

Belvedere Elementary

2010-2012



School Improvement Plan

Belvedere Elementary School 2010-2012 School Improvement Plan

Goal I Indicator- Academic Achievement: 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 on the Maryland School Assessment.

Statement of Need: At the end of the 2009/2010 school year, 92.7% of students in grades 3-5 scored proficient or advanced. MSA Reading. Results did indicate an achievement gap greater than 10% with our Special Education student group (71.4%) and the African-American student group (66.7%) and the 92.7% overall achievement. Therefore, Belvedere Elementary will focus on the identified student groups, and all NCLB student groups, to continue to exceed the annual measurable objective (AMO) 2012.

Annual Objective 1/ Reading: By the end of the 2011-2012 school year, a minimum of 90% of all targeted student groups students in grades 3-5 will reach proficiency or above on MSA Reading/Language Arts and 60 % of all students will score at an advanced level on MSA and thereby eliminate the disparity between all student groups.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Frequency
1. Teachers will administer comprehension checks to targeted students and determine appropriate instructional strategies to increase explicit and implicit understanding	classroom teacher	grade groups vertical teams administration special education talent development reading teachers	Comprehension Toolkit and resources Rigby/Benchmark data On site Professional Development Volunteers	*notations in teacher plan books *tracking student progress during grade group & vertical teams * collaborative share at designated grade group meeting.	Three times yearly

<p>2. Teachers will provide differentiated materials during small and whole group instruction so that reading strategies are enhanced. (EQ) (i.e. via Literature Circles, Open Court Classics, Open Court Interventions, Images, anthologies, novels, etc) Literary Reading Processes</p>	<p>classroom teacher</p>	<p>grade groups vertical teams administration special education talent development reading teachers</p>	<p>Thinking maps training On site Professional Development Selected journals and professional books for study groups.</p>	<p>*notations in teacher plan books *tracking student progress during grade group & vertical teams</p>	<p>Daily TBD PD</p>
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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Frequency
<p>3. Teachers will provide multi leveled texts in content areas to support student comprehension and knowledge acquisition. (EQ)</p>	<p>classroom teacher</p>	<p>grade groups vertical teams administration special education talent development reading teachers</p>	<p>*approved AACPS internet sites *Images *Scholastic News *National Geographic *Time for Kids *Quick Reads *staff development * X Zone</p>	<p>*notations in teacher plan books *tracking student progress during grade group & vertical teams</p>	<p>Weekly</p>
<p>4. Teachers will use the 30 minute Language Arts intervention block to provide intervention/enrichment based on classroom/testing progress-monitoring data</p>	<p>classroom teacher reading teacher</p>	<p>grade groups vertical teams administration talent development reading teachers</p>	<p>*progress monitoring tools *intervention programs *language arts probes</p>	<p>*teacher notes *classroom/state testing data *progress-monitoring charts</p>	<p>Data - dependent</p>

Goal 1 Indicator- Academic Achievement: 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 on the Maryland School Assessment.

Statement of Need: At the end of the 2009/2010 school year, 91.9% of students in grades 3-5 scored proficient or advanced on MSA in Mathematics. Results indicated an achievement gap greater than 10% between Special Education (61.9%) and African-American (66.7%) and White (92.8 %) students. Therefore, Belvedere Elementary will focus on this identified student groups, and all NCLB student groups, to meet or exceed the annual measurable objective (AMO) 2011 mathematics target.

Annual Objective 2/ Math: By the end of the 2011-2012 school year, a minimum of 90% of all targeted student groups students in grades 3-5 will reach proficiency or above on MSA Mathematics and 60% of all students will score at an advanced level on MSA and thereby eliminate the disparity between all student groups.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Frequency
1. Teachers will implement and differentiate components of the Maryland state curriculum including 2010-2012 Math Leadership Team initiatives.	Math teachers Leadership Team	Grade groups Vertical teams Talent Development Special Educators Administration	AACPS Professional Development Essential Materials Manipulatives Document Cameras Presenters / Lap Tops SmartBoards/Airliners Fastt Math Do the Math	* Notations in teacher plan books. * Ideas shared & noted in minutes from grade group and vertical team meetings.	Daily

