>				
<p>Grade 4 By June 2009, 4th grade students at or above the proficient level on the reading MSA will increase from 74.2 to 80 percent.</p>				
<p>Grade 5 By June 2009, 5th grade students at or above the proficient level on the reading MSA will increase from 69.0 to 75 percent.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. 2. Support teachers in the implementation of the VSC through professional development. 3. Integrate technology in the teaching/learning process. 				
Key Actions	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Provide human resources to teach at-risk students. (Title One)	Administration	8/08-6/09	Lower student-teacher ratios	
Ensure that all students receive a comprehensive reading program aligned with the VSC	Administration/Teachers /Office of Language Arts	8/08-6/09	Reading Benchmarks Reading Short Cycles Read, React, Responds	
Provide small group differentiated instruction daily based on milestone data.	Classroom Teachers in grades K-2 Special Educators	8/08-6/09	Dibels Small Group Checklist, Short Cycles, Benchmarks	

Dundalk Elementary School

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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)				
Provide opportunities for children to practice, apply, and extend skills taught during small-group instruction	Classroom Teachers	8/08-6/09	Daily Formative Assessments	
Teach HM themes in an uninterrupted sequence with the exception of the G.T. Program	Classroom Teachers in grades 1-5	8/08-6/09	Benchmarks Theme Tests	
Allow students to verbally process their understanding in order to increase communication of understanding in writing.	Classroom Teachers Special Educators	Daily 8/08-6/09	Oral Discussion Formative BCR's	
Provide additional instructional time to implement the Reading First intervention program and strategies needed to help students attain grade level performance	Administration	Daily 8/08-6/09	Dibels	
Implement research-based practices for differentiating curriculum and instruction in order to maximize student achievement: Foundations, SIPPS, Fluency Formula, Language! (Title One)	Special Education Teachers Reading Specialist	Daily 8/08-6/09	Intervention Program Data DIBELS data	
Provide all special education personnel who teach reading with opportunities to attend countywide and reading departmental meetings.	Administration	8/08-6/09	Intervention Team Mtg. – Dibels Data	

Dundalk Elementary School

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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)				
Review of HM Teachers Text to ensure an understanding of series components in support of a balanced reading program including: Word Study, Comprehension, Writing	New Teachers, Rose McCauley, Mentor	Monthly Grade Level Mtgs.	Read, React, Responds Short Cycles Benchmarks	
Model and implement Open Court lessons for new teachers	Mentor Instructional Coach Reading Coach	On-going	Dibels Data	
Use capital and human resources to support a differentiated reading program. (Title One)	Administration, Office of Language Arts-Elementary Program	8/08-6/09	Dibels Data Benchmark Data Short Cycle Data	
Increase reading vocabulary by implementing independent/silent reading of student selected books on their independent reading level throughout the week, including Reading Research Lab	Classroom Teachers Instructional Coach	Daily 8/08-6/09	Fluency Formula Data Short Cycle Data Reading Research Lab Data	
Research Lab Program to encourage non-fiction reading	Classroom teachers and special educators	Daily 8/08-6/09	Read, React, Responds Short Cycles Benchmarks	
Increase writing opportunities through journals, compositions, and daily integrated writing opportunities, utilizing 6+1 Writing Traits.	Classroom Teachers	Daily 8/08-6/09	Formative/Summative BCR's Composition Folders	
Utilize read aloud opportunities with HM resources to increase listening vocabulary	Classroom Teachers	Weekly 8/08-6/09	Use of Vocab. In Daily Discussions and carry over in written work	

Dundalk Elementary School

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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)				
Use HM as a resource to provide instruction in the areas of vocabulary and spelling.	Classroom Teachers	Weekly 8/08-6/09	Spelling Tests BCR Responses	
Utilize the VSC for backmapping purposes when teaching daily skills.	Classroom Teachers	Daily 8/08-6/09	Formative/Summative Assessments	
Utilize MSDE on-line resources to strengthen understanding, access model activities/strategies/assessments to improve reading achievement	All Staff	Daily 8/08-6/09	Daily Lesson Implementation Formative Assessments	
Implement the Primary Talent Development (PTD) lessons and strategies with all children K-2 and document children's learning behaviors using the PTD checklist and portfolio	G.T. Catalyst, Classroom teachers in K-2	8/08-6/09	Unit Products Oral Responses Creativity Checklists Anecdotal Data Portfolio	
Use data from the PTD checklist and portfolio to differentiate instruction and as a source of referrals for GT identification at the end of Grade 2	G.T. Referral team, Classroom teachers in grades K-2	8/08-6/09	Formative Assessments	
Implement the differentiated Gifted and Talented Education curricula. (Title One)	G.T. Catalyst, Classroom Teachers	8/08-6/09	Formative Assessments GT Products	
Monitor pacing schedule through formal observations, teacher conferences, and benchmark and short cycle data.	Classroom Teachers, Special Educators	8/08-6/09	Benchmarks/Short Cycle Data Data records stored on server	

