

**SECTION XI  
TEMPLATE FOR ELEMENTARY SCHOOLS**

**TEMPLATE FOR ELEMENTARY  
SCHOOLS**

**Issued:**

**Revised:**



**BALTIMORE COUNTY PUBLIC SCHOOLS**



**BALTIMORE COUNTY PUBLIC SCHOOLS**

**Focused on Quality: Committed to Excellence**

**2005 – 2006**

***SCHOOL IMPROVEMENT PLAN***

***FOR***

***Maiden Choice School***

***SUBMITTED BY:***

***Nancy Briganti***

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**Signature of Principal**

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**Signature of Area Assistant  
Superintendent for  
Approval of Targets**

**DATE: (INSERT DATE)**



## DESCRIPTION OF THE SCHOOL

Maiden Choice School is located in the southwest region of Baltimore County, and serves students living in the southwest region and northwest region, west of Reisterstown Road.

Maiden Choice School is located in Arbutus, but is not a community school. Our students live in the wide variety of communities in the northwest and southwest regions of Baltimore County. The single most unique characteristic of our catchment area is that it houses the largest concentration of group homes and foster homes within the entire state.

As a public separate day school for students who have profound educational disabilities, Maiden Choice School's enrollment consists entirely of students who receive special education services. We have 17 classrooms, serving students between the ages of 3 and 21 years. Currently 43% of MCS students use wheelchairs, and an additional 7% have limited ambulation skills. Forty percent of students require tube feedings or a mechanically prepared diet. Ten percent of students have private duty nurses, and approximately 85% are incontinent.

Maiden Choice School students attend art, music, adapted physical education, and library classes each week, with a master schedule similar to that of a comprehensive elementary school. Classroom instruction focuses on the voluntary state curriculum, with content delivered at appropriate levels with grade level materials. Important instruction in life skills is infused throughout these lessons. Classroom staff, special area teachers, and related service providers are assigned to instructional groups that function similar to grade level teams. Each instructional group has a Team Leader selected by the administration.

Programs of special note include:

*Community Based Instruction (CBI)* – Each instructional group is assigned one day each week during which it has priority for scheduling CBI trips. CBI trips support the Voluntary State Curriculum, and infuse life skills essential for our students to learn.

*Integration of Non-disabled Peers* – Maiden Choice School offers a reverse mainstreaming program. Typically achieving peers are integrated into our preschool and primary classes to promote the development communication, social, play, and behavior skills.

*Mobility Opportunities Via Education (MOVE)* – Maiden Choice School is an international Model Site for this mobility program that teaches students to sit, stand, and walk so that they may more readily access their educational programs. MOVE utilizes a top-down approach to teaching, and yields measurable gains in students' cognitive, communication, and sensory-motor skills as well as in their mobility.

Of our 15 classroom teachers and 4 special area teachers, only one is conditionally certified. All other teachers are fully certified in special education.

An instructional assistant is assigned to each of our 15 classes, and an additional IA works with our Library-Media/Academics Resource teacher. Our staff also includes 2 full-time nurses, 2 half-time nurses, 2 full-time health assistants, a guidance counselor, 0.4 FTE psychologist, a 0.3 FTE technology integration teacher, 1.2 FTE speech-language pathologists, and full-time occupational and physical therapists. Ten students are accompanied to school by a private duty nurse, and 7 students have personal assistants. In addition, 2 paid helpers are employed to provide additional adult support in selected classrooms.

Targeted Poverty and Title I funds have historically been used to create a 0.5 FTE social worker position. This year, a 1.0 FTE has been split to create a .4 social worker position and a .6 FTE Alt-MSA Facilitator position. Grant funds that have traditionally been used to fund these positions will be used to purchase materials to support the implementation of the Voluntary State Curriculum and to purchase updated classroom furniture. The Maiden Choice School administration includes a principal and assistant principal. Five Team Leader stipends are allocated to the school, and school funds are used to pay the stipend for a sixth Team Leader, so that each instructional group includes a Team Leader.

