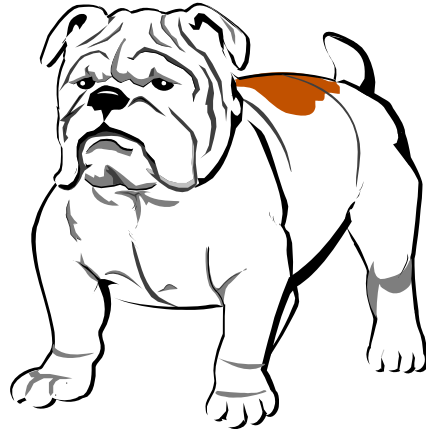


# Belle Grove Elementary School



“Together We Walk the Bulldog Path to Success”

## *Belle Grove’s Vision Statement*

*“As a professional learning community in a safe and respectful environment, we strive to provide students with the opportunity to develop positive relationships, engage in rigorous instruction, and demonstrate responsible behaviors to grow as lifelong learners.”*

## 2010/2011 School Improvement Plan



# Anne Arundel County Public Schools



## *Belle Grove Elementary School*

**2010 – 2011**

# **School Improvement Plan**

- I. Academic Achievement
  - II. Safe and Supportive Environment
  - III. Community Engagement
- Equity – Infused throughout (EQ)

**Preamble:** During the 2010-11 school year, all stakeholders will create a culture of learning by differentiating instruction and maximizing collaborative efforts for students at Belle Grove Elementary School. We will continue to implement programs and activities in the following areas:

## I. Reading

### **Institutionalized Best Practice Action Steps** (*Many of these are included in the Executive Summary*)

- Use Dashboard, and Achievement Series as well as other student data sources (i.e. Progress Monitoring) to analyze the results of assessments to determine areas of strength and needs.
- Develop vocabulary activities to enhance OCR Green Band instruction so students will be able to utilize context clues to determine the meaning of vocabulary.
- Continue to implement daily Steck-Vaughn vocabulary program in grades K-5 to improve students' vocabulary knowledge, and use of multiple meaning words.
- Host family reading event nights to provide families with strategies that help to improve student performance and encourage a love for reading.
- Infuse technology into the reading curriculum to increase student engagement and enhance instruction.
- Conduct bi-weekly collaboration meetings with grade level teams (PreK – 5), reading teachers, sp. ed. teachers, and the principal to monitor State Curriculum implementation, review student assessment data, and plan for effective instruction.
- Review assessment data regularly and regroup students as necessary to provide appropriate differentiated instruction (remediation, acceleration).
- Utilize the MDK12 Toolkit to provide students with activities that align with the Maryland State Curriculum.
- Incorporate Thinking Maps into daily reading instruction so that students develop automaticity at higher level thinking (i.e., identifying main idea, identifying relationships between characters, & comparing texts).
- Augment Open Court Reading instruction with expository text and literary text such as Images magazines, Scholastic News (Pre-K-5) X-Zone, leveled guided readers (fiction and nonfiction), and other expository text so students improve comprehension and be able to respond appropriately to selected and constructed response questions.
- Communicate the Reading/Language Arts Program to parents and the community to help them gain a better understanding of the reading curriculum and instructional practices that improve student performance on the MSA. (i.e., Newsletter, County Website, Back-to-School Night, Parent Evening Programs)
- Provide a Title I summer school program to improve reading and math skills for students not yet performing at grade level.
- Foster literature appreciation to provide students with opportunities to participate in the Chessie and Black-Eyed Susan Reading Clubs.
- Continue to implement a reading fluency plan for all K-5 classes to ensure consistency of implementation of fluency activities and to improve fluency rates of all students.
- Provide a Title I Extended Day and Saturday School reading classes for students not performing at proficiency levels in grades 2-5, to help improve their reading comprehension of informational text, and poetry.

## I.Math:

### Institutionalized Best Practice Action Steps *(Many of these are included in the Executive Summary)*

- Use Student Dashboard, Data Warehouse, Achievement Series, and other student data sources to analyze the results of assessments to determine areas of strength and needed.
- Offer opportunities for families to attend school events to attain strategies to help improve students' math performance.
- Infuse technology to include, SMART Board, document cameras, Senteos, and FASST Math into the math curriculum to support and enhance instruction.
- Develop and utilize selected and constructed response activities that correlate with the mathematics curriculum.
- Provide math instruction that extends and enriches learning for advanced learners in grades 1-5. Implement flexible grouping and small group instruction to differentiate and meet individual students' needs.
- Utilize the Talent Development Teacher to provide targeted instruction for students in need of mathematics enrichment (Grades 1– 4).
- Continue to offer the **24 Game** in grades 4 & 5 to improve students' math reasoning and problem solving skills.
- Communicate the Mathematics Program to parents and the community to help them gain a better understanding of instructional practices that improve student performance on the MSA. (i.e., Newsletter, County Website, Back-to-School Night, Parent Evening Programs)
- Provide a Title I Summer School Program, Saturday School Program, and Extended Day program to improve the math skills of students not yet performing at grade level standards.
- Provide math intervention to students who are not yet performing at grade level so skill deficits are eliminated particularly in the areas of number sense, operations, and math communication. Math interventions in use at BGES include Understanding Numeration, Fast Math, and Do the Math.

