

**Chapel Forge
Early Childhood Center**

School Improvement Plan

2008-2009

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Mission

The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement and monitor a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be reviewed, evaluated and refined regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades K-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups make adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as, the *Bridge to Excellence in Public Schools Act* and the *Voluntary State Curriculum*.

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Section I: Executive Summary

Introduction

Chapel Forge is one of four large Early Childhood Centers in Prince George's County that serves the needs of disabled and developmentally delayed children from birth through four years old. This past year over 457 children living in one-fourth of the geographical area of the county were served by approximately 110 staff members. Chapel Forge offers educational programs as well as therapies designed to support the children in attaining their Individual Family Service Plan (IFSP) and Individualized Educational Program goals (IEP). These therapies include speech and language, occupational, and physical therapies as well as itinerant vision and hearing services. The vision of Chapel Forge Early Childhood Center incorporates a collaborative and transdisciplinary model that addresses children's individual needs as described in their Individual Family Service Plans (IFSPs) and Individual Education Programs (IEPs). By modifying the curriculum and devising individual accommodations and strategies; all teachers, therapists, paraprofessionals, families, and other stakeholders implement appropriate activities that provide a strong foundation for our students' future success in more inclusive settings.

The Chapel Forge staff also includes a psychologist, a school counselor, a school nurse, and adapted physical education teachers. Infants receive services in their homes, daycare settings, or on-site. At Chapel Forge, there are classes for toddlers through four year-olds. Toddlers and three year olds attend half-day sessions and four year-olds attend a full day. Some children with more intensive needs are also in a full-day program. Class sizes range from 6 to 12 depending on the intensity of the children's needs. Each class has a special educator and a paraprofessional educator. At any time, several children may have private duty nurses or classroom assistants assigned to them. Chapel Forge also has two full-day Head Start classes and one Pre-k class. These classes consist of 18 children each, including six to seven special education students in each class. A co-teaching approach between the General Education teacher and a Special Education teacher provides significant and important opportunities for inclusion of disabled with non-disabled children. All classes incorporate the county pre-k curriculum and Voluntary State Curriculum as developmentally appropriate to the needs of the students.

Due to the ages of the children at Chapel Forge, the school does not participate in MSA testing.

School Demographics

The families of our students represent all socioeconomic groups. Our school receives excellent local support from businesses, charitable and civic groups, and churches. The campus is well maintained and located in a quiet suburban community.

Chapel Forge serves children with all disabilities except those who are primarily hearing-impaired. These disabilities include mental retardation, orthopedic impairments, language disabilities and delays, medical disabilities and syndromes that interfere with learning, emotional and behavioral problems, and disorders in the autism spectrum. Our student population contains a significant number of students born prematurely or with low birth weight. They may be referred through the Infants and Toddlers Office or through Child Find at any age from a few weeks old to four years-old for an evaluation. Children who demonstrate delays in one or more areas are then referred for early intervention. This year there are 160 children in the Infants and Toddlers Program including 121 children seen at home, and approximately 250 in the Preschool program, There are 36 children in the Head Start program and 11 general education students in the Pre-k. Twelve of the Head Start children have special needs. Close to twenty children receive their services in community preschool settings. Approximately 11% of all students qualify for free or reduced price lunch. While each child brings unique challenges, common areas of parent concerns appear especially significant for referral and hence, remediation: delays in walking or talking, and problem behaviors. Of the 446 students in the program, 67% are male, 33% are females, 64% are African or African American, 22% are White, and 14% are Asian and Hispanic.

Despite the shortage of Special Educators in our county and across the country, Chapel Forge has been able to attract and retain a high caliber faculty. The experience of the staff at Chapel Forge is evenly distributed from one year to over thirty years. Among teaching staff, 100% have either a standard or advanced professional certificate. Among the related service providers (speech therapists, occupational therapists, and physical therapists), 100% are fully certified. Five staff members have Doctorate degrees. One teacher **gained** National Board

Section I: Executive Summary

certification and several others are working toward National Board certification. Because of the variety and complexity of disabilities, the staff is committed to a Transdisciplinary approach to the delivery of services. Staff works collaboratively with parents and each other for planning, training, and working with children. New staff members are mentored by experienced staff members as well as by those with specific skills or disciplines. This collaboration facilitates the development of IFSPs and IEPs that have multiple service providers working with the same child. Due to the challenges the children face and the treatment programs that are developed, staff require access to current information in rapidly changing fields. The Chapel Forge staff enrolls in courses and attends workshops and conferences. They then deliver information to the staff during our transdisciplinary meetings every other Wednesday, as well as through formal faculty meetings and workshops and informal hands-on demonstrations of techniques with children. All faculty members belong to program level teams as well as to one of 12 committees that focus on overall program components and enhancements. These committees serve as constant conduits for the flow of ideas across all program areas and are the major vehicles for school wide changes.

Major initiatives and how these efforts will improve student performance.

A unique partnership with a neighboring elementary school has been established. Yorktown Elementary School and Chapel Forge have continued a mentoring program at Chapel Forge whereby intermediate-aged Yorktown students support students at Chapel Forge by visiting our school and assisting our students in classroom-based activities. The Yorktown students help provide opportunities for language and socialization with more typically-developing children. This inclusion event is a highlight not only for our students, but also for the Yorktown students as well.

Every child in the Infants and Toddlers Program has an Individualized Family Service Plan. Every child from age three through four has an Individualized Education Program. The Prince George's County Early Childhood Curriculum, Voluntary State Curriculum, Curriculum Frameworks, along with the ECC Criterion Referenced Test provides the basis for the choices of objectives and strategies used to address each student's disabilities and goals. These are in eight domains: cognition, fine motor, gross motor, receptive language, expressive language, adaptive, personal-social, and speech/articulation skills.

While there are eight domain focus areas in the Early Childhood Centers (cognition, expressive language, receptive language, personal/social skills, adaptive skills, fine motor, gross motor, and speech/articulation), the 2008-2009 School Improvement Plan specifically emphasizes communication, socialization, parent involvement, fine motor, and curriculum. This emphasis is in response to the changing program and the fact that our children may be moving into more inclusive settings at an earlier age.

Over the past school year, children at all age levels met or exceeded the mastery criteria in all domains, i.e. 70% of objectives in the targeted domains were mastered by the end of the IEP period for those objectives where it is anticipated that mastery will be attained. The staff has identified many strategies that appear to make a major impact on the success of the children.

While supporting data demonstrates significant progress in the wide variety of programs by the students, the staff is committed to investigating and implementing strategies that research in each disability field finds promising. Examples of some of the newer best practices can be seen in the Autism Program, sensory integration, Assistive Technology, one-on-one drills, and intense staffing. Major initiatives of the plan address children, parent, and staff needs:

1. Staff needs include continued training/practice in techniques that enhance the communication skills of children who have little or no speech:

Section I: Executive Summary

- presenting picture communication symbols (PCS), visuals, objects, and/or photos in daily routine activities
 - identifying strategies that encourage children to use PCS, objects, or photos to communicate their choices
 - encouraging the imitation of speech sounds through use of the toys in a speech box
 - identifying and setting up assistive communication devices for children to activate for communication.
2. Staff needs continue to include access to and training in technology:
 - to address the preparation and maintenance of mandated special education compliance documents and student data collection;
 - the use of software to create student materials and to present lessons;
 - instruction in beginning computer skills to students (as developmentally appropriate) and the introduction of software that enhances student language development;
 - the use of assistive communication devices that enable students to be successful in communicating with adults and peers;
 - access to internet websites as resources to gain information about unusual medical conditions and new ideas for teaching and treatment.
 3. Our occupational therapists continue to provide classroom teachers with specific strategies and materials to enhance student success in fine motor and beginning handwriting skills, especially Handwriting without Tears for younger children. In addition, they assist in strategies that target feeding and oral motor difficulties, sensory needs, and adaptive skills needed to be successful in less restrictive environments.
 4. To improve social interaction skills of children, Chapel Forge will continue several activities from last year. Buddy classes will be assigned with the intent that two classes will plan weekly activities together to give the children more exposure to larger class sizes. Also, a committee will form to plan monthly large group activities in which the whole school can participate. This will also give the children more opportunities to be with larger groups of children and have more opportunities to practice language and social skills.
 5. To provide children with a language and concept rich program that emphasizes age appropriate content with developmentally appropriate activities to ensure that children are challenged to exceed their limitations, our staff has identified the continuation of the Preschool Literacy Program and use of the county-wide preschool curriculum.
 6. The staff and parents need to have a current knowledge of the variety of educational placements to which their students transition after Chapel Forge. This information is used in program mapping to ensure that children leave the program with the critical cognitive, personal-social, and adaptive skills necessary to meet the expectations of general education programs. This will be accomplished through visitations to general education and special education programs for primary-aged children, as well as with ongoing articulation between Chapel Forge staff and the staff of the students' neighborhood schools.

The 2008-2009 SIP includes major staff development activities for these initiatives. Among these are multiple opportunities to participate in computer training and augmentative communication strategy workshops through school system and outside workshops. The Special Education Office is working with all Early Childhood Special Education Centers on the goal of raising student achievement through the Transdisciplinary Service Delivery approach. Planning time is provided through the adjustment of student's hours. Two days per month are set aside for direct training, consultation, and home visits. In addition, if children have critical life skills on their IEPs and are in jeopardy of regression or are displaying breakthrough opportunities, they may be eligible for Extended School Year services which helps maintain their current levels of functioning.

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Subgroups

Aside from the two Head Start classes and one Pre-k class that provide inclusive opportunities for our children, Chapel Forge is comprised of mostly special education students. Demographically, less than 11% of our students have limited English proficiency. Translators are provided as needed at all IEP Team meetings and Annual Review conferences. Chapel Forge does not have a limited English proficient group at this time.

Safe and Orderly Environment:

A priority for our program is to maintain a safe and orderly environment. Chapel Forge staff is involved in ensuring this environment is maintained.