**BALTIMORE COUNTY PUBLIC SCHOOLS  
PROJECTED RESOURCE ALLOCATION FOR FY06**

School: Maiden Choice School

Principal: Sharon L. Ward

Authorized by: Richard M. Milbourne

Date: January 21, 2005

DESCRIPTION OF ALLOCATION	Office or Grant Manager	STAFF		RESOURCES \$'s	NUMBER DAYS
			FTE		
Positions (Teaching, Support, & Administrative)	Pos. Maint.		50.9		
Supplies and Materials (Non Salary Funding)	Budget			\$38,530	
Lunchroom Assistants (Elementary Only)	Pos. Maint.		0.6		
Substitutes - Secondary Only (FY05 Approx.)	Budget				
Extended Year Employment (EYE)	Pos. Maint.				8
Title I Programs	Title I			\$28,750	
Title I FY05 Carryover	Title I			\$13,893	
State Intervention Reconstitution Eligible Funds					
Magnet Program	Sp. Prgms. K-12				
Third Party Billing	Thrd. Prty. Blng.			\$18,906	
Career and Technology	CTE				
			51.5	\$100,079	8

**ORGANIZATION FOR INSTRUCTION**  
**Elementary Schools**

**ORGANIZATION FOR INSTRUCTION**

*Start and end time for the school day:* 8:45 A.M. TO 3:15 P.M.

*Times that recess is scheduled:* Classes do not include recess in their daily schedules. Time is allocated each day for Recreation/Leisure lessons.

*Blocks of times allotted to each subject area:*

- Classroom teachers are required to schedule time each day for instruction in each of the areas of the Voluntary State Curriculum.
- Life Skills learner domains (Communication, Decision Making, Interpersonal, Recreation/Leisure, Community, Personal Management, and Vocational Skills) are integrated into content domain lessons.

*Identify the groupings of students for instruction:*

- Students are heterogeneously grouped into classes based on their age and cognitive needs. Class age groupings include PreK 3s and PreK 4s, ages 5 – 8 years, 9 – 11 years, 12 – 14 years, 15 – 17 years, and 18 – 21 years.

*Identify subject areas/grades that are departmentalization for instruction:* N/A

*Identify pull out, tutorial, after school, and Saturday programs:* N/A

*Describe how the school provides for the inclusion of special education students in regular classrooms to receive instruction in the least restricted environment:*

- Since Maiden Choice is a public separate day school serving only students who receive special education services, it is not possible for us to include students in general education classrooms.
- Typically developing peers are integrated into our PreK, K, and primary classes.
- Opportunities for our school-aged students to interact with non-disabled individuals are provided primarily through our Community Based Instruction trips. Classes are developing partnerships with students at the Catonsville Alternative Center and comprehensive schools such as Relay ES, and Westchester ES.

*Provide information on the class sizes in the school:*

Classes	Class 1	Class 2	Class 3	Class 4	Class 5
Pre Kindergarten	4:1:1	3:1:1			
5, 6, 7, 8 year olds	6:1:1	6:1:1			
9, 10, 11, 12 year olds	5:1:1	6:1:1	6:1:1	6:1:1	
12, 13, 14 year olds	7:1:1	6:1:1			
15, 16, 17 year olds	7:1:1	6:1:1			
17, 18, 19, 20	7:1:1	7:1:1	7:1:1	7:1:1	