Dundalk Elementary School

Performance Goal 1 - Reading				
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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)				
Provide a structure that facilitates independent work during daily lessons.	Classroom Teachers, Special Education Teachers, Special Area Teachers	Daily 8/08-6/09	BCR's Formative Assessments	
Accommodate learning styles and preferences into direct instruction and assessment practices	Classroom and Special Area Teachers Special Educators	Daily 8/08-6/09	Formative/Summative Assessments	
Monitor student progress through ongoing assessment and evaluation, including Dibels, RRR, short cycle assessments, and benchmarks.	Administration, Classroom Teachers	On-going	Anecdotal Records Countywide Assessments Dibels	
Schedule monthly grade level meetings during which individual student data will be discussed.	Administration, Grade Level Teams	Monthly 8/07-6/08	Dibels Countywide Assessments	
Provide staff development for new teachers with regard to GT and PACE implementation	GT Catalyst	On-going 8/08-6/09	GT Checklist Portfolio	
Participate in County-wide staff developments, including small group instruction and Grand Conversations.	Administration	On-going 8/08-6/09	Benchmarks Short Cycles	
Take students on field trip to UMBC to share oral history research projects and expand "college knowledge".	Media Specialist	October '08	Published Writings	
Staff development sessions that describe the increasing levels of cognitive demand in grades K-5. (Title One)	Administration	On-going	Benchmarks Short Cycles	

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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)				
Adjust instructional programs regularly based on data discussions to address individual student needs.	Administration	Monthly	Dibels	
Recommend Basic students who will qualify for Extended Year Program	Administration Classroom Teaches, grades 2-5	On-going	Dibels Countywide Assessments	
Provide access to school and public library collections.	Librarian	On-going	Dibels Countywide Assessments	
Utilize the AVID strategy, <i>SLANT</i> , to facilitate student availability to learning.	SIT	Daily/weekly	Formative/Summative Assessments	
Integrate vertical teaming practices between elementary/middle school in order to implement CORNELL Note taking method into grade 5 science/social studies.	SIT Administration	November	Science/Social Studies Summatives	
Display authentic products and honor the talents of all students	Classroom Teachers	On-going	Share Fair	
Utilize integrated technology in order to provide differentiated/engaging learning opportunities. (Title One)	Classroom Teachers	Daily	Formative Assessments	
Conduct monthly SIT meeting to allow teachers a place to share in the decision-making related to students assessments.	Administration	Monthly	Formative/Summative Data Intervention Program Data	

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Performance Goal 1 - Reading				
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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)				
Utilize Student Planners (AVID) to facilitate home/school communications.	PTA Classroom Teachers	Daily	Daily homework retrieval	
Provide opportunities for special education and general education teacher to collaboratively plan differentiated reading lessons.	Administration	Weekly 8/08-6/09	Reading benchmarks Short cycles Daily formative assessments Read, React, Responds	
Provide special education students with the appropriate supplementary aids and services, as listed in their IEPs in order to meet grade level expectations, using Third Party Billing funds when necessary.	Special Educators Classroom Teachers	8/08-6/09	Reading Benchmarks Short Cycles Read, React, Responds Daily formative assessments	
Teach and consistently reinforce through multiple modalities, the reading strategies presented in HM in order for special education students to become more strategic readers.	Special Educators Classroom Teachers	8/08-6/09	Reading Benchmarks Short Cycles Read, React, Responds Daily formative assessments	
Implement EY/ED program for at-risk students in order to support reading achievement. (Title One)	Staff	10-11/08 4-5/08 7-8/08	Dibels BCPS assessment tools	

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<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>Target: Grade 3 By June 2009, 3rd grade students at or above the proficient level on the math MSA will increase from 58.5 to 65.0 percent.</p>				
<p>Grade 4 By June 2009, 4th grade students at or above the proficient level on the math MSA will increase from 84 to 88 percent.</p>				
<p>Grade 5 By June 2009, 5th grade students at or above the proficient level on the math MSA will increase from 64.3 to 70 percent.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. 2. Support teachers in the implementation of the VSC through professional development. 3. Integrate technology in the teaching/learning process. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Provide human resources to teach at-risk students	Administration	8/08-6/09	Lower student-teacher ratio numbers	
Implement the SF re-teach component to provide intervention in mathematic skills/concepts that is directly aligned to the Voluntary State Curriculum	Administration Classroom Teachers Special Educators	On-going 08-09	Short Cycle Data Summative Data	
Provide daily small group differentiated instruction in math based on informal data	All Staff	Daily 08-09	Formative Data	

