



Baltimore County Public Schools

Focused on Quality: Committed to Excellence

2007 – 2009

School Improvement Plan (ES)

For

Relay Elementary

Submitted By:

Heidi H. Miller

Signature of Principal

**Signature of Area Assistant
Superintendent**

DATE: September 27, 2008

Relay 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)

Targeted Area Reading (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified reading subgroups using “from-to” language.

Reading Targets:

Kindergarten:

By June 2009, 80% of all kindergarten students will achieve 80% mastery of the Open Court Sight Word list.

Grade 1:

By June 2009, 80% of all first grade students will achieve 80% mastery of the grade one dolch word list.

Grade 2:

By June 2009, 80% of all second grade students will achieve 80% mastery of the second grade dolch word list.

Grade 3:

By June 2009, the percent of **all students** at the proficient level or above on the 3rd grade reading MSA will increase from 89.2% to 92%.

By June 2009, the percent of **African American** students at the proficient level or above on the 3rd grade reading MSA will increase from 94.1% to 96%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 3rd grade reading MSA will increase from 72.2% to 80%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 3rd grade reading MSA will increase from 77.8 to 84%.

By June 2009, the percent of **all male** students at the proficient level or above on the 3rd grade reading MSA will increase from 92.1% to 94%.

By June 2009, the percent of **all female** students at the proficient level or above on the 3rd grade reading MSA will increase from 86.2% to 90%.

Grade 4:

By June 2009, the percent of **all students** at the proficient level or above on the 4th grade reading MSA will increase from 95.1% to 97%.

By June 2009, the percent of **African American** students at the proficient level or above on the 4th grade reading MSA will increase from 93.8% to 96%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 4th grade reading MSA will maintain at 100%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 4th grade reading MSA will increase from 87.5% to 92%.

By June 2009, the percent of **all male** students at the proficient level or above on the 4th grade reading MSA will increase from 93.3% to 96%.

By June 2009, the percent of **all female** students at the proficient level or above on the 4th grade reading MSA will increase from 96.7% to 98%.

Grade 5:

By June 2009, the percent of **all students** at the proficient level or above on the 5th grade reading MSA will increase from 91.9% to 95%.

By June 2009, the percent of **African American** students at the proficient level or above on the 5th grade reading MSA will increase from 80% to 86%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 5th grade reading MSA will increase from 78.5% to 85%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 5th grade reading MSA will increase from 80.0% to 84.0%.

By June 2009, the percent of **all male** students at the proficient level or above on the 5th grade reading MSA will increase from 94.9% to 97%.

By June 2009, the percent of **all female** students at the proficient level or above on the 5th grade reading MSA will increase from 88.5% to 92%.

Relay 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>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. The emphasis will be placed on questioning strategies. 2. Support teachers in the implementation of the Voluntary State Curriculum through professional development, such as differentiation, small group instruction, and questioning strategies. 3. Provide embedded, specific MSA type reading practice to familiarize students with the MSA test format. 4. Communicate with parents via telephone, email, interims, and conferences to keep parents informed on their student’s progress and attendance in the intervention plan for reading. 5. Monitor & record monthly progress of students in all subgroups with a combination of DIBELS, short cycle reading, and the benchmark assessment, and dolch word lists for reading. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Analyze school-level AYP data and individual student level performance data to determine which students need to participate in the Small Group Interventions.	Administrators Reading Specialist Special Education Resource Teachers Grade level teachers	Daily September 2007 to June 2009	2008-2009 MSA data	Ongoing
Implement a Reading Intervention Plan for identified students, grades K-5.	Administrators, Special Education Teachers, Resource Teachers	Daily September 2007-June 2009	Pre and Post Tests Daily Scores Short Cycle Assessments Benchmark Assessments Sight Words	Ongoing

