

School Name: Bodkin Elementary

School Year: 2010-2011

**Anne Arundel County Public Schools
Elementary and Middle School Data Templates**

The purpose of the Data portion is to present an *Assessment Profile* highlighting major information regarding student and school performance on state, county and school evaluation tools in an organized fashion.

ASSESSMENT PROFILE

MSA

Reading Proficiency

- EDW Workbook MSA: Worksheet MSA—Performance Statistics by Test

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|-----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| All students | 92.7 | 92.5 | 97% | 96% | 98% | 99% | 96.6% | 98% |
| African American | 83.4 | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Asian | 100 | 100% | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Hispanic | 100 | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Native American | Na | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| White | 93.0 | 92.1 | 97.1% | 96% | 98% | 99% | 97% | 98% |
| Special Education | 78.0 | 57.1 | 78.3% | 96% | 90% | 99% | 88% | 98% |
| Limited English Proficient | Na | n/a | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| FARMS | 47.2 | 73.3 | 93% | 96% | 94% | 99% | 92% | 98% |

MSA

Advanced Reading

- EDW Workbook MSA: Worksheet MSA—Performance Statistics by Test

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| All Students | 38.3 | 37.2 | 49% | 50% | 48% | 50% | 53.1% | 55% |

MSA
Mathematics Proficiency

- EDW Workbook MSA: Worksheet MSA—Performance Statistics by Test

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|-----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| All Students | 91.5 | 94.4 | 96.4% | 98% | 95% | 99% | 97.6% | 99% |
| African American | 100 | 100% (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Asian | 100 | 100 | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Hispanic | 100 | 100% (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| Native American | NA | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| White | 91.5 | 94.5 | 96.4% | 96% | 96% | 99% | 97.7% | 99% |
| Special Education | 75.2 | 64.3% | 71.4% | 96% | 75% | 99% | 64.7% | 99% |
| Limited English Proficient | NA | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) | (n/a) |
| FARMS | 79.4 | 80% | 93% | 96% | 88% | 99% | 96.2% | 99% |

MSA
Advanced Mathematics

- EDW Workbook MSA: Worksheet MSA—Performance Statistics by Test

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 07-08 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| All Students | 34.2 | 43.8 | 46.3% | 50% | 52% | 55% | 55% | 60% |

SCHOOL SAFETY AND DISCIPLINE

Insert pertinent data which define school specific needs and characteristics. Examine aggregate and disaggregated data. Data sources include:

- SASI
- Discipline referral patterns
- Attendance and tardy records,
- Other critical information specific to the school.

Suspension rate (% of students suspended one or more times) by all students and NCLB subgroups

Data will be collected from SASI and Connect-ED Communication.

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students | 0 | .5 | .2 | 0 | .1 | 0 | .7 | 0 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | .3 | .5 | .2 | 0 | .1 | 0 | .7 | 0 |
| Special Education | 0 | .1 | .2 | 0 | .1 | 0 | 7.9 | 0 |
| Eng. Lang. Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FARMS | .1 | 0 | 0 | 0 | 0 | 0 | 2.6 | 0 |

Baseline Year: 2003-2004

.5% of all students suspended from school one or more times

Expulsion rate (% of students expelled one or more times) by all students and NCLB subgroups

| | 05-06 Actual | 06-07 Actual | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Eng. Lang. Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FARMS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Males | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Females | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Baseline Year: 2003 - 2004

0 % of all students expelled from school

A decrease in the percentage of all students absent from school 12 or more times as indicated by:

- o **EDW Workbook – Student Absences; Worksheet – Absences by Range**

| | 05-06 Actual % | 06-07 Actual % | 07-08 Actual % | 08-09 Actual % | 09-10 Target % | 09-10 Actual % | 10-11 Target % |
|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| All Students | 15 | 14 | 15 | 14 | 13 | 13.1 | 12 |
| African American | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 12 | .3 | .4 | 5 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 14.3 | 12 |
| Native American | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 16 | 15 | 14 | 14 | 14 | 13.4 | 12 |
| Special Education | 20 | 28 | 1.7 | 1.2 | 1 | 18.4 | 15 |
| Eng. Lang. Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FARMS | 25 | 26 | .7 | 1.1 | 25 | 28.2 | 25 |

Baseline Year: 2003-2004

15% of all students absent from school 12 or more times

Community Partnership/Volunteer/Programs

Baseline Year: 2003-2004

13/18% = the number of community/academic/business partnerships directly supporting academic achievement

Baseline Year: 2003-2004

200/19% Increase = the number of volunteer programs directly supporting academic achievement

We are now at the point of maintaining our community and volunteer involvement. Supporting our academic programs there were seven local businesses. This year we already have two additional businesses expressing an interest in supporting our academic programs.

