

Brock Bridge Elementary School Improvement Plan  
2010 - 2012  
Reading

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

**Indicator:** By the end of the 2013-2014 school year, all of students in each NCLB student group in grades 3-8 will be perform at the proficient or advanced level on the Maryland State Assessment (MSA) Reading.

**Statement of Need:**

**On the 2009-10 MSA, 86.5% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA):**

*89% of African Americans scored proficient or advanced*  
*97.2% of Asians scored proficient or advanced*  
*61.7% of Hispanics scored proficient or advanced*  
*91.4% of Whites scored proficient or advanced*  
*58.3% of English Language Learners scored proficient or advanced*  
*77.6% FARMS scored proficient or advanced*  
*84.6% of Special Ed scored at proficient or advanced*

**On the 2009-10 Maryland school Assessment (MSA) 33.9% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).**

*27.9% of African Americans scored at the advanced level*  
*55.6% of Asians scored at the advance level*  
*19.2% of Hispanics scored at the advance level*  
*47.1% of Whites scored at the advanced level*  
*8.3% of English Language Learners scored at the advanced level*  
*24.1% of FARMS scored at the advanced level*  
*7.7 % of Special Ed scored at the advanced level*

**Annual Objective:**

By the end of the 2010/2011 school year, 90% of all students in grades 3, 4, and 5 will score at the proficient or advanced level in reading on the Maryland School Assessment (MSA).

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Weekly Planning sessions for grade level teams to discuss reading standards for the upcoming week with Special Education Teachers, ESOL teachers, and administration	✓	Administrator Reading Teacher	Principal Special Educator Teachers ESOL Resource Teacher	Collaborative Planning Model State Curriculum Read Source	Quarterly Analysis of benchmark data Bi-weekly Fluency Checks MSA performance Planning Forms	June 2012
Provide staff development on the five key areas of reading instruction (phonemic awareness, phonics, fluency, and vocabulary, comprehension) and how they align with state standards so teachers will have the capacity to identify problem areas and provide the appropriate instruction for individual students.	✓	Administrator Reading Teacher	Reading Teacher	State Curriculum Literature from the National Institute for Literacy: <i>Put Reading First</i> Staff Development	Staff development agendas Classroom observation Reading Planning Minutes	June 2012
Provide staff development for teachers on the Maryland State Curriculum to align state curriculum and county resources with daily instruction.		Administrator Reading Teacher	County Reading Resource Reading Teachers Talent Development	State Curriculum County Curriculum Weekly Planning	Staff development agendas Reading Planning Minutes Grade level instructional plans	June 2012
Provide staff development for teachers on 6 + 1 Writing Traits and county writing curriculum to improve students' written expression.		Administrator Reading Teacher	County Reading Resource Reading Teachers	6+1 Writing Traits Book County Curriculum	Staff development agendas Classroom observation Writing samples Reading Planning Minutes Grade level instructional plans	June 2012

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2010 – 2012  
Math

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

**Indicator:** By the end of the 2013-2014 school year, all of students in each NCLB student group in grades 3-8 will be perform at the proficient or advanced level on the Maryland State Assessment (MSA) Math.

**Statement of Need:**

**On the 2009-10 MSA, 88.7% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA):**

*84.9% of African Americans scored at proficient or advanced*

*97.4% of Asians scored at proficient or advanced*

*80.9% of Hispanics scored at proficient or advanced*

*98.6% of Whites scored at proficient or advanced*

*83.8% FARMS scored at proficient or advanced*

*76.9% of Special Ed scored at proficient or advanced*

**On the 2009-10 Maryland school Assessment (MSA) 34.6% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).**

*21.9% of African Americans scored at the advanced level*

*17% of Hispanics scored at the advance level*

*45.7% of Whites scored at the advanced level*

*24.8% of FARMS scored at the advanced level*

*3.9 % of Special Ed scored at the advanced level*

**Annual Objective:**

By the end of the 2009 – 2010 school year, 90% of all students in grades 3, 4, and 5 will score proficient or advanced level in mathematics on the Maryland School Assessment (MSA).