- The guidance counselor and teachers provide continuing instruction in social skills including peer and adult interaction, turn-taking, managing emotions, coping, and respect. The guidance counselor involves selected, at-risk children in social skills groups which target specific social objectives.
- A behavior intervention team comprised of the guidance counselor, school psychologist, principal, and coordinator is available to assist in classrooms where a child is in need of direct intervention. This team also provides information to staff and parents about behavior techniques. The school is currently using a program entitled *1-2-3 Magic* to address the behavior needs of our young children. The video of this program is available for parents to view at home. In addition, several professional development workshops will be designed to address behavior concerns. Parents will also be invited to attend.
- Staff members communicate regularly with families through communication books, phone calls, newsletters, and formal and informal meetings. Staff members also conduct home and daycare visits to support our students in other environments.
- The Chapel Forge attendance rate for the 2007-2008 school year was 94%. This is good in spite of health concerns of students which may cause some absenteeism.
- The school safety committee updates the Emergency Plans regularly and keeps the staff abreast of any changes. A staff in-service is conducted within the first month of school to review school-wide and county procedures. Fire drills are done on a monthly basis and other emergency drills are routinely conducted.

Parent/Family Involvement

Although parent attendance rates at IEP Team meetings and Annual Review conferences are high, parent involvement in the Parent-Teacher Organization (PTO) is limited due to the brief time that many of our students attend Chapel Forge. This is a challenge to our program continuity, especially as our children become more able to access inclusive community settings. Chapel Forge has very active parent involvement in the development and review processes related to IFSPs and IEPs. The percent of parents attending at least one conference per year is at 95%. Parents who do not attend conferences are involved by phone and written correspondence. Parents are offered an array of support and informational meetings as well as media resources such as a lending library and a dynamic Chapel Forge website that also serves as a portal to major disability websites. Weekly newsletters are sent home along with announcements of activities and opportunities for parents and children at school and in the community. Chapel Forge also offers parent informational sessions as children are preparing to transition from one level to the next. A small, but active and dedicated core of members of the Parent-Teacher Organization provides topics of interest to parents. This year, the Chapel Forge staff has identified Parent Involvement once again as a key area of focus. Several key initiatives will be continued. These include a monthly newsletter, *Bear Necessities*, containing suggestions for home activities for behavior, oral motor, speech, socialization, health and adaptive skills as well as school news, shared events, and curriculum information. Another initiative is to have parents participate with the staff in workshop opportunities during some designated Transdisciplinary planning days. This past year, our Sibling Awareness Night and Family Fun Night were a huge success so those will also continue.

Section I: Executive Summary

Historically, parent participation with the SPMT has been lacking. Children are placed at Chapel Forge based on their needs and when the needs change, their placement may change as well. This presents a challenge for gaining and keeping parents involved with long term planning.

While Chapel Forge maintains no formal partnerships with businesses or organizations, many local churches, charitable organizations, and businesses have provided outstanding support to our students, their families, and our programs. Among these are:

- the Brotherhood of the Paternal Order of the Elks
- the Knights of Columbus,
- the Civitans
- the Southern Comforters
- the Daughters of American Veterans
- St. Pius Church
- St. Matthew's Methodist Church
- Largo Community Church
- South Bowie Mothers group
- Yorktown Elementary *Best* program
- Primary Day School of Bethesda
- Holy Trinity Church

In addition, the City of Bowie's Education Committee offers many benefits to Chapel Forge through small grants for particular projects, funding for the National Teacher Certification Program, and yearly recognition for teacher excellence. Many wonderful efforts have been coordinated through our various school committees such as the Family Involvement Committee and the Public Relations Committee. These many separate organizations have funded activities and events that have enriched the lives of our children, their families, and our staff. Chapel Forge is also a Professional Development School with Bowie State University. We place many pre-service teachers and interns with our certified, experienced staff to provide opportunities for them to apply their skills and knowledge in a comprehensive special education setting. It also provides Chapel Forge staff with professional development opportunities at the college level.

Section II: Progress Report (Evidence of Need)

A. Narrative Discussion

A. Developmental Overview for an Early Childhood Special Education Setting

ADAPTIVE DOMAIN:

The Functional Adaptive Domain consists of objectives which focus on self-help skills as well as skills involving a child's ability to attend to stimuli over increasing periods of time; assuming personal responsibility for actions; engaging in purposeful activity for specific periods of time; or following through with an activity to completion. Acquisition of these skills is critical as children transition from dependence to independence. As students transition to general education inclusion programs, this independence will be expected of them.

GROSS MOTOR DOMAIN:

The Gross Motor Domain consists of objectives that focus on establishing and maintaining control over the large muscles in the body. Locomotion skills which enable a child to move from one place to another are sequenced from the very early stages of creeping and crawling to the more advanced stages of using stairs with alternating feet and skipping. The bank of objectives includes items which assess the child's ability to use the large muscle system in a coordinated and integrated manner. As children grow and mature, they continue to develop new motor skills and refine others by performing physical tasks during peer play.

RECEPTIVE LANGUAGE DOMAIN:

Receptive language development represents comprehension: the listener understands and develops the ability to derive meaning through decoding the language heard. Many factors contribute to developing understanding such as cognitive development; therefore, some items may appear to be more cognitive in nature.

Chapel Forge's educational program is predominantly communication/language-based. Language infuses all activities that are part of a child's day. Using and understanding the meaning of language is inherent in a myriad of daily educational activities in a transdisciplinary manner across all domains and settings. The staff consistently utilizes programs and strategies that enhance language development and researches educational literature to determine if other effective strategies are research-based.

EXPRESSIVE LANGUAGE DOMAIN:

Expressive language includes vocal production, word use, vocabulary expansion, and more specifically, the speaker's ability to use words, phrases and sentences spontaneously for specific purposes. The developmental sequence of goals in the expressive domain has significance for those individuals with alternative or augmentative communication systems. Cognition also presents as a significant variable. For example, a student who uses an augmentative device that is accessed through scanning, must use cognitive skills to successfully row scan. This skill may in fact be higher than the skills required to accomplish a targeted objective. It is important, therefore, to use augmentative communication techniques that are appropriate for the developmental level of the targeted objective. A major focus of Chapel Forge is the attention paid to communication-based instructional activities. Cross-curricular programming is evident in math, motor development, thematic units, reading, language arts, language therapy, science, and handwriting.

PERSONAL SOCIAL DOMAIN:

The personal social domain consists of objectives that measure a child's ability to participate in positive and meaningful relationships with both peers and adults. Relationships begin to occur in the early stages of infancy when a child learns to develop a sense of trust with his primary caregiver, and to respond to social contacts from adults. Children, subsequently, expand their capabilities of doing things

Section II: Progress Report (Evidence of Need)

A. Narrative Discussion

for themselves. The personal social domain addresses this shift from dependence to independence by including objectives which address a child's ability to express emotions and attitudes; to learn rules and match adult expectations; to develop feelings of self-worth; to interact with peers cooperatively and to recognize the roles of children and adults in different settings.

FINE MOTOR DOMAIN

The focus of the goals in this domain is not to measure cognition or language development, but to increase the development and quality of a child's fine motor skills. Fine motor tasks include finger and hand control and coordination. Preschool examples include picking up and releasing objects, opening and closing doors, turning pages, buttoning, zipping, tying, and using a crayon or pencil properly. Visual perception skills relate vision to hand use in order for the child to purposefully plan and execute the steps needed to complete tasks and projects such as building towers, copying basic shapes, coloring within lines, and handwriting development. Teachers and occupational therapists follow a hierarchy of sequential steps of processes to strengthen and develop finger and hand skills as children become developmentally able to perform such tasks.

COGNITIVE DOMAIN:

The Cognitive Domain encompasses skills which begin in the sensorimotor stage with an infant's interaction with his environment. Later objectives address a child's ability to grasp concepts and draw relationships (e.g. comparisons, sequencing, seriation, temporal and spatial relations). Other objectives within the domain assess a child's thinking skills, which are needed to identify and solve problems. These items may include analysis, evaluation, and judgment. Many items in the objective bank also measure school-related skills, which are critical for successful achievement in school. These skills include reading, spelling, mathematics, and writing. Differentiated instruction enables a student to acquire cognitive skills in a developmentally appropriate sequence.

Section II: Progress Report (Evidence of Need)
 B. Student Performance Data
 Early Childhood Center

**Contributing Factors/ Barriers to Success
 Activities to Continue and/or Enhance**

**STUDENT PERFORMANCE DATA: EXPRESSIVE AND RECEPTIVE LANGUAGE
 COMMUNICATION**

Action Plan Objective: 70% of assigned objectives in the expressive language domain and the receptive language domain were mastered by the end of the IEP period for those objectives where it is anticipated that mastery will be attained

Measurement: Quarterly collection and analysis of individual student data collection reports by special educators, therapy ancillaries, school system specialists.

School Year 2007- 2008 Results:

Domain: Expressive Language

student birth year	school program	percentage of objectives mastered by the end of IEP reporting period
2005/2006	Infant-Toddler-- all disabilities	77.7% June, 2008
3 year olds	Preschool – all disabilities	87.9% June, 2008
4 year olds	Preschool – all disabilities	93.6% June, 2008
All preschool	Autism	89.1% June, 2008
All preschool	Preschool Speech	95.8% June, 2008

Domain: Receptive Language

student birth year	school program	percentage of objectives mastered by the end of IEP reporting period
2005/2006	Infant-Toddler-- all disabilities	80.0% June, 2008
3 year olds	Preschool --all disabilities	94.7% June, 2008
4 year olds	Preschool -- all disabilities	90.1% June, 2008
All preschool	Autism	89.1% June, 2008
All preschool	Preschool Speech	94.1% June, 2008

Section II: Progress Report (Evidence of Need)

B. Student Performance Data

Early Childhood Center

CONTRIBUTING FACTORS/ BARRIERS TO SUCCESS

The majority of the children entering Chapel Forge ECC are significantly language delayed, both receptively and expressively, and meeting their individual needs is a significant challenge. Children demonstrate an array of disabilities that impact language development and multiple strategies are required to provide the differentiated instruction that helps them succeed. Speech/Language pathologists have large caseloads of students to service. During the last four years, CFEECC has incorporated a variety of strategies into our preschool curriculum to ensure that all students have some form of communication system that works for their individual needs. These strategies include sign language, picture communication symbols (PCS), and augmentative communication devices (switches, voice output devices). Students who demonstrate significant language delays are constantly evaluated in a transdisciplinary way that enable the IEP team to develop ongoing strategies and techniques with the purpose of improving the child’s ability to communicate.