Our volunteer program clocked 10,315 hours in our school. Our volunteers number 430 and include grandparents, mothers, fathers and friends.

Action Steps

**School Improvement Plan 2009-2011
Action Steps**

School: Bodkin Elementary

LANGUAGE ARTS

Goal: Beginning August 25, 2009 and ending at the close of the school year 2010-2011, 98% of 3rd, 4th, and 5th grade students will perform at the proficient level in Language Arts as measured by the MSA and defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization Act.

Objective: During the 2009-2011 school years, 98% of 3rd, 4th and 5th grade students will perform at the proficient level as measured by the Maryland State Assessment. During the 2009 – 2011 school years, 55% of the students will perform at the advanced level as measured by the Maryland State Assessment.

Milestones:

- Performance on the first (of three) county language arts assessments will establish the baseline percentage for proficiency at each grade level. Subsequent language arts assessment scores will increase by 2% in the number of students scoring at the proficient level.
- Performance on the first (of three) county language arts assessments will establish the baseline average percentage for proficiency at each grade level for subgroups at 92%.
- Performance of advanced students will increase to 55% on the Maryland State Assessment.

Evaluation:

Did 98% of Bodkin's 3rd, 4th and 5th grade students perform at the proficient level on the 2011 administration of the Maryland State Assessment?

Did 55% of the students perform at the advanced level on the Maryland State Assessment?

Did the average of 92% of Bodkin's 3rd, 4th and 5th grade student groups perform at the proficient level on the 2011 administration of the Maryland State Assessment?

Strategy: Plan and deliver research-based instruction that correlates with the new Voluntary State Curriculum Standard as measured by the Maryland State Assessment.

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|---|--|---|--|-----------------------------------|
| <p>Provide differentiated instruction to students at all times.</p> <p>Provide opportunities to develop independence as a learner (DOL 4)</p> <p>Co-plan, co-teach with reading teachers and Special Education teachers to provide challenging opportunities to increase students scoring advanced.</p> <p>Provide opportunities for inservice, trainings and planning using the Thinking Maps and Comprehension Toolkit Programs.</p> | <p>Administration</p> <p>Reading Teachers</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> | <p>Administration</p> <p>Reading Teachers</p> <p>Special Education Teachers/Assistance</p> <p>Classroom Teachers</p> <p>Trained Volunteers</p> | <p>Open Court Materials</p> <p>Junior Novels</p> <p>Images</p> <p>Workshop Activities</p> <p>Explicit Lessons</p> <p>Tiering/Compacting</p> <p>Provide co-teaching opportunities.</p> <p>Classroom Leveled Libraries</p> <p>Thinking Maps</p> <p>Discovery Streaming</p> <p>MDK12 -Toolkit lessons</p> <p>QAR Kits</p> <p>Vocabulary Kits & programs</p> <p>Comprehension Tool Kits</p> | <p>Administer, collect and analyze data results from the first, second and third Language Arts Assessments in grades 3, 4, and 5 and the DIBELS Administration in K-1 in order to plan instruction and document progress.</p> <p>Record discussion in SIT minutes.</p> <p>Grade Group/Resource Meetings</p> <p>Concept/Question Board</p> <p>Inquiry/Investigation</p> <p>Higher level questioning techniques</p> <p>William & Mary Program</p> <p>Above, On, and Below grade level novels</p> <p>Classics in Open Court</p> <p>Monitor and discuss reading/writing levels in order to provide opportunities for flexible grouping, (Noting male reading progress when applicable).</p> <p>Provide differentiated staff development opportunities.</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|--|--|--|---|-----------------------------------|
| Utilize alternative reading interventions based on identification of student needs using the Three Tier Intervention Model. | Administration Special Education Teachers Classroom Teachers | Trained personnel | Corrective Reading Failure Free (with approval) Wilson ERI SOAR to Success Quick Reads Voyager | Administer, collect and analyze data results of alternative reading interventions in order to plan instruction and document progress. | June 2011 |
| Provide effective strategies for informational and creative writing. | Administration Reading Teachers Special Education Teachers Classroom Teachers | Reading Teachers Special Education Teachers County Resource Teachers Classroom Teachers Trained Volunteers | County Writing Curriculum Explicit Lessons VSC Model What You Mean in 15 Lessons | Writing Rubrics – 6 + 1 traits, graphic organizers. | June 2011 |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|---|--|--|---|--|-----------------------------------|
| Promote and Increase Parent/Community involvement to support reading/writing instruction | Administration Reading Teachers Special Education Teachers Classroom Teachers | Reading Teachers Classroom Teachers Special Education Teachers Guidance Counselor Media Specialist | Kindergarten Orientation New Student Orientation Guest Readers Volunteers Private Businesses Anne Arundel County Public Library Family Reading Night Storyteller Night Summer Reading Program Monthly Reading Incentive Programs | Newsletter Items Flyers Agendas/Handouts Volunteers Sign-In System Participation in AACPL Summer Reading Program Literature Projects Chessie Booklists Black Eyed Susan Booklists Student Recognition Displays in Media Center and Foyer Reading Incentive Program Student Incentives Charting | June 2011 |