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

### ORGANIZATIONAL WORKSHEET

Maiden Choice School (Title 1) 410-887-1431

Agency: SWA

Organization: 0111

Department	Current FTE	Requested FTE	Authorized FTE	Positions to Cut/Add
<a href="#">ART</a>	1.0000	1.0000		
<a href="#">AUXILIARY SERVICES</a>	0.3000	0.3000		
<a href="#">GUIDANCE</a>	1.0000	1.0000		
<a href="#">HEALTH</a>	0.0000	0.0000		
<a href="#">LIBRARY SCIENCE</a>	0.5000	0.5000		
<a href="#">MUSIC</a>	1.0000	1.0000		
<a href="#">PHYSICAL EDUCATION</a>	1.0000	1.0000		
<a href="#">PUPIL SERVICES</a>	3.5000	3.4000		
<a href="#">READING</a>	0.0000	0.0000		
<a href="#">SPECIAL EDUCATION</a>	19.3000	17.3000		
<b>* Teacher Subtotals:</b>	<b>27.6000</b>	<b>25.5000</b>	<b>25.5000</b>	<b>0.0000</b>
<a href="#">ADMINISTRATION</a>	2.0000	2.0000		
<b>Admin Subtotals:</b>	<b>2.0000</b>	<b>2.0000</b>	<b>2.0000</b>	<b>0.0000</b>
<a href="#">CUSTODIAL SERVICES</a>	3.5000	3.5000		
<a href="#">PARA-PROFESSIONALS</a>	25.9000	19.9000		
<b>Support Subtotals:</b>	<b>29.4000</b>	<b>23.4000</b>	<b>23.4000</b>	<b>0.0000</b>
<b>Grand Totals:</b>	<b>59.0000</b> as of 02/15/2005	<b>50.9000</b> as of 7/29/2005	<b>50.9000</b>	<b>Add 0.0000</b>
<b>Special Education Breakdown:</b>				
Autism	0.0000	0.0000		
Classroom Teachers	18.1000	16.1000		
Crisis Interventionists	0.0000	0.0000		
Hearing Impaired	0.0000	0.0000		
Speech Language Pathologists	1.2000	1.2000		
Visually Impaired	0.0000	0.0000		
<b>Special Education Subtotals:</b>	<b>19.3000</b>	<b>17.3000</b>		

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.</p>			
<p><b>Performance Indicator 1.4</b> All students who earn a Certificate of Attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)</p>			
<p><b>Targets</b> By June 2006, all students earning a certificate of attendance will earn 80% mastery on reading and math IEP goals.</p>			
<p><b>Measurement:</b> In 2003-2004, 88% of students with disabilities who are candidates for certificates of attendance met or exceeded the state standards for the ALT-MSA in reading. In 2003-2004, 87% of students with disabilities who are candidates for certificates of attendance met or exceeded the state standards for the ALT-MSA in mathematics. By 2008, 95% of students with disabilities who are candidates for certificates of attendance will meet or exceed the state standards for the ALT-MSA, and the percentage will increase to 100 % by 2012.</p>			
<p><b>Strategies:</b></p>			
<p>Collect and analyze quarterly IEP Progress Report Data regarding percentage of IEP goals mastered.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Chart the percentage of reading and math IEP goals mastered each quarter for each student.	Instruct Team	Quarterly	SIT Review
Instructional groups meet to analyze and discuss data collected quarterly.	Team Leaders	Quarterly	SIT Review
Instructional groups and administrators meet to adjust daily instruction to target increased achievement relative to data collected quarterly.	Administrators	Quarterly	SIT Review
Conduct staff development regarding writing measurable and attainable IEP goals and objectives.	Instruct Team	Fall 2005	Staff Development Log

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.</p>			
<p><b>Performance Indicator 1.5</b> Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>			

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.</p>			
<p><b>Performance Indicator 1.5</b> Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2006, 90% of special education students will increase from basic to proficient or advanced in reading on the ALT-MSA.</p>			
<p>By June 2006, 70% of special education students will increase from basic to proficient or advanced in math on the ALT-MSA.</p>			
<p><b>Measurement:</b> The 2003-2004 baseline percentages of participating special education students who met or exceeded the state standards for ALT-MSA were 88% in reading and 87% in mathematics. The 2004-2005 ALT-MSA results will be available in the summer. By 2008, 95% of participating special education students will meet or exceed the state standards for ALT-MSA, and the percentage will increase to 100% by 2012.</p>			
<p><b>Strategies:</b></p>			
<p>Train teachers in the Voluntary State Math Curriculum</p>			
<p>Utilize Design Review and Lesson Study to plan and implement effective instruction</p>			
<p style="text-align: center;"><b>New Initiatives:</b></p>			
<p>Conduct VSC trainings with math curriculum office</p>		<p>Instruct Team</p>	<p>Fall 05 SIT Review</p>
<p style="text-align: center;"><b>Activities Continuing from Prior Years:</b></p>			
<p>Instructional groups plan math/reading lessons collaboratively, observe each other conducting lessons, discuss implementation and student performance, and adjust lesson plans</p>		<p>Team Leaders</p>	<p>Ongoing SIT Review</p>
<p>Include specific commendations and recommendations regarding implementation of VSC during classroom observations</p>		<p>Administrators</p>	<p>Ongoing SIT Review</p>

