

School Improvement Plan 2010-2014

Math – Action Steps

School: BROADNECK ELEMENTARY SCHOOL

Math:

In order to maintain and increase student achievement, the faculty and staff at Broadneck Elementary will utilize these best practices as an integral part of instruction:

- Utilizing math facts incentive programs to encourage mastery of basic math facts.
- Planning differentiated instruction to meet the needs of **all** students.
- Provide flexible group instruction and differentiated homework to meet the diverse needs of **all** students.
- Explore opportunities to extend and refine math concepts for highly-able learners.
- Encourage problem-solving applications and math communication through enriching and challenging classroom activities and through well-crafted and effective questioning.

Goal Indicator:

By 2013-2014, 100% of Broadneck Elementary Students will perform at the proficient or advanced level on MSA Math.

By 2013-2014, 85% of Broadneck Elementary Students will perform at the advanced level on MSA Math.

Statement of Need:

By the end of the 2010-2011 school year, 85% of the students in all student groups will perform at the proficient or advanced level on MSA Math.

Annual Objective:

By the end of the 2010-2011 school year, 100% of all student group populations, in grades 2-5, will perform at the proficient or advanced level on all cumulative math assessments. The number of students scoring in the advanced range on MSA will increase by 10% in all student groups.

*Disproportionality – Monitor African-American/Black learners in math achievements. See addendum for data.

Math Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
<p>1. Utilize available math resources so that teachers can provide instruction to meet the needs of all students, to include intervention and enrichment. Instructional tasks will replicate real life experiences.</p>		<ul style="list-style-type: none"> • Math Teachers • Special Educators • Talent-Development Teacher • TA's • Cultural Arts Teachers 	<ul style="list-style-type: none"> • Collaborative Planning Time • Vertical Teaming Time • enVision Intervention Kit • SC Math Toolkit • <i>Understanding Math & Understanding Numeration</i> • <i>enVisionMath</i> technologies • Pearson SuccessNet • Envision Enrichment and Problem Solving Activities • Project M² / M³ • Centers and manipulatives • Technology tools: Senteo, SmartBoard, Airliners • Blackboard planning tips • <i>Fastt Math</i> • <i>Do the Math</i> 	<ul style="list-style-type: none"> • Analyze MSA, AACPS Math Benchmark Assessments • Grade 1 Topic Assessment Data • Student work samples • Report Cards • Talent Development • Data • Disproportionality Monitoring Sheet • Documentation Binder • Naglieri • Pre Assessments Grade 1-5 • Digital Resources: <ul style="list-style-type: none"> • Student & Teacher Online Text Editions • Visual Learning Animations (Topic Openers and Learning Bridges) • Animated Glossary • e-Tools • ExamView • SuccessTracker • MindPoint QuizShow • Senteo Activities 	

Math Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
2. Seek varied opportunities for math enrichment throughout and beyond the school day.	<ul style="list-style-type: none"> • Teachers • PTO • Parent Volunteers • Math TD 	<ul style="list-style-type: none"> • Classroom Teachers • Special Educators • Talent-Development Teacher • TA's • Cultural Arts Team 	<ul style="list-style-type: none"> • 24 Game • Stock Market Game • Hands-On Equations • Continental Math League (Gr. 3, 4, 5) • Project M² / M³ • <i>Groundworks</i> • Other 	<ul style="list-style-type: none"> • Competitions • Fliers • PTO Sponsored Activities (EQ) 	

**All documentation and artifacts will be maintained in a grade level / team binder which will be reviewed two times a year.*

School Improvement Plan 2010-2014

Language Arts – Action Steps

School: BROADNECK ELEMENTARY SCHOOL

Language Arts:

In order to maintain and increase student achievement, the faculty and staff at Broadneck Elementary believe these best practices are an integral part of instruction:

- Data driven and differentiated, flexible instruction providing intervention and enrichment groupings.
- The deliberate improvement of oral fluency. Fluency defined as fluent, accurate reading at a conversational rate with appropriate prosody.
- The utilization of teacher and county created explicit lessons and assessments.
- The use of technology with "real-world" applications.
- The exploration of opportunities for creative writing (K-5).
- The integration of the writing process from modeling through final draft throughout all content areas as appropriate.
- The evaluation of writing for consistent grade level standards using grade group created rubrics based on county guidelines.

Goal Indicator:

By 2013-2014, 100% of Broadneck Elementary Students will perform at the proficient or advanced level on MSA Reading.

By 2013-2014, 85% of Broadneck Elementary Students will perform at the advanced level on MSA Reading.

Statement of Need:

By the end of the 2010-2011 school year, 85% of the students in all student groups will perform at the proficient or advanced level on MSA Reading.