**School Improvement Plan 2010-2011
Action Steps**

School: BODKIN ELEMENTARY SCHOOL

MATHEMATICS

Goal: Beginning August 25, 2009 and ending at the close of the 2010-2011 school year, 99% of 3rd, 4th, and 5th grade students will perform at the proficient level in mathematics as measured by the MSA and defined by the Maryland State Department of Education in compliance with *No Child Left Behind*, the Federal ESEA Reauthorization Act.

Objective: During the 2009-2011 school years, 99% of students in grades 3, 4, and 5 will perform at the proficient level as measured by the Maryland State Assessment. During the 2009 – 2011 school years, 60% of 3rd, 4th, 5th grade students will perform at the advanced level as measured by the Maryland State Assessment.

Milestones:

- Performance on the first (of three) county mathematics assessments will establish the baseline percentage for proficiency at each grade level (3rd, 4th, and 5th).
 - Subsequent AACPS mathematics assessments scores will increase by 2% in the number of students performing at the proficient level.
 - Subsequent AACPS mathematics assessments scores will increase by 2% in the number of students performing at the advanced level.

Evaluation:

Did 99% of Bodkin's 3rd, 4th and 5th grade students perform at the proficient level on the 2011 administration of the Maryland State Assessment?

Did 60% of 3rd, 4th, 5th grade students perform at the advanced level on the Maryland State Assessment?

Did the average of 98% of Bodkin's 3rd, 4th and 5th grade student groups perform at the proficient level on the 2011 administration of the Maryland State Assessment?