## SCHOOL IMPROVEMENT PLAN

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<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.</p>			
<p><b>Performance Indicator 1.21</b> All schools will achieve an attendance rate of at least 94%. (State standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2006, the attendance rate for all subgroups not meeting 94% will increase from 84% (2004-05) to 90% .</p>			
<p><b>Measurement:</b> In 2002-2003, 78.8% of all schools achieved the state attendance standard of 94%. In 2003-2004, 76.4% of all schools achieved the state attendance standard of 94%. All schools will achieve the 94% attendance rate by 2012.</p>			
<p><b>Strategies:</b></p>			
<p>Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.</p>			
<b>New Initiatives:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Provide a section in the parent newsletter to recognize excellent student attendance (2 or fewer days absent per quarter) and a thank you to parents for their support.	Administrators	Ongoing	SIT Review
Send parents and students a “congratulations” letter each quarter for their commitment to excellent attendance (2 or fewer days absent per quarter)	Administrators	Ongoing	SIT Review
Create an attendance committee (such as PPW, Social Worker, Guidance Counselor, Administrator, etc.) to review monthly attendance and identify students who are absent one or more days per week in order to provide assistance and support for parents.	Administrators	Ongoing	SIT Review

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 3</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>				
<p><b>Performance Indicator 3.1</b> All teachers and paraprofessionals will meet the requirements for “highly qualified,” as defined by <i>No Child Left Behind</i> and the <i>Bridge to Excellence in Public Schools Education Act</i>. (BCPS standard)</p>				
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>				
<p>By June 2006, all teachers and paraprofessionals who are not highly qualified will have a plan in place to meet the certification requirements.</p>				
<p><b>Measurement:</b> The 2002-2003 baseline BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.4%; and paraprofessionals, 45.1%. In 2003-2004, BCPS system-level percentage of teachers meeting the requirements for highly qualified was 89.9%; and paraprofessionals, 61.0%. By 2005-2006, 100% of BCPS teachers and paraprofessionals will meet the requirements for highly qualified.</p>				
<p><b>Strategies:</b></p>				
<p>Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of nontenured or provisionally certified teachers.</p>				
<b>New Initiatives:</b>		<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Provide tutorials/assistance for paraprofessionals who have not met highly qualified status		Instruct Team	Ongoing	% of highly qualified
<b>Activities Continuing from Prior Years:</b>		<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Encourage all teachers and paraprofessionals to meet the highly qualified standards, by accessing community college partnerships, testing options (e.g., ParaPro), and college partnership/resident teacher certification		Administrators	Ongoing	% of highly qualified staff
Recruit and support a high quality instructional staff who meet recognized teaching and industry certification standards.		Administrators	Ongoing	% of highly qualified staff
Utilize Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers.		Office of Personnel	Ongoing	% of highly qualified staff