Dundalk 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)				
Utilize flexible grouping and appropriate materials to assure that student's instructional levels, learning styles and needed skills are addressed to improve math achievement	Classroom Teachers	Daily 08-09	Formative Data	
Implement SFAW with Investigations components in order to address VSC indicators.	Classroom Teachers Special Educators	Daily 08-09	Formative/Summative and Short Cycle Data	
Implement PACE and GT curriculum in order to address individual student needs as identified by student assessment data. (Title One)	Classroom Teachers	Daily 08-09	Formative Assessments	
Utilize the AVID strategy, <i>SLANT</i> , to facilitate student availability to learning.	Classroom Teachers	Daily 08-09	Formative Assessments	
Utilize parent helpers to remediate math skills for students scoring Basic on MSA, benchmarks and summative assessments. (Title One)	Administration	Oct-May	Summative Data Short Cycle Data MSA	
Recommend Basic students who will qualify for before and after school tutoring, and Extended Year Program.	Classroom Teachers Administration	Oct.-May	Summative Data Short Cycle Data	
Provide staff development for new teachers with regard to GT and PACE implementation	GT Specialist	As needed 08-09	Formative Assessments	

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<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>				
Participate in County-wide staff developments, including Investigations.	Mentor Classroom Teachers	As are offered	Satisfactory Observations	
Utilize integrated technology in order to provide differentiated/engaging learning opportunities for the 21 st century classroom. (Title One)	Classroom Teachers Special Educators	daily	Formative Assessments	
Utilize student planners (AVID) to facilitate home/school communications	Classroom Teachers (Grades 2-5)	Daily	Completed Daily Homework	
Use central office instructional resource personnel, such as teacher mentors, resource teachers, and facilitators to provide ongoing, job-embedded professional development relative to implementing research-based math instructional strategies in the classrooms and well as Third Party Billing case management.	Administration Mentor GT Catalyst Math Office Instructional Coach Third Party Billing Office	On-going	Satisfactory observations	
Conduct monthly SIT meeting to allow teachers a place to share in the decision-making related to students assessments.	SIT Administration	Monthly	survey	

Dundalk 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>				
Utilize Everyday Counts activities on a daily basis to illustrate the importance of math in daily activities & to develop number sense with special education students	Classroom Teachers Special Educators	Daily 08-09	Formative assessments	
Assess students with IEPs at the concrete level when needed in order to determine students' mastery of new concepts.	Classroom Teachers Special Educators	Daily	Formative assessments	
Assist IEP students in determining the most efficient strategy in order to improve math fluency.	Classroom Teachers Special Educators	Daily	Formative assessments	
Participate in Infants and Toddlers and Child Find teams to facilitate smooth transitions to home school environments.	Early childhood special educators	8/08-6/09	Parent survey	
Attend countywide staff development on blended usage guides	Classroom Teachers	As scheduled	Observations and Evaluations	
Implement EY/ED programs for at-risk students in order to support math achievement. (Title One)	Staff	10-11/08 4-5/08 7-8/08	BCPS assessment tools	
Focus on vocabulary development of important math terms in order to communicate math knowledge effectively.	Teachers	Daily	Classroom Observations	

Dundalk 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)				
Use heterogeneous groupings to facilitate conversation and record student responses in order to visualize others' thinking for less proficient students.	Teachers	Daily	Classroom observations	
Provide mnemonics and Touch-Math for computation/algorithmic proficiency when needed	Classroom Teachers Special Educators	Daily	Classroom observations	
Focus student attention on the patterns inherent in daily life to illustrate importance of skills and enhance student understanding	Teachers	Daily	Classroom observations.	

Dundalk 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 All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>				
<p>Target: NO SUB-GROUP AVAILABLE</p>				
<p>Strategies:</p>				
<p>Key Actions (Address by targeted subgroups, as appropriate)</p>	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Measures Formative & Summative: To ensure desired results have been met.</p>	<p>Implementation Status</p>

Dundalk 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 1.6 All eligible prekindergarten students will have access to a prekindergarten program by the 2007– 2008 school year. (State standard)</p>				
<p>Target: Students that meet criteria have access to prekindergarten programs.</p>				
<p>Strategies: We will use the central office organizational structure to implement the process of transitioning children from early childhood programs to the regular day program.</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
Meet with parallel programs including Head Start to facilitate smooth transition to home school environment.	PK/K Teachers	May 2009	Parent Survey	
Hold enrollment and screening sessions for incoming pre-k students.	Administration PK Teachers	May 2009	Parent Survey	
Hold parent-teacher sessions prior to the beginning of the school year to discuss programming and school goals. (Title One)	PK Teachers	August 2008	Parent Survey	
Attend transition planning conferences for Child Find and Infants and Toddlers students	Special Education Staff	As needed	Regular attendance	

