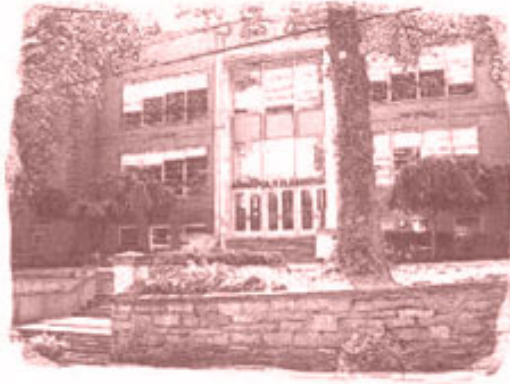


Annapolis Elementary School



Mission Statement

At Annapolis Elementary School, our mission is to promote a safe, consistent, nurturing learning environment while meeting the needs of our diverse school community. We will accomplish this by:

- * cultivating the physical, emotional, social, and academic strengths and needs of the whole child;
- * fostering respect for self, others, learning, and property in a rigorous, productive manner;
- * analyzing data to increase student achievement;
- * continuing professional growth with the support of colleagues and the community at large;
- * encouraging families to be an active participant in their child's education.

Vision

At Annapolis Elementary, we recognize each individual's unique potential. Through collaboration among staff, students, parents, and the community-at-large, we strive to consistently apply exemplary practices cultivating the diversified needs and cultural competency of our children.

Executive Summary

Annapolis Elementary School is a Title I school located in an urban setting drawing students from three distinct neighborhoods – Historic Clay Street, The Navy Station, and Murray Hill. At Annapolis Elementary School, our mission is to promote a safe, consistent, nurturing learning environment while meeting the needs of our diverse school community. Children are from varying backgrounds economically and culturally. Each year we reach Title I status with approximately 43% students receiving free lunches, with the total FARMS population is at 55%. Our student population of approximately 180 students is made up of 47% African American, 31 % Caucasian, and 18% Hispanic children, with 7% receiving special education services and 7% receiving ESOL services. Our overall attendance rate is satisfactory at 95.8%, with approximately 22% of the students missing 12 or more school day per year. Our enrollment has reduced over the last few years due to a revitalization of two public housing communities, Clay Street and O’Bery Court. As the houses near completion, we anticipate the enrollment increasing (2011-2012).

Annapolis Elementary School is committed to cultivating the physical, emotional, social, and academic strengths and needs of the whole child; fostering respect for self, others, learning, and property in a rigorous, productive manner; analyzing data to increase student achievement; continuing professional growth with the support of colleagues and the community at large; and encouraging families to be an active participant in their child’s education. At Annapolis Elementary, we recognize each individual's unique potential. Through collaboration among staff, students, parents, and the community-at-large, we strive to consistently apply exemplary practices cultivating the diversified needs and cultural competency of our children.

The staff at Annapolis Elementary School is 100% highly qualified in their fields, with 74% of the teachers holding advanced professional degrees and 26% holding standard professional certificates. Currently, there are four paraprofessional staff members who are all highly qualified. Newly-hired teacher HQ status is checked through the human resources department before interviewing for a position and this is confirmed at the beginning of the school year for all teachers. Anne Arundel County is committed to attracting highly qualified teachers to work in high poverty schools. Teachers receive bonuses for working in a Title I school as well as for achieving success with state assessments. In addition to the monetary bonus, being part of the staff at Annapolis Elementary has additional benefits. We are committed to providing teachers with the most up-to-date materials for instruction and technology. Each classroom is equipped with a Smart Board and Document Camera. As an added incentive, Title I

funding is used to provide smaller class sizes and additional resource staff allowing the staff to provide an education with a smaller teacher to student ratio.

Professional development at Annapolis Elementary is on-going, research-based, differentiated, and delivered in various environments. Through data analysis, classroom observations, and teacher input, professional development opportunities are planned to meet the specific needs of the students and teachers. For example, we focused on data analysis and the use of Thinking Maps to encourage higher level thinking amongst students over a two year period. In addition to planning and implementing staff development opportunities to the whole staff, this initiative was followed up with during grade group meetings. This time was used to differentiate the staff development and integrate theory with practice. During SIT meetings, data was analyzed to determine the effectiveness of the staff development initiatives and ability for teachers to incorporate the newly learned strategies and practices. Title I funds are utilized for substitutes to provide extended planning sessions for the teachers.