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<p><b>Performance Goal 3</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>			
<p><b>Performance Indicator 3.2</b> All teachers and paraprofessionals will participate in “high quality” differentiated professional development, as defined by <i>No Child Left Behind</i>. (State standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2006, all teachers and paraprofessional will have completed at least one “highly qualified” differentiated professional development activity.</p>			
<p><b>Measurement:</b> BCPS will demonstrate continuous growth in the percent of teachers participating in high quality professional development as measured by the biennial Maryland Teacher Professional Development Survey. The BCPS baseline of 43% is based on the results of the 2003-2004 survey as compared to the state baseline of 44%. BCPS target: By 2011-2012, 100% of BCPS teachers will participate in high quality professional development as measured by the biennial Maryland Teacher Professional Development Survey.</p>			
<p><b>Strategies:</b></p>			
<p>Provide a variety of “high quality” professional development opportunities that focus on teachers’ and paraprofessionals’ assessed needs to ensure that they meet “highly qualified” status by 2005-2006.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Increase the awareness of teachers and paraprofessionals regarding opportunities in the Continuing Professional Development Catalog and systemwide identified Professional Development Calendar.	Instruct Team	Ongoing	% of highly qualified staff
Encourage teachers and paraprofessionals to participate in cohort partnerships for content credit and/or degrees.	Administrators	Ongoing	% of highly qualified staff
Encourage teachers and paraprofessionals to participate in college partnerships for content credit and/or degrees.	Administrators	Ongoing	% of highly qualified staff
Encourage teachers and paraprofessionals to participate in systemwide professional development opportunities.	Administrators	Ongoing	% of highly qualified staff

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<b>Performance Goal 3</b> By 2005-2006, all students will be taught by highly qualified teachers.			
<b>Performance Indicator 3.2</b> All teachers and paraprofessionals will participate in “high quality” differentiated professional development, as defined by <i>No Child Left Behind</i> . (State standard)			
Disseminate information regarding professional development opportunities posted in the Superintendent’s Bulletin to all teachers and paraprofessionals in the school.	Administrators	Ongoing	% of highly qualified staff
Use instructional resource personnel, such as teacher mentor trainers, resource teachers, and facilitators to provide teachers with job-embedded professional development.	Alt-MSA Facilitator; academic and vocational resource teachers	Ongoing	% of highly qualified staff
Collaborate with university partners to provide high quality professional development for new and veteran teachers in Professional Development Schools.	Administrators	Ongoing	% of highly qualified staff
Encourage new teachers to attend New Teacher Induction (including second-year late hires who missed NTI as first-year teachers).	Administrators	Ongoing	% of highly qualified staff
Encourage tenured teachers to participate in the Aspiring Leader Program.	Administrators	Ongoing	# teachers in ALP

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School: Maiden Choice School

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<b>Performance Goal 3</b>			
By 2005-2006, all students will be taught by highly qualified teachers.			
<b>Performance Indicator 3.4</b>			
All new teachers in Title I schools will meet the standard of “highly qualified” when hired. (State standard)			
<b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b>			
By August 2005, all new teachers hired in Title I schools will be “highly qualified.”			
<b>Measurement:</b> In 2002-2003, 71.4% of Title I teachers met the requirements for highly qualified. In 2003-2004, 100% of newly hired teachers in Title I schools met the requirements for highly qualified. The 2004-2005 data will be available in the summer of 2005. In 2005-2006, 100% of newly hired teachers in Title I will meet the requirements of highly qualified.			
<b>Strategies:</b>			
Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of nontenured or provisionally certified teachers.			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Encourage all teachers and paraprofessionals to meet the highly qualified standards, by accessing community college partnerships, testing options (e.g., ParaPro), and college partnership/resident teacher certification	Administrators	Ongoing	% of highly qualified staff
Utilize Quality Teacher Incentive Act elements to recruit and retain highly qualified teachers.	Office of Personnel	Ongoing	% of highly qualified staff

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 3</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>			
<p><b>Performance Indicator 3.5</b> 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)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By September 30, 2005, all parents/guardians will be advised of the qualifications of their child's teachers.</p>			
<p><b>Measurement:</b> In 2002-2003 and 2003-2004, 100% of parents of students in Title I schools were notified of the qualifications of their child's teacher. In 2004-2005, 100% of parents of students in Title I schools were notified of the qualifications of their child's teacher. 2005-2006 data will be available in the fall. In 2007-2008, 100% of parents of students in all schools will be notified of the qualifications of their child's teacher.</p>			
<p><b>Strategies:</b></p>			
<p>Continue to monitor and communicate with parents Baltimore County Public Schools' progress toward having all students taught by "highly qualified" teachers and paraprofessionals.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Disseminate and communicate appropriate educational background information and certification to parents in the Title I schools.	Administrators	9/05	N/A