Dundalk 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>Targeted Area (include all targeted subgroups):</p>				
<p>Target: Grade 3 By June 2009, 3rd grade students at or above the proficient level on the reading MSA will increase from 73.2 to 75 percent.</p>				
<p>Grade 4 By June 2009, 4th grade students at or above the proficient level on the reading MSA will increase from 74.2 to 80 percent.</p>				
<p>Grade 5 By June 2009, 5th grade students at or above the proficient level on the reading MSA will increase from 69 to 75.0 percent.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. 2. Support teachers in the implementation of the VSC through professional development. 3. Integrate technology in the teaching/learning process. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Monitor pacing schedule through formal observations, teacher conferences, and benchmark and short cycle data.	Classroom Teachers, Special Educators	Monthly	Data records stored on server	
Accommodate learning styles and preferences into direct instruction and assessment practices	Classroom and Special Area Teachers Special Educators	daily	Formative/summative assessment data	

Dundalk 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)				
Monitor student progress through ongoing assessment and evaluation, including Dibels, RRR, short cycle assessments, and benchmarks.	Administration, Classroom Teachers	On-going	Anecdotal Records Countywide Assessments Dibels Theme Tests	
Conduct monthly SIT meeting to allow teachers a place to share in the decision-making related to students' assessments.	Administration	monthly	Formative/Summative Data Intervention Program Data	
Ensure that daily instruction, formative assessments correlate with VSC and assessment expectations.	Staff	On-going	Anecdotal Records Countywide Assessments Dibels Theme Tests	
Ensure that IEP modifications/accommodations are being implemented daily and on assessments	Staff	On-going	Anecdotal Records Countywide Assessments Dibels Theme Tests	
Maintain and disseminate quarterly progress reports for students with IEPs	Case Managers	On-going	Records review	

Dundalk 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 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)</p>				
<p>Targeted Area (include all targeted subgroups): Target: By June 2009, the attendance rate for all student sub-groups will increase from 94.3% to 95%.</p>				
<p>Strategies: Utilize best practices to reinforce the importance of attending school each day.</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
Utilize attendance team to monitor monthly student attendance	Administration Social Worker	Monthly	Quarterly Attendance Rate	
Increase student attendance through targeted home-school connections made by DSS worker.	DSS Worker	Weekly	Quarterly Attendance Rate	
Recognize students for excellent and perfect attendance. (Title One)	PRIDE Team Social Worker	Quarterly	Quarterly Attendance Rate	
Work with PTA to incorporate weekly incentives for those who meet attendance goals.	PTA/Admin. Social Worker	Quarterly	Quarterly Attendance Rate	
Facilitate process for communicating with parents regarding absence and tardy data.	Attendance Team DSS Worker	Weekly	Quarterly Attendance Rate	
Utilize services of PPW to reach quarterly attendance goals.	Administration	On-going	Quarterly Attendance Rate	

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Performance Indicator 1.21 All schools will achieve an attendance rate of at least 94%. (State standard)				
Provide parents with incentives for their child's perfect attendance. (Title One)	Attendance Team DSS Worker	On-going	Monthly attendance data	
Implement parent conferences related to the importance of daily attendance	Guidance Counselor	One month during school	Monthly attendance data	

Dundalk 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>Targeted Area (include all targeted subgroups): Target: By June 2009, the number of ESOL students receiving a proficiency level of 3 on their exit assessment on or before their third school year will increase from 95 to 100%.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students. 2. Provide differentiated learning opportunities that meet the individual needs of our ELL students. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Utilize .3 ESOL teacher as resource.	Administration	Weekly	Teacher Observations Benchmark assessments	
Access professional development opportunities on cross-cultural and differentiated strategies for staff.	Multicultural Liaison Countywide Training	On-going	Teacher Observations	
Consult with Office of World Languages and Dept. Of Prof. Development in order to facilitate services.	Administration ESOL Teacher	As needed		

Dundalk 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: Grade 3 By June 2009, 3rd grade students at or above the proficient level on the reading MSA will increase from 73.2 to 75 percent. Grade 4 By June 2009, 4th grade students at or above the proficient level on the reading MSA will increase from 74.2 to 80 percent. Grade 5 By June 2009, 5th grade students at or above the proficient level on the reading MSA will increase from 69 to 75.0 percent.</p> <p>Target: Grade 3 By June 2009, 3rd grade students at or above the proficient level on the math MSA will increase from 58.5 to 65.0 percent. Grade 4 By June 2009, 4th grade students at or above the proficient level on the math MSA will increase from 84 to 88 percent. Grade 5 By June 2009, 5th grade students at or above the proficient level on the math MSA will increase from 64.3 to 70 percent.</p>				
	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Implement the Essential Curriculum in all essential content areas.	Classroom Teachers	Daily	Summative/benchmark data	
Provide support services through the ESOL teacher to ensure academic success	Administration ESOL Teacher	Weekly	Formative lesson data	
Provide support to families re: countywide resources & communication in primary language. (Title One)	ESOL Teacher Classroom Teachers	On-going	Parent survey	