During the 2010 – 2011 school year, Annapolis Elementary will continue to focus on collecting data on student performance to guide our instructional decisions. Differentiated instruction continues to be the main topic of staff development. In addition to continuing to focus on Thinking Maps, the teachers will participate in two major professional development opportunities. For the first half of the school-year, the major staff development initiative will be focused on teaching reading through the “Big 5.” A series of four two-hour sessions will be conducted to provide teachers research-based staff development on the following areas of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers will receive instructional materials including the book, Making The Most of Small Groups by Debbi Dillar. During the second half of the school year our staff development will continue to focus on differentiation with a book study using, Rigor is not a Four Letter Word by Barbara Blackburn. This book is an excellent culminating study that integrates much of our professional development over the last two school years. Our Cultural Proficiency Liaison, Tracey Simms, will provide staff development that focuses on the specific areas that constitute the cultural make-up of our community. This will be a follow-up from the professional development we received, January 2010-May 2010, from Dr. Sechrest through the John’s Hopkins University entitled, “Double-Check: A Framework of Cultural Responsiveness.”

Teachers are encouraged to attend conferences as the topic relates to the strategies and goals outlined in the School Improvement Plan. Information is shared with the appropriate staff. Staff members have attended the following conferences: Maryland Assessment Group (MAG), NCTM, National Conference, SoMIRAC, MAESP, IRI National Conference, and Ruby Payne. At the district level, Annapolis Elementary will participate in the following opportunities for professional development: new teacher training, paraprofessional training, and the Title I professional

development conference. In addition, the Title I Reading and Math Resource teachers will attend district level professional development opportunities.

In order to best meet the specific needs of the students, performance data is analyzed and ranking lists are developed for each grade for reading and math. Historically students in the African American, FARMS, and ESOL student groups are targeted for needing additional intervention. While we have made growth in these student groups, moving from “Basic” to “Proficient” there continues to be an achievement gap for students moving toward “Advanced” on MSA.

Students are placed in reading intervention groups based upon their deficits in reading. Further informal assessments are completed by the classroom teachers and resource teachers to gain insight on the specific needs of the students. Once the information is compiled, intervention groups are determined. As the year progresses, classroom teachers meet monthly with the reading resource staff and mathematics resource teacher to analyze student performance data, align classroom instruction using the State Curriculum, incorporate grade-level specific staff development, and to share current research practices. Grouping decisions are made and students are moved in and out of intervention groups as the need arises.

We utilize research-based intervention programs and instruct the students during the workshop period of language arts. The intervention programs utilized at Annapolis Elementary School are as follows: Corrective Reading; Soar to Success; Voyager Passport; Wilson; ERI; QAR; and Failure Free Reading. In addition, the reading resource staff pushes into the classroom to team with classroom teachers and teach novel groups. Classroom teachers, reading resource staff, and the media specialist develop programs to increase our students’ motivation to read through fluency practice, Readers’ Theatre, sustained silent reading, reading incentive programs, Chessie Book Club, and Black- Eyed Susan program. The classroom teachers utilize workshop time to teach small group guided reading lessons. The professional development, “Big 5” will support teachers in planning guided reading lessons for workshop.

Students demonstrating needs for additional support in mathematics are provided with the opportunity to utilize the computer software program, Understanding Numeration and FASST Math, in order to reinforce skills taught in the classroom. Team teaching is done at grades 2-5 in order to provide all students with equal access to the curriculum. Flexible grouping opportunities provide students with the opportunity to receive additional practice for deficit skills in a small group setting. We have made progress with encouraging students to increase their math facts acquisition through incentive programs and playing the 24 Game. Many students in 4th and 5th grades choose to play the 24 Game on a daily basis during their lunch period.