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<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>Small Group Intervention for identified students to implement research based strategies to engage students, such as “Questioning”, “Genuine Conversations”</p>	<p>Administrators Reading Specialist, Special Educators Grade level teachers</p>	<p>September 2007 to June 2009</p>	<p>Reading Benchmarks and Short Cycle Assessments Daily Formative Assessment</p>	<p>Ongoing</p>
<p>Use regularly scheduled grade level team meetings for data sharing and analysis.</p>	<p>Administrators Grade level teachers Reading Specialist Special Educators Special Area Teachers</p>	<p>Monthly September 2008-June 2009</p>	<p>Reading Benchmarks Short-cycle data DIBELS data</p>	<p>Ongoing</p>
<p>Use central office instructional resource personnel and facilitators to provide ongoing, job-embedded professional development relative to implementing research-based reading instructional strategies in the classrooms.</p>	<p>School Leadership Team Resource Teachers from ESS</p>	<p>Quarterly September 2007 to June 2009</p>	<p>Classroom Observations Reading Benchmarks Short-cycle data Evidence of individual student growth. Teacher feedback</p>	<p>Ongoing</p>
<p>Analyze the data from benchmarks, short-cycle assessments, and DIBELS assessments in order to identify “at risk” students during the 2nd week of the school year.</p>	<p>Administrators Grade level teachers Reading Specialist Special Educators</p>	<p>Quarterly September 2007 to June 2009</p>	<p>Reading Benchmarks Short-cycle data DIBELS data</p>	<p>Ongoing</p>

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<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>				
Implement additional reading tutorial during the school day and after school for students identified as basic and low proficient in reading on the MSA, and mastery of dolch words in grades K, 1 and 2.	Administration Grade level teachers Reading Specialist Special Educators	Weekly October 08 to June 2009	Reading Benchmarks Short-cycle data DIBELS data MSA Reading	Ongoing

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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.

Targeted Area Mathematics (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified mathematics subgroups using “from-to” language.

Mathematics Target:

Kindergarten:

By June 2009, 80% of all kindergarten students will achieve 80% mastery of the following skills: patterning, counting by 1’s, 5’s and 10’s to 100, and solving basic addition and subtraction problems.

Grade 1:

By June 2009, 80% of first grade students will achieve a score of 80% on each Summative Math Assessment.

Grade 2:

By June 2009, 80% of second grade students will achieve a score of 80% on each Summative Math Assessment.

Grade 3:

By June 2009, the percent of **all students** at the proficient level or above on the 3rd grade math MSA will increase from 97.3% to 98%.

By June 2009, the percent of **African American** students at the proficient level or above on the 3rd grade math MSA will maintain at 100%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 3rd grade math MSA will increase from 95.4% to 98%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 3rd grade math MSA will increase from 77.8% to 85%.

By June 2009, the percent of **all male** students at the proficient level or above on the 3rd grade math MSA will increase from 97.4% to 98%.

By June 2009, the percent of **all female** students at the proficient level or above on the 3rd grade math MSA will increase from 97.2% to 98%.

Grade 4:

By June 2009, the percent of **all students** at the proficient level or above on the 4th grade math MSA will increase from 96.7% to 98%.

By June 2009, the percent of **African American** students at the proficient level or above on the 4th grade math MSA will increase from 93.8% to 96%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 4th grade math MSA will increase from 94.1% to 96%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 4th grade math MSA will increase from 87.5% to 92%.

By June 2009, the percent of **all male** students at the proficient level or above on the 4th grade math MSA will increase from 96.7% to 98%.

By June 2009, the percent of **all female** students at the proficient level or above on the 4th grade math MSA will increase from 96.8% to 98%.

Grade 5:

By June 2009, the percent of **all students** at the proficient level or above on the 5th grade math MSA will increase from 97.3% to 98%.

By June 2009, the percent of **African American** students at the proficient level or above on the 5th grade math MSA will increase from 93.3% to 95%.

By June 2009, the percent of **Free and Reduced Meals** students at the proficient level or above on the 5th grade math MSA will increase from 85.7% to 92%.

By June 2009, the percent of **Special Education** students at the proficient level or above on the 5th grade math MSA will maintain at 100%.

By June 2009, the percent of **all male** students at the proficient level or above on the 5th grade math MSA will increase from 97.4% to 98%.