## II. Safe and Orderly Environment:

### Institutionalized Best Practice Action Steps *(Many of these are included in the Executive Summary)*

- Continue to conduct school wide PBIS program to teach students behavioral expectations in the classroom setting as well as settings outside of the classroom setting.
- Provide individual/small group intervention for “Red Zone” students, (Ambassador Program, Attendance, Anger, Friendship, Social Skills, New Student etc.).
- Administer the 2009 -2010 Bullying Survey to 4<sup>th</sup> and 5<sup>th</sup> graders and staff to determine areas of need.
- Identify students with “at risk” absenteeism (12 or more days) and have them check-in daily with the Professional School Counselor.
- Recognize and reward students school-wide with the “Go Green” Program for displaying expected positive behavior.
- Communicate the Mathematics Program to parents and the community to help them gain a better understanding of instructional practices that improve student performance on the MSA. (i.e., Newsletter, County Website, Back-to-School Night, Parent Evening Programs)

### III. Community Engagement:

#### **Institutionalized Best Practice Action Steps** *(Many of these are included in the Executive Summary)*

- Continue to promote community collaboration by providing Family Reading and Math Nights; coordinate with PTA monthly meetings.
- Continue developing community/business partnerships via North County Business Advisory Board
- Expand communication with families and communities, message board, newsletters, connect-ed, and school website.
- Continue to promote Family/Community centered activities (i.e. Title I PAC Cluster Activity, Title I Spring Parent Budget Meeting Career/STEM Events, Watch D.O.G.S. Program and Chick-Fil-A Night
- During Back-t-School Night teachers will explain the Maryland State Standards, Open Court Reading and EnVision Mathematics to parents and demonstrate how they may help their children at home. In addition, teachers will explain the school-wide PBIS & Code of Conduct initiatives, the school-wide Title I Overview, including parent involvement roles/opportunities.
- Provide a parent Volunteer Orientation at the beginning of the school year and a celebration at the end of the school year to recognize volunteer for their service to the school.
- The School Improvement Team has parent representation.
- Continue to utilize The Connect-Ed communication system to inform parents of school-community events.
- Maintain and extend the Belle Grove Elementary School Website to improve home-school communications.
- Participate in the area Music Festival and Community Fair at a community location for Park, Brooklyn Park, and Belle Grove Elementary Schools

# Belle Grove Elementary School Improvement Plan 2010-11

## AACPS Goal I – Academic Achievement – Reading

### READING – Evidence of Need Assessment Profile

Belle Grove Elementary School met AYP standards in all areas measured by the 2010 Maryland State Assessment. Improvement was made in Grades 3-5 reading as compared to 2009.

Further analysis of MSA ,County Benchmark Assessments, and fluency assessments indicate that students in Grades 1-5 need to increase performance levels in the areas of oral reading fluency and retell, identifying vocabulary through use of context clues, and comprehending informational and literary text. In grades K-2, DIBELS data indicates that students need to increase performance levels in the areas of phoneme segmentation, nonsense word fluency, and oral fluency.

Based on the disaggregated data from the Maryland State Assessment and DIBELS assessment, Belle Grove’s instructional focus in reading for the 2010-2011 school year will be to improve achievement for all students, including those in the student groups that are furthest from meeting state standards (Special Education, African American, and FARMS). All student groups will be monitored closely (African American – OCR Agreement) and instructional programs such as reading intervention and extended day will be utilized to improve student performance. **EQ** Instruction will include an emphasis on differentiation to help students in Grades K-2 develop oral reading fluency, phoneme segmentation, and nonsense word fluency and to help students in Grades 1-5 improve in oral reading fluency, identifying vocabulary through use of context clues, and comprehension of informational and literary text. **EQ** There will be continued focus on collaboration between the regular classroom teachers and the special education teacher, as well as the support staff. The County Reading Teacher, Title I Reading Teacher, Title I Teacher Assistant, Special Educator, Special Education Teacher Assistant, and Spell Read Technician will provide intervention activities for targeted students. **EQ** The MDK12 Toolkit will be used to develop activities that align with the Maryland State curriculum. Student Dashboard and Educational Warehouse are utilized to analyze data by student groups.