In addition to providing support to students during the school day, Annapolis Elementary School provides an extended day program and

summer school for students demonstrating academic needs. Our students, grades 2 – 5, participate in after school programs that utilize the resources available within the Annapolis community through collaboration with the Annapolis Maritime Museum, “Chesapeake Champions” and the Annapolis Historic Society, “Annapolis Footprints.” These programs are dedicated to creating engaging and interactive exhibits and programs in order to connect the children in meaningful ways with the unique natural environment, history, and culture of our community. Developed in conjunction with the Anne Arundel County and State Curriculum, the students were given the opportunity to make a vital connection to the Chesapeake Bay watershed through hands-on, experiences. The program is geared toward inspiring awe in the natural beauty of this endangered natural resource in their back yards and to encourage well-rounded and academically inquisitive students, engaged citizens of this unique community, and better stewards of the Bay. During the Annapolis Footprints program, students were afforded the opportunity to engage in field trips, listen and interact with community members, read a variety of historical documents, and write about their experiences. We plan to continue being involved in both of these highly motivational programs, rotating every few years. We also provide the opportunity for students with targeted academic needs to participate in a summer school program with a focus on reading and mathematics skills.

Beginning with the Back-To-School Night in September where the Title I program is initially shared with the parents to many other opportunities throughout the year, Annapolis Elementary School encourages parent and community involvement. Monthly newsletters, fall parent-teacher conferences, and Connect-Ed are utilized to help support school-to-home communication. The school counselor actively seeks opportunities to provide parents with information on community resources as well as parenting resources. A volunteer breakfast and training is provided each school year to encourage parent and community volunteers. An active parent committee meets with the Title I staff throughout the school year to plan activities for the school community. These activities include family nights, after-school clubs, and PAC meetings. We hold family nights during the school year, each with a different focus – reading, math, and multiculturalism.

In collaboration with the P.T.A., we have developed an after school club program. Funding from this program comes from our Title I budget as well as the P.T.A. budget. Parents and teachers plan different activities such as Reader’s Theatre, learning to speak Spanish, science club, mathematics club, and a Chess club, just to name a few! This program has met with tremendous success. Not only are the students motivated to participate, parents are becoming more and more involved with teaching.

The family nights provide opportunities for parents to engage in fun academic activities with their children as well as learn current information about the academic program at Annapolis Elementary School. Both P.T.A. and C.A.C. support the Title I program. They often seek opportunities for staff to share information during the monthly meetings. In the spring, parents are encouraged to provide input on the School

Annapolis Elementary School Improvement Plan 2010 – 2011

Improvement Plan, Title I budget, family activities, and the Home-School Family Compact. Most school literature is translated in Spanish for our Hispanic families. An interpreter is provided for parent teacher conferences and many of our evening events.

We have made great strides to increase community collaboration. We participated in the Title I Family Day at Truxton Park and had a small group of parents actively involved with the planning sessions. We hold an information session for families with children entering school at the Stanton Center. Students from Annapolis Elementary School attend an after school homework program at the Stanton Community Center. In addition, we also have a long-standing partnership with the First Presbyterian Church and the Stanton Community Center. Our most needy students in second grade are invited to attend a reading program, S.T.A.I.R. During this year long program, the students are tutored one-on-one by an adult volunteer.

Ongoing efforts are made to ease the transition from ECI and the Headstart program. Teachers are given the opportunity to visit the centers, observe students, and articulate with the staff. Our prekindergarten program is housed in the school, thus providing an excellent opportunity for collaboration with the kindergarten program. The early childhood team plans together. For children transitioning to middle school, we plan a parent night to share information about the middle school programs. The administration, reading staff, guidance, and special education staff meets with staff members from the three different middle schools that our students attend. Counselors from the middle school meet and present information to the students in fifth grade to help prepare them for the transition, address scheduling questions, and motivate students for middle school.

While Annapolis Elementary School has met AYP requirements each year, there continues to be a need to close the achievement gap for all student groups. Data indicates that children from FARMS, African American, and Hispanic student groups continue to need additional support in their academic growth. In addition to MSA data, reading benchmark, mathematics benchmark, DIBELS, and fluency data is collected and analyzed during grade group meetings, Collaborative Decision Making Team meetings (CDM), and school improvement team meetings. In addition to academic data, our staff collects and analyzes discipline, attendance, and parent involvement data. Our School Improvement Plan for 2010 – 2011 focuses on the specific needs as determined by 2009 – 2010 data / assessment results. This information is discussed further in the document in needs assessment and action steps. However, our school team regards the effective practices summarized in the previous pages as sound practices and will continue to be practiced. They have been in place and are considered to be the ‘culture’ of Annapolis Elementary School.

Our Title I budget and school improvement plan is driven by the need to promote academic and social growth of all our students and encourage parent involvement. We will continue to work together as a team, staff, parents, students, and community to provide an education in a safe environment focused on academic rigor and promoting good citizenship.