ACTIVITIES TO CONTINUE AND/OR ENHANCE

Chapel Forge is committed to following these major initiatives regarding student performance in communication (specifically expressive language): incorporating speech/language boxes and language therapy into the classroom curriculum; using PCS, augmentative communication devices, objects, and sign language where appropriate; and collaborative work among classroom staff and therapy partners. Workshops are offered throughout the school year to assist staff in determining which techniques and strategies are most appropriate for individual children. The Transdisciplinary Model continues to provide opportunities for collaboration among all service providers as they implement instructional strategies for individual students.

Another major initiative is the continuation of the utilization of the county pre-k curriculum and themes. The pre-k curriculum follows developmental guidelines in literacy and reading to promote language development. Literacy activities are enhanced each year as staff becomes familiar with the curricular components and the instructional materials which support the curriculum.

STUDENT PERFORMANCE DATA: Fine Motor:

Action Plan Objective: 70% of assigned objectives in the fine motor domain were mastered by the end of the IEP period for those objectives where it is anticipated that mastery will be attained

Measurement: Quarterly collection and analysis of individual student data collection reports by special educators, therapy ancillaries, school system specialists.

School Year 2007- 2008 Results:

Domain: Fine Motor

student birth year	school program	percentage of objectives mastered by the end of IEP reporting period
2005/2006	Infant-Toddler-- all disabilities	87.5% June, 2008
3 year olds	Preschool -- all disabilities	80.6% June, 2008
4 year olds	Preschool -- all disabilities	88.4% June, 2008

All preschool	Autism	100.0% June, 2008
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Section II: Progress Report (Evidence of Need)

B. Student Performance Data

Early Childhood Center

CONTRIBUTING FACTORS/BARRIERS TO SUCCESS

Several contributing factors point to the successful implementation of fine motor skill development at CFEEC. Increased parent education and parent training workshops designed to assist parents and caregivers with techniques and strategies have improved many students' abilities to practice and strengthen fine motor skills at home. A staff focus group has prepared homework bags that include pre-handwriting, coloring instructional materials. By working with their children at home, parents begin to provide them with the practice and reinforcement that eventually fosters more appropriate independence. Chapel Forge occupational therapists provide the staff with in-service training sessions that lead to the development of specific accommodations and techniques for students who need additional fine motor support. Additionally, students are able to use picture communication symbols and topic boards to familiarize themselves with the hierarchy of steps that are inherent in fine motor task activities. Students often enter the program with immature physical development and orthopedic impairments as well as sensory related issues. These students typically need many practice opportunities and routines to develop independent fine motor skills. Additionally, all members of the child's IEP team become informed about best practices that relate to the sensory needs of certain students.

ACTIVITIES TO CONTINUE AND/OR ENHANCE

Strategies that have been successfully implemented include the utilization of fine motor carts to provide a wide array of activities for students to explore. Therapists assist staff in determining each child's optimum positioning as they use classroom chairs. More sensory strategies are utilized in the classroom setting as staff receives practical training in developmental techniques. "Handwriting Without Tears" is the program used for preschool students as they become developmentally able to perform pre-writing and writing tasks. Children are gradually being introduced to computer skills, such as finger isolation and mousing. InterWrite programs allow students to interact with electronic writing tasks at a large whiteboard. The positioning techniques at this vertical surface are important for preschool students as they learn to perform activities across midline. Students are required to perform fine motor tasks as they occur throughout the school day. The reinforcement opportunities and practice routines that have been initiated will be expanded to improve student performance in this domain.

STUDENT PERFORMANCE DATA: PERSONAL SOCIAL

Action Plan Objective: 70% of assigned objectives in the personal social domain were mastered by the end of the IEP period for those objectives where it is anticipated that mastery will be attained

Measurement: Quarterly collection and analysis of individual student data collection reports by special educators, therapy ancillaries, school system specialists.

School Year 2007- 2008 Results:

Domain: Personal Social

student birth year	school program	percentage of objectives mastered by the end of IEP reporting period
2005/2006	Infant-Toddler -- all disabilities	75.0% June, 2008
3 year olds	Preschool -- all disabilities	92.7% June, 2008
4 year olds	Preschool -- all disabilities	90.9% June, 2008

All preschool	Autism	88.3% June, 2008
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Section II: Progress Report (Evidence of Need)
B. Student Performance Data
Early Childhood Center

CONTRIBUTING FACTORS/BARRIERS TO SUCCESS

At Chapel Forge, the majority of the population exhibits significant language delays which adversely affect their ability to express their wants, needs, and frustrations. A smaller population has been identified as having significant behavioral needs that may not be related to poor language skills. Children's poor social skills become more evident when they are placed in a structured program where demands are placed on them. Personal social skills are necessary for a child's success in the general education setting. Difficulties in this area may impact a child's participation in the general education classroom when academically appropriate.

ACTIVITIES TO CONTINUE AND/OR ENHANCE

To assist our students in their social skills development, Chapel Forge ECC will continue to implement behavioral strategies including *1-2-3 Magic* and positive behavior supports. These behavior management programs and strategies were demonstrated during staff development activities during the past school years. The school counselor conducts bi-monthly social-skills groups which target specific students whose behavioral needs reflect IEP objectives related to the guidance and/or counseling in the personal-social domain. The Chapel Forge Motor Development teachers instruct children on safe and appropriate play on the outside equipment. The custodial staff ensures that the equipment remains safe, clean, and free of any graffiti. School-wide large group activities during the school day and in the evening for school families are planned throughout the year to further provide instruction for appropriate socialization and behavior. Chapel Forge staff continues to plan and implement strategies and activities will enhance students' ability to enter inclusive community school settings when they leave Chapel Forge.

CFECC staff will assist in the development and presentation of the Risk Watch Program for preschool children. This national program delivers information to children as it teaches them safe behaviors at school, home, and in the community. The topics of discussion include bus safety, poison control, accessing fire and EMS services, water safety, avoiding falls, and tricycle safety.

**C: Discussion of School Climate Data: Summary of Findings,
Discussion of Factors Contributing to Improvement or Lack of Improvement,
Plans for Next Steps**

Although suspension data is not required for this age of student population, Chapel Forge has maintained a very low suspension rate over the past several years. Due to the age of our student population, suspensions are rare except in the most extreme cases. Because parents must be partners in changing their children's behaviors, Chapel Forge staff provides workshop opportunities for parents on a variety of topics related to behaviors. For students with significant behavioral concerns, the team convenes IEP Team meetings to develop behavior intervention assessments and plans with the parents. The Chapel Forge program offers a developmentally appropriate, structured and comprehensive toddler and preschool experience which focus on students' IEP objectives. In recognition of the importance of the mastery of personal-social skills, the SY2008-2009 School Improvement Plan includes a continued focus on activities that will enhance student success.

Section II: Progress Report (Evidence of Need)

B. Student Performance Data Early Childhood Center

D: Discussion of Attendance Data: Summary of Findings, Discussion of Factors Contributing to Improvement or Lack of Improvement, Plans for Next Steps

Chapel Forge serves a very diverse population of young children. Although attendance data is not required for this age of student population, the average attendance rate for the 2007-2008 school year was **96%**. A number of factors contribute to our absentee rate. A number of our students are medically fragile and cannot attend school on a regular basis because of susceptibility to infections which can be life threatening or because of temperature or other environmental conditions. Each semester, several students undergo operations for orthopedic and medical conditions. Many of our children were born prematurely and have associated respiratory problems. Preschoolers often experience normal childhood diseases that prevent them from attending school. All children require several immunizations to attend school. When children lack the necessary shots, they may not attend school. Some parents often do not yet understand the importance of daily attendance for their preschooler. In addition, it is sometimes challenging for parents to find appropriate child care for their special needs child.

Parents are routinely contacted by the classroom teacher, Principal, or school nurse when absences become frequent. If the absences continue, an IEP Team meeting may be convened with a Pupil Personnel Worker to address the problem. For students who cannot attend school due to chronic illnesses, Home Teaching services may be added to the student's IEP.

Section II: Progress Report (Evidence of Need)

B. Student Performance Data

Early Childhood Center

****** Because of the age-range of the Chapel Forge students (birth through age four), they do not participate in MSA Testing. This section is not applicable to Chapel Forge.**

By 2013-2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Goal 1 Students will reach high standards in core curricular areas. Objective 1 Reading

Two Year Goal

All students (in the aggregate*) in _____ School will meet MSDE intermediate goal for 2006 in reading on the Maryland School Assessment.

(*Aggregate comprises all students whose performance is included in AYP calculations.)

Annual Measurable Objective (2004-2005 School Year)

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2004-2005 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check , did not meet AYP. (Please check all subgroups where AYP was not met.)

	02-03	03-04	04-05
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective Milestone

70 percent of the students in grades 2-8 will perform at or above grade level on the Scholastic Reading Inventory (SRI) and scheduled Prince George's County quarterly benchmarks.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2004-2005 Maryland School Assessment.

Section II: Progress Report (Evidence of Need)

B. Student Performance Data

Early Childhood Center

Long Range Goal

By 2013-2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Goal 1	Students will reach high standards in core curricular areas.	Objective 1	Mathematics
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Two Year Goal

All students (in the aggregate*) in the Maryland School Assessment.	School will meet MSDE intermediate goal for 2006 in mathematics on _____
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Annual Measurable Objective (2004-2005 School Year)

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2004-2005 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check \checkmark , did not meet AYP.

(Please check all subgroups where AYP was not met.)

	02-03	03-04	04-05
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective Milestone

70 percent of the students in grades 2-8 will achieve a satisfactory score (70% or above) on scheduled Prince George's County quarterly benchmarks.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2004-2005 Maryland School Assessment.

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Section II: Progress Report (Evidence of Need)
 B. Student Performance Data
 Early Childhood Center

School Year Objective 1

Objective 1:			
A.	By June, 2007, the number of discipline referrals will decrease from _____	to _____	in June 2005 _____.
B.	By June, 2007, the number students suspended will decrease from _____	to _____	in June 2005 _____.
C.	By June, 2007, attendance will increase from _____	% in June 2005 to _____	% or higher.