**Maryland School Assessment Reading Proficiency Composite (Grades 3-5) Trend Data Set From 2003 – 2010**

Subgroups Groups	02 - 03 Actual	03 - 04 Actual	04 - 05 Actual	05 - 06 Actual	06 – 07 Actual	07 - 08 Actual	08-09 Actual	09-10 Actual
All Students	62.9	60.0	82.9	72.7	78.5	79.1	68.4	<b>79.3</b>
African American	66.7	72.7	86.7	70.8	71.4	71.0	64.3	<b>70</b>
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
Hispanic	N/A	N/A	N/A	100	80.0	80.0	100	<b>N/A</b>
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
White	61.8	57.7	82.1	72.1	81.1	84.0	70	<b>83.3</b>
Special Education	41.7	0.0	60.0	57.1	70.0	76.9	54.5	<b>78.6</b>
Limited English Proficient	N/A	N/A	N/A	100	50.0	N/A	N/A	<b>N/A</b>
FARMS	58.3	46.2	76.6	67.3	73.6	74.6	60.3	<b>71.2</b>

## Belle Grove Elementary School Improvement Plan 2010-11

### SIP Reading

MSA Advanced Reading Proficiency Trend Data											
Indicator	District Baseline	Student Groups	06 – 07 School Baseline	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	10-11 Target	Data Source
By the end of the <b>2012 – 2013</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-8 will be performing at the <b>Advanced</b> level on the <b>Reading</b>	Baseline: June 2006 – 32% of students in all grades 3 -8 performing at the <b>Advanced</b> level on the <b>Reading MSA</b>	All	<b>16.3</b>	25	18.6	20	20.0	30	<b>24.7</b>	<b>30</b>	Educational Data Warehouse
		Af. Am.	<b>7.7</b>	25	16.1	20	9.4	30	<b>15.2</b>	<b>30</b>	
		Asian	<b>N/A</b>	25	5.8	20	N/A	30	<b>N/A</b>	<b>30</b>	
		Hisp.	<b>66.7</b>	25	N/A	20	N/A	30	<b>N/A</b>	<b>30</b>	
		Na. Am.	<b>N/A</b>	25	N/A	20	N/A	30	<b>N/A</b>	<b>30</b>	
		White	<b>14.8</b>	25	9.3	20	26.9	30	<b>31.3</b>	<b>30</b>	
		Sp. Ed.	<b>18.2</b>	25	N/A	20	10.0	30	<b>11.1</b>	<b>30</b>	
		LEP	<b>33.3</b>	25	N/A	20	N/A	30	<b>N/A</b>	<b>30</b>	
FARMS	<b>12.3</b>	25	17.4	20	12.9	30	<b>14.5</b>	<b>30</b>			

Disproportionate Racial and Ethnic Groups In Special Ed. Trend Data											
Indicator	District Baseline	Student Groups	06 – 07 School Baseline	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	11-12 Target	Data Source
By the end of the <b>2012/2013</b> school year, all schools will demonstrate less than <b>1.5%</b> 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%	Af. Am.	<b>0.86</b>	<b>Below 1.5</b>	<b>0.4</b>	<b>Below 1.5</b>	<b>0.87</b>	<b>Below 1.5</b>	<b>1.05</b>	<b>1.5%</b>	Special Education Summary Report (December)

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

**Indicator I:**

- By the end of the 2011 -2012 school year, 85% of students in each NCLB student group in grades K-2 will perform at benchmark as measured by the May administration of DIBELS
- By the end of the 2010 -2011 school year, 85% of students in each NCLB student group will score proficient on the third AACPS Reading Benchmark Assessment

***Belle Grove Elementary School***  
**2010-2011**  
**School Improvement Plan**

**Goal:** By the end of the 2010-2011 school year, 90% of all students in grades 3-5, at Belle Grove Elementary will perform at the proficient and advanced level in reading as defined by the Maryland School Assessment and reduce the achievement disparities among all subgroup student populations from the prior year.

**Long Range Indicators:** By 2012, all students at Belle Grove Elementary will be proficient or better on MSA Reading.

- By the end of the 2010-11 school year **90%** of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment
- By the end of the 2011-12 school year **96%** of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment

**Annual Objective:**

**Reading/LA Objectives:**

- **By the end of the 2010-11 school year 80% of all students in grade K - 2 will perform at benchmark in reading as measured by the May administration of DIBELS**
- **By the end of the 2010-11 school year 90% of all students grades 3-5 will perform at or above proficient on the Maryland School Assessment**
- **By the end of the 2010-11 school year 30% of students in grades 3-5 will score at the advanced level on the Maryland School Assessment**

**Statement of Need:**

At the end of 2009-2010, 79.3% of all students in grades 3, 4, and 5 performed at proficient or advanced in reading on the Maryland School Assessment (MSA). This a significant increase from the previous year's percentage level of 68.4%.