**School Improvement Plan 2010-2011
Action Steps**

School: BODKIN ELEMENTARY SCHOOL

MATHEMATICS

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|---|---|--|---|-----------------------------------|
| <p>Examine instructional strategies that support success so that Bodkin teachers can determine which strategies will best meet the needs of their students.</p> <ul style="list-style-type: none"> ▪ Incorporate more problem-solving and vocabulary into daily instruction(verbal and written). ▪ Monitor mastery of math facts. ▪ Regular incorporation of instructional technology ▪ Provide a math and technology night. ▪ Engage students in student-structured mental process activities such as self evaluation of BCRs and ECRs ▪ Implement intensive interventions- Do the Math and Fastt Math • Implement Thinking Maps into instruction | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Talent Development Teacher</p> <p>Math Lead Teachers</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Talent Development Teacher</p> <p>Math Lead Teachers</p> | <p>Time to collaborate</p> <p>Math Resource Teachers</p> <p>Sample materials</p> <p>Sub time</p> <p>Budget to purchase materials of instruction</p> <p><i>Math Facts in a Flash</i> Computer Software</p> <p>Understanding Math – software</p> <p>Understanding Numeration – software.</p> <p>Do the Math/Fastt math Software</p> <p>County BCR and ECR stems</p> <p>Differentiated staff development</p> <p>Discovery Streaming</p> | <p>Grade Group minutes</p> <p>SIT team minutes</p> <p>In-service agendas</p> <p>Math Facts Classroom Reports</p> <p>Vertical Team Meeting</p> <p>Utilize understanding numeration program, understanding math program and technology connection link to Pearson Success Net.</p> <p>Teacher planbooks.</p> <p>Provide differentiated staff development opportunities.</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|---|---|---|---|---|-----------------------------------|
| <p>Examine student assessment results on a regular basis so that teachers can plan effective instruction based on student need.</p> <ul style="list-style-type: none"> ▪ Use student data diagnostically so that students can receive appropriate general education and special education service delivery options. ▪ Employ student grouping based on assessments and learning profiles to ensure that instruction and homework can be differentiated to meet individual needs. ▪ Selected teachers will co-plan and co-teach with the school's Talent Development Teacher so that advanced students will receive challenging opportunities and the number of students scoring in the Advanced Level will increase. ▪ 3rd, 4th, and 5th grade teachers will study MSA and AACPS Assessment formats so that instruction and assessment will be more closely aligned. ▪ 1st and 2nd grade teachers will study AACPS Assessment formats so that instruction and assessment will be more closely aligned. ▪ Students in the advanced range are receiving gifted and talented enrichment activities. ▪ Teachers will share math class lists during June articulation meetings so that subsequent teachers can begin differentiated instruction immediately. | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Talent Development Teacher</p> <p>Math Lead Teachers</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Talent Development Teacher</p> <p>Math Lead Teachers</p> | <p>Student Data</p> <p>Access to STIS</p> <p>Student Assessments</p> <p>Time to collaborate</p> <p>Differentiated staff development</p> <p>Supplement resources</p> <p>Budget to purchase materials of instruction</p> <p>Smart Technology</p> <p>Intervention Monitoring Program</p> | <p>Grade Level Meetings</p> <p>SIT team minutes</p> <p>In-service agendas</p> <p>Differentiated Instruction plans (as prescribed by the pilot of the county initiative – baseline year 2009-2010)</p> <p>Achievement Series/Dashboard</p> | <p>June 2011</p> |

**School Improvement Plan 2010-2011
Action Steps**

School: BODKIN ELEMENTARY SCHOOL

SCIENCE

Goal: Beginning August 2010 and ending at the close of the school year 2010-2011, 88% of 5th grade students will perform at the proficient or above level in Science as measured by the MSA and defined by the Maryland State Department of Education.

Objective: During the 2010-2011 school year, 88% of 5th grade students will perform at the proficient or above level in Science as measured by the Maryland State Assessment. During the 2010-2011 school year, 20% of the students will perform at the advanced level as measured by the Maryland State Assessment.

During the 2009 – 2011 school years, Bodkin Elementary will align Science Instruction with state and Countywide goals. A science committee will continue to monitor science progress along with Bodkin's School Improvement Team. The science committee will focus on:

- **Setting the physical environment to facilitate Science instruction. When instructional and application opportunities present themselves group them in small groups. To this end, grade levels will determine the appropriateness of designing specific classroom in each pod for Science classes.**
- **Providing the most effective Science instruction to insure students meet academic success. To this end, teachers in Grades 1-5 will utilize Science textbooks, Science Kits, Science Curriculum/Pacing Guides.**
- **Quarterly Science Assessments will be administered to students in Grades 2-5. Grades 4 and 5 will be on Scantron.**

Milestones:

- **Performance on the first (of four) County Science Quarterly Assessments will establish the baseline percentage for proficiency at each grade level (3rd, 4th, and 5th).**

**Evaluation: On going monitoring and Science Benchmark assessments in grade 2, 3, 4 and 5.
Grade 1 utilizes textbooks assessments to monitor student progress.**