<p>2. Teachers will provide additional math intervention through instruction and the math intervention block to reinforce and strengthen identified math skills for targeted students. (EQ)</p>	<p>Math teachers</p>	<p>Grade groups Vertical teams Talent Development Special Educators Administration</p>	<p>Math Plus Math Numeration Envision Math Intervention Program Lists of MSA targeted students Professional Development</p>	<p>* Review of targeted student progress in grade groups and vertical teams.</p>	<p>Data-dependent</p>
<p>3. Teachers will differentiate instruction to support and enhance lesson attainment. (EQ)</p>	<p>Math teachers Leadership Team</p>	<p>Grade groups Vertical teams Talent Development Special Educators Administration</p>	<p>Professional Dev re: Manipulatives Envision Stations Leveled Assignments Three Group Rotation Additional Resources Thinking Maps Training</p>	<p>* Notations in teacher plan books. * Ideas shared & noted in minutes from grade group and vertical team meetings.</p>	<p>Daily</p>

Goal 2 Indicator- Safe and Supportive Learning Environment: By the end of the 2011/2012 school year, Belvedere Elementary will create a safe and supportive learning environment that promotes accelerated achievement for all student groups as measured by a 5 percentage point reduction in bullying from AACPS survey results, 2 point reduction in discipline referrals, and twenty percent reduction in students absent 12 or more days.

Statement of Need: During the 2009-2010 school year, 144 fourth and fifth grade students responded to the AACPS Bully Survey. In the study, 32.6% reported chronic bullying (2 or more times) during the month surveyed (a decreased rate of 5.1% points from 08/09) and a 65.3% rate in bullying bystanders. Additionally 28 discipline referrals were processed with 9% written for disruption to classroom/school. Belvedere Elementary attendance data also indicated 2.2% of the students were absent 12 or more days.

Annual Objective: By the end of the 2011-2012 school year, Belvedere Elementary will reduce by 5 percentage points the number of students reporting chronic bullying from 32.6% to 27%, a 5 point reduction of referrals from 28 to 23, and 50 % reduction from 2.2% to 1.1% in students absent 12 or more days.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Frequency
1. Belvedere Elementary will monitor student discipline referrals by implementing the Collaborative Decision Making Model and appropriate positive interventions for targeted students.	CDM Team	Administration Staff	Professional Development on Collaborative Decision Making Model	Review Data at Monthly SIT	Monthly
2. Belvedere Elementary will provide opportunities for students, parents, and staff to learn bully proofing strategies and complete AACPS Bully Survey on line.	Guidance	Guidance Staff	Surveys available for parent completion during American Education Week. Share website and pass codes in November	Guidance Lessons Students, Parents, and Staff completion of Bully Survey Articles on counselor's website	November

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			newsletter.		Monthly
3. Belvedere Elementary will increase parent and student awareness of LEA policies regarding attendance/tardiness and the direct relationship between student success and school attendance.	Attendance Committee	Attendance Committee Staff	Monthly Incentives	Review student data re: tardy/unexcused absences. 2 A20= Teacher call 3 A20= Counselor letter 4 A20= Counselor Call 5 A20= Admin Letter 10% = PPW Referral Articles in Newsletter	Monthly
4. Belvedere will implement the C.O.A.C.H. (Creating Opportunities for Achievement Character and Heroics) by staff mentoring students in need of academic or behavioral support.	Belvedere Staff and Community Members	Staff Administration	Program Mentoring Support Human Resources High School Guidance Counselor	Monthly grade level updates	Monthly

Goal 3 Indicator- Community Engagement: By the end of the 2011/2012 school year, Belvedere Elementary will host a minimum of four activities, meetings, parent-teacher conferences, etc, in its community.

Statement of Need: During the 2009-2010 school year Belvedere Elementary provided two (2) parent workshops. During the 2010-2011 school year, Belvedere Elementary will continue to seek opportunities to host these activities, meetings, etc in its community.