**Milestone(s):**

- 1) 50% of kindergarten students will perform at benchmark on the first reported administration of DIBELS
- 2) 70% of kindergarten students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of kindergarten students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 60% of first grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 80% of first grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of first grade students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 60% of second grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 70% of second grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of second grade students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 70% of grade 2 students will score at or above proficiency on the first reported AACPS Reading Assessment
- 2) 75% of grade 2 students will score at or above proficiency on the second reported AACPS Reading Assessment
- 3) 85% of grade 2 students will score at or above proficiency on the third reported AACPS Reading Assessment

**Milestone(s):**

- 1) 70% of students in grades 3-5 will perform at or above proficiency on the first reported administration of AACPS Reading Benchmark Assessment
- 2) 10% of students in grades 3-5 will perform at advanced on the first reported administration of AACPS Reading Benchmark Assessment
- 3) 80% of students in grades 3-5 will perform at or above proficiency on the second reported administration of AACPS Reading Benchmark Assessment
- 4) 20% of students in grades 3-5 will perform at advanced on the second reported administration of AACPS Reading Benchmark Assessment
- 5) 90% of students in grades 3-5 will perform at or above proficiency on the third reported administration of AACPS Reading Benchmark Assessment
- 6) 30% of students in grades 3-5 will perform at advanced on the third reported administration of AACPS Reading Benchmark Assessment

**Evaluation:** Did the composite reading score on MSA for grades 3-5 reach 90%?

***Belle Grove Elementary School***  
**2010-2011**  
**School Improvement Plan**

<b>Action Steps</b>	<b>EQ</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/Check off when completed</b>
Implement Guided Reading during Workshop using leveled text and flexible groups. (C2, C9)	✓	Teachers K-5	Classroom Teachers and Paraprofessionals	Debbie Diller videos and books Scholastic, Time for Kids, Rigby & Sunshine Leveled Readers	Teacher Plans Running Records	Ongoing
Develop a collaborative model for teachers to plan lessons to increase the level of cognitive demand of students through differentiated instruction, state standards, and the use of Thinking Maps. Incorporate the diversity awareness as it relates to students' learning styles. (C2, C8, C9)	✓	Teachers Pre-K-5	Classroom Teachers Pre-K-5; County and Title I Reading Resource Teachers; Special Education Teachers; Talent Development Teacher	Collaborativ e planning time, grade level curriculum resources, curriculum guides, intervention programs	Administrative walk-through & feedback, lesson plans, evidence of a variety of reading texts, evidence of small group instruction, and three group rotations, Benchmark and weekly reading assessments	Ongoing
Provide on-going ReadSource training for teachers to build capacity and effective instructional strategies based on student needs.(C2,C8, C9)	✓	County Reading Teacher Title I Reading Resource Teacher	Classroom Teachers Pre-K - 5	ReadSource	Teacher Plans Collaborative Planning	Monthly

***Belle Grove Elementary School***  
**2010-2011**  
**School Improvement Plan**

**AACPS Goal I – Academic Achievement**

**MATHEMATICS – Evidence of Need Assessment Profile**

Belle Grove Elementary School met AYP standards in all areas measured by the 2010 Maryland State Assessment. Improvement was made in Grades 3-5 mathematics as compared to 2009.

Further analysis of MSA , County Benchmark Assessments, and Topic Tests, indicate that students in Grades 1-5 need to increase performance levels in the areas of the processes of mathematics, probability and statistics, and geometry and measurement.

Based on the disaggregated data from the Maryland State Assessment and Belle Grove’s instructional focus in math for the 2010-2011 school year is to improve achievement for all students, including those in the student groups that are furthest from state standards (Special Education, African American, and FARMS). **EQ** All student groups will be monitored closely (African American – OCR Agreement) and instructional programs such as math intervention extended day, and Saturday school will be utilized to improve student performance. **EQ** Instruction will include an emphasis on differentiation to improve students’ overall mathematics skills. **EQ** Collaboration between the regular classroom teachers, the special education teacher, and the Title I Math Resource Teacher will continue. **EQ** Teachers will continue to focus on higher level questioning to increase the level of cognitive demand. Students will be taught problem solving strategies and have opportunities to solve word problems and open ended questions daily in math. **EQ** The MDK12 Toolkit will be used to develop activities that align with the Maryland State Curriculum. Student Dashboard and Educational Data Warehouse are utilized to analyze data by student groups.