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|--|--|---|---|-----------------------------------|
| <p>During the 2009 – 2011 school years, Bodkin Elementary will align Science Instruction with state and countywide goals. A science committee will continue to monitor science progress along with Bodkin's School Improvement Team. The science committee will focus on:</p> <ul style="list-style-type: none"> ▪ Focusing on the pacing guide to highlight the state goals. ▪ Curriculum will spiral and build on past learning experiences using analysis of MSA scores and benchmarks to determine areas of weakness and create focus for inquiry and additional activities. ▪ Preparing students for the Science MSA by providing practice with the test format. | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Lead Teachers</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Lead Teachers</p> | <p>Time to collaborate</p> <p>Science Resource Teachers</p> <p>Sample materials</p> <p>Sub time</p> <p>Grade Group Science Kits</p> <p>Achievement Series</p> <p>MDK-12 website</p> | <p>Grade Level Meetings</p> <p>SIT team minutes</p> <p>In-service agendas</p> <p>Science Cumulative Test</p> <p>Science Vertical Team Meetings</p> <p>Spiral reviews at each grade level starting in the third grade.</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|---|---|--|--|--|-----------------------------------|
| <p>Examine instructional strategies that support success so that Bodkin teachers can determine which strategies will best meet the needs of their students.</p> <ul style="list-style-type: none"> ▪ Grades 1-5 will utilize Science textbooks, Science Kits, Science Curriculum/Pacing Guides. ▪ Incorporate Hands-on Science activities into lessons. ▪ Apply differentiation strategies and techniques and thinking maps to accommodate various student learning profiles. ▪ Use the dimension 4 in science lessons in order to develop independent mental processes. ▪ Allow students to design an experiment to test a hypothesis. Analyze the experiment to determine if it tested what is what suppose to test. ▪ Utilize a variety of technology resources in designing and implementing lessons. | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Committee</p> <p>Science Lead Teachers</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Lead Teachers</p> | <p>Time to collaborate</p> <p>Science Coordinator / Resource Teachers</p> <p>Sample materials</p> <p>Sub time</p> <p>Grade Group Science Kits</p> <p>Arlington Echo</p> <p>SMART Technology</p> <p>Discovery Streaming</p> <p>AACPS Tech Connections</p> | <p>Grade Level Meetings</p> <p>SIT team minutes</p> <p>Science Committee Minutes</p> <p>In-service agendas</p> <p>Science Cumulative Test</p> <p>Grades 4 and 5 Benchmark and summative reports from Scantron</p> <p>5 E lessons</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date |
|--|---|---|---|--|------------------|
| <p>Examine student assessment results on a regular basis so that teachers can plan effective instruction based on student need.</p> <ul style="list-style-type: none"> ▪ Use student data diagnostically so that students can receive appropriate general education and special education service delivery options. ▪ Employ student grouping based on assessments and learning profiles to ensure that instruction and homework can be differentiated to meet individual needs. ▪ 3rd, 4th, and 5th grade teachers will study MSA and AACPS Assessment formats so that instruction and assessment will be more closely aligned. ▪ Teachers will incorporate data analysis and investigation analysis into their lessons. | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> | <p>Special Education teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> | <p>Student Data</p> <p>Access to Data Warehouse</p> <p>Scantron</p> <p>Student Assessments</p> <p>Time to collaborate</p> <p>Differentiated staff development</p> <p>Supplement resources</p> | <p>Grade Level Meetings</p> <p>SIT team minutes</p> <p>In-service agendas</p> <p>Vertical Team Meetings (quarterly)</p> <p>Teacher planbook, or student work samples</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|---|--|--|---|-----------------------------------|
| <p>Setting the physical environment to facilitate Science instruction and best practices.</p> <p>Opportunities for students to work in small groups for instructional purposes in science as appropriate.</p> <p>Analyze the results of the paper and pencil format of the Science MSA to determine its effectiveness.</p> | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> <p>Science Committee</p> | <p>Time to collaborate</p> <p>Science Committee</p> <p>Science Resource Teachers</p> <p>Sample materials</p> <p>Science Kits</p> | <p>Grade Level Meetings</p> <p>SIT team minutes</p> <p>In-service agendas</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|---|--|---|--|---|---|
| <p>Bodkin is going to continue to maintain Nationally Recognized Green School status.</p> <ul style="list-style-type: none"> Record lessons that help maintain Green School status. Involve community as well as students in school activities and projects—including new Unity and Butterfly Gardens to be used for educational field experiences. Encourage student participation in lunchroom recycling campaign Use the morning announcements to share tips for individual and group actions that positively impact the environment. | <p>Administration</p> <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> <p>PTA/Volunteers</p> <p>Science Committee</p> | <p>Special Education Teachers</p> <p>Classroom Teachers</p> <p>Science Teachers</p> <p>Science Committee</p> <p>PTA/Volunteers</p> <p>Arlington Echo/Chesapeake Connections</p> <p>Green School Committee</p> | <p>Special Education</p> <p>Time to collaborate</p> <p>Science Committee</p> <p>Green School Committee</p> <p>AACPS Science Coordinator</p> <p>Sample materials</p> <p>Sub time</p> <p><i>Science Kits</i></p> | <p>Grade Level Teams</p> <p>SIT team minutes</p> <p>Green School Committee</p> <p>In-service agendas</p> <p>Green School Application and data/samples</p> <p>Environmental Fair</p> <p>Maryland Agricultural Education Foundation</p> <p>Mobile Science Lab</p> | <p>June 2010 – renewal</p> <p>June 2011</p> |