Annual Objective: By the end of the 2010-2012 school year, Belvedere Elementary will host four activities, meetings, parent-teacher conferences, etc annually, in its community and increase partnerships/volunteer data by 3%.
(2009-2010 total volunteer hours=9,213 hours and 228 volunteers, a 1.17% decrease in volunteers)

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Frequency
1. Staff/PTA members will offer a minimum of four parent workshops in the Belvedere Elementary community each year.	School Counselor	School Counselor Reading Teachers Administration Parent Volunteers Classroom Teachers	Parent Workshops to Go”- AACPS Math Night Literacy Nights Speakers of Interest eg., Internet Safety FLEX	Evaluations at conclusion of each workshop	Yearly
2. Staff members will coordinate activities with Belvedere PTA and community to continue pursuit of Green School designation.	PTA Designee Art teacher	PTA Staff	Recycling Club Green Team	Weekly Recycling collection	Weekly
3. Belvedere Elementary will continue a collaborative partnership with the College of Notre Dame to support PDS	Site Coordinator CND Liaison	Administration Teacher Mentors	PDS Professional Development Stipend from CND	Intern/Mentor Reflection Sheets submitted weekly to Site Coordinator and Principal	Ongoing

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Final 2010-2012

implementation for teacher preparation.		Site Coordinator CND Liaison		Teacher Preparation Survey	
4. Develop and implement “March Madness” after school enrichment program.	PTA	Community members through PTA	Human Resources Donated Materials	Program participation Interest Survey	Weekly session in March

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Belvedere Elementary

2010-2012

School Improvement Plan Assessment Profiles



**School Improvement Plan - Elementary MSA
Percentages
(Data includes MSA and Mod-MSA but not Alt-MSA)**

**Goal 1: Assessment Profile
Academic Achievement**

School name: Belvedere Elementary School | Test category: MSA Reading | Grade: Grds 3-4-5

	2005-06				2006-07				2007-08				2008-09				2009-10			
	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %
Student category																				
All	8.6	49.6	41.8	91.4	7.0	50.4	42.6	93.0	4.9	42.0	53.1	95.1	4.0	38.6	57.4	96.0	7.3	41.7	51.0	92.7
African American	23.5	47.1	29.4	76.5	33.3	53.3	13.3	66.7	8.3	58.3	33.3	91.7	9.1	63.6	27.3	90.9	33.3	33.3	33.3	66.7
American Indian/Alaskan Native	NUL L	NUL L	NUL L	NULL	NUL L	50.0	50.0	100.0	NUL L	50.0	50.0	100.0	NUL L	100.0	NUL L	100.0	NUL L	NUL L	100.0	100.0
Asian/Pacific Islander	11.1	44.4	44.4	88.9	NUL L	37.5	62.5	100.0	NUL L	33.3	66.7	100.0	NUL L	33.3	66.7	100.0	NUL L	56.3	43.8	100.0
Hispanic	28.6	35.7	35.7	71.4	13.3	53.3	33.3	86.7	NUL L	83.3	16.7	100.0	NUL L	69.2	30.8	100.0	22.2	33.3	44.4	77.8
White	6.0	50.9	43.1	94.0	4.9	50.5	44.6	95.1	5.2	39.1	55.7	94.8	4.3	34.6	61.2	95.7	5.7	41.6	52.6	94.3
ELL	75.0	25.0	NUL L	25.0	25.0	75.0	NUL L	75.0	NUL L	100.0	NUL L	100.0	NUL L	100.0	NUL L	100.0	33.3	50.0	16.7	66.7

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FARMS	25.9	55.6	18.5	74.1	26.3	47.4	26.3	73.7	15.0	60.0	25.0	85.0	4.2	66.7	29.2	95.8	16.0	44.0	40.0	84.0
SPED	30.0	60.0	10.0	70.0	29.0	61.3	9.7	71.0	18.5	63.0	18.5	81.5	23.5	52.9	23.5	76.5	28.6	52.4	19.1	71.4

School Improvement Plan - Elementary MSA Percentages
 (Data includes MSA and Mod-MSA but not Alt-MSA)