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<b>Performance Goal 4</b>			
All students will be educated in school environments that are safe and conducive to learning.			
<b>Performance Indicator 4.1</b>			
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
<b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b>			
By June 2006, all fire drills, and other emergency drills will be recorded on the school Emergency Plan to demonstrate competency in all safety areas.			
<b>Measurement:</b> In 2004-2005, a baseline survey of stakeholders' perceptions of the extent to which schools are safe, orderly, and nurturing environments will be administered.			
<b>Strategies:</b>			
Provide attractive, clean, caring, and secure learning environments.			
Continue inter-department and inter-agency teams to implement schoolwide Safety and Emergency Plans and the countywide Critical Response Plan and Emergency Safety Management Guide.			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Continue to ensure that all medications are administered in accordance with BCPS procedures.	Nurses	Ongoing	Health Records
Ensure that one other person other than the school nurse and health assistant are trained in CPR and first aid. (State regulation)	Administrators	Fall 2005	Documentation
Utilize the pupil personnel worker to strengthen communications and mutual support between families and school personnel by using strategies such as home visits, student, parent, or team conferences to inform families of strategies to use at home.	PPW & Social Worker	Ongoing	Service Logs
Develop a Critical Response and School Emergency Safety Management Plan and update it on a yearly basis.	SIT	August 2005	Plan Filed
Post the Critical Response and School Emergency Safety Management Plan on the Intranet and give a copy to the local police precinct commander.	Principal	September 2005	Plan Posted
Conduct Critical Response and School Emergency Safety Management Plan practice drills.	Principal	Ongoing	Drill Log

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

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<b>Performance Goal 4</b>			
All students will be educated in school environments that are safe and conducive to learning.			
<b>Performance Indicator 4.1</b>			
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)			
Use various communication forms, such as PTA meetings and school newsletters to inform the greater school community of the plan and its purpose.	Administrators	Fall 2005	Newsletter article
Create a home living classroom	Instruct Team	Fall 2005	Classroom completed
Purchase updated, accessible furniture	SIT Team	Fall 2005	Purchases completed
Create murals throughout building	Art Teacher	2005-06	Murals displayed

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.</p>			
<p><b>Performance Indicator 4.2</b> All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By September 30, 2005, 100% of students and parents/guardians will sign the “Student Handbook Acknowledgement Form” and return it to the school.</p>			
<p>By September 15, 2005 (Back to School Night), all teachers will provide parents/guardians with academic and behavioral expectations for success. Copies will be sent to those who do not attend the school function.</p>			
<p><b>Measurement:</b> In 2002-2003, 2003-2004, and 2004-2005, 100% of BCPS parents/guardians received published expectations and notification of the responsibilities for students and parents/guardians. Published notification of expectations will continue to 100% of parents/guardians annually.</p>			
<p><b>Strategies:</b></p>			
<p>Identify and train all staff in the implementation of effective student behavior management programs and the Student Handbook requirements.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Inform parents/guardians of the Code of Conduct and ways to help reinforce behavioral expectations at back-to-school meetings, in PTA meetings, and in monthly newsletters and/or other publications.	Principal	Ongoing	Log
Have students return the signed acknowledgment form to the school to be kept on file as evidence that students received the handbook.	Classroom Teachers	9/05	Forms filed
Provide time for school counselors, psychologists, and other key staff to consult with teachers to assist them in the development of behavior management plans for students and general classroom management.	“Pelicans” Team	Ongoing	Log of consults