**MSA Math Proficiency Trend Data Set (2003 – 2010)**

<b>Subgroups Groups</b>	<b>02 - 03 Actual</b>	<b>03 - 04 Actual</b>	<b>04 - 05 Actual</b>	<b>05 - 06 Actual</b>	<b>06 – 07 Actual</b>	<b>07 - 08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>
All Students	62.9	60.0	68.7	77.3	<b>82.3</b>	<b>75.6</b>	75.9	82.1
African American	50	54.5	73.3	70.8	<b>71.4</b>	<b>74.2</b>	71.4	81.9
Asian	N/A	N/A	N/A	N/A	<b>N/A</b>	<b>N/A</b>	N/A	N/A
Hispanic	N/A	N/A	N/A	100	<b>100.0</b>	<b>80.0</b>	100	N/A
Native American	N/A	N/A	N/A	N/A	<b>N/A</b>	<b>N/A</b>	N/A	N/A
White	65.5	61.5	67.2	78.7	<b>84.9</b>	<b>80.0</b>	78	87.5
Special Education	50	21.4	30	42.9	<b>60.0</b>	<b>61.5</b>	72.7	55.5
Limited English Proficient	N/A	N/A	N/A	100	<b>100.0</b>	<b>N/A</b>	N/A	N/A
FARMS	75	51.3	63.8	71.2	<b>73.6</b>	<b>67.8</b>	69	78.7

**Belle Grove Elementary School  
2010-2011  
School Improvement Plan**

**AACPS Goal I – Academic Achievement**

<b>MSA Math Proficiency Trend Data</b>											
<b>Indicator</b>	<b>District Baseline</b>	<b>Student Groups</b>	<b>06 – 07 Actual</b>	<b>07-08 Target</b>	<b>07-08 Actual</b>	<b>08-09 Target</b>	<b>08-09 Actual Scores</b>	<b>09-10 Target</b>	<b>09-10 Actual Scores</b>	<b>11-12 Target</b>	<b>Data Source</b>
By the end of the <b>2013/2014</b> school year, <b>all students</b> in each NCLB student group will perform at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment (MSA) standards.</b>	Baseline: June 2006 – 87.9% of students have performed at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment Math standards.</b>	All	82.3	85	75.6	85	75.9	85	<b>82.1</b>	<b>90</b>	Maryland State Department of Education
		Af. Am.	71.4	85	67.7	85	71.4	85	<b>81.9</b>	<b>90</b>	
		Asian	N/A	85	N/A	85	N/A	85	<b>N/A</b>	<b>90</b>	
		Hisp.	100.0	85	80.0	85	100	85	<b>N/A</b>	<b>90</b>	
		Na. Am.	N/A	85	N/A	85	N/A	N/A	<b>N/A</b>	<b>90</b>	
		White	84.9	85	80.0	85	78	85	<b>87.5</b>	<b>90</b>	
		Sp. Ed.	60.0	85	61.5	85	72.7	85	<b>55.5</b>	<b>90</b>	
		LEP	100.0	85	N/A	85	N/A	N/A	<b>N/A</b>	<b>90</b>	
FARMS	73.6	85	72.7	85	69	85	<b>78.7</b>	<b>90</b>			

<b>MSA Advanced Math Proficiency</b>											
<b>Indicator</b>	<b>District Baseline</b>	<b>Student Groups</b>	<b>06 – 07 School Baseline</b>	<b>07-08 Target</b>	<b>07-08 Actual</b>	<b>08-09 Target</b>	<b>08-09 Actual Scores</b>	<b>09-10 Target</b>	<b>09-10 Actual Scores</b>	<b>10-11 Target</b>	<b>Data Source</b>
By the end of the <b>2011 – 2012</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-8 will be performing at the <b>Advanced</b> level on the <b>Reading &amp; Math MSA</b>	Baseline: June 2006 – 31% of students in all grades 3 -8 performing at the <b>Advanced</b> level on the <b>MSA Math.</b>	All	22.1	45	31.3	45	15.3	45	<b>28.6</b>	45	Student Dashboard
		Af. Am.	23.1	45	22.6	45	3.1	45	<b>9.4</b>	45	
		Asian	N/A	45	N/A	45	N/A	45	<b>N/A</b>	45	
		Hisp.	66.7	45	60.0	45	N/A	45	<b>N/A</b>	45	
		Na. Am.	N/A	45	N/A	45	N/A	45	<b>N/A</b>	45	
		White	16.7	45	34.0	45	23.1	45	<b>37.5</b>	45	
		Sp. Ed.	9.1	45	30.8	45	20.0	45	<b>11.1</b>	45	
		LEP	33.3	45	N/A	45	N/A	45	<b>N/A</b>	45	
FARMS	19.3	45	25.5	45	4.8	45	<b>18</b>	45			

***Belle Grove Elementary School***  
**2010-2011**  
**School Improvement Plan**

**Goal I:** All diploma-bound students will reach high standards, as established by AACPS and state performance level standards in Reading, **Mathematics**, Science, and Social Studies. Achievement disparities among all NCLB groups of students will be eliminated.