Dundalk Elementary School

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.				
Performance Indicator 2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)				
Utilize technological resources to enhance representational understanding. (Title One)	Technology Integration Teacher Classroom Teachers	Daily	Daily formative data	
Consistently utilize HM ELL resources to increase reading achievement.	Classroom Teachers ESOL Teacher	On-going	Reading benchmarks Short-cycles Daily formative assessments	

Dundalk Elementary School

Performance Goal 3 In 2008-2009, all students will continue to 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)				
Targeted Area (include all targeted subgroups): Target: By June 2009 all teachers and paraprofessionals will meet highly qualified status as designated by the State.				
Strategies: Continue to monitor the HQ status of teachers and paraprofessionals as it relates to state requirements and Title 1 needs.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Work with Departments of Certification and Personnel to ensure the recruitment of HQ personnel.	Administration	On-going	All staff will be HQ	
Volunteer for County recruiting and interviewing regarding HQ candidates.	Administration	Spring	BCPS will recruit HQ candidates.	
Encourage active participation with institutions of higher learning	Administration	On-going	HQ staff	
Participate in BCPS Transfer and Job Fairs	Administration	As scheduled	HQ staff	

Dundalk Elementary School

Performance Goal 3 In 2008-2009, all students will continue to 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)				
Targeted Area (include all targeted subgroups): Target: By June 2009 all teachers and paraprofessionals will have completed at least one differentiated professional development activity.				
Strategies: Provide a variety of differentiated professional development opportunities to focus on teacher and paraprofessional needs to maintain their HQ 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
Focus staff development on Word Study, Written Language, and Reading Comprehension.	Administration Grade Level Teams	Monthly	Satisfactory Teacher Observations	
Staff development focused on math (Investigations)	Administration Instructional Staff	On-going	Satisfactory teacher observations	
Provide opportunities for teachers to access countywide teacher trainings.	Administration Mentor Math Office	On-going	Satisfactory Teacher Observations	
Provide teachers with practical tips and resources related to the use of Safari Montage in newsletters and monthly staff development sessions.	Library Media Specialist Assistant Principal Technology Integration Teacher Mentor	On-going	Satisfactory Teacher Observations	
Keep staff apprised of SST procedures and policies to best facilitate individual student needs.	Assistant Principal	September	Appropriate SST referrals	

Dundalk Elementary School

Performance Goal 3				
In 2008-2009, all students will continue to 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)				
Ongoing, in-house training related to the integration of instructional technology. (Title One)	Technology Team	On-going	Use of technology on a daily basis	
Encourage teachers/paraprofessionals to participate in system wide professional development opportunities	Mentor Administration	On-going		
Encourage tenured teachers to participate in the Aspiring Leader Program.	Administration	On-going	Teachers signing up for Aspiring Leaders Program	
Use instructional technology to enhance daily instruction	Technology Integration Teacher Assistant Principal	Daily	Use program during daily lessons.	
New report card training & implementation	Administration Classroom Teachers	On-going	Administrator review	
Utilize Title I funds to support training as it applies to school goals. (Title One)	Administration Classroom Teachers	On-going	Administrator review	
Participate in book studies related to math instruction and Bloom's Taxonomy/questioning. (Title One)	Staff	On-going	Administrator review	

Dundalk 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)				
Targeted Area (include all targeted subgroups): Target: By June 2009 all new teachers at Dundalk ES will meet highly qualified status as designated by the State.				
Strategies: Continue to monitor the HQ status of new teachers as it relates to state requirements and Title 1 needs.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Work with Departments of Certification and Personnel to ensure the recruitment of HQ personnel.	Administration	On-going	All staff will be HQ	
Volunteer for County recruiting and interviewing regarding HQ candidates.	Administration	Spring	BCPS will recruit HQ candidates	

Dundalk 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)				
Targeted Area (include all targeted subgroups): Target: Throughout the 08-09 school year, 100% of our parents and guardians will receive notification of teacher qualifications.				
Strategies: Continue to monitor progress and communicate with parents about BCPS having all students taught by HQ teachers and para-professionals.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Send community members information letters related to teacher credentials.	Administration	September	Parent Feedback	
Send letter regarding HQ status in Title 1 schools.	Administration	Sept./Oct	Parent Feedback	
Send letters regarding HQ status of long-term subs.	Administration	On-going	Parent Feedback	

Dundalk 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)				
Targeted Area (include all targeted subgroups):				
Target:				
By June 2009, the suspension rate of students will decrease from 11% to 0%.				
Strategies:				
<ol style="list-style-type: none"> 1. Provide attractive, clean, caring, and secure learning environments. 2. Communicate to all students and parents the behavioral expectations identified in student handbook and Code of Conduct. 3. Establish a plan for increasing parental awareness of their responsibilities and knowledge of behavioral expectations. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
School Social Worker will build home-school relationships regarding attendance, behavior, and academics. (Title One)	Social Worker	Daily	Monitor quality and quantity of home contacts.	
Continue to implement schoolwide behavior program re: PBIS. (Title One)	Teachers and Staff	Daily	Referral data	
Utilize STARS program for behavior data collection.	Administration & designated staff	On-going	Report results	
Continue to ensure that all medications are administered according to BCPS procedures.	Nurse Administration	Daily	Daily record keeping in Nurse's office	
Utilize PPW to strengthen home-school partnerships through home visits, student-parent and Team conferences.	Administration PPW	On-going	Parent survey	

