

## School Improvement Plan 2010-2011 Action Steps

**School: Central Elementary School**

**Goal 1- Academic Achievement:** By June , 2011/12 50% of all students in each NCLB student group in grades 3, 4, & 5 will be performing at the Advanced level on the MSA Reading and Math.

**Indicator:** 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 on the MSA Reading and Math.

**Statement of Need:** June 2010 – 54.1% of students in grades 3, 4, & 5 performed at the Advanced level on the MSA Reading sub group data see Data Analysis sheets: African American 20%, Special Education 14.3%, FARMS 30.5%.

June 2010 – 62% of students in grades 3, 4, & 5 performed at the Advanced level on the MSA Math sub group see Data Analysis sheets: African American 20%, Special Education 17.7%, FARMS 42.1%.

**Annual Objective:** By the end of the 2010 – 2011 school year, 65% or more of all students will perform at the Advanced Level on MSA Reading and MSA Math and 35% of all sub groups will perform at the Advanced Level.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
<b>Improve vocabulary skills</b> Specific instruction with tier 2 vocabulary Workshop – increase vocabulary centers Thesaurus/Dictionary Instruction – staff development, active instruction, morning announcements focusing on a new vocabulary word imbedded into the announcements. Differentiated vocabulary	~	<b>Reading Teachers</b>  <b>Special Educators</b>  <b>Classroom Teachers</b>	<b>All Staff Members</b>	<b>Staff Development</b>  <b>Reading Resource Teachers</b>  <b>VSC Pacing Guides</b>	<b>Reading Assessments both formative and summative</b>  <b>Student work completed in centers during workshop</b>