Annual Objective:

By the end of the 2010-2011 school year, 100% of all student group populations, in grades 2-5, will perform at the proficient or advanced level on all reading assessments. The number of students scoring in the advanced range on MSA will increase by 10% in all student groups.

*Disproportionality – Monitor African-American/Black learners in reading achievements. See addendum for data.

Language Arts Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
<p>1. Continue to work collaboratively to refine classroom assessments so that we appropriately assess student learning in alignment with the State Curriculum objectives by:</p> <ol style="list-style-type: none"> a. Aligning classroom assessments with the State Curriculum (grades 3 – 5 assessment limits) b. Evaluating assessments collaboratively within instructional teams to determine effectiveness c. Applying skills taught to unfamiliar texts (cold reads) d. Continuing to implement differentiated instruction giving students the opportunity to apply strategies to independent and challenging texts 	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Reading Specialist 	<ul style="list-style-type: none"> • Classroom Teachers • Special Educators • Reading Specialist • Parent Volunteers 	<ul style="list-style-type: none"> • State Curriculum Toolkit • Tech-Connection Resources • Collaborative planning and data analysis time • Comprehension Toolkit 	<ul style="list-style-type: none"> • Analyze MSA and AACPS Language Arts Framework Data • MSA scores • DIBELS (grades K & 1) • AACPS Language Arts • Classroom Assessments • Grade group minutes • Documentation Binders (EQ) • Plan Books • Observations • Disproportionality Monitoring Sheets 	

Language Arts Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
<p>2. Continue seamless, appropriate reading instruction through flexible grouping, intervention, accelerated grouping models, and research-based interventions as applicable.</p>	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Reading Specialist 	<ul style="list-style-type: none"> • Classroom Teachers • Special Educators • Reading Specialist • Talent Development Teacher • Parent Volunteers 	<ul style="list-style-type: none"> • SOAR to Success • Voyager Passport • Corrective Reading • Early Reading Inventories • Advanced Novels • Advanced Learners Program lending library 	<ul style="list-style-type: none"> • Analyze data • Anecdotal notes • Monitor intervention groups • Reflect on effectiveness • Documentation Binder • Observations • Plan Books 	
<p>3. Provide multiple opportunities for students to write in various genres and formats using imaginative and real world topics' allowing students to share and publish their writing pieces in a variety of formats. (EQ)</p>	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Reading Specialist • Cultural Arts Teachers 	<ul style="list-style-type: none"> • Classroom Teachers • Special Educators • Reading Specialist • Cultural Arts Teachers 		<ul style="list-style-type: none"> • Student work samples • Displays / Publications • Documentation Binders • Researched-based Interventions (EQ) 	

**All documentation and artifacts will be maintained in a grade level / team binder which will be reviewed two times a year.*

School Improvement Plan 2010-2014

Safe and Orderly Schools – Action Steps

School: BROADNECK ELEMENTARY SCHOOL

Safety and Discipline:

In order to maintain and increase student achievement, the faculty and staff at Broadneck Elementary believe these best practices are an integral part of instruction and implementation:

- Provide training for instructional staff and monitors on school safety and emergency procedures
- Engage students in Second Step, emergency codes, and playground/ recess safety and bullying prevention programs
- Teachers will revisit and reinforce school rules throughout the school year for recess, lunchroom, hallways, classrooms, and on school buses.

Current Status:

- Broadneck Elementary is committed to maintaining a safe and orderly school environment. The yearly emergency management binder is updated and color coded drills / table-top exercises are conducted to keep students and staff prepared in the event of an emergency. Monthly Fire Drills are also conducted for this purpose.
- Broadneck Elementary School had 46 or 6.9% of our students who missed 12 or more days of school during the 2009-2010 school year. 80.4% of these students were Caucasian. 10.95% of these students were African American. 6.5% of these students were Asian/Pacific Islander, and 2.2% of these students were Hispanic.

Safety and Discipline Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
1. Implement county-wide safety directives, policies, and practices.	<ul style="list-style-type: none"> • All Staff • Parents 	<ul style="list-style-type: none"> • All Staff 		<ul style="list-style-type: none"> • Observations during monthly drills • Documentation of drill implementation • Evaluation and Reflection of drills 	
2. Implement and monitor school specific safe and orderly environment procedures. <ol style="list-style-type: none"> a. Bullying Lessons b. Friendship Lunches c. Girl Power Lunches d. Peer Mediation Program e. Mentor Program f. Second Step g. Staff Inservices - Bullying 	<ul style="list-style-type: none"> • All Staff • Parents 	<ul style="list-style-type: none"> • School Counselor • Student Mentors 		<ul style="list-style-type: none"> • Newsletters • Mentor Feedback • Teacher Feedback • Attendance Records • Grade Reports • Parental Communication 	
3. Implement monthly Attendance meetings <ol style="list-style-type: none"> a. Discuss specific student concerns b. Monitor specific student absenteeism c. Discuss course of action for specific students 	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • Attendance Committee 		<ul style="list-style-type: none"> • Monthly Attendance Meeting • Daily Attendance Reports 	