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Weekly Planning sessions for grade level teams to discuss math standards for the upcoming week with Special Education Teachers, ESOL teachers, and administration	✓	Administration	Principal Special Educator Teachers ESOL Resource Teacher	Collaborative Planning Model -State Curriculum County Math Resources	Quarterly Analysis of benchmark data Quarterly Pre-Assessments Topic Assessments MSA performance Grade level instructional plans	June 2012
Increase rigor in math instruction by incorporating differentiated instruction, problem solving strategies, higher order thinking, and writing BCR's.		Administration Grade level teams Math resource teacher	Special Educators ESOL Teachers Classroom teachers	Envision math materials Curriculum guide State Curriculum	Staff development agendas Classroom observation Grade level instructional plans	June 2012
Provide opportunities for all students to access advanced learning opportunities (Hands-On Equations, Project M <sup>3</sup> , 24 Club, Rocket Club, Math Tutoring)	✓	Administrator Reading Teacher Talent Development Teacher	Talent Development Teacher Classroom Teachers	Hands-On Equations materials Problem Solving materials Quarterly Pre-assessments	Staff development agendas Classroom observation Grade level instructional plans	June 2012

Brock Bridge Elementary School Improvement Plan 2009– 2011  
Safe and Orderly Environment

**Goal -PBIS – Safe and Supportive Learning Environment:**

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 Conduct.

**Indicator:** By the end of the 2011-12 school year, there will be a 20% reduction in the number of students receiving one or more referrals, suspensions, and expulsions, for each NCLB group.

**Statement of Need:** 1.) At the end of the 2009/2010 school year 250 discipline referrals were reported.

- 74.3% of students receiving office referrals were African American
- 2.86% of students receiving office referrals were Hispanic
- 20% of students receiving office referrals were White
- 2.86% of students receiving office referrals were Asian

2.) At the end of the 2009/2010 school year 42 suspensions were reported.

- 90.7% of students were suspended African American
- 2.3% of students were suspended Hispanic
- 4.7% of students were suspended White
- 2.3% of students were suspended Asian

**Annual Objective:**

By the end of the 2010-2011 school year Office referrals will decrease by 20% for the school year for all students in grades K-5 with no more than a 10% disparity between student groups.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Bring consistency and fidelity to the PBIS program (Bobcat Bucks, teacher/staff predictability, hierarchy of infractions) so that students learn to be accountable for their own behavior and learn to make good choices	✓	Administrator PBIS Liaison	Teachers & Staff	Intervention Manuals Student Incentives Bobcat Bucks	SWIS Data PBIS Meetings Referral and suspension data	June 2012

Implement the Collaborative Decision Making Model (CDM) so that clear expectations are established to solve problems and support student achievement	✓	Administration Guidance Counselor	School Counselor Teachers & Staff	CDM Materials CDM Training Identification of Facilitators	CDM Meeting Minutes Discipline Data	June 2012
Mental Health Team meeting to prioritize supports and discuss strategies for working with students		Administration	Administration School Psychologist School Counselor Learning Lab Technician	Meeting time and location	Meeting minutes and agendas	June 2012

Brock Bridge Elementary School Improvement Plan 2009– 2011  
Community Engagement

**Goal: Community Engagement**

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.

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

**Statement of Need:**

1. On an average, 20 - 25 parents attended the PTA Meetings in 2009/2010
2. More than 25 parents volunteered regularly in the school.
3. The P.I. E. (Partners in Education) Army and Parent volunteers accounted for more than 85% of our volunteers.

**Annual Objective:**

By the end of the 2010/2011 school year, 90% of Brock Bridge Elementary School parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Create and distribute a letter to local businesses requesting support and ideas for avenues to create partnerships.		Administrator	Community Engagement Sub-Committee	Letter Organized plan for distribution and follow-up	Record of Contacts within the community SIT Minutes Responses from businesses	June 2012
Establish baseline data for the number of parents that attend school activities and volunteer at the school.	✓	Administrator Event Chairperson	Event Chairperson Event Committee	Attendance documentation tool Raptor reports	Disaggregation of data after events	June 2012
Provide opportunities for families to participate in activities that increase parent	✓	Administrator, Reading Team, Talent	Administrator, Reading Team, Talent	Refreshments Student Work Materials for Clean-up	Flyers Sign-In Sheets Volunteer Logs	June 2012

participation and capacity. <ul style="list-style-type: none"> <li>• Math Dinner Night</li> <li>• Meet-the-Teachers Ice Cream Social</li> <li>• Back to School Night Open House</li> <li>• Clean-Up Day</li> <li>• Harvest Day</li> <li>• Multi-Cultural Night</li> <li>• School Dance</li> <li>• Parents as Educational Partners (PEP)</li> </ul>		Development Teacher	Development Teacher, PTA	Day, Harvest Day, Math Night, and Multi-Cultural Night		
Consistently use Connect-Ed message system so that parents are informed about school events in their native language	✓	Administrator	Administrator	Translator for communicating to all families	Connect Ed log report	June 2012