**AACPS Math Indicators:**

- 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 in Mathematics on the Maryland School Assessment (MSA) standards.
- By the end of the 2013 - 2014 School Year, all students in each NCLB student group will perform at the proficient or advanced level of achievement in Mathematics on the Maryland School Assessment (MSA) standards.
- 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.

***Belle Grove Elementary School***  
**2010-2011**  
**School Improvement Plan**

**Goal I: Academic Achievement – Mathematics**

By the end of the 2010-2011 school year, 90% of all students in grades 3-5, at Belle Grove Elementary will perform at the proficient and advanced level in mathematics as defined by the Maryland School Assessment and reduce the achievement disparities among all student groups from the prior year.

- **By the end of the 2010-11 school year 90% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment**
- **By the end of the 2011-12 school year 96% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment**

**Math Objectives:**

- **By the end of the 2010-11 school year 90% of students in grade 2 will perform at the proficient level on AACPS Math Benchmark Assessments with 30% of grade 2 students performing at the advanced level.**
- **By the end of the 2010-10 school year 90% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment with 30% of students in grades 3-5 performing at the advanced level.**

**Statement of Need:**

At the end of 2009-2010, 82.1% of all students in grades 3, 4, and 5 performed at proficient or advanced in mathematics on the Maryland School Assessment (MSA). This an increase from the previous year's percentage level of 75.9%.

**Milestones:**

- 1) 70% of students in grade 2 will perform at or above proficiency on the first reported AACPS Math Benchmark Assessment
- 2) 20% of students in grade 2 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 80% of students in grade 2 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 25% of students in grade 2 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 90% of students in grade 2 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 30% of students in grade 2 will perform at the advanced level on the third reported AACPS Math Assessment

**Milestones:**

- 1) 70% of students in grades 3-5 will perform at or above proficiency on the first reported AACPS Math Assessment
- 2) 20% of students in grades 3-5 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 80% of students in grades 3-5 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 25% of students in grades 3-5 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 90% of students in grades 3-5 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 30% of students in grades 3-5 will perform at the advanced level on the third reported AACPS Math Assessment

**Evaluation:** Did the composite mathematics score on MSA for grades 3-5 reach 90%?

**AACPS Goal I – Academic Achievement – Mathematics**

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Increase students’ level of cognitive demand through open ended and higher level questioning, problem solving, and math communication across all student groups. <b>(C2, C9)</b>	✓	Teachers K -5  Principal  Title I Math Resource Teacher	Classroom Teachers	enVision GroundWorks Good Questions for Math Teaching Problem Solver II Number Talks	Lesson Plans Observations Quarterly Walk-Through	Monthly Ongoing
Develop a collaborative model for teachers to plan lessons to increase the level of cognitive demand of students through differentiated instruction, state standards, and the use of Thinking Maps, and other county approved resources. Incorporate the diversity awareness as it relates to students’ learning styles. <b>(C2,C8, C9)</b>	✓	Teachers Pre-K-5	Classroom Teachers Pre-K- 5; County and Title I Math Resource Teachers; Special Education Teachers; Talent Development Teacher	Collaborativ e planning time, grade level curriculum resources, curriculum guides, intervention programs	Administrative walk-through & feedback, lesson plans, evidence of a variety of reading texts, evidence of small group instruction, and three group rotations, Benchmark and weekly reading assessments	Ongoing

Action Steps		Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Implement two/three group rotations during math instruction to meet the needs of each student and increase student engagement. (C2, C9)	✓	Teachers K -5  Principal  Title I Math Resource Teacher	Classroom Teachers	enVision GroundWorks Good Questions for Math Teaching Problem Solver II Number Talks	Lesson Plans Observations Quarterly Walk-Through	Ongoing

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**AACPS Goal II – Safe and Supportive Learning Environment**

**Safe and Supportive Learning Environment – Evidence of Need Data Trend**

In the area of school safety, Belle Grove Elementary School is in its fourth year as a Positive Behavioral Interventions and Supports (PBIS) school. At the end of the 2009-2010 school year, Belle Grove received an exemplary School-wide Evaluation Tool (SET) score of 100%.

Belle Grove's goal for the 2010 –2011 school year is to reduce the total number of discipline referrals and suspensions by 20% through PBIS, Check In, Check Out (CICO), Second Step, essential guidance curriculum, to include bullying and gang awareness lessons. Based on School Wide Information System Data (SWIS), there were 28 major referrals and 16 suspensions during the 2009-2010 school year. SWIS data indicates a need to reduce the number of referrals for classroom disruptions physical attack on staff members, and physical aggression on other students, which were the top three problem areas.

In addition, Belle Grove's goal is to reduce the overall number of major discipline referrals and suspensions for all students, including those in student groups where there is a disparity. In addition, Belle Grove will focus on a mentoring program for "at risk" students.