Goal 1: Assessment Profile
Academic Achievement

School name: Belvedere Elementary School | Test category: MSA Math | Grade: Grds 3-4-5

	2005-06				2006-07				2007-08				2008-09				2009-10				
	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	B%	P%	A%	Prof/Adv %	
Student category																					
All	10.6	44.1	45.3	89.5	6.2	46.3	47.5	93.9	7.4	44.1	48.6	92.7	7.2	38.1	54.7	92.8	8.1	37.7	54.3	91.9	
African American	29.4	64.7	5.9	70.6	6.7	86.7	6.7	93.3	16.7	58.3	25.0	83.3	18.2	45.5	36.4	81.8	25.0	41.7	33.3	75.0	
American Indian/Alaskan Native	NUL L	NUL L	NUL L	NULL	NUL L	50.0	50.0	100.0	NUL L	50.0	50.0	100.0	50.0	50.0	NUL L	50.0	NUL L	NUL L	100.0	100.0	
Asian/Pacific Islander	22.2	33.3	44.4	77.8	12.5	12.5	75.0	87.5	NUL L	33.3	66.7	100.0	NUL L	33.3	66.7	100.0	NUL L	37.5	62.5	100.0	
Hispanic	28.6	42.9	28.6	71.4	6.7	60.0	33.3	93.3	16.7	50.0	33.3	83.3	NUL L	69.2	30.8	100.0	22.2	66.7	11.1	77.8	
White	7.4	43.1	49.5	92.6	5.9	43.6	50.5	94.1	6.7	43.3	50.0	93.3	6.9	35.6	57.5	93.1	7.2	36.4	56.5	92.8	
ELL	75.0	25.0	NUL L	25.0	25.0	50.0	25.0	75.0	100.0	NUL L	NUL L	NULL	NUL L	100.0	NUL L	100.0	33.3	50.0	16.7	66.7	

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FARMS	33.3	55.6	11.1	66.7	10.5	68.4	21.1	89.5	30.0	50.0	20.0	70.0	8.3	62.5	29.2	91.7	16.0	48.0	36.0	84.0
SPED	35.0	57.5	7.5	65.0	29.0	54.8	16.1	71.0	33.3	48.2	18.5	66.7	35.3	41.2	23.5	64.7	38.1	42.9	19.1	61.9

School Improvement Plan - Elementary Absences

Absent >= 12 Days % is equal to the total number of students absent 12 or more days divided by the total student membership for the year.

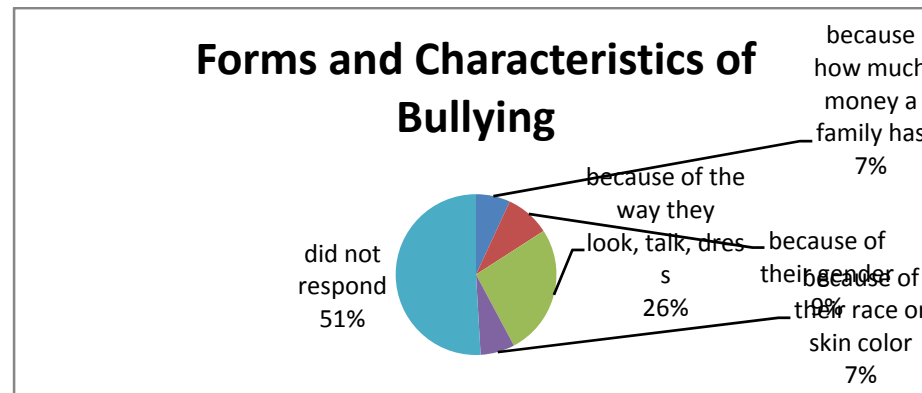
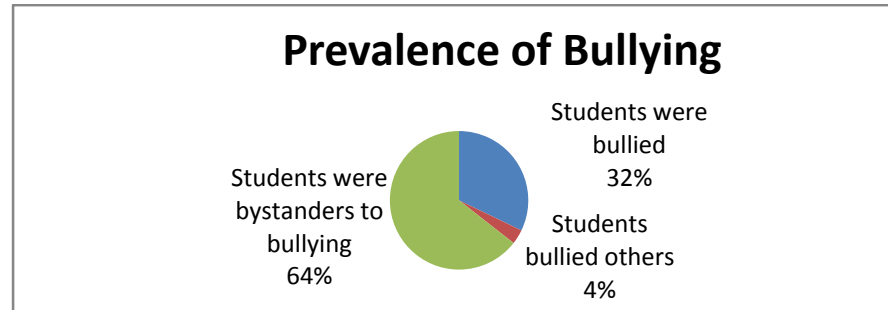
Goal 2: Assessment Profiles Safe and Supportive Learning Environment