Action Steps: Academic

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups will be eliminated.

Indicator: By 2011-2012 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA).

Statement of Need (Reading):

Maryland School Performance Assessment

An analysis of MSA data for the 2009 – 2010 school year, demonstrates that **92.0 %** of students in grades 3-5 scored proficient and advanced on Reading MSA. Further analysis showed that students in the following groups need additional intervention to meet academic goals: **84.3 % of African American students; 75.0 % of ELL students; and 83.2 % FARMS students** scored proficient / advanced on MSA.

Indicator	District Baseline	Student Groups	05-06 Prof/Adv	06-07 Prof/Adv	07-08 Prof/Adv	08-09 Prof/Adv	09-10 Prof/Adv
By the end of the 2011/2012 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – 87.5% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards.	All	85.4	82.6	89.2	90.1	92.1
		Af Am	76.2	67.6	80.5	86.1	83.9
		Asian	100	100	100.0	100.0	100.0
		Hisp	87.5	81.8	87.5	72.7	90.0
		White	91.7	97.3	100.0	100.0	100.0
		ELL	66.7	80.0	80.0	60.0	75.0
		FARMS	74.5	76.1	78.6	82.9	83.2
		SpED	70.0	80.0	90.9	90.9	91.6

By the end of the 2009 – 2010 school year, **42.8 %** of all students scored advanced on Reading MSA. The data shows a discrepancy between student groups: **21.8 % of African American students; 30.0 % Hispanic students; and 19.4 % FARMS students** scored advanced on Reading MSA.

Indicator	District Baseline	Student Groups	05-06 Adv	06-07 Adv	07-08 Adv	08-09 Adv	09-10 Adv
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math .	Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the MSA Reading	All	30.1	24.4	32.5	31.8	42.8
		Af Am	14.3	5.4	7.3	17.1	21.8
		Asian	60.0	-	100.0	100.0	100.0
		Hisp	-	18.2	25.0	9.1	30.0
		White	45.8	46.0	61.3	54.8	63.3
		ELL	-	20.0	40.0	-	50.0
		FARMS	8.5	10.9	23.8	20.5	19.4
		SpEd	10.0	20.0	36.4	30.0	41.6

Second Grade Benchmark Assessment

In review of the Second Grade Reading benchmark assessments, student groups demonstrate a need for additional support: In second grade; 84.0 % of all students scored proficient and advance. Further analysis showed that students in the following group needs additional intervention to meet academic goals: 71.4% of White students scored proficient/advanced on the second grade benchmark #3. While other student groups show a positive trend in scoring proficient /advanced on the reading benchmark, student scores in the white student group are declining.

Indicator	District Baseline	Student Groups	07-08 Prof/Adv	08-09 Prof/Adv	09-10 Prof/Adv
By the end of the 2011/2012 school year, 85% of second grade students will score proficient or above on the third AACPS Reading Benchmark Assessment.	Baseline: June 2008 – All students 82.1% * Students with scores on the third benchmark in Grade 2. 60% or higher is considered proficient. Students not taking the test are not included.	All	74.2	76.6	84.0
		Af Am	63.6	50.0	85.7
		Asian	100.0	100.0	-
		Hisp	80.0	100.0	100.0
		White	100.0	87.5	71.4
		ELL	75.0	-	100.0
		FARMS	61.5	62.5	90.0
		SpED	100.0	0	100.0

DIBELS Trend Data

An analysis of 2010 DIBELS Spring Assessment scores indicate 65.0% of all students are performing at Benchmark; 20.0% are performing at Strategic; and 15.0 % are performing intensive for students in grades kindergarten - second. Of the 15 % students scoring **intensive**, 66.0 % are African American and 83% are FARMS. The trend data indicates that more students score **intensive** in the second grade than kindergarten and first grades; however, there is an overall decrease with second grade students scoring intensive.