By June 2009, the percent of **all female** students at the proficient level or above on the 5th grade math MSA will increase from 97.2% to 99%.

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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.				
Strategies:				
<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 Voluntary State Curriculum through professional development 3. Provide embedded, specific MSA type math practice to familiarize students with the MSA test format. 4. Communicate with parents via telephone, email, interims, and conferences to keep parents informed on their student’s progress and attendance in the intervention focus plan for math. 5. Monitor & record monthly progress of students in all subgroups with a combination of summative math assessments, math benchmarks, and the averages for the weekly intervention plan assessments. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Analyze school-level AYP data and individual student level performance data to determine which students need to participate in the Small Group Interventions.	Administrators, Special Educators, Grade Level Teachers, Resource Teachers	Daily September 2007-June 2009	Math Summative Assessments Short Cycle Assessments MSA Data, 2008-2009	Ongoing
Implement an Intervention Plan for identified students, grades K-5	Administrators, Special Education Teachers, Resource Teachers	Daily September 2007-June 2009	Pre and Post Tests Daily Scores Short Cycle (Summative) Assessments Benchmark Assessments Teacher Logs	Ongoing
Implement Calendar Math and Basic Facts Review for grades 1-5.	Special Education Teachers, Resource Teachers	Daily September 2007-June 2009	Math Summative Assessments Short Cycle Assessments MSA Data, 2008-2009	Ongoing

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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.				
Use regularly scheduled grade level team meetings for data sharing and analysis.	Administrators, Grade Level Teachers, Special Education Teachers, Resource Teachers,	Monthly September 2008-June 2009	Short Cycle (Summative) Assessments Benchmark Assessments Meeting Logs	Ongoing
Use central office instructional resource personnel and facilitators to provide ongoing, job-embedded professional development relative to implementing research-based math instructional strategies in the classrooms.	Leadership Team	Quarterly, September 2007-June 2009	Classroom Observations & Feedback, Short Cycle (Summative) Assessments, Benchmark Assessments	Ongoing
Analyze the data from benchmarks and summative assessments in order to identify “at risk” students early in the school year.	Grade Level Teachers, Special Education Teachers, Resource Teachers, Administration,	Grade Level Meetings following each Short Cycle Assessment (Sequence of Units and Assessment Calendar), September 2007-June 2009 Full Team of Persons Responsible – Quarterly, September 2007-June 2009	Short Cycle (Summative) Assessments, Benchmark Assessments	Ongoing

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<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>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: By June 2009, all students earning a certificate of attendance will continue to maintain 100% proficient or advanced on the ALT MSA.</p>				
<p>Strategies: Collaborate across special education, general education, and support services to provide students with disabilities a program in the least restrictive environment.</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
Continue to implement Foundations and Edmark through flexible allocation of resource personnel in order to accelerate achievement of at risk students as measured by embedded assessments.	Administration Special Educators	September 2007 through June 2009	Alt-MSA portfolios IEP Quarterly Progress Reports	Ongoing

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<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>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: All children who are eligible as a result of automatic criteria will be enrolled in a prekindergarten program.</p>				
<p>Measurement: In 2004-2005, 100% of eligible prekindergarten students had access to BCPS prekindergarten programs. In succeeding years, all eligible prekindergarten students will continue to have access to BCPS prekindergarten programs.</p>				
<p>Strategies: All eligible students have been and will continue to be accommodated.</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
Work with the Office of Early Childhood to implement registration activities	Teachers SLP, Nurse, Counselor, Related Services, Reading Specialist, administration	Spring 2009 through Fall 2009	Early School Readiness Screening Program (PreK Screening)	Ongoing