School Improvement Plan 2009-2010
Action Steps

School: BODKIN ELEMENTARY SCHOOL

SAFE & ORDERLY ENVIRONMENT

Goal: Provide safe & orderly environment in order to increase academic achievement and positive student citizenship.

Objective: To maintain discipline referral patterns to reflect no more than 1% of the school's population receiving repeat disciplinary action and reaching 97% or better daily attendance.

Milestone(s): 2007-2008 school year data for discipline and attendance established a baseline. Monthly review of attendance and quarterly review of discipline referrals will indicate 97% or better daily attendance and discipline referrals at or below 20 for the 2009-2011 school years.

Evaluation:

Did annual attendance rate for 2009-2011 reach 97% or better as reported by monthly attendance reports?

Did discipline referral patterns reflect no more that 1% of the population receiving repeat disciplinary action AND did discipline referrals maintain 20 or less in the 2009-2011 school years as reported by quarterly reviews?

The 2009 school year data shows 96% daily attendance and 13 discipline referrals .

Strategy: Monthly critique of school wide transition times for safety concerns.

| Task | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/Check off when completed |
|--|---|---|---|---|-----------------------------------|
| Ongoing as needed to review entrance and dismissal procedures. | Principal | Safe School Team AM/PM daily safety team | Adult supervisors, student safeties, Parent and staff observation Teacher Feedback | SIT minutes (quarterly) | 8/09-6/11 (quarterly) |
| Ongoing review of cafeteria/recess procedures for all shifts <ul style="list-style-type: none"> • Use of recess notebooks to record observations as needed • Communication between duty teacher and classroom teacher as needed. | Classroom Teachers Assistant Principal/ principal/ guidance counselor as needed | Safe School Team Lunch Recess Monitors Classroom Teachers | Health room, counselor, Teachers and discipline referrals Staff/Student feedback and observation | Safe School Team Monthly minutes Monthly lunch/recess monitor meeting Grade Level Feedback (monthly minutes) Review of recess notebooks | 8/09-6/11 (monthly) |

Strategy: Monthly review of school wide attendance to determine potential list of at-risk students and/or patterns of poor attendance and/or tardies.

| Task | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/Check off when completed |
|--|---|--|---|---|--|
| Monthly review of school wide attendance data by attendance committee | School Counselor PPW Principal Assistant Principal | Teachers (Initial contact) Administration Attendance Committee | <ul style="list-style-type: none"> • SASI Attendance Data • Grade Group Minutes indicating grade level concerns • Attendance Referral Form • Potential PPW consultation | <ul style="list-style-type: none"> • Monthly Attendance Committee Documentation • Grade Level Minutes | 8/09-6/11 (monthly) |
| Identification of students at-risk for poor attendance with follow-up plan | School Counselor PPW Principal Assistant Principal | Teachers Administration Attendance Committee | <ul style="list-style-type: none"> • SASI Attendance Data • Grade Group Minutes indicating grade level concerns • Attendance Referral Form • Potential PPW consultation | <ul style="list-style-type: none"> • Attendance referral form completed by classroom teacher • Letters/calls/conference to inform family of concern | 8/09-6/11 (monthly) |
| Quarterly recognition of perfect attendance | School Counselor Principal Assistant Principal | Teachers Administration Attendance Committee | <ul style="list-style-type: none"> • SASI Attendance Data | <ul style="list-style-type: none"> • Certificates for each student with perfect attendance. | (Nov., Jan., April, June) |