Objective 1 Milestone

A.	At the end of each month, the percent of students receiving discipline referrals will decrease of the previous year(s). _____	below the same month
B.	At the end of each month, the number of students suspended will decrease by _____ the previous year(s).	below the same month of _____
C.	At the end of each month, the daily average attendance of students will increase by _____	

Objective 1 Evaluation

A.	PGCPS summary reports of discipline referrals will document an aggregate decrease of _____ receiving discipline referrals for each ESEA subgroup.	in the number of students
B.	PGCPS summary reports of the number of students suspended will document a decrease of _____ suspended.	in the number of students
C.	School system data will document the average daily attendance rate for students as 94.4% or higher.	

Section III:
A. Systemic Non-Negotiable Activities

After thorough review of the non-negotiables and analysis of the student population that we will serve, the school has determined that the non-negotiables are not applicable for the 2007-2008 school year. Our students will be from birth through 4 years old, and therefore, will not be taking MSA.

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Student achievement will increase in three core curriculum areas defined by the school, (personal-social, receptive and expressive communication, and fine motor skills) as measured progress attained on program-specific reporting measures. Objective 1A By May, 2009, 70% of the students will show measurable progress (increasing the number of skills mastered in each applicable domain) in the three core curriculum areas based on ECC CRT data collection. (collected three times during the school year (September, November and May). Objective 1B All Infant/Toddler students will meet their IFSP goals 80% of the time.</p> <p>Strategy 1: Curriculum instruction and assessment will be aligned with Early Childhood Center Curriculum, the county Pre-K curriculum and linked to the Maryland Voluntary State Curriculum for preschool students.</p> <p>Activity 1: Preschool special education students, Pre-k, and Head Start students will continue to follow the county Pre-k curriculum. Three year-old students will use the pre-k curriculum as developmentally appropriate in a half-day program.</p> <p>Implementation Timeline: August</p>	<p>Why action was selected: Student performance can be measured and quantified through the analysis of collected data to demonstrate adequate yearly progress.</p> <p>School data supporting action: Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: Early childhood research supports the critical links between communication, cognition, fine motor, and functional-adaptive skills. Piaget; NAEYC; Council for Exceptional Children.</p>	<p>Subgroups/Grade Levels: Head Start and Pre-k inclusion students Preschool Special Education students Infant/Toddler students</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>All students in the aggregate will meet their identified goals by the end of the 2008-2009 school year.</p> <p>Problems to be addressed to attain results: All students need some form of communication system (verbal, PCS, sign language, objects, photos, augmentative and assistive technology) to participate in instructional activities at their developmental level.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> Principal <ul style="list-style-type: none"> • Collect and analyze data *SPMT <ul style="list-style-type: none"> • Collect and analyze data Teachers Paraprofessional Therapists <ul style="list-style-type: none"> • Weekly data collection • Compile quarterly data for collection <p>How school system will support the activity:</p> <p>The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available.</p>	<p align="center">B1 Classroom Teacher Supplies 25,176 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Objective 1 Strategy 1 Activity 2: The Storytime Program will continue for students. Utilization of the curriculum themes and incorporation of augmentative communication strategies will assist students as they expand vocabulary, concepts, and literacy.</p> <p>Implementation Timeline: August through June</p>	<p>Why action was selected: Literacy activities will promote and facilitate student communication and literacy skills</p> <p>School data supporting action: Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: Learning to Read and Write: Developmentally Appropriate Practices for Young Children, May 1998.</p>	<p>Subgroups/Grade Levels: Head Start/Pre-k students Preschool Special Education students</p> <p align="center">Anticipated Results Expected measurable goals: Children will make progress related to IEP goals and objectives in the communication domains.</p> <p>Problems to be addressed to attain results: Student exhibit deficits in expressive and receptive language skills.</p>	<p>School-based person/department responsible for implementation and monitoring: Preschool Teachers and Support Teachers</p> <ul style="list-style-type: none"> • Ensuring attendance and participation in activities <p>*Preschool Literacy Program Teacher</p> <ul style="list-style-type: none"> • Align activities with curriculum themes <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available.</p> <p>County library/media services</p>	