**All documentation and artifacts will be maintained in a grade level / team binder which will be reviewed two times a year.*

School Improvement Plan 2010-2014

Community Collaboration – Action Steps

School: BROADNECK ELEMENTARY SCHOOL

Community Collaboration:

In order to maintain and increase student achievement, the faculty and staff at Broadneck Elementary believe these best practices are an integral part of instruction and implementation:

- Implement reading incentive programs
- Increase parent involvement among the African American/Black student group populations
- Provide students with the opportunity to showcase their talents and skills in public forums
- Increase parent and community representation and participation in traditional and non-traditional school-community activities while addressing the diversity that students and their families bring to the learning environment
- Provide identified students with an adult mentor who will encourage academic achievement and appropriate social skills

Goal Indicator:

Establish Community Partnerships to promote accelerated student achievement in a welcoming school environment.

Statement of Need:

Broadneck Elementary School supported a strong volunteer program in 2009-2010 with 243 volunteers reporting 8,794 hours of volunteer service. This did show a decrease of 19.3% in volunteers and 16.4% in overall hours of service. As our population changes to a more diverse one, we need to reach out and encourage parental involvement of new parents and those who may feel disenfranchised.

Objective:

By the end of the 2010-2011 school year, Broadneck Elementary School will maintain the number of parent volunteers.

Community Collaboration Action Steps	Person Responsible	Implementation Team	Resources	Monitoring Procedures	End Date
1. Throughout the year, Broadneck Elementary School will utilize trained parent volunteers as tutors in the areas of reading, reading fluency, handwriting, mathematics, and various clubs (EQ)	<ul style="list-style-type: none"> • Principal • Volunteer Liaison 	<ul style="list-style-type: none"> • Reading Specialist • Classroom Teachers • Occupational Therapist 	<ul style="list-style-type: none"> • Volunteers 	<ul style="list-style-type: none"> • Program Evaluations • Surveys 	
2. Maintain and increase communication opportunities between parents and teachers, and parents and administration (EQ)	<ul style="list-style-type: none"> • All Staff • Parents 	<ul style="list-style-type: none"> • All Staff • Parents 		<ul style="list-style-type: none"> • Parent Call Log • Emails • Letters • <i>BeeLine</i> • Fliers • PTO Minutes • Families First data • Principal Positive Notes 	
3. Increase parent and community representation and participation in traditional and nontraditional school-community activities through workshops and <i>Families First</i> program (EQ)	<ul style="list-style-type: none"> • Assistant Principal • School Counselor 	<ul style="list-style-type: none"> • Assistant Principal • School Counselor 	<ul style="list-style-type: none"> • Funding- PTO 	<ul style="list-style-type: none"> • Attendance Sheets 	

<p>4. Increase student/staff interaction and support through the Mentorship Program where staff mentor identified students (EQ)</p>	<ul style="list-style-type: none"> • School Secretary • Staff Members 	<ul style="list-style-type: none"> • School Secretary 	<ul style="list-style-type: none"> • Staff • Volunteers 	<ul style="list-style-type: none"> • Surveys 	
<p>5. Provide Students the opportunity to showcase talents and skills in a public forum / Art shows, Dance festivals, project showcases, etc. (EQ)</p>	<ul style="list-style-type: none"> • PTO • Cultural Arts Team • Classroom Teachers 	<ul style="list-style-type: none"> • PTO • Staff Members 		<ul style="list-style-type: none"> • Student Participation • Audience Attendance 	
<p>6. Collect Food to be donated to the A.A. County Food Bank and gift cards to local grocery stores to be donated to needy BES families</p>	<ul style="list-style-type: none"> • School Counselor 	<ul style="list-style-type: none"> • Human Relations Committee • School Counselor 	<ul style="list-style-type: none"> • Collection Boxes 	<ul style="list-style-type: none"> • Weigh Food Donated 	

Glossary

AACPS- *Anne Arundel County Public Schools*

DIBELS- *Dynamic Indicators of Basic Early Literacy Skills*

EQ- *Equity*

FARMS- *Free and Reduced Meals*

LA- *Language Arts*

LEP- *Limited English Proficiency*

MSA- *Maryland State Assessment*

PTO- *Parent-Teacher Organization*

SC- *State Curriculum*

SIP- *School Improvement Plan*

SIT- *School Improvement Team*

TD- *Talent Development*