Strategy: Improve quality and fidelity of character education programs in support of creating a safe school environment.

| Task | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/ |
|---|--|---|--|--|---|
| Weekly implementation of Second Step Curriculum (K-5) | School Counselor Classroom Teachers | Character Development Team Classroom Teachers | Grade Level Materials/Kits/TV-DVD | <ul style="list-style-type: none"> •Grade Group Monthly Minutes •Character Development Team Monthly Minutes •Teacher schedule | Weekly (Sept.-June) Monthly (Aug-June) |
| School wide implementation Bodkin Traits/ celebrations School-wide Pledge Use literature and Discovery Streaming to reinforce <i>global</i> citizenship and character education. | School Counselor Classroom Teachers | Character Development Team Classroom Teachers Support Staff | Grade Level Materials Weekly Announcements Student Recognition Information to Parents via monthly newsletter Guest Speakers Literature Discovery Streaming (PTA) | <ul style="list-style-type: none"> •Grade Group Monthly Minutes •Character Development Team Minutes | Monthly (Sept.-June) |
| To provide recognition for good citizenship behavior displayed at school | Principal Classroom Teacher | Classroom Teacher Assistant Principal School Counselor Support Staff | <ul style="list-style-type: none"> • Classroom Compliment System • Weekly student of the week • Random recognition of students demonstrate positive behaviors with Certificates | <ul style="list-style-type: none"> • Hallway/Grade level/Classroom displays • Announcements • Certificates • Teacher log | Weekly (Sept.-June) |
| Increase parent awareness of grade specific and school wide character education initiatives and practices. | Counselor | Classroom Teacher Principal | <ul style="list-style-type: none"> • Newsletter articles (grade level and school wide) | <ul style="list-style-type: none"> • Newsletter Articles • Sign in sheets | Aug. 09.-June 11 |
| To provide opportunities for student generated service activities related to the partnership with Kindness in Action non-profit | Counselor | Administration Coordination with Rachel Blair, executive | <ul style="list-style-type: none"> • Scheduling of presentations • Curriculum links • Newsletter follow-ups | <ul style="list-style-type: none"> • Newsletters • Human Relations Meeting Minutes • Character Development | Sept. 09-June 11 |

| Task | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/ |
|---|--------------------|--|---|---|-----------|
| organization. <ul style="list-style-type: none"> • Presentations to students at all grade levels relating to current projects of KIA. • Follow-up student generated projects to illuminate Bodkin's character trait of kindness. | | director of KIA Teacher/staff Character Development Team & Human Relations | and information shared with parents and community | Team minutes Environmental/Cultural Fair | |

Strategy: Align Bodkin student expectations of behavior with the AACPS Code of Student Conduct and include bullying prevention as school wide initiative.

| Task | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/Check off when completed |
|--|-----------------------------|---------------------------------|--|--|--|
| Increase staff ability to recognize and respond to bullying situations and increase positive student behaviors as outlined in the Student Code of Conduct. | Administration Counselor | SIT Team Staff | K-5 Student Lessons to reinforce expectations of rules and bullying behavior and now revisited in spring | Teacher lesson plan book Returned parent consent form | Aug. Sept. Jan.-April 11 |
| Utilize school wide system to report and monitor incidences of bullying behavior using the AACPS bullying report. | Administration Counselor | All staff | <ul style="list-style-type: none"> • Bully Referral tracking form • Discipline binder | <ul style="list-style-type: none"> • Staff referrals • Discipline binder | Quarterly Review |
| Utilize Bully survey results of students, staff, and parents to identify baseline data to determine targeted areas of need. | Administrator | CDT | <ul style="list-style-type: none"> • AACPS Bully Survey | <ul style="list-style-type: none"> • Survey results reviewed at SIT | January 11 |
| Increase student and parent awareness of bullying prevention strategies. | Counselor | Classroom Teachers Principal | <ul style="list-style-type: none"> • Teacher and/or counselor facilitate instructional lessons. on bullying at each grade level. • Newsletter articles | <ul style="list-style-type: none"> • Plan Book • Discussed at SIT (Sept., Jan., April) | September April (and on-going as needed) |

School Improvement Plan 2008-2009

School: BODKIN ELEMENTARY SCHOOL

COMMUNITY COLLABORATION

Goal: Beginning August, 2008 and ending at the close of the 2014 School Year, AACPS Superintendent indicated in the county's goal to increase community partnership and collaboration.