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1 Objective 1.4: Address the needs of specific student groups.</p> <p>Strategy 1.4.1: Continue to implement and refine programs to strengthen the academic experiences of preschool students to prevent early school failure.</p> <p>By May 2009, 70% of the objectives in the receptive and expressive language domain will be mastered by the end of the IEP period for those objectives where it is anticipated that mastery be attained.</p> <p>Activity 1: Students who have very limited or no verbal skills will have increased opportunities to use objects, photos, sign language, PCS, computer software, and/or assistive technology devices throughout the school day.</p> <p>All teachers will use augmentative communication strategies(PCS, objects, photos, sign language and assistive technology devices) every day for sharing the daily schedule, identifying objects, and giving directions to their students as well as introducing and reinforcing vocabulary during daily circle lessons and other instructional activities.</p> <p>Implementation Timeline: Throughout the year</p>	<p>Why action was selected:</p> <p>The development of communication skills is critical to overall developmental performance of students with disabilities.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Engineering the Environment</i> by Caroline Musselwhite</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start and Pre-k inclusion students Preschool Special Education students Infants and Toddlers</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>All students in the aggregate will meet their identified communication goals by the end of the 2008-2009 school year</p> <p>Problems to be addressed to attain results:</p> <p>All students need some form of communication system (verbal, PCS, sign language, objects, photos, augmentative and assistive technology) to participate in instructional activities at their developmental level.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Principal: monitor implementation through formal and informal observation</p> <p>*Augmentative Communication Team - ACT (including SLPs, OTs, Autism Itinerant, and Tech Coordinator): provide assistance, professional development, classroom support, consultation</p> <p>Teachers and Paraprofessionals: implementation and data collection</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B2 Classroom Equipment under \$499 3,500 SOR</p> <p align="center">B3 Educational Communication Equipment 700 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Objective 1.4 Strategy 1.4.1 Activity 2 Teachers and paraprofessionals will incorporate Speech Boxes and Language Boxes into instructional activities each day for the development of oral-motor skills, pre-speech, speech articulation and language skills. Materials for Speech Boxes and Language Boxes will be purchased as needed.</p> <p>Implementation Timeline:</p> <p align="center">August through June</p>	<p>Why action was selected:</p> <p>The development of language and communication skills is critical to overall developmental performance of students with disabilities</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: Building Blocks of Communication by Mary Anzelmo and Diane Bonanni.</p> <p><u>First Bite</u></p>	<p>Subgroups/Grade Levels:</p> <p>Head Start and Pre-k inclusion students Preschool Special Education students Infants and Toddlers</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>All students in the aggregate will meet their identified communication and language goals by the end of the 2008-2009 school year</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in expressive and receptive language skills.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>ACT – support classroom instruction and provide assistance as needed</p> <p>*Teachers - implementation and data collection Paraprofessionals – support classroom instruction</p> <p>How school system will support the activity:</p> <p>The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available.</p>	<p align="center">B4 Classroom Teacher Supplies 25,176 SOR</p> <p align="center">B5 Classroom Teacher Supplies 25,176 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Objective 1.4 Strategy 1.4.1</p> <p>Activity 3 -- Teachers, paraprofessionals, occupational therapists and speech/language therapists will incorporate specific oral motor activities into instructional activities each day for the development of oral-motor and feeding skills. Each identified student will have their own individual oral motor bag. Materials for Oral Motor bag will also be purchased as needed.</p> <p>Implementation Timeline: August through June</p>	<p>Why action was selected:</p> <p>The development of language and communication skills is critical to overall developmental performance of students with disabilities</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: Building Blocks of Communication by Mary Anzelmo and Diane Bonanni.</p> <p>First Bite</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start and Pre-k inclusion students Preschool Special Education students Infants and Toddlers</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet their identified communication and language goals by the end of the 2008-2009 school year</p> <p>Problems to be addressed to attain results:</p> <p>Adaptive skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>ACT – support classroom instruction and provide assistance as needed</p> <p>Teachers - implementation and data collection</p> <p>Paraprofessionals – support classroom instruction</p> <p>*Occupational Therapists and SLPs: training, supplies, initial implementation, collecting quarterly data</p> <p>How school system will support the activity:</p> <p>The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available.</p>	<p>B4 Classroom Teacher Supplies 25,176 SOR</p> <p>B5 Classroom Teacher Supplies 25,176 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4</p> <p>Strategy 1.4.1: Continue to implement and refine programs to strengthen the academic experiences of preschool students to prevent early school failure.</p> <p>By May 2009, 70% of the objectives in the fine motor domain will be mastered by the end of the IEP period for those objectives where it is anticipated that mastery be attained.</p> <p>Activity 1: Preschool staff will use <i>the Handwriting Without Tears</i> (HWT) methodology as developmentally appropriate. These instructional activities will assist students in the acquisition of fine motor skills that will enable them to also handle fasteners, utensils, and writing tools more appropriately.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>Students who develop foundational prewriting skills will be more prepared to perform effectively in an inclusive educational setting at Kindergarten age.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Handwriting without Tears</i> by Jan Olsen</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p align="center">Anticipated Results Expected measurable goals: Students will increase adaptive and fine motor skills</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in adaptive and fine motor skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">*Preschool Teachers - implementation and data collection</p> <p align="center">Occupational Therapists: training and support as needed</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B6 Classroom Teacher Supplies 25,176 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4 Strategy 1.4.1 Activity 2</p> <p>Preschool classes will continue to include directed, daily lessons in fine motor activities. These lessons will emphasize student IEP objectives, hand strengthening, and tactile awareness. Lessons in tracing, coloring, cutting, and gluing skills will be incorporated into learning activities as well. Occupational therapists will consult with teachers on these lessons as needed. Materials from the fine motor carts will be available for program enhancement.</p> <p>Implementation Timeline: Throughout the year</p>	<p>Why action was selected:</p> <p>Students who develop foundational fine motor skills will be more prepared to perform effectively in inclusive educational settings.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Examples of Appropriate and Inappropriate Practices for 3 through 5 Year-Olds</i> (as presented at the Prince Georges County Public Schools Staff Development 8/15/07.</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p>Anticipated Results Expected measurable goals:</p> <p>Students will acquire fine motor and adaptive skills</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in adaptive and fine motor skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Preschool Teachers – implementation and data collection Paraprofessionals – support classroom instruction</p> <p>Occupational Therapists – consultation as needed</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP goals and objectives. The Special Education department provides program guidelines for special education students. Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p>B7 Classroom Teacher Supplies 25,176 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4</p> <p>Strategy 1.4.1: Continue to implement and refine programs to strengthen the academic experiences of preschool students to prevent early school failure.</p> <p>By May 2009, 70% of the objectives in the personal/social domain will be mastered by the end of the IEP period for those objectives where it is anticipated that mastery be attained.</p> <p>Activity 1: Provide opportunities for inclusion of students with disabilities with more typically developing students and provide opportunities for participation in large group activities.</p> <p>Activity 1.1: Special education preschool students will have inclusive opportunities during instructional time in co-taught Head Start and Pre-k classrooms at Chapel Forge. A lunch-buddy system with Head Start, Pre-k, and special ed students will also be implemented to provide additional inclusive opportunities for full day students (General education students and special education students will be paired during lunch time. Staff will be present to help facilitate interaction). The inclusion staff will share responsibilities in implementing the county curriculum and evaluation mandates, and in implementing and evaluating students' IEP objectives.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>Students who develop foundational personal social skills will be more prepared to perform effectively in inclusive educational settings.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Transdisciplinary Teaming: A Vital Component of Inclusive Services</i> (published in <i>Focus on Inclusive Education</i>, Fall 2003)</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p align="center">Anticipated Results Expected measurable goals: Increased mastery on identified IEP goals and objectives</p> <p>Problems to be addressed to attain results: Deficits in social and language skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Head Start/Pre-k Teachers – support activity</p> <p>Special Education Teachers – support activity</p> <p>Paraprofessional educators – support activity</p> <p align="center">Guidance Counselor – support activity</p> <p align="center">Therapists – support activity</p> <p align="center">*Principal – ensure implementation and follow-through</p> <p align="center">Coordinator – support activity</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B6 Classroom Teacher Supplies 25,176</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4 Strategy 1.4.1</p> <p>Activity 1.2: Special education preschool students from self-contained classrooms will have opportunities to participate with more typically developing students through planned and classroom activities with the Yorktown BEST (Better Educated Students Today) program.</p> <p>Implementation Timeline: Throughout the year</p>	<p>Why action was selected:</p> <p>Students who participate in large class activities will be better able to adjust to large class sizes in inclusive settings.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Transdisciplinary Teaming: A Vital Component of Inclusive Services</i> (published in <i>Focus on Inclusive Education</i>, Fall 2003)</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p>Anticipated Results Expected measurable goals: Students will increase communication and social skills.</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in communication and social skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Selected Preschool Teachers and Paraprofessionals – implement program</p> <p>*BEST Coordinator – organize classroom assignments and visitation schedule</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p>B7 Classroom Teacher Supplies 25,176</p> <p>B8 School Activity Transportation 2300 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4 Strategy 1.4.1</p> <p>Activity 1.3: Four year old students will have the opportunity to access the community library Story Time on a quarterly basis to increase inclusion opportunities. Infant/toddler teachers and therapists will continue to provide Storytime activities for toddlers at various county libraries.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>Students who participate in large class activities will be better able to adjust to large class sizes in inclusive settings.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Transdisciplinary Teaming: A Vital Component of Inclusive Services</i> (published in <i>Focus on Inclusive Education</i>, Fall 2003)</p>	<p>Subgroups/Grade Levels:</p> <p>Preschool (4 year-old students) Special Education students</p> <p>Infant/Toddler students and parents</p> <p>Anticipated Results Expected measurable goals: Students will increase communication, pre-literacy and social skills.</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in communication and social skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>*Four year-old teachers and Paraprofessionals</p> <p>Designated Infant/Toddler teachers and therapists</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP/IFSP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B7 Classroom Teacher Supplies 25,176</p> <p align="center">B8 School Activity Transportation 2300 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1: Objective 1.4 Strategy 1.4.1</p> <p>Activity 1.4: Students will participate in a large group activity in the form of buddy classes on a regular basis, for the purpose of developing social skills including: greeting, sharing, waiting, turn-taking, transitioning, engaging and developing relationships with peers and adults.</p> <p>Activity 1.5: Artists and performers will be invited to present developmentally appropriate performances as in-house field trips for students based on each month's theme. These large-group activities will promote the social skill development of children and provide them with opportunities similar to those experienced by students in least restrictive settings and inclusive environments</p> <p>Implementation Timeline: September</p>	<p>Why action was selected:</p> <p>Students who participate in large class activities will be better able to adjust to large class sizes in inclusive settings at Kindergarten age.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <i>Transdisciplinary Teaming: A Vital Component of Inclusive Services</i> (published in <i>Focus on Inclusive Education</i>, Fall 2003)</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p align="center">Anticipated Results Expected measurable goals: All students in the aggregate will meet identified goals for 2008-2009 in the Personal/social domain.</p> <p>Problems to be addressed to attain results:</p> <p>Difficulty with participating and attending during large group activities with peers.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Head Start/Pre-k Teachers Special Educators Paraprofessionals</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP goals and objectives. Transdisciplinary approach allows for planning time for Buddy class and large group activities.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B9 2000 PTO, Fundraisers, Donations</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1 Objective 1.5: Integrate cross-cutting themes.</p> <p>Strategy 1.5.1 Integrate technology into all curricular areas to increase students' skills and knowledge to support learning.</p> <p>Activity 1: Students will be exposed to and participate in developmentally appropriate learning activities that incorporate technology including InterWrite, Intellikeys, Safari Montage, United Streaming, etc. as they are developmentally able.</p> <p>Strategy 1.5.2 Continue to refine the Curriculum Framework Progress Guides to align with the VSC for Fine Arts.</p> <p>Activity 1: Preschool students will participate in structured art activities based on curriculum themes to enhance learning in a developmentally appropriate way.</p>	<p>Why action was selected:</p> <p><i>Multiple means of representation</i>, to give learners various ways of acquiring information and knowledge, <i>Multiple means of action and expression</i>, to provide learners alternatives for demonstrating what they know, <i>Multiple means of engagement</i>, to tap into learners' interests, offer appropriate challenges, and increase motivation.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: <u>Motivation for Learning</u> by Linda Burkhart NAEYC Technology and Young Children</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students Identified infants and toddlers</p> <p align="center">Anticipated Results Expected measurable goals: Increased skills across all domains</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in language, social skills, fine motor, cognition</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Head Start/Pre-k Teachers Special Educators Paraprofessionals Technology Coordinator Infant/Toddler Teachers</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B10 Instructional software 2500 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Student Achievement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 1 Objective 1.5: Integrate cross-cutting themes.</p> <p>Strategy 1.5.2 Continue to refine the Curriculum Framework Progress Guides to align with the VSC for Fine Arts.</p> <p>Activity 1: Preschool students will participate in structured art activities based on curriculum themes to enhance learning in a developmentally appropriate way.</p>	<p>Why action was selected:</p> <p><i>Multiple means of representation</i>, to give learners various ways of acquiring information and knowledge,</p> <p><i>Multiple means of action and expression</i>, to provide learners alternatives for demonstrating what they know,</p> <p><i>Multiple means of engagement</i>, to tap into learners' interests, offer appropriate challenges, and increase motivation.</p> <p>School data supporting action:</p> <p>Children learn and acquire skills through multi-sensory strategies</p> <p>Research-based support: Early Childhood research supports the critical links between communication, cognition, fine motor, and functional-adaptive skills. Piaget; NAEYC; Council for Exceptional Children</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students Identified infants and toddlers</p> <p>Anticipated Results Expected measurable goals: Increased skills across all domains</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in language, social skills, fine motor, cognition</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Special Educators Paraprofessionals Art Instructor</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B11 Paraprofessional 34,033 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Strategies to Attract (and Retain) Highly Qualified Teachers**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 3: All employees will be highly qualified, highly skilled, and effective.</p> <p>Objective 3.2 Increase retention rate for classroom teachers.</p> <p>Strategy 3.2.2: Provide support for non-tenured teachers.</p> <p>Activity 1: Establish mentor teacher for each new staff member and provide planning time to mentors and new staff to meet together as needed. The school administration will meet monthly with new and non-tenured teachers to discuss observations, compliance, paperwork, and timeline issues, certification requirements, and for the purpose of brainstorming classroom instruction strategies.</p> <p>Goal 3 Objective 3.4: Build teacher capacity through high quality professional development that results in improved student achievement.</p> <p>Strategy 3.4.1: Ensure that all systemic, regional, and school-based professional development is aligned with Maryland Professional Teacher Development standards and uses the planning guide.</p> <p>Activity 1: Provide training in the use of computer programs for special education compliance documents and IEPs as well as classroom-based activities such as InterWrite, Intellikeys, United Streaming, etc.</p> <p>Activity 2: Autism staff will continue to attend bi-weekly trainings to ensure developmentally appropriate classroom methodologies are utilized.</p> <p>Activity 3: Implement a plan for classroom visitations by other staff members for purposes of learning new strategies and techniques to best meet the diverse needs of the Chapel Forge student population. These will also include Learning Walks as mandated by PGCPs.</p> <p>Implementation Timeline: Throughout the year</p>	<p>Why action was selected:</p> <p>Chapel Forge maintains the purpose of educating all students by the most qualified educational staff available.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support:</p> <p>Data supports that student achievement is directly linked to the presence of a highly qualified instructional staff.</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k Preschool Special Education Infants and toddlers</p> <p>Anticipated Results Expected measurable goals: Students will benefit from instruction from highly qualified and motivated staff</p> <p>Problems to be addressed to attain results:</p> <p>Staff will need to understand certification responsibilities and educational class availability. Lack of qualified special educators</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Principal Mentors Autism Specialists All Staff</p> <p>How school system will support the activity:</p> <p align="center">County-wide mentoring program PEIP County-wide Autism training County-wide initiatives</p>	

**Section III: B. Activities for Improved Subgroup Performance
Strategies to Attract (and Retain) Highly Qualified Teachers**