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning..</p>			
<p><b>Performance Indicator 4.3</b> Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS.)</b></p>			
<p>By June 2006, students, parents/guardians and staff will complete a survey evaluating the academic program, environment and/or school facility.</p>			
<p><b>Measurement:</b> In a 2003-2004 sample, 94% of elementary school parents expressed overall satisfaction with their children’s schools; and 88% of elementary parents felt that they were safe and secure. Ninety two percent (92%) of middle school parents expressed overall satisfaction with their children’s schools; and 91% of middle school parents felt that they were safe and secure. An on-line stakeholders’ satisfaction survey will be administered to establish baseline data for 2004-2005.</p>			
<p><b>Strategies:</b></p>			
<p>Provide attractive, clean, caring, and secure learning environments.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Use school culture and climate assessment forms found in the Positive Behavior Planning Guide to assess the perception of the school community.	SIT	Spring 2006	Analysis of survey results
Contact the Office of Health Services if any parents/guardians express concerns linking their child’s health to the school building/environment.	Principal	Ongoing	Log
Work with SW Area Assistant Superintendent, Executive Director of Federal and State Programs, and representatives from the Office of Physical Facilities—Construction & Engineering regarding renovations needed to create an environment for students who have physical limitations.	Administrators	Fall 2005	Capital projects planned

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.</p>			
<p><b>Performance Indicator 6.1</b> Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2006, the conferences with parents/guardians of grade increase from to 90 percent.</p>			
<p><b>Measurement:</b> In a 2003-2004 sample, 63% of elementary schools, 67% of middle schools, and 75% of high schools increased student, parent/guardian, and teacher conferences by at least 10%, compared with 2002-2003. The 2004-2005 data will be available in the Summer 2005. By 2007-2008, all schools will have increased conferences by 10% annually.</p>			
<p><b>Strategies:</b></p>			
<p>Provide guidelines and strategies for student-parent-teacher conferences.</p>			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Provide staff development and technical support to assist teachers in conducting effective parent-teacher-student conferences.	Instruct Team	Fall 2005	Staff Development Log
Utilize information on how to prepare for parent-teacher conferences, providing sample questions to assist parents/guardians in partnering with the school and the teachers.	Instruct Team	Fall 2005	Staff Development Log
Provide training to teachers, paraprofessionals, bus drivers, attendants, and parents regarding MOVE	MOVE Site Trainers	Early dismissal, assessment, & professional development days	Staff Development Log

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<b>Performance Goal 6</b>			
Engage parents/guardians, business, and community members in the educational process.			
<b>Performance Indicator 6.2</b>			
Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)			
<b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b>			
By June 2006, the number of volunteers in the school will increase from 10 to 25.			
<b>Measurement:</b> In a 2004 sample, 72% of schools increased volunteers and tutors in support of student achievement by at least 10%, compared with 2003. By 2007-2008, all schools will have increased volunteers and tutors by 10% annually.			
<b>Strategies:</b>			
Expand recognition opportunities for students, parents, community, and business partners.			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Create a wall of fame display or bulletin board to highlight volunteers helping with school activities and events.	Inspire & Involve Teams	Ongoing	Wall created
Host volunteer appreciation events; highlight volunteers in the school or PTA newsletter. Send thank you notes to those who volunteer and tutor.	Inspire & Involve Teams	Ongoing	Contact log
Principal & Assistant Principal host lunch to honor volunteers each semester.	Principal & AP	January & June	Log
Volunteers are invited to End-of-Year Picnic for recognition of their efforts.	Inspire & Involve Team	May	Picnic held