Dundalk 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)				
Increase consistency of the implementation of Stop and Think, positive behavioral interventions, rewards, and consequences program. (Title One)	Teachers & Staff	Daily	Referral data	
Ensure the teaching and repetition of social skills.	PBIS Team Classroom Teachers	On-going	Referral data	
Early identification of students in need of individual interventions.	Classroom Teachers SST Team	On-going	Academic data collection SST Notes	
Encourage parental participation in individual student behavior plans.	Classroom teachers Support staff	On-going	STARS Data	
Increase cross content communication as it pertains to individual student needs.	SST/IEP Teams	On-going	Academic data Behavioral data collection	
Celebrate positive behavioral choices quarterly. (Title one)	PRIDE Team PBIS Team	Quarterly	In-house data collection sheets	
Utilize social worker position to increase home-school relationships. (Title one)	Administration Social worker	On-going	Parent survey	
Use data to refine schoolwide behavior program	PBIS Team	On-going	STARS data	
Provide staff development regarding whole school behavioral program.	PBIS Team	On-going	Evaluation	

Dundalk 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)				
Meet with all students to outline student handbook components.	Administration	Sept./Jan.	STARS Data	
Incorporate parent-school contract related to student behaviors in school.	PBIS Team	September	Signed parent sheets	
Utilize school social worker and school counselor to monitor and provide support to students with referrals and red zone children. (Title One)	School social worker School counselor	Daily	STARS data	
Training of Cafeteria staff	Administration	As needed	STARs data	
Parents will sign in electronically, enter reason for visit and be printed on name tag. (Title One)	Office Staff Technology Integration Teacher	Daily	Report results	
Provide in-school therapeutic services for targeted students and families	Bay Life	On-going	STARs data Academic Attendance	
PBIS refresher to clarify PBIS philosophy	PBIS Team	On-going	STARs data	
SOS Mentors for students who are determined to be “high fliers”.	Volunteer staff Guidance Counselor Social Worker	On-going	Report results	

Dundalk 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)				
Conduct functional behavior assessments and develop behavior intervention plans for red-zone students when needed.	Psychologist Staff	On-going	STARs data	

Dundalk Elementary School

<p>Performance Goal 4 All students will be educated in school environments that are safe and conducive to learning.</p>				
<p>Performance Indicator 4.3 Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)</p>				
<p>Targeted Area (include all targeted subgroups):</p>				
<p>Target: By June 2009, 100% of survey respondents will indicate that they are satisfied with their child's educational experience at DES.</p>				
<p>Strategies: Provide parents and guardians with a vehicle to communicate their perceptions of their child's educational experience at DES.</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
Send out parent perception survey, including incentives for returned surveys. (Title One)	PRIDE Team	Oct. '08 and April '09	Survey results	

Dundalk Elementary School

Performance Goal 6 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)				
Targeted Area (include all targeted subgroups): Target: By June 2009, 100% of parents and guardians will participate in various methods of home-school communication.				
Strategies: Provide opportunities for parents and guardians to collaborate and participate with the school as partners in their child's education.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Utilize student agendas (AVID) as a means of daily home-school communication.	Teachers Parents	Daily	Completed assignments Home/school communication	
Utilize ConnectEd to communicate school and PTA functions, needs, and events.	Administration	As needed	More families to participate in school events	
Maintain communication via monthly newsletter, calendars.	Administration Classroom Teachers	Monthly	Parent survey results	
Maintain a consistently updated website that communicates school happenings and provides email addresses for staff members.	Tech. Integration Teacher Staff	08-09	More families to participate in school events Parent survey results	
Hold parent-teacher conferences on a regular basis to communicate student progress.	Teachers & Staff	On-going	Increased student achievement Parent survey results	
Encourage use of phone conferences, emails, and notes home as vehicles of communication.	Teachers & Staff	On-going	Increased student achievement Parent survey results	

Dundalk 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)				
Target: By June 2009, the number of parents/guardians participating in increased learning opportunities will increase from 62% to 72%.				
Strategies:				
Provide professional. development opportunities, resources & strategies to enhance the educational 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
Hold monthly parent coffees to support knowledge of the academic program and assessed parent needs. (Title One)	SHARE Team	Monthly	Increased parent involvement	
Hold PK/K parent meetings prior to opening to share tips to successful learning opportunities.	PK/K Teachers Guidance Counselor SLP	August	Increased academic success	
Provide resources from Parent Mobile to increase knowledge of VSC and core curriculum.	Administration	As needed	Increased academic success	
Hold a Back-to-School Night to involve parents in their child's learning and inform them of Title I programming/funding	Administration Staff	August	Increased attendance numbers Increased academic success	
Hold quarterly parent visitation opportunities to become more involved in their child's learning	Staff	Quarterly	Increased visitation numbers	