Activity	Justification	Specific Targeted Population		Person(s) Responsible	Budget/ Funding Source
<p>Goal 3 Objective 3.4 Strategy 3.4.1:</p> <p>Activity 3: The Augmentative Communication Team will meet monthly to discuss strategies, techniques, and classroom implementation. All staff will attend a minimum of three Augmentative Communication Committee meetings/presentations during the school year.</p> <p>Implementation Timeline:</p> <p>Throughout the Year</p>	<p>Why action was selected:</p> <p>Provide an opportunity for collaboration among staff to increase competencies in various augmentative communication strategies</p> <p>School data supporting action:</p> <p>Data shows Transdisciplinary approach to be highly effective in meeting students' identified needs based on IEP/IFSP goals and objectives.</p> <p>Research-based support: Joseph's Coat: People Teaming in Transdisciplinary Ways, by Millie Smith, Spring 1998</p>	<p>Subgroups/Grade Levels:</p> <p>All Staff</p> <p>Anticipated Results Expected measurable goals: Enhance/expand staff competencies in augmentative communication strategies</p> <p>Problems to be addressed to attain results:</p> <p>Applying Transdisciplinary skills to increase student achievement</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Augmentative Communication Team Staff Principal Technology Coordinator</p> <p>How school system will support the activity: SOR funds County Assistive Technology Team</p>	<p>B19 Instructional Software 2500 SOR</p> <p>B20 Augmentative Communication Equipment 700 SOR</p> <p>B24 Food Supplies Meetings 2500 SOR</p>	

**Section III: B. Activities for Improved Subgroup Performance
Strategies to Attract (and Retain) Highly Qualified Teachers**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 3 Objective 3.4 Strategy 3.4.1:</p> <p>Activity 4: Staff will participate in school-based, county, and outside professional development opportunities as appropriate to their needs. To broaden the impact, they will share workshop information/activities with staff.</p> <p>Implementation Timeline: Throughout the Year</p> <p>Implementation Timeline: Throughout the Year</p>	<p>Why action was selected: Continuing education and training benefits staff and students</p> <p>School data supporting action: Staff is more effective with knowledge of current research and strategies</p> <p>Research-based support: MSDE/NCLB mandates highly qualified teachers for all students</p>	<p>Subgroups/Grade Levels: All Staff</p> <p>Anticipated Results Expected measurable goals: Increased student achievement Increased skill level of staff</p> <p>Problems to be addressed to attain results: Time Staff participation and openness</p>	<p>School-based person/department responsible for implementation and monitoring: Principal All Staff</p> <p>How school system will support the activity: Early Childhood office and county provides professional development opportunities throughout the school year SOR funds</p>	<p align="center">B22 Local Conferences 2500 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
School Climate**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p>Objective 4.1 Establish and maintain a positive climate that nurtures students and supports learning.</p> <p>Strategy 4.1.1: Continue the implementation of prevention and intervention initiatives that have proven effective in supporting positive school climate.</p> <p>Activity 1: The Chapel Forge ECC School Guidance Counselor will meet with all four year-old preschool classes to instruct students in developmentally appropriate personal-social skills. Also, the guidance counselor will provide extra support in the area of socialization to teachers of three year-olds. Students who have been identified to participate in Social Skills groups will meet weekly with the counselor in small groups to receive more specific instruction in behavior self-management. Coping stories that can be written using the software format <i>Writing With Symbols</i> will be used to instruct students in behavior expectations. Students will be selected to participate in this group through an informal screening process in the first months of the school year 2008-09.</p> <p>Implementation Timeline:</p> <p style="text-align: center;">Throughout the year</p>	<p>Why action was selected:</p> <p>All school climates and facilities should be safe, orderly, and supportive of teaching and learning.</p> <p>School data supporting action:</p> <p>Participation indicates increased mastery of personal/social skills through participation in small, specialized group instruction.</p> <p>Research-based support: Carol Gray's Social Stories <i>Train the Brain</i> (as presented by Tracey Perry, special educator)</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k students Preschool Special Education students</p> <p style="text-align: center;">Anticipated Results Expected measurable goals:</p> <p>Students will increase social skills and decrease inappropriate behavior</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in social and communication skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p style="text-align: center;">Guidance Counselor Teachers</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p style="text-align: center;">B12 Instructional Software 2500 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
School Climate**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 4 Objective 4.1 Strategy 4.1.1: Activity 2: Selected staff will be trained to use the CSEFEL (Center on the Social and Emotional Foundations for Early Learning) model/program. This program will help educators meet the needs of the growing number of children with challenging behaviors and mental health needs in preschool and Pre-k/ Head Start. The focus will be on promoting the social and emotional development of these children as a means of preventing challenging behaviors.</p> <p>In addition, the behavior management program, 1-2-3 Magic will continue to be implemented on a school-wide basis. New staff will receive instructional staff development in the purposes and structure of this management program.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>To address personal/social and behavior management needs of preschool children in early childhood centers and community programs</p> <p>School data supporting action:</p> <p>Participation indicates increased mastery of personal/social skills through participation in small, specialized group instruction.</p> <p>Research-based support: Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University under the direction of Dr. Mary Louise Hemmeter</p> <p>http://www.vanderbilt.edu/csefel/</p> <p>1-2-3 Magic, by Thomas W. Phelan, Ph.D.</p>	<p>Subgroups/Grade Levels:</p> <p>Head Start/Pre-k staff Preschool Special Education staff Identified infants and toddlers</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>Students will increase social and communication skills</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in personal/social skills, behavior management</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Early Childhood Specialists School Guidance Counselor Principal All Staff</p> <p>How school system will support the activity: Training and monitoring</p>	

**Section III: B. Activities for Improved Subgroup Performance
School Climate**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 4 Objective 4.1</p> <p>Strategy 4.1.1: Activity 3: The staff will continue to coordinate the Risk Watch Program for all students to teach safe behaviors at school, home, and in the community. The topics will include bus safety, poison control, accessing fire and EMS services, poison control, avoiding falls, and tricycle safety. The program will distribute parent participation materials.</p> <p>A special day will be arranged through the State Program Coordinator and the Risk Watch Committee including developmentally appropriate activities for Chapel Forge students and offer feedback to the national Risk Watch group for possible inclusion in curriculum materials.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>Risk Watch activities promote safety for students who may be more at risk in emergency situations than their non-disabled peers.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support: National Fire Protection Association: A Leader's Guide to Preventing Childhood Injury in the Community</p>	<p>Subgroups/Grade Levels:</p> <p>All students</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>Increased awareness of emergency procedures by students and staff</p> <p>Problems to be addressed to attain results:</p> <p>Deficits in social, adaptive and communication skills</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Risk Watch Committee</p> <p align="center">All Staff</p> <p>How school system will support the activity: The Early Childhood Center Curriculum provides the framework for the selection on IFSP/IEP goals and objectives.</p> <p>The Special Education department provides program guidelines for special education students.</p> <p>Materials of instruction and curriculum are available in a transdisciplinary setting.</p>	<p align="center">B13 Food Supplies 2500 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
School Climate**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 4: By June, 2008, school climate and facilities will be safe, orderly, and supportive of teaching and learning.</p> <p>Objective 4.1</p> <p>Strategy 4.1.4: Provide integrated services to children and parents/guardians with linkages to health care, social services, child care services, etc.</p> <p>Activity 1: The School Nurse will provide Chapel Forge staff with specific health information regarding student allergies, medical syndromes, and specific medical needs and requirements in order to provide an optimal environment that monitors Chapel Forge ECC students' health needs.</p> <p>Implementation Timeline:</p> <p align="center">Throughout the year</p>	<p>Why action was selected:</p> <p>Chapel Forge staff needs to have extensive knowledge of our student's medical histories in order to prepare for possible medical emergencies that may occur.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support:</p> <p>Healthy students attend school with levels of frequency which promotes individual student achievement.</p>	<p>Subgroups/Grade Levels:</p> <p>All Students All Staff</p> <p>Anticipated Results Expected measurable goals: Increased knowledge of health related issues will lead to increased student attendance. Increased student attendance will lead to increased mastery of IFSP/IEP goals and objectives</p> <p>Problems to be addressed to attain results:</p> <p>Staff needs to update medical information for each student each year that they attend the Chapel forge program. This information must also be communicated to the neighborhood/boundary schools that our students will attend.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">School Nurse All Staff</p> <p>How school system will support the activity: The school system supports having a qualified nurse in all early childhood centers.</p>	<p align="center">B14 Health Supplies 1000</p>

**Section III: B. Activities for Improved Subgroup Performance
School Climate**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal 4:</p> <p>Objective 4.1 Strategy 4.1.4: Activity 2: Chapel Forge staff will attend an in-service on the current application of the Code of Student Conduct. Chapel Forge staff will also attend in-services on safety procedures, universal healthcare precautions, child abuse/neglect, and sexual harassment.</p> <p>Implementation Timeline: September through February</p> <p>Goal 4 Objective 4.3: Provide safe, clean, and inviting facilities that are conducive to learning and meet all program requirements.</p> <p>Strategy 4.3.1: Implement CIP and maintenance program to improve condition of school facilities.</p> <p>Activity 1: Provide a clean and safe environment conducive to work.</p>	<p>Why action was selected:</p> <p>The Code of Student Conduct has applications for students with disabilities.</p> <p>School data supporting action:</p> <p>Previous measurement of similar data corroborates successful student achievement in core curricular areas.</p> <p>Research-based support:</p> <p>Prince Georges County Public Schools Literature on Child Abuse, Student Code of Conduct, Universal Precautions, and Safety</p>	<p>Subgroups/Grade Levels:</p> <p>All Staff</p> <p align="center">Anticipated Results Expected measurable goals:</p> <p>Staff will become more knowledgeable about safety procedures within the school setting</p> <p>Problems to be addressed to attain results:</p> <p>In-service staff information activities will need to be scheduled.</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Principal School Nurse All Staff</p> <p>How school system will support the activity:</p> <p>The Special Education department provides program guidelines for special education students.</p>	<p align="center">B15 Custodial Supplies 2300 SOR</p> <p align="center">B16 Custodial Supplies 3500 SOR</p>