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<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): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: All students will score 80% proficient or higher on all reading assessments, benchmarks and short cycle assessments.</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 Voluntary State Curriculum through professional development 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Analyze school-level AYP data, DIBELS data, Houghton Mifflin Assessments to determine which students need to participate in the Small Group Interventions.	Administrators Reading Specialist Special Education Resource Teachers Grade level teachers	September 2007 to June 2009	Fluency Formula Fluency Phrases Open Court Fluency 2008-2009 MSA Data	Ongoing
Implement Small Group Instruction to identified students.	Administrators Reading Specialist, Special Educators Grade level teachers Resource personnel	September 2007 to June 2009	Open Court Fluency 2007-2008 MSA Data SIPPS, FOUNDATIONS, FLUENCY FORMULA	Ongoing

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<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): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p> <p>Target: Relay Elementary will continue to have 94% or higher daily average attendance for all students, and for each subgroup.</p>				
<p>Strategies: Raise awareness among all stakeholders about the importance of regular attendance.</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
Use Attendance Committee to monitor	Administration, School Nurse, Counselor, PPW	Quarterly Meetings, September 2007-June 2009	Attendance Data & % of students earning attendance ribbons each quarter	Ongoing.
Call home after absence of 3 days.	Classroom Teacher, School Nurse and School Counselor	As needed, September 2007-June 2009	Attendance Data	Ongoing

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<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): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS Standard)</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Diagnose English proficiency or English Language Learners to ensure proper placement. 2. Monitor the reading and math progress of all ELL students using the reading and math benchmarks, the reading short cycle assessments, and the math summative assessments. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Customize schedules and prioritize ESOL services to ELL students not meeting English proficiency levels on the state-mandated IPT (Idea Proficiency Test)	ESOL Teacher	September 2007-June 2009	Idea Proficiency Test	Ongoing.

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<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>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p> <p>Target: All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain proficiency by the end of their third school year (BCPS Standard) on the reading and math MSA.</p>				
<p>Strategies: Provide ESOL services for English Language Learners not meeting English proficiency levels.</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
ESOL service will be provided for English Language Learners that did not meet English Proficiency on the state mandated Idea Proficiency Test	ESOL Teacher	September 2007-June 2009	Idea Proficiency Test	Ongoing

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<p>Performance Goal 4 All students will be educated in school environments that are safe and conducive to learning.</p>				
<p>Performance Indicator 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)</p>				
<p>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: Expectations are shared with parents in the student handbook, Parent Handbook, Positive Behavior Brochure, Code of Conduct Matrix, monthly newsletter, the school website, and Back-to-School night.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Implementation of the new Character Education Program school-wide. 2. Continue to implement school-wide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide. 3. Use school-wide positive behavior management plan in order to improve the school climate 				
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 classroom guidance programs that focus on teaching children about positive behaviors and activities.	School Counselor, Classroom Teachers	September 2007-June 2009	Decreased Behavior Referrals	Ongoing
Implementation of the Relay School-wide Character Education Program via Class guidance lessons, TV studio, Newsletter, & School Banner.	Administration, School Counselor, Classroom Teachers	September 2007-June 2009	Decreased Behavior Referrals	Ongoing

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<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): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: By June 2009, the percent of parents who indicated a favorable response to the 5 questions related to parent satisfaction with school climate on the parent survey will increase from 97% to 100%.</p>				
<p>Strategies: Provide child-friendly, clean, caring, and secure learning environments.</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
Tools for Schools Team will monitor the physical school environment using the Tools for School criteria.	Tools for School Team	September 2007-June 2009	Data from Tools for School Checklist	Ongoing
Visitors will check in at the office and be issued a visitor’s badge in order to keep unauthorized individuals out of the building	Administration, Office Staff, Lobby Teachers	September 2007-June 2009	Number of visitors badges issued	Ongoing

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<p>Performance Goal 6 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>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target By June 2009, conferences and contacts with parents/guardians will increase 10%, from 1931 to 2124.</p>				
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Provide guidelines and strategies for home-school conferences. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Accommodate parent/guardian work schedules by providing a flexible number of conferences, such as conferences in the morning or evening.	Teachers Administration	September 2007-June 2009	Conference sign-in sheets Shared-Folder data	Ongoing
Professional Development for staff to provide strategies on conducting successful parent conferences.	School Counselor Administration	September 2007-June 2009	Feedback from parents regarding conferences	Ongoing