School name: Belvedere Elementary School | Grade: Grds PreK-5

	2006-07				2007-08				2008-09				2009-10			
	Abse nt #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Abse nt #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Abse nt #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Abse nt #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %
Student category																
All	465	93.8	68	13.7	482	93.6	79	15.3	473	92.4	86	16.8	500	95.6	88	16.8
African American	27	87.1	4	12.9	25	78.1	5	15.6	27	90.0	5	16.7	33	91.7	9	25.0
American Indian/Alaskan Native	5	100.0	0	0.0	4	100.0	3	75.0	4	100.0	3	75.0	1	33.3	0	0.0
Asian/Pacific Islander	22	91.7	0	0.0	22	91.7	1	4.2	22	100.0	0	0.0	25	100.0	3	12.0
Hispanic	21	95.5	3	13.6	26	92.9	5	17.9	28	96.6	8	27.6	28	93.3	7	23.3
White	390	94.2	61	14.7	405	94.8	65	15.2	392	91.8	70	16.4	413	96.3	69	16.1
ELL	8	100.0	1	12.5	5	83.3	1	16.7	10	100.0	3	30.0	9	81.8	2	18.2
FARMS	37	97.4	10	26.3	49	96.1	10	19.6	50	94.3	10	18.9	62	95.4	18	27.7
SPED	52	89.7	12	20.7	60	96.8	18	29.0	53	89.8	15	25.4	50	92.6	16	29.6

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Goal 2: Assessment Profile
Safe and Supportive Learning Environment



School Improvement Plan - Elementary Suspensions (Unduplicated Student Counts)
 Suspended % is equal to the total number of students suspended divided by the total student membership for the year.

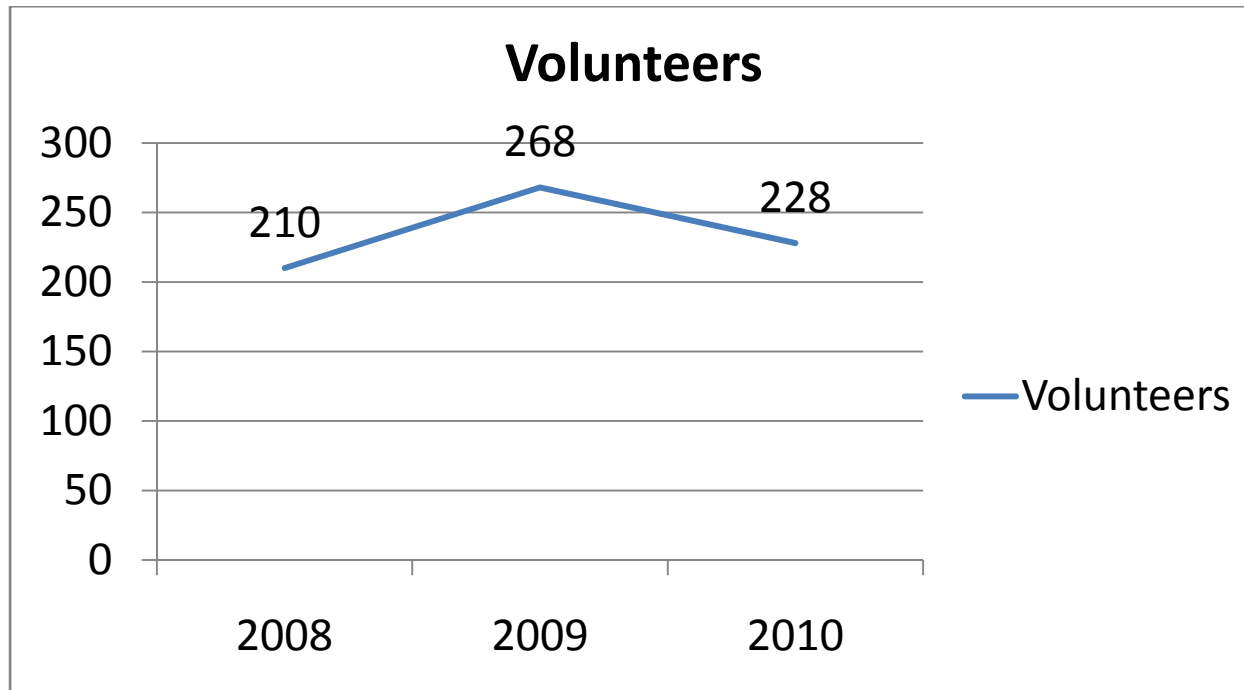
Goal 2: Assessment Profile
Safe and Supportive Learning Environment