**Section III: B. Activities for Improved Subgroup Performance
Management Effectiveness**

Activity	Justification	Justification	Specific Targeted Population	Person(s) Responsible	
<p>Goal 6: The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.</p> <p>Objective 6.1: Implement budget and management processes and information systems that improve the school system's management effectiveness, efficiency, and accountability.</p> <p>Strategy 6.1.3: Ensure that expenditures occur within approved funding levels and comply with programmatic and multi-year School Improvement and Accountability plan requirements.</p> <p>Activity 1: The School Improvement Team will meet on a monthly basis or more frequently as needed, to monitor and modify the School Improvement Plan.</p>	<p>Why action was selected:</p> <p>Ensure that expenditures align with the needs of the building</p> <p>School data supporting action:</p> <p>Continuing solvent budget status</p> <p>Research-based support:</p> <p>Prince Georges County Public Schools Master Plan</p>	<p>Subgroups/Grade Levels:</p> <p>All Staff</p> <p>Anticipated Results</p> <p>Expected measurable goals:</p> <p>Solvent budget status</p> <p>Problems to be addressed to attain results:</p> <p>Monthly meetings will need to be scheduled to ensure attendance by all stakeholders</p>	<p>School-based person/department responsible for implementation and monitoring:</p> <p align="center">Principal School Improvement Team All Staff</p> <p>How school system will support the activity:</p> <p>Continuing guidance on developing and implementing school improvement plans</p>		

**Section III. B. Activities for Improved Subgroup Performance
Mathematics**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																																							
(Activity Continued)	<table border="1"> <thead> <tr> <th colspan="2">Mathematics</th> <th colspan="3">Grade 5</th> </tr> <tr> <th>AMO</th> <th>2003</th> <th>2004</th> <th colspan="2">2005</th> </tr> </thead> <tbody> <tr><td>All</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>Am. In.</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>Asian</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>Af. Am.</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>White</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>Hispanic</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>F/RM</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>Sp. Ed.</td><td></td><td></td><td colspan="2"></td></tr> <tr><td>LEP</td><td></td><td></td><td colspan="2"></td></tr> </tbody> </table>	Mathematics		Grade 5			AMO	2003	2004	2005		All					Am. In.					Asian					Af. Am.					White					Hispanic					F/RM					Sp. Ed.					LEP							
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*Lead Person Responsible

**Section III. B. Activities for Improved Subgroup Performance
Strategies to Increase Parental Involvement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal: 7 Strengthen relationships with family, school, business, community, and institutions of higher education to support improved student achievement.</p> <p>Objective: 7.1 Strategy: 7.1.1 Strengthen home-school relationships.</p> <p>Activity 1: Preschool and Head Start staff will make a home visit with each student family on their caseload at the beginning of school year. A checklist/questionnaire will provide staff with important student and family background information. Staff will also provide an informational packet to familiarize parents and families with Chapel Forge ECC. Parents will be encouraged to visit their child's classroom and observe the class routine and learning activities in practical application at any time during the school year.</p> <p>Activity 2: The school will ensure parents receive ongoing communication on various topics through informational parent newsletters</p> <p>Activity 3: The school website will be updated regularly to include activity information, newsletters, school system information, etc.</p> <p>Activity 4: Staff will provide home activities such as activity calendars and homework bags to involve parents in the educational process and to help meet students' identified needs.</p> <p>Activity 5: Chapel Forge will provide multiple opportunities for parent/family involvement including Back to School Night, Sibling Night, Family Fun Night, Grandparents Day, Infant/Toddler Open House, Parent Workshops, and IEP/IFSP Team meetings.</p> <p>Implementation Timeline: Throughout the school year</p>	<p>Why action was selected: Increased parent involvement has a positive correlation with student achievement. Parents need to be involved and knowledgeable about their children's disabilities from an early age.</p> <p>School data supporting action: Increased parent participation in Back to School Night, Sibling Night, Family Fun Night, PTO meetings, Grandparents Day, and IEP Team meetings has had a positive effect on student achievement and school climate.</p> <p align="center">Parent Participation Information</p> <p>% of Participants Activity: Back to School Night 43% PTO meetings 2% Sibling Night 40% Family Fun Night 35% Annual Reviews 95% Grandparents Day</p> <p>Research-based support: Research indicates that parent involvement has a positive effect on student achievement.</p> <p>Joseph's Coat: People Teaming in Transdisciplinary Ways, by Millie Smith, Spring 1998</p>	<p>Subgroups/Grade Levels:</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: Increased student achievement with increased parental involvement.</p> <p>Problems to be addressed to attain results: Families are here a very short time so it is difficult to increase PTO participation and participation in SPMT.</p>	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities. Principal Staff Family Liaison Group</p> <p>How school system will support the activity:</p> <p>County-wide parent information meetings Parent Center</p>	

*Lead Person Responsible

Section IVA: Management System

School: Chapel Forge ECC **Region:** III

A. Management System

List the members of the School Planning and Management Team (SPMT) by title and/or positions. **At least one member must be a parent or parent liaison.**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Elyse Hurley, Principal 2. Eileen Rodriguez, Parent 3. Mike Prelovsky, Special Educator 4. Marsha Archer, Special Educator 5. Niki Kohn, Special Educator 6. Christine Sweet, Special Educator 7. Erin Zeit, Counselor 8. Laura Downey, Tech Coordinator | <ol style="list-style-type: none"> 9. Donna Ruyter, Special Education Coordinator 10. Debby Carr, Occupational Therapist 11. Ernesta Dempsey, Paraprofessional 12. Belinda Bell, Paraprofessional 13. Cathy Hathaway, Special Educator 14. Paul Blasko, Infant/Toddler Teacher 15. Kateri Hull, Infant/Toddler Teacher |
|--|---|

The SPMT will manage and monitor the implementation of the SIP throughout the year by
 Staff members are responsible for submitting artifacts three times per year as evidence of their adherence to the SIP. The Principal will also use informal and formal classroom observations and review of lesson plans as a means to monitor implementation.

***Due to the age of Chapel Forge students, they do not participate in state or district assessments. The range in ages is birth through age four.

SPMT subcommittees convene to discuss various issues addressing student performance and participation. The established subcommittees are:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Technology 2. Augmentative Communication Team 3. Safety 4. Large Group committee 5. Family Liaison | <ol style="list-style-type: none"> 6. Homework Bag 7. 8. 9. 10. |
|---|--|

Monthly meetings throughout the school year will occur on the following dates: *(List the specific date for each month.)*

August	19
September	24
October	23
November	20
December	19

January	29
February	26
March	26
April	23
May	20
June	3

Section IVA: Management System

The SPMT will review, complete, and upload the quarterly monitoring tool to the School Improvement e-org Blackboard site on the following dates.

1st Quarter: October 30 2nd Quarter: January 18 3rd Quarter: April 4 4th Quarter: June 10

List the methods for sharing internal information with all stakeholders.

1. Posting on website
2. Sharing information at Back to School Night
3. Sharing information at monthly PTO meetings
- 4.

List the means by which parents and community members will receive information discussed at SPMT meetings.

1. Post agenda and minutes on website
2. Include information in principal's newsletters
3. Share information at monthly PTO meetings
- 4.

List the procedures the principal and SPMT will use to ensure that all assessed content standards are taught prior to scheduled state exams.
NOT APPLICABLE DUE TO AGE OF CHILDREN AT CHAPEL FORGE.

- 1.
- 2.
- 3.
- 4.

Identify the title or position of the person responsible for maintaining the school's accountability portfolios:....

Not applicable

Section IVB: Quarterly Monitoring Tool

Strategy/Activity (brief description) Reference Page Number in School Improvement Plan (If applicable)	Start Date	Evaluation Date	Instrument Used to Determine Activity Effectiveness / Results	Person(s) Responsible for Monitoring and Process for Monitoring	Level of Implementation 4 Exemplary 3 Fully 2 Limited 1 Low Level 0 No Evidence	What are the barriers or obstacles in implementing the activity? Discuss contributing factors for the student outcomes. Based on the results (data), what are your next steps to increase student achievement?																												
<p>1) To increase personal/social skills, preschool students will engage in buddy class and large group activities on a scheduled basis to prepare for participation in more inclusive settings upon leaving Chapel Forge.</p>	08/08	11/08	<p>A. Instruments Used: Data collection on personal-social IEP objectives, lesson plans, buddy class planning sheet</p> <p>B. Results (include data):</p> <table border="1" data-bbox="657 857 1150 1112"> <thead> <tr> <th>Personal-Social Domain</th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>Criteria Mastery</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Infant-Toddler</td> <td>N/A</td> <td>N/A</td> <td>%</td> </tr> <tr> <td>3 Year Olds</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>4 Year Olds</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>Autism</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>Preschool Speech Language</td> <td></td> <td></td> <td>%</td> </tr> </tbody> </table>	Personal-Social Domain	Yes	No		Criteria Mastery				Infant-Toddler	N/A	N/A	%	3 Year Olds			%	4 Year Olds			%	Autism			%	Preschool Speech Language			%	<p>A. Person(s) Responsible: Principal (role-provide administrative supervision) Transdisciplinary Team Classroom Teachers Paraprofessionals Guidance Counselor</p> <p>B. Process for Monitoring: Data Collection Transdisciplinary Team Meetings</p>		<p>Barriers/Obstacles & Contributing Factors:</p> <p>Next Steps:</p>
Personal-Social Domain	Yes	No																																
Criteria Mastery																																		
Infant-Toddler	N/A	N/A	%																															
3 Year Olds			%																															
4 Year Olds			%																															
Autism			%																															
Preschool Speech Language			%																															