	Kindergarten	First Grade	Second Grade
2010			
Intensive	10.0 %	17.0 %	20.0 %
Strategic	23.0 %	22.0 %	16.0 %
Benchmark	68.0 %	61.0 %	64.0 %
2009			
Intensive	13.0 %	13.0 %	33.0 %
Strategic	13.0 %	13.0 %	7.0%
Benchmark	74.0 %	74.0 %	60.0%
2008			
Intensive	19.0 %	18.0 %	46.0 %
Strategic	< 1.0 %	18.0 %	11.0 %
Benchmark	78.0 %	64.0 %	43.0 %

Reading Data Summary: Using the above data, fluency / comprehension data from Fountas and Pinnell assessments, and DIBELS, the SIT determined that targeted intervention for fluency and comprehension is needed to support student learning. Using research based intervention programs and the state curriculum standards, students will be provided with the opportunity to work in small groups to develop their reading skills. The intervention programs will support students both in the classroom and as pull out programs. For the students needing the most support, there will be opportunity for “doubling” or “Tripling” intervention.

These students will work with a reading resource teacher or interventionist using a specific program such as Voyagers and Corrective Reading. Special education students will have small group instruction with Wilson Reading Program and Failure Free Reading. In addition to these programs, students will have the opportunity to use programs such as Lexia or Ticket To Read. The classroom teachers will be using workshop time to differentiate instruction and provide additional support in the form of guided reading groups. All staff members are participating in a four part reading professional development focusing on the **Big 5: Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension**. Monthly grade group meetings will focus on student performance allowing for the intervention and classroom groupings to be flexible.

Statement of Need (Mathematics):

Maryland School Performance Assessment

An analysis of MSA data for the 2009 – 2010 school year, demonstrates that **97.0 %** of students in grades 3-5 scored proficient and advanced on Mathematics MSA. Further analysis showed that students in the following groups need additional intervention to meet academic goals. While this indicates that all but two of our students met with success on Math MSA, there is historical evidence that students in the following student groups need additional support: **African American, ELL, and FARMS**.

MSA: Mathematics

Indicator	District Baseline	Student Groups	05-06 Prof/Adv	06-07 Prof/Adv	07-08 Prof/Adv	08-09 Prof/Adv	09-10 Prof/Adv
By the end of the 2011/2012 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – 87.9% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math standards .	All	89.3	82.6	84.5	81.5	97.0
		Af Am	76.2	64.9	73.2	66.7	96.8
		Asian	100	100	100.0	100.0	100.0
		Hisp	87.5	81.8	77.8	72.7	100.0
		White	100	100	100.0	100.0	96.8
		ELL	66.7	80.0	66.7	74.2	100.0
		FARMS	78.7	71.7	72.1	65.9	97.3
		SpEd	80.0	60.0	63.6	81.8	100.0

By the end of the 2009 – 2010 school year, **58.4%** of all students scored advanced on Mathematics MSA. The data shows a discrepancy between student groups. **37.5 % of African American students; 50% ELL students; 30.5 % FARMS students; and 41.6% Special Education students** scored advanced on Mathematics MSA.

Indicator	District Baseline	Student Groups	05-06 Adv	06-07 Adv	07-08 Adv	08-09 Adv	09-10 Adv
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math.	Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the MSA Math	All	41.8	40.7	36.9	32.1	58.4
		Af Am	9.5	16.2	19.5	15.0	37.5
		Asian	80.0	100	66.7	100.0	100.0
		Hisp	25.0	54.6	22.2	18.2	70.0
		White	68.8	59.5	61.3	58.1	76.6
		ELL	-	40.0	33.3	-	50.0
		FARMS	14.9	23.9	16.3	14.0	30.5
		SpED	30.0	40.0	18.2	20.0	41.6

Mathematics Benchmark Assessment

*In review of the mathematics benchmark assessment and data analysis sessions during monthly grade group meetings determined that students in the following groups / grade levels needed additional support: second grade **FARMS** and **African American** students; third grade **FARMS** students; fourth grade **FARMS** and **African American** students; fifth grade **FARMS**, **African American**, and **Special Education** students.*

Percent of All Students Proficient / Advanced

	Benchmark #1	Benchmark #2	Benchmark #3
Second Grade	84 %	74 %	92 %
Third Grade	79 %	63 %	90 %
Fourth Grade	78 %	73 %	52 %
Fifth Grade	75 %	83 %	68 %

***Mathematics Data Summary:** The classroom teachers, Title I Math Teacher, interventionist, and special educators will continue utilizing the “Team Teaching” instructional strategy to support student learning through differentiation. During the 2009-2010 school year, no students were pulled from class for intervention. Team Teaching was utilized to provide the students with maximum access to the State Curriculum at their grade level. Monthly grade group meetings will focus on student performance data using Scantron data and formative assessment and information will be used in planning lessons and focus groups for re-teaching as well as enrichment.*

Collaborative Decision Making

An analysis of CDM data for the 2009 – 2010 school year, supports the decreased percentage of students in racial and ethnic groups in special education. The CDM teams continue to analyze student performance data, implement intervention programs, and monitor student success.