Objective: During the 2009-2011 school years, Bodkin will increase its numbers of community partnership and the number of volunteer and hours. Additionally, community collaboration will include vertical teaming within the Chesapeake Feeder System to involve parents at each level (elementary, middle, & secondary) to become informed about post-secondary education experiences.

Milestone(s): 2009-2011 school years' data will indicate a 2% increase in the numbers of volunteers and an increase in 1000 more hours provided by our volunteers. The school and its partners will provide a number of incentive reading/math programs using a variety of community partners. Furthermore, Bodkin and its PTA will provide a variety of fun related evening activities to promote reading, math and science throughout the school year. In addition Bodkin will have meaningful collaboration with the Chesapeake Cluster to host a variety of parent and school officials meetings and activities.

Evaluation: Attendance rates will increase for evening activities and so will the number of community partnerships.

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|---|---|--|---|-----------------------------------|
| <p>Provide academic related evening activities throughout the school year.</p> <ul style="list-style-type: none"> • Family Reading & Storyteller Night • Guest Author/Readers • Math Night • Annual Environmental/Cultural Fair • Internet Safety Night • Chorus, Band, & Orchestra Performances • Grade Level Plays • Participate in cluster wide Health and Safety Fair. • Footsteps to the Future-post secondary fair • PBA Education Committee collaboration | <p>Administration</p> <p>Classroom Teachers</p> <p>Reading Teachers</p> <p>School Counselor</p> <p>Math Development Teachers</p> <p>Faculty</p> <p>Guest Author/Readers</p> <p>Parents</p> <p>Community Partners</p> <p>Chesapeake Cluster CAS and Volunteers</p> | <p>Administration</p> <p>Classroom Teachers</p> <p>Reading Teachers</p> <p>School Counselor</p> <p>Math Development Teachers</p> <p>Faculty</p> <p>PTA</p> <p>Local Business Partners</p> | <p>Funds</p> <p>Volunteers</p> <p>Facilitators</p> <p>Time to collaborate</p> <p>Location</p> <p>Incentive Materials</p> <p>Additional materials and resources related to specific events.</p> | <p>SIT team minutes</p> <p>Agendas</p> <p>Flyers</p> <p>Invitations</p> <p>Monthly School Newsletter</p> <p>Evaluations</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|--|---------------------------|--|--|---|--|
| <p>Collaborate with local businesses to provide incentives to students in the areas of reading and math and character education.</p> | <p>School Counselor</p> | <p>Reading Teachers Talent Development Administration Teachers</p> | <p>PBA Education Committee Meetings attendance (quarterly)</p> | <p>SIT team quarterly updates reflected in minutes Documentation of incentives received by program and business partners</p> | <p>June 2011</p> |

| Action Steps | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedure | End Date/Check off when completed |
|---|-----------------------------------|--|--|--|-----------------------------------|
| <p>Increase opportunities for vertical teaming within the Chesapeake region in support of AACPS goals and specific goals of this feeder system.</p> <ul style="list-style-type: none"> • To include one at least one community based event. • To increase awareness of post-secondary opportunities to students in the Chesapeake Feeder system. • Join with the schools within the system in school sponsored college spirit day events quarterly • Increase community participation in Chesapeake Feeder events and initiatives by highlighting events in newsletter articles and providing student incentives for participation. | <p>Administrator SIT Team</p> | <p>Administrator/ Counselor</p> <p>Teachers at each grade level</p> <p>Talent Development</p> <p>AVID Teacher Liasion</p> <p>Counselor</p> | <p>Meetings with Feeder</p> <p>Visible College information in building and each grade level representing Alma Maters</p> | <p>Notes from Chesapeake Feeder Meetings (Admin and Counselor)</p> <p>SIT team Minutes reviewing initiatives</p> | <p>Quarterly Sept - June</p> |