Section IVB: Quarterly Monitoring Tool

Strategy/Activity (brief description) Reference Page Number in School Improvement Plan (If applicable)	Start Date	Evaluation Date	Instrument Used to Determine Activity Effectiveness / Results	Person(s) Responsible for Monitoring and Process for Monitoring	Level of Implementation 4 Exemplary 3 Fully 2 Limited 1 Low Level 0 No Evidence	What are the barriers or obstacles in implementing the activity? Discuss contributing factors for the student outcomes. Based on the results (data), what are your next steps to increase student achievement?																												
<p>4. All students will engage in daily fine motor activities. The lessons will emphasize student IEP objectives, hand strengthening, tactile awareness, and the Handwriting without Tears program as developmentally appropriate.</p>	8/06	11/08	<p>A. Instruments Used: Observation Student Data Student samples Progress reports</p> <p>B. Results (include data): <i>Of the total number of assigned objectives in the fine motor domain, students who progressed one or more criteria levels or mastered the objective received a score of <u>YES</u> for each objective. A score of <u>NO</u> indicates that no progress in the objective was demonstrated for this quarter.</i></p> <table border="1" data-bbox="657 922 1150 1179"> <thead> <tr> <th colspan="4">Fine Motor Domain</th> </tr> <tr> <th>Criteria Mastery</th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>Infant-Toddler</td> <td>N/A</td> <td>N/A</td> <td>%</td> </tr> <tr> <td>3 Year Olds</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>4 Year Olds</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>Autism</td> <td></td> <td></td> <td>%</td> </tr> <tr> <td>Preschool Speech Language</td> <td></td> <td></td> <td>%</td> </tr> </tbody> </table>	Fine Motor Domain				Criteria Mastery	Yes	No		Infant-Toddler	N/A	N/A	%	3 Year Olds			%	4 Year Olds			%	Autism			%	Preschool Speech Language			%	<p>A. Person(s) Responsible: Principal (role-provide administrative supervision) Occupational Therapists Classroom Teachers Paraprofessionals</p> <p>B. Process for Monitoring: Data Collection</p>		<p>Barriers/Obstacles & Contributing Factors:</p> <p>Next Steps:</p>
Fine Motor Domain																																		
Criteria Mastery	Yes	No																																
Infant-Toddler	N/A	N/A	%																															
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Section IVB: Quarterly Monitoring Tool

Strategy/Activity (brief description) Reference Page Number in School Improvement Plan (If applicable)	Start Date	Evaluat ion Date	Instrument Used to Determine Activity Effectiveness / Results	Person(s) Responsible for Monitoring and Process for Monitoring	Level of Implementation 4 Exemplary 3 Fully 2 Limited 1 Low Level 0 No Evidence	What are the barriers or obstacles in implementing the activity? Discuss contributing factors for the student outcomes. Based on the results (data), what are your next steps to increase student achievement?
<p>5. Parent participation will increase through the following: Home visits, IEP Team meetings, parent-teacher conferences, workshops, homework bags, Principal's newsletter, monthly school newsletter, communication books, updated Website, and day and evening family activities.</p>	8/06	11/08	<p><u>A. Instruments Used:</u></p> <p>Data collection</p> <p>Activity rosters</p>	<p><u>A. Person(s) Responsible:</u></p> <p>Principal (role- provide administrative supervision)</p> <p>Transdisciplinary Team</p> <p>Classroom Teachers</p> <p>Paraprofessionals</p> <p>All staff</p> <p><u>B. Process for Monitoring:</u></p> <p>Data Collection</p> <p>Transdisciplinary Team Meetings</p>		<p><u>Barriers/Obstacles & Contributing Factors:</u></p> <p><u>Next Steps:</u></p>

Section V. Professional Development Calendar

Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
1, 3	Principles of Learning – Review Targeted subgroup: Early Childhood	August 2008	Formal and Informal Observations Data Collection	Central Office Principal	All Staff	Continued training for POL throughout the school year:
1, 3	Technology Tuesdays (Topics to include Boardmaker 6, digital photography, power point, Microsoft office, Write boards, etc.) Targeted subgroup: Early Childhood Special Education, Infant/Toddler, Early Childhood	October through May	Observations Work Samplings Data Collection	Laura Downey	All staff	Continued training opportunities throughout the school year Classroom implementation
1, 3	Technology Wednesdays (To target computer-based curriculum themes) Targeted subgroup: Early Childhood Special Education, Head Start	Monthly - October through May	Observations Work Samplings Data Collection	Laura Downey	Preschool Autism	Continued training opportunities throughout the school year Classroom implementation
3, 4	Autism training Targeted subgroup: Autism	Bi-monthly September through June	Observations Work Samplings Data Collection	County Autism Specialists	Preschool Autism staff	Ongoing throughout the year
1, 3	Augmentative Communication Targeted subgroup: Early Childhood Special Education Infant/Toddler staff	Monthly - October through May	Observations Work Samplings Data Collection	*Eileen Rodriguez Augmentative Communication Team	All Staff	Continued training opportunities throughout the school year Classroom implementation
1, 4	CSEFEL (Center on the Social and Emotional Foundations for Early Learning) training	August through June	Observations Walk-throughs Data Collection	Erin Zeit Early Childhood Office	All 4 year-old preschool staff	Ongoing throughout the year

Section V. Professional Development Calendar

Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
1, 3, 4	Sensory Integration Targeted subgroup: Early Childhood Early Childhood Special Education	September 2008	Data collection Formal and Informal Observations	Occupational Therapists	Teachers Paraprofessionals Parents	Ongoing throughout the year
1, 3, 4	Developmentally Appropriate Play Incorporating Movement Targeted subgroup: Early Childhood Early Childhood Special Education	September 2008	Data Collection Observations	Adapted Physical Education teacher	Teachers Paraprofessionals Therapists	Ongoing throughout the year
1, 3	Technology: Inter Write Boards, Intellitools, MD On-line IEP Targeted Subgroup: Early Childhood Early Childhood Special Education	September 26, 2008	Formal and Informal Observations	*Technology Coordinator Principal Special Education Coordinator	Teachers Paraprofessionals Therapists	Ongoing throughout the year
3	Administration and Scoring of Battelle Developmental Inventory-2 Targeted subgroup: Special Education	October 1, 2008	Data collection	Special Education Office	New Professional Staff	Ongoing throughout the year
1, 3, 4	Functional Outcomes in the Natural Environment Targeted subgroup: Infant/Toddler	October 1, 2008	Data collection Formal and informal observations	Infant/Toddler Office	Infant/Toddler Staff	Ongoing throughout the year
3	Administration and Scoring of Early Childhood Criterion Reference Test Targeted subgroup: Early Childhood Special Education	November 5, 2008	Data collection	Special Education Office	New Professional Staff	Ongoing throughout the year

* Please indicate the lead person responsible for implementing the activity with an asterisk.

Section VI. FY – 2008 BUDGET PLAN WORKSHEET

Budget Line Item Number	Master Plan Goal	SIP Page Number	Description	SOR	Schools In Improvement	Title I	PTO
			PT Support/Instructional Hourly Wages				
			PT Instructional Salaries/Subs. and Workshops				
22	4	48	Technology Coordinator for 5 summer days	1,898			
			Classroom Teacher and/or Support Position(s)				
			Rental of Charter Buses (Not School System)				
			Transportation (School Activity – Yellow Bus Only)				
			Outside Printing				
			In-House Printing				
			Office Supplies	2,000			
			Office Equipment & Furniture	1,000			
			Custodial Supplies	4,891			
			Additional Custodial Supplies	3,000			
			Textbooks				
			Health Services	1,000			
			Additional Funds for Health Services	250.			
			Library Books				
3	1	18	Update parent library/Media Center	3,000			
			Classroom Teacher Supplies				
13, 14	1	25, 26	fine motor materials, Handwriting without Tears	7,000			
8, 10, 11, 12	1	21, 22, 23	Laminating film, PCS, photo materials	12,000			
5	1	19	Speech Box	8,000			
18	1	31	Homework bags	3,000			
1, 15	1	17, 27	Curriculum supplies	20,793			
			Awards & Recognition				
			Staff Development Supplies				
6, 27	1, 4	20, 49	Book Talk,	500			
18, 28	2, 5	35, 52	Parent Workshops				
			Food and Food Products (No Catering)				
17, 24	2, 14	33, 48	Augmentative Communication Meetings, Team Meetings, Risk Watch	3,500			
			Registration Fees				
25	4	49	Local conferences/workshops	3,000			
			Local/Non-Local Travel				
			Travel (Lodging) Non-Local				
			Travel (Meals) Non-Local				
			Registration Fees				
26, 29	4, 5	49, 52	Instructional Consultant	1,200			1,000
			Dues, Subscriptions				
			ASCD, principal meetings	300			
			Field Trip Expenses –Admissions/ In-house				
4	1	18	Thematic field trips both in-house and local	2500			
			Instructional Computers				

Section VI. FY – 2008 BUDGET PLAN WORKSHEET

7, 19	1, 4	21, 47	Computers for classrooms	15,000			
16, 20, 21	2, 4	31, 47 48	Instructional Software	5,000			
			Educational Communication Equipment				
2, 9, 12, 23	1, 4	18, 21, 23, 48	Augmentative Communication equipment	5,000			

Section VII. Roster/School Improvement Team Signature Sheet
 The roster must be submitted by pony to the Department of School Improvement and Accountability.

Plan Submittal Sheet for School Improvement Plan Update for 2008-2009

School/Number: Chapel Forge Early Childhood Center / 01433

Date of Submittal: _____

We, the undersigned members of the School Improvement Team, have reviewed and approved the attached Annual Update for **Chapel Forge Early Childhood Center**

<u>Name</u>	<u>Title</u>	<u>Signature & Date</u>
<u>Elyse Hurley</u>	<u>Principal</u>	_____
<u>Eileen Rodriguez</u>	<u>Parent</u>	_____
<u>Michael Prelovsky</u>	<u>Special Educator</u>	_____
<u>Marsha Archer</u>	<u>Special Educator</u>	_____
<u>Cathy Hathaway</u>	<u>Special Educator</u>	_____
<u>Christine Sweet</u>	<u>Special Educator</u>	_____
<u>Donna Ruyter</u>	<u>Special Education Coordinator</u>	_____
<u>Niki Kohn</u>	<u>Special Educator</u>	_____
<u>Ernesta Dempsey</u>	<u>Paraprofessional</u>	_____
<u>Debby Carr</u>	<u>Occupational Therapist</u>	_____
<u>Belinda Bell</u>	<u>Paraprofessional</u>	_____
<u>Paul Blasko</u>	<u>Infant/Toddler Teacher</u>	_____
<u>Laura Downey</u>	<u>Special Educator / Technology Coordinator</u>	_____
<u>Kateri Baker</u>	<u>Infant/Toddler Teacher</u>	_____
<u>Erin Zeit</u>	<u>Guidance Counselor</u>	_____