Special Education Disproportionality

Indicator	District Baseline	Student Groups	07-08 Actual	08-09 Actual	09-10 Actual
By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County average: 1.27%	African American	.73	.90	.67

Objective: By the end of the 2010 - 2011 School Year, **95.0 %** or higher of all students will score proficient or advanced on **MSA Reading and Mathematics**.

Strategy: Implementation of differentiated instruction strategies will result in increased student achievement and elimination of achievement gaps.

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring & End Dates
Provide research based professional development so that teachers are prepared to plan reading instruction based on “The Big Five” in reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.		County Reading Teacher Central Office Reading Resource Teacher Principal	All Faculty	Reading Teachers (school based and county based), Readsource Handbook, Professional development days Book, <u>Making the Most of Small Groups</u> by Debbie Dillar	Agendas from the four sessions, Session evaluation forms	First Marking Period, 10/29/10
Implement 20/20/20 push-in model during language arts workshop so that instruction is differentiated to meet the needs of all student groups. Identify and target students collaboratively using, teacher observation data (formative assessments), DIBELS, Fluency, F&P assessments, comprehension assessment, benchmark, and MSA assessments.	EQ	Principal	County Reading Teacher Title I Reading Teacher Interventionists / Talent Development / Special Educators Classroom Teachers	Readsource Handbook, Book, <u>Making the Most of Small Groups</u> by Debbie Dillar Guided Reading Material, Planning Time, Scantron Data, Fountass and Pinnell, Research-based interventions	Grade group meeting minutes Lesson plans Informal observation of 3-group rotation model	Monthly, 6/15/11

Continue Professional Learning Communities (PLC) in order to analyze the literacy and mathematics instructional program using current data so that daily instruction can be tailored to meet the individual needs of all student groups.	EQ	Principal Reading Teacher Title I Reading and Math Teachers	All Faculty	Planning Time Data Binder Scantron program	Monthly Planning Meeting Minutes	Twice Monthly, 6/15/11
Provide students with the opportunity to focus on the eight cognitive skills using Thinking Maps across all content areas so that students are increasing their cognitive demand.	EQ	Principal Thinking Maps Trainers	All Faculty	Thinking Maps Materials Time during faculty meetings to share and highlight areas of success	Formal and Informal observations	Daily (Instructionally) Quarterly (faculty meetings) 6/15/11
Provide challenging learning experiences by creating an environment so that each student is expected and supported in learning at high levels through a book study using the book, <u>Rigor is not a Four Letter Word</u> .	EQ	Principal Talent Development Teacher	All Faculty	Professional development time Time for reading Book, <u>Rigor is not a Four Letter Word</u> by Barbara Blackburn	Agendas / study questions from the book talk sessions, Session evaluation form	Second, Third, and Fourth Marking Periods, Monthly, 6/15/11

Utilize the Title I Math Resource Teacher, interventionist, and special educators to continue using the Team Teaching model during mathematics instruction so that instruction is differentiated to meet individual students' needs and the opportunity for students to have equal access to the curriculum.	EQ	Principal Title I Math Resource Teacher	Interventionists Classroom Teachers Special Educators	Planning Time Scantron data MSA data	Monthly Planning Meeting Minutes Formal / Informal observations Mathematics Benchmark Assessment Data	Daily, 6/15/11
Provide consistent, ongoing instruction to improve students' math reasoning and problem solving skills so that all students groups are becoming proficient in math problem solving.	EQ	Principal Title I Math Resource Teacher	Classroom Teachers	enVision Math Series	Monthly Planning Meeting Minutes Formal / Informal observations Mathematics Benchmark Assessment Data	Daily, 6/15/11
Incorporate technology in daily lesson plans so that students are provided with the opportunity to access different modalities of learning.	EQ		All Faculty	Technology software programs such as FASST Math, Ticket To Read, Smart Board Interactive Lessons, Smart Response PE Planning time Mobile Mini Computer Lab	Formal / Informal observations	Weekly, 6/15/11

Action Steps: Safe and Supportive Learning Environment – Student Behavior

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups will be eliminated.