School name: Belvedere Elementary School | Grade: Grds PreK-5

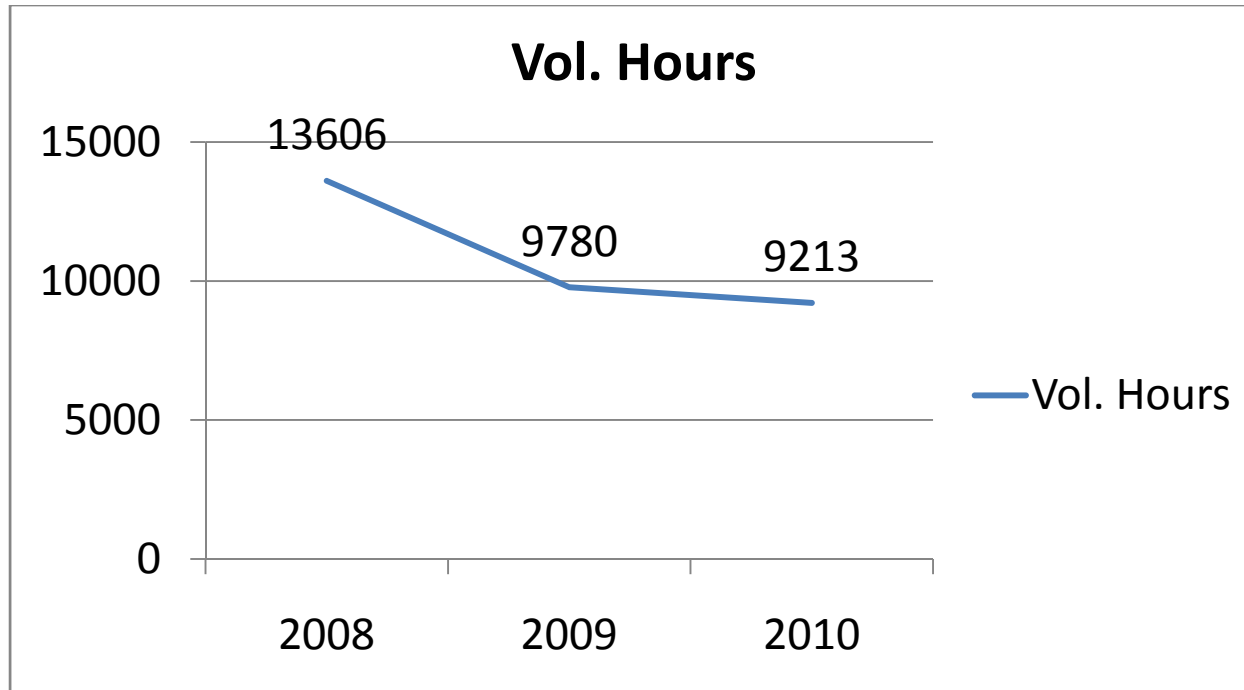
	2006-07		2007-08		2008-09		2009-10	
	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %
Student category								
All	3	0.6	1	0.2	7	1.4	5	1.0
African American	2	6.5	NULL	NULL	1	3.3	1	2.8
American Indian/Alaskan Native	NULL	NULL	NULL	NULL	1	25.0	NULL	NULL
Hispanic	NULL	NULL	NULL	NULL	1	3.4	NULL	NULL
White	1	0.2	1	0.2	4	0.9	4	0.9
FARMS	1	2.6	NULL	NULL	3	5.7	1	1.5