Belle Grove Elementary School met Maryland State Attendance Standards for the 2008 – 2009 School Year. Belle Grove's attendance rate for the 2005 – 2006 was 93% , SY 2006 – 2007 was 94.2%, SY 2007-2008 was 94%, SY 2008-2009 was 95%, and 2009-2010 was 94%..

Based on the disaggregated data from 2009– 2010, Belle Grove's attendance goal for the 2010 – 2011 school year will be to achieve an attendance rate of 96% (the state standard for excellence). In addition, there will be a continued focus on improving attendance for students who miss more than 12 school days per year. Attendance will be monitored closely through daily reports and monthly Attendance Meetings. Strategies to improve attendance will include daily check-in with the School Counselor (for students who have missed more than 3 days in one marking period), daily phone calls to the parents of students with attendance concerns (Connect-Ed, classroom teacher, School Counselor, or Administrator call, in addition to letter to parents/guardians for students who have chronic attendance concerns), attendance Bulldog rewards, weekly attendance rewards for students with the best attendance percentage, attendance recognition on morning announcements, and attendance certificates/rewards distributed with report cards. This school year's attendance initiative is to incorporate a parent component which parents will also receive rewards acknowledging their support of the importance of regular school attendance.

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**AACPS Goal II - Safe and Supportive Learning Environment Indicators/Statement of Need/Objectives**

**Goal II:** All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all NCLB student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

**AACPS - Safe and Supportive Learning Environment - Indicators (Elementary):**

- Through the end of the 2011 -2012 school year, all schools will remain free from the designation of “persistently dangerous schools,” as defined by the MSDE.
- 100% of school based administrators and other key personnel will demonstrate proficiency in the National Incident Command Management System in order to increase readiness for crisis and emergency response scenarios.
- During the 2010 -2011 school year, 100% of AACPS staff and visitors will display photo ID badges at all times in all school facilities.
- 100% of schools will demonstrate proficiency in the implementation of their site-based, approved Emergency Management Plan.

**Belle Grove Elementary School - Safe and Supportive Learning Environment - Statement of Need: At the end of the 2008 - 2009 school year:**

- There were 28 major referrals in SY 2009– 2010
- 3 White males , 4 African American males, 1 bi-racial female (African American and White), 2 white females, and 1 bi-racial male (Hispanic and White) received referrals.
- The major reasons for referrals were classroom disruption, physical attack on staff members, and physical aggression on other students.
- The attendance rate for Belle Grove was 94% in 2009- 2010.

**Belle Grove Elementary School - Safe and Supportive Learning Environment - Objectives: At the end of the 2009 – 2010 school year:**

- By the end of the 2010 -2011 school year, the percentage of major discipline referrals for all students will decrease by 10% (including white &African American males and “red zone” students). Disparities between student groups will not vary. EQ\*
- By the end of the 2010 - 2011 school year attendance for all students will improve from 94 % to 96%.
- The number of students with 12 or more days absent will decrease by 10% as compared to the 2009 - 2010 school year.

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**Goal:** All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Content.

**Statement of Need:**

- During 2009 – 2010 school year, there were 28 major referrals and 16 suspensions. In addition, Belle Grove would like to identify the amount of students (“Red Zone”) with 2 or more referrals compared to the number of students with 2 or more referrals during 2009 -2010.
- Belle Grove’s attendance rate for the 2009-2010 school year was 94%.

**Objective:** (Discipline) By the end of the 2010-2011 school year, there will be at least a 10% reduction in the number of major discipline referrals and suspensions for all students, including those in student groups where there is disparity. (Attendance) By the end of the 2010-2011 school year, we will achieve an attendance rate of 96% (the state standard for excellence).

**Milestones:** Review SWIS data and SASI attendance data on a monthly basis.

**Evaluation:** Were the referral, suspension, and expulsion rates reduced by 10% as compared to the 2009-2010 school year?  
Was the attendance rate at 96% (the state standard for excellence) by the end of the 2010-2011 school year?

**Strategy:** Continue implementation of school-wide Positive Behavioral Interventions and Supports model.

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<b>Safe and Supportive Learning Environment Action Steps (Discipline)</b> <i>New Initiatives – 1<sup>st</sup> or 2<sup>nd</sup> year implementation</i>	<b>Person(s) Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedures</b>	<b>End Date</b>
Implement the CICO (Check in check out) Program for “Yellow Zone” students to help them make connections and develop relationships to improve student behavior and increase student achievement. (C2)	Behavior Resource Teacher  Professional School Counselor	Behavior Resource Teacher	SWIS Data	SWIS Monthly Reports	June 2011
Provide individualized intervention for “Red Zone” students. (C2)	Professional School Counselor	Professional School Counselor  School Psychologist	Parent Involvement  SWIS Data	School Data  SWIS Data  Teacher Observations	Monthly Review
Provide staff, students, and parents with new PBIS bus rules, added to the behavior matrix. (C2, C6)					