Indicator: By 2011-2012, the percentage of African American males, special education students, and students eligible for FARMS receiving discipline referrals will decrease by 10% as compared to 2009- 2010 data.

Statement of Need: *By the end of the 2009- 2010 school year, 2.5 % students received a major discipline referral and consequently suspended. The data shows a discrepancy between student groups: 4.6 % suspensions were from African American students; 5.9 % suspensions were from Special Education Students; 3.9 % suspensions were from FARMS students*

SWIS data analysis shows the following three behaviors as problem areas for students: classroom disruption and insubordination. Students demonstrating difficulty with maintaining expected student behaviors during the school day will receive additional support through the PBIS program, Check-in / Check-out. This program provides the opportunity for students to meet with a staff member twice daily to review and reflect on positive learning behavior.

Safe and Orderly Environment Discipline

Indicator	District Baseline	Student Groups	School Baseline	07-08 Actual	08-09 Actual	09-10 Actual
By the end of the 2011 - 2012 school year, there will be a 20% or more reduction in the number of students receiving one or more referrals, suspensions, and expulsions for each NCLB group.	Baseline: June 2006 – Percentage of students in all student groups suspended is 2.8%	All	2.8	.4	2.6	2.5
		Af Am	6.3	.9	4.5	4.6
		Asian	-	-	-	-
		Hisp	-	-	-	-
		Na Am	-	-	-	-
		White	-	-	1.4	1.5
		SpEd	9.1	.8	9.5	5.9
		ELL	-	-	-	-
		FARMS	5.0	-	3.2	3.9

Objective: By the end of the 2010 – 2011 School Year, the percentage of African American students, special education students, and students eligible for FARMS receiving discipline referrals will decrease by 25.0%.

Strategy: Continue to implement the school-wide PBIS program.

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring & End Dates
Continue Check in – Check out program focusing on “High – Yellow” to “Red Zone kids to connect with the students, give encouragement, and increase their level of understanding of expected behaviors so that they will achieve success in school.	EQ	Behavior Intervention Specialist	PBIS Team Learning Lab Assistant	Check-In / Check-Out software program (SWIS) Targeted student list	Referral Data	Daily, 6/15/11
Target at risk students and provide the opportunity to participate in a small intervention group to address work frustration behaviors so that students are more available for learning in the classroom and to minimize disruptive classroom behavior.	EQ	Principal School Counselor	Behavior Specialist All Faculty	Planning Time Materials for small group intervention	Referral data	Weekly, 6/15/11
Continue to provide professional development on cultural proficiency so that there are opportunities for the staff to self-reflect and discuss student groups in order to increase awareness of self and others.	EQ	Principal Equity Liaison	School Counselor All Faculty	Staff development in cultural proficiency continuum	Agendas from meetings	Quarterly, 6/15/11
Develop a school-wide incentive program so that students are aware of how positive learning behavior improves academic progress.		Principal Behavior Specialist	PBIS Team	Time in schedule to plan activities Incentives (ie: popcorn party, extra recess, etc.)	PBIS team meeting minutes	Quarterly, 6/15/11

Action Steps: Safe and Supportive Learning Environment – Attendance

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups will be eliminated.

Indicator: By 2011-2012, Attendance rate will meet or exceed MSDE standard of 94%.

Statement of Need: *From April 2009 – May 2010, the percentage of students of all students absent 12 or more days was 22.7%. The data shows a discrepancy between student groups: 28.0 % White students missed 12 or more days; 32% FARMS students missed 12 or more day; 31% Special Education students missed 12 or more days.*

The attendance committee will continue to meet monthly to analyze data throughout the year to provide targeted intervention for students and their families demonstrating attendance concerns.

Attendance

Indicator	District Baseline	Student Groups	School Baseline	07-08 Actual	08-09 Actual	09-10 Actual
By the end of the 2011 – 2012 school year, the number of students with 12 or more days absent will decrease by at least 30% for each NCLB group.	Baseline: June 2006 – Percentage of students absent more than 12 days 18.9%.	All	30.2	23.0	21.4	22.7
		Af Am	38.5	31.2	27.3	21.1
		Asian	0	14.3	33.3	100
		Hisp	10.0	6.3	7.1	15.1
		Na Am	-	-	-	-
		White	29.6	19.5	19.2	28.0
		SpEd	36.4	21.7	23.8	31.0
		ELL	13.3	6.7	8.3	8.0
		FARMS	33.6	29.9	31.2	32.0

Objective: By the end of the 2010 – 2011 School Year, attendance rate will be at least **96.0 %**.