Dundalk 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)				
To provide Title I information at Back-to-School night & in newsletter format	Administration	August	Returned reports and forms	
Provide resources at teachers conferences to use at home to remediate skills. (Title one)	Classroom teachers	On-going	Increased academic achievement	
Provide parents with opportunities to participate in SST/IEP meetings via conference calls	Assistant Principal	On-going	Increased student achievement Increased visitation numbers.	
Update teacher websites at grade level meetings	Classroom Teachers	As needed	Increased parent involvement	
Parents as Partners For Progress will be implemented for incentives to get involved	Pride Committee	Ongoing; quarterly recognition	Increased parent involvement	
Implement "Lunch With Your Child" program	Staff	Ongoing	Increased parent involvement	
Encourage increased parent participation in IEP/SST meetings through use of incentives.	Assistant Principal Parent Involvement Team	On-going	Increased parent involvement	

Dundalk 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 2009, the number of parents/guardians participating in increased learning opportunities will increase from 62% to 72%.				
Strategies: Provide professional. development opportunities, resources & strategies to enhance the educational 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
Hold a Back-to School Night event	Administration Staff	August	Increased visitation	
Hold quarterly visitation events to enhance an understanding of the VSC and core content	Staff	Quarterly	Increased visitation	
Hold an Enrichment Fair & Reading Night to increase awareness of literacy, fluency, and thinking. (Title One)	Reading Team	November	Increased reading data	

Dundalk 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: By June 2009, DES will increase its school partnerships from two to three.				
Strategies: Encourage business partnerships that support & compliment the educational 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
Utilize student agendas as a means of daily home-school communication.	PTA Administration	Daily	Completed assignments Home/school communication	
Utilize ConnectEd to communicate school and PTA functions, needs, and events.	Administration	As needed	More families to participate in school events	
Maintain communication via monthly newsletter, calendars.	Administration Classroom Teachers	Monthly	Parent survey results	
Maintain and up to date website that communicates school happenings and provides email addresses for staff members.	Tech. Integration Teacher Staff	08-09	More families to participate in school events Parent survey results	
Hold parent-teacher conferences on a regular basis to communicate student progress.	Teachers & Staff	On-going	Increased student achievement Parent survey results	
Encourage use of phone conferences, emails, and notes home as vehicles of communication.	Teachers & Staff	On-going	Increased student achievement Parent survey results	

Dundalk 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: By June 2009, Parent Survey results will increase from 92% satisfaction to 100% satisfaction.				
Strategies: Use the parent survey as a vehicle for ensuring community satisfaction.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Participate on local boards to enhance school/community partnerships	Administration	08-09	Positive external communication	
Provide Title I information at Back-to-School Night & in newsletter format	Administration	August	Returned reports and forms	
Home/school compact to be created by school and community representatives. (Title One)	Administration	September	Parent survey data results	
Parents will be represented on the DES SIT Team	SIT	Monthly	Noted in SIP	
PTA Board meetings will be used to disseminate information	Administration	Monthly	PTA Board minutes	

Dundalk 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)				
Parent involvement opportunities will be disseminated via newsletters, PTA mtgs. & ConnectEd	Administration Staff	Monthly and on-going meetings	Parent survey results	
Parent survey will be utilized to gather feedback regarding Title I funds.	PRIDE Team	October	Parent survey results	
Disseminate news via local newspapers, news organizations, and county publications	Good News Ambassador	On-going	Increased positive publicity	
Attend SIT meetings at Dundalk HS to determine community priorities.	Administration	monthly		
Students and parents participate in M & T Banking Program to enhance financial literacy in grades 4-5	Staff and Parents	Spring	Increases collaboration with community	
Participate in volunteer program through Baltimore County government's Office of Aging	Staff and Community	Ongoing	Increased collaboration with community	
Work with Living Classrooms Foundation as an EY program to support Green School status	Green School Team	Ongoing	Increased positive publicity	

School Improvement Team Membership

Name	Title	Signature of Stakeholder
Barbara McLennan	Principal	
Meghan Nelson-Tracey	Assistant Principal	
Douglas Elmendorf	Assistant Principal	
Sandra Grasmick	Reading Specialist	
Dave Shauck	Classroom Teacher	
Alice DiLaura	Teacher Mentor	
Lindsay Burda	Classroom Teacher	
Audrey Van Camp	Classroom Teacher	
Anna Floeck	Classroom Teacher	
Katie Karpus	Classroom Teacher	
Andrea Lasher	Classroom Teacher	
Misti Wills	Parent	

Comprehensive Needs Assessment

Reading Achievement – Data Analysis

Dundalk Elementary School has an enrollment of 608 students. Dundalk Elementary is a Title I school. As such, the school is eligible for participation both the Instructional Coach and Gifted and Talented Catalyst programs. A Reading Coach and Teacher Mentor also work with teachers to plan and deliver effective instruction.