Goal 3: Assessment Profile
Community Engagement

Belvedere Elementary
Volunteer Numbers



Belvedere Elementary
Volunteer Hours





Setting our 10/11 SIP Goals

SIP Goal/Objective	09/10 Target	09/10 Results	10/12 Target set by SIT 9/16/10
<p>Goal 1 Academic Obj. 1/Reading</p>	<p>90% of all targeted student groups in grade 3-5 will reach proficiency and above and 60% of all students will score at an advanced level.</p>	<p><u>Proficient and Advanced</u></p> <ul style="list-style-type: none"> ✚ All students- 92.7% ✚ Asian- 100% ✚ African American-66.7% ✚ White- 94.3% ✚ Hispanic- 77.8% ✚ Special Ed- 71.4% ✚ FARMS-84% <p><u>Advanced</u></p> <ul style="list-style-type: none"> ✚ All students- 52% ✚ Asian- 46% ✚ African American-46.6% ✚ Caucasian- 53.3% ✚ Hispanic- 50% ✚ Special Ed- 16.6% ✚ FARMS-41% 	<ul style="list-style-type: none"> ✚ A minimum of 90% of all student groups proficient/advanced ✚ 60% of all students to score advanced
<p>Goal 1 Academic Obj. 1/Math</p>	<p>95% of all targeted student groups in grades 3-5 will reach proficiency and above and 55% of all students will score at an advanced level.</p>	<p><u>Proficient and Advanced</u></p> <ul style="list-style-type: none"> ✚ All students- 91.9% ✚ Asian- 100% ✚ African American-75% ✚ White- 92.8% ✚ Hispanic- 77.8% ✚ Special Ed- 61.9% ✚ FARMS-84.3% <p><u>Advanced</u></p>	<ul style="list-style-type: none"> ✚ A minimum of 90% of all student groups proficient/advanced ✚ 60% of all students to score advanced

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		<ul style="list-style-type: none"> ⚡ All students- 54.6% ⚡ Asian- 58.3% ⚡ African American-36.6% ⚡ Caucasian- 57% ⚡ Hispanic- 25% ⚡ Special Ed- 23.5% ⚡ FARMS-20% 	
<p>Goal 2 Safe and Supportive Learning Environment</p>	<p>9% student reduction in reported chronic bullying from 37.73% to 28%</p> <p>5 point reduction in referrals from 45-40</p> <p>1.3 percentage point reduction of students absent 12 or more days from 6.5%-5.2%</p>	<ul style="list-style-type: none"> ▪ 5.13% reduction to 32.6% ▪ Discipline Summary 28 (+ 17 point reduction) ▪ 2.2% student population absent 12 or more days 	<ul style="list-style-type: none"> ⚡ reduce by 5 percentage points the number of students reporting chronic bullying from 32.6% to 27% ⚡ 5 point reduction of referrals from 28 to 23 ⚡ 50 % reduction from 2.2% to 1.1% in students absent 12 or more days.
<p>Goal 3 Community Engagement</p>	<p>Implement <u>four</u> activities, meetings, parent teacher conferences, etc. in the community</p> <p><u>Increase</u> partnerships/volunteer data by 5%</p>	<ul style="list-style-type: none"> ▪ Four outside school activities for students and community ▪ 6.5% decrease 	<ul style="list-style-type: none"> ▪ Belvedere Elementary will host four activities, meetings, parent-teacher conferences, etc annually ▪ increase partnerships/volunteer data by 3%.

“The mission of Belvedere Elementary School is to promote learning within a collaborative community where students are empowered to achieve their fullest potential.”