Strategy: Plan opportunities to educate students and parents on the importance of good school attendance.

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring & End Dates
Expand and strengthen attendance so that students are made aware of the importance of good attendance to encourage increased awareness of the importance of good attendance. Interventions include: recognition in monthly newsletter and attendance club for high risk students.	EQ	Principal School Counselor	Attendance Committee Classroom Teachers	Morning Announcements Certificates ClassXP program	Attendance Data Certificate Lists	Ongoing, 6/15/11
Communicate Attendance data to all community stakeholders. Include information in the monthly newsletter, on report cards, and during parent-teacher conferences.		Principal	Attendance Committee	SASI data Newsletter	Attendance Data	Monthly, 6/15/11
Develop a school-wide perfect attendance incentive program so that student success is celebrated.		Principal	Attendance Committee	SASI Data Incentive Board	Attendance Data	Monthly, 6/15/11
Utilize Connect-Ed to notify parents when students are absent.		Principal	SASI Secretary	Training for the Connect-Ed Program	Connect-Ed logs	Ongoing until June 2010

Action Steps: Community Engagement

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups will be eliminated.

Indicators:

By the end of the 2011/2012 school year, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups, etc.

Statement of Need: *On the Community Engagement survey, Annapolis Elementary 97.3% parents responded they were very satisfied on effective communication and having the ability to share their concerns (questions 6,7,8) and 93.0 % parents responded they were very satisfied on being promptly and courteously received (having a welcoming environment).*

Effective Communication / Welcoming Environment

Indicator	School Baseline	2009 – 2010 Survey Results
By the end of the 2011/2012 school year, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups, etc.	June 2009 Baseline: <u>96.4 %</u> Percentage of parents responding positively to survey questions for “Annapolis Elementary School’s Welcoming Environment” Parents responded positively that they are informed about: * events and activities at the school; * new programs and what children are learning Parents responded positively that they are able to share their concerns.	June 2010: <u>97.3 %</u> Percentage of parents responding positively to survey questions for “Annapolis Elementary School’s Welcoming Environment” Parents responded positively that they are informed about: * events and activities at the school; * new programs and what children are learning Parents responded positively that they are able to share their concerns.
	June 2009 Baseline: <u>89.4% very satisfied and 10.6 % somewhat satisfied</u> Percentage of parents responding positively to survey question 2, “When I visit my child’s school I am promptly and courteously received.”	June 2009 Baseline: <u>93.0 % very satisfied and 6.0 % somewhat satisfied</u> Percentage of parents responding positively to survey question 2, “When I visit my child’s school I am promptly and courteously received.”

Objective: By the end of 2010 – 2011 school year, the percentage of parents responding “very satisfied” on the Community Engagement survey will increase by **2.0%** in effective communication and **2.0%** in having a welcoming environment.

Strategy: *Develop a positive, collaborative relationship with the school community.*

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources / Staff Development Needed	Monitoring Procedure / Evidence	End Date / Check off When Completed
Conduct a Title I information and planning evening with parents to provide opportunity for parents to assist with planning and monitoring the School Improvement Plan, Title I Budget and family evening events.	EQ	Principal	Title I Resource Team	Title I funds Title I Planning Documents	Sign - in sheets Program evaluations	Twice, yearly (fall and Spring) 6/16/11
Continue After School Clubs in the spring to involve students in activities to provide enriching extensions to the curriculum.	EQ	Principal Title I Resource Team	Teachers	Title I / P.T.A Funds Parent Volunteers Community Resource	Program Attendance Data Participant Survey	Spring 6 sessions
Continue Watch D.O.G.S. program to gain positive male role models for our students, placing a focus on our targeted groups.	EQ	Principal Title I Reading Resource	School Counselor Behavior Specialist	Watch Dogs start up kit Volunteers: male role models Funding for food – Title I Budget	Referral Data	3-4 times weekly, 6/15/11
Implement a “Parent Involvement Team” so that parents are given the opportunity to learn about school programs and give input into upcoming events/initiatives.	EQ	Principal	Title I Resource Team	SIP Parent Community	Sign – in sheets Meeting Evaluations	6/15/11