Student achievement on Reading MSA shows a consistent increase in the number of students in third grade that scored Proficient or above (55.9% to 65.1%) from 2004-2007. After dramatic increases in Reading scores for grade 4 students from 2004-2006 (45.9% to 84.6%), this grade saw a decrease in Reading scores in 2007 (72.8%). Fifth grade scores have continued to rise since 2004 (55.4% to 70.9%).

At Dundalk Elementary School, we use the DIBELS screening instrument to determine student acquisition of phonemic awareness and decoding skills. The data, when disaggregated over the past three years, reveals that students in kindergarten scoring “at benchmark” in Phoneme Segmentation Fluency have increased by 20% from the middle to the end of the school year. In first grade, students scoring “at benchmark” in Nonsense Word Fluency have increased by an average of 12% from the beginning to the end of the school year. In second grade, the number of students scoring “at benchmark” in Oral Reading Fluency has not increased from the beginning to the end of the school year. Kindergarten through second grade DIBELS data shows that from 2005-2007, there has been a steady decrease in students scoring in the “at risk” category.

Reading Achievement – Priority Needs

- Comprehension
- Oral Language
- Higher level questioning (Bloom’s)
- Use of technology

Reading Achievement – Gaps among student groups

- African American males/ all other sub-groups
- Special Ed. / General Ed.

Math Achievement – Data Analysis

Student achievement on Math MSA shows a consistent increase in the number of students in grades three and five that scored Proficient or above (grade 3 - 44.6%-62.8%; grade 5 – 51.5%-

Dundalk Elementary School

66.7%) from 2005-2007. Grade 4 scored in MSA Math decreased from 82.4% to 77.4% between 2005 and 2007.

Data from summative and benchmark assessments reveal that money, time, decimals, place value, communication, and number sense continue to be needs in all primary grades.

In 2007-08, students in grade 3 scored an average of 70.7% on short cycle assessments. Grade 4 scored 66% and grade 5 scored 62% on average. Students in grades 1 and 2 took summative math assessments throughout the 07-08 school year. Grade 1 students scored 85% on average on these assessments, while grade 2 scored an average of 86%.

Math Achievement – Priority Needs

- Grades 3, 4, 5 math instruction for MSA proficiency
- Money, time, decimals, place value, communication, number sense
- Questioning and independent thinking/communication
- Eliminating learning gaps due to mobility and attendance rate
- Special Education students

Math Achievement – Gaps Among Student Groups

- African American males/ all other sub-groups
- Special Ed. / General Ed.

Staffing Needs – Teacher Capacity Concerns/Opportunities

Title I Instructional Coach – This teacher will work to enhance the implementation of RTI in the building while facilitating the implementation of the Reading Research Labs project. Teachers will work with this individual to increase their ability to respond to student data to inform instruction.

Gifted and Talented Catalyst Teacher – This teacher will identify, nurture, and support academic talent development in underserved and underrepresented populations at Dundalk Elementary School (FARM rate 69%). This teacher also collaborates with the classroom teacher to deliver appropriate services for a cluster group of students identified for gifted education services and served in regular education classes. Enrichment opportunities for students not formally identified for Gifted and Talented programs have been made available through this position as well.

Grades 1, 2, and 5 teachers, Reading Teacher, and paid-parent helpers - These adults will be used to facilitate small group interventions based on Dibels and summative math data. Interventions will include SIPPS, Foundations, Language!, Fluency Formula, and Fast Math.

Social Worker – This person will identify and assess sources of academic problems, including possible home factors that interfere with school success. She will encourage positive parental involvement in school activities to support student achievement efforts. The social worker will create and maintain staff development and strategies to improve situations detrimental to the learning experiences of students.

Dundalk Elementary School

Parent Needs – Parent Involvement Concerns/Opportunities

Parent Compact – This document focuses on math achievement and how home, school, and student will be responsible for satisfactory achievement. Parent involvement in decision making is also a primary piece of this document.

Goal 6 Components include:

- Conducting parent conferences during mid-quarter and end of quarter periods
- Hold parent meetings to discuss use of Title I Parent Involvement funds.
- Use Title I fund to purchase planning agenda logs to facilitate parent-school communication.
- Hold both an Open House and “Meet and Greet”.
- Conduct workshops to help parents understand VSC
- Purchase workbooks entitled “Being Partners in Helping Your Children to Read”.
- Conduct Family Dinner Theatre at which there will be “professional play” with focus on math.
- Parent Compact