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<p>Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.</p>				
<p>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)</p>				
<p>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using "from-to" language.</p>				
<p>Target: By June 2009, Relay will provide opportunities for parents to be engaged in their child's educational process, such as "Open House", Back-to-School Night, Volunteer Training, American Education Week, Grandparents Day, Math, Reading and Multicultural Night, MSA Night, Field Day, Annual Polar Express Assembly, Donuts for Dad, Muffins for Mom, and STEM fair.</p>				
<p>Strategies: Expand recognition opportunities for students, parents, community and business partners.</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
Parents will be invited to attend various activities during the school day, and after school to provide opportunities to support students in their education.	Leadership Team All teachers	Quarterly	Increase attendance of parents	Ongoing
Parents will be invited to receive mandatory Volunteer Training.	School Counselor	Monthly or as needed	Number of parent volunteers	Ongoing

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<p>Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.</p>				
<p>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)</p>				
<p>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p>Target: By June 2009, Relay will provide opportunities for parents to be engaged in their child’s educational process, such as “Open House”, Back-to-School Night, American Education Week, Grandparents Day, Reading, Math and Multicultural Night, MSA Night, Music Outreach for Senior Citizens, STEM fair and Drama Club performance.</p>				
<p>Strategies: Promote school-based parent/community events</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
Increase parental involvement and communications by collaboration between the PTA, faculty and administration.	Administration School Counselor Parental Involvement Team	September 2007-June 2009	Number of parent contacts per grade level	Ongoing
Drama Club	Drama Team	October 2007-June 2009	Number of parent volunteers and student members, along with attendance at drama production.	Ongoing

Relay 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)				
Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.				
Target: Relay Elementary will continue the partnership with UMBC.				
Strategies: Encourage business partnerships that support and 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
Support the PDS partnership with UMBC in order to strengthen university/school relationship and contribute to professional development	UMBC PDS Liaison School PDS Liaisons Administration Teachers	September 2007-June 2009	Number of student interns Professional development Feedback from Dr. Hrabowski’s presentation.	Ongoing
Actively participate in BCPS-UMBC strategic planning and coordinating	UMBC Site Coordinator	September 2007-June 2009	Implementation of the strategic plan	Ongoing
Disseminate information about UMBC via the school website	Administration UMBC Site Coordinor	September 2007-June 2009	Implementation of the strategic plan	Ongoing
Establish mentorship programs with UMBC students and Relay students.	School Counselor Administration	September 2007-June 2009	Implementation of the strategic plan	Ongoing

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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)				
Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.				
Target: School performance data and student recognition will be communicated via the monthly newsletter, connect Ed messages, Back-to-School night, and with quarterly student attendance awards.				
Strategies: Expand recognition opportunities for students, parents, community, university, 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
Develop a regular schedule of Connect-Ed. messages, newsletters, and other communications to maintain home/school communication.	Administration Teachers/Staff	September 2007- June 2009	Adhere to the schedule	Ongoing
Students will be recognized for improved academic achievement, self-development, effort and attendance.	Administration Teachers	Quarterly	Report Cards, Relay Review packets completed, individual class awards	Ongoing

School Improvement Team Membership

Name	Title	Signature of Stakeholder
Heidi Miller	Principal	
Brian Williams	Assistant Principal	
Eileen Gross, 5th	Reading Rep.	
Kathleen Benedick, 5th Stacey Beall, 5th	Math Representatives	
Mary Stuthmann	Technology Integration Teacher	
Denise Campbell	School Counselor	
Diana Moore	Kindergarten Teacher	
Lynn Federline, 1st	Primary Rep	
Betsy Hoidra	Special Ed Intermediate Rep	
Marge Ripke, 5th	Intermediate Rep	
Patricia Leppert, PE	Special Area Teacher	
Katie Preis, 3rd	GT Representative	
Stacey Beall, 5th	Math Representative	
Laura Blood, K	PDS Representative	

Data Sheet from Research, Testing, and Accountability