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<b>Performance Goal 6</b>			
Engage parents/guardians, business, and community members in the educational process.			
<b>Performance Indicator 6.3</b>			
Increase the number of parents/guardians participating in Back-To-School Night and student events annually by 10% per school. (BCPS standard)			
<b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b>			
By June 2006, the number of parents/guardians attending Back-To-School Night will increase from 12 to 20.			
<b>Measurement:</b> In a 2003-2004 sample, 59% of elementary schools, 61% of middle schools, and 56% of high schools increased parent/guardian participation in Back-to-School Night by at least 10%, compared with 2002-2003. The 2004-2005 data will be available in the summer of 2005. By 2007-2008, all schools will have increased participation in Back-to-School Night and student events by 10% annually.			
<b>Strategies:</b>			
Expand recognition opportunities for students, parents, community, and business partners.			
<b>Activities Continuing from Prior Years:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Distribute a schedule of notices, memos, telephone calls, newsletters and other communications to inform families on a regular basis of school events and activities.	Principal	Ongoing	Log
Contact the local newspapers or Chamber of Commerce to include reminders about upcoming student events, providing information on the importance and impact of parent involvement on student success.	Involve Team	Ongoing	Log
Create a school/classroom website to inform the community of events; include a parent page.	School webmaster	Ongoing	Web updated
Recognize a different community/business partner/or parent volunteer or tutor monthly in the school newsletter. Highlight how the activities support the school and student achievement.	Inspire Team	Ongoing	Newsletter articles
Host Back-to-School Picnic and provide incentives to students and parents for parent attendance	Team leaders/Inspire	9/14/05	Attendance Log
Appoint "Good News Ambassador" to increase public engagement	Principal	8/05	Log

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 7</b> Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.</p>			
<p><b>Performance Indicator 7.1</b> All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2005, a results report regarding the school's performance will be available to all stakeholders.</p>			
<p><b>Measurement:</b> In 2003-2004, school-level results reports that were aligned with the system's annual results report were provided to all schools and those reports were used to develop 2004-2005 school improvement plans. This process will continue annually.</p>			
<p><b>Strategies:</b></p>			
<p>Create informational brochure regarding school programs and student achievement.</p>			
<b>New Initiatives:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Work with BCPS Communications Office to compose informational school brochure.	Administrators/SIT	Winter 2006	Brochure created

## SCHOOL IMPROVEMENT PLAN

School: Maiden Choice School

Principal: Nancy Briganti

<p><b>Performance Goal 8</b> All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.</p>				
<p><b>Performance Indicator 8.1</b> All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)</p>				
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>				
<p>By June 2006, the number of teachers who have high-capacity computers on their desks will increase from 13-15.</p>				
<p><b>Measurement:</b> The 2003-2004 inventory indicated that CPU count of MSDE and BCPS standard computers was 3.9:1 for students and 1:0.95 for teachers, 1:0.99 for administrators, and 1:0.99 for clericals.</p>				
<p><b>Strategies:</b></p>				
<p>Expand the number of high-capacity computers.</p>				
<b>Activities Continuing from Prior Years:</b>		<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
<p>Use school resources to supplement the number of computers provided by the system to achieve 1 to 1 teacher ratio.</p>		<p>Technology liaison</p>	<p>Spring 2006</p>	<p>Inventory</p>

<p><b>Performance Goal 8</b> All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.</p>			
<p><b>Performance Indicator 8.2 :</b> All schools and offices will have high-capacity computers at the ratio of one computer per five students by 2005, one computer per school-based teacher, administrator, and clerical by 2006 and one computer per central office administrative/supervisory and clerical staff by 2007.</p>			
<p><b>Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS)</b></p>			
<p>By June 2006, the school will document technology use and upgrade needs in each classroom.</p>			

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<p><b>Performance Goal 8</b> All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.</p>			
<p><b>Performance Indicator 8.2 :</b> All schools and offices will have high-capacity computers at the ratio of one computer per five students by 2005, one computer per school-based teacher, administrator, and clerical by 2006 and one computer per central office administrative/supervisory and clerical staff by 2007.</p>			
<p><b>Measurement:</b> The 2003-2004 inventory indicated that CPU count of MSDE and BCPS standard computers was 3.9:1 for students and 1:0.95 for teachers, 1:0.99 for administrators, and 1:0.99 for clericals.</p>			
<p><b>Strategies:</b></p>			
<p>Upgrade computers to high speed capability</p>			
<b>New Initiatives:</b>	<b>Responsibility</b>	<b>Date</b>	<b>Progress</b>
Replace aging computers/macs	Computer liaison	Ongoing	Inventory June 06