All 4 <sup>th</sup> grade students will create a 3-year academic plan participating in an academic advising session, and all 5 <sup>th</sup> grade students will update their academic plan from the previous year. (C2, C9)	Professional School Counselor	Professional School Counselor Teachers	Students’ Reading Progress Reports Student Inventories Goal/Reflection Forms	Observations, Students’ Goals/Reflection Forms Guidance Plans and Schedule	10/09  Monthly
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***Belle Grove Elementary School***  
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**Goal III - Community Engagement**

**Community Engagement – Evidence of Need Data Trends**

During the 2009-2010 school year, Belle Grove Elementary School focused on increasing community collaboration by hosting several successful school events. These included two Back-to-School Activities, Grade Level Field Trips, Watch D.O.G. S. activities, Reading and Math Nights, Saturday School Celebration, two Extended Day Celebrations, American Education Week Open House, PTA/CAC Meetings, Title I PAC Meetings, Field Day, Holiday Celebrations, a joint Community Concert with Brooklyn Park and Park Elementary Schools, a school-wide every student participation Art Show, S.T.E.M. Career Day, *Ready at Five* Parties for Pre-K Parents, and the Title I Community Learning Fair. Women’s club of Linthicum Heights United Methodist Church sponsors the monthly “Food for Thought” Program, giving all students a bag of food to carry home for the weekend. Various community volunteers provide holiday gifts for all students. Michael Baker Inc. provides incentives to students and staff members. The Gaske Printing Company has partnered with Belle Grove, printing Home Folders for all students, as well as book covers. The Anne Arundel County Library serves as an additional meeting location for PTA and community meetings. Communication with families and school communities is done through message boards, flyers, newsletters, Connect-Ed, and the school’s website.

The Community engagement survey given in the fall of 2009 indicated that 93% of parents were satisfied with the school. 98 % of parents indicated that they are made aware of the ways they can be involved in school. 95% of parents felt they were well informed about events and activities taking place at Belle Grove. Students who achieved perfect attendance and/or honor roll quarterly were recognized and awarded.

Though there is a significant increase in PTA membership for the 2009-2010 school year, and a slight increase in the percentage of parents attending school events, the parent attendance data to school events and input from the school community reflect a need for increased improvement in the areas of the school’s efforts to recruit parents to actively participate in school activities.

### **Goal III - Community Engagement**

**Goal:** All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

**Objective:** By the end of the 2010-2011 school year, an average of 80% of parents, staff, and students will indicate a positive relationship with the school as measured by Title I sign-in sheets, evaluations and surveys.

**Milestones:** Review sign-in sheets and evaluations of activities after all school events, and analyze results of surveys.

**Evaluation:** Did we achieve an average of 80% of parents, staff, and students indicating a positive relationship with the school as measured by Title I sign-in sheets, evaluations and surveys?

**Strategy:** Maintain positive relationships, open communication, and collaborative opportunities for community/business partners, parents, students, and staff.

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<b>Community Collaboration Action Steps</b> <i>New Initiatives – 1<sup>st</sup> or 2<sup>nd</sup> year implementation</i>	<b>Person(s) Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedures</b>	<b>End Date</b>
Continue to increase parent attendance to school events by 20% as compared to the attendance at the same events the previous year, by providing bus transportation to and from these events. (Back-to-School Activities, Grade Level Field Trips, Watch D.O.G. S. activities, Reading and Math Nights, Saturday School Celebration, two Extended Day Celebrations, American Education Week Open House, PTA/CAC Meetings, Title I PAC Meetings, Field Day, Holiday Celebrations, Student Art Show, <i>Ready at Five</i> Parties for Pre-K Parents, and Community Learning Fairs) <b>(C2, C6, C9)</b>	Principal  Leadership Team	Title I Resource Staff  Reading Teacher  Professional School Counselor  PTA Executive Board	Bus Transportation  Creative Publicity  Title I Office Resources  Resource of Best Practices	Monthly Log of Volunteers and Hours  Title I PI Attendance Logs  Reviewed at Monthly SIT and/or Leadership Team Meetings	6/11
Plan and implement staff development activities related to cultural proficiency. <b>(C2, C6, C9)</b>	Principal	Equity Liaison  Leadership Team  Parent Volunteers	Cultural Proficiency Training  Parent Training	Training Attendance  Staff Development Agenda	10/10 & 1/11
Establish a S.T.E.M Committee to plan and implement a Science Night/Fair <b>(C2, C6, C9)</b>	Principal  Talent Development/Science Lead Teacher	Science Fair Committee Members	Science Fair Training  Science Fair Materials  Volunteers	Science Fair Evaluations  Parent Evaluations and Feedback  Student Participation  SIT Meeting Reports	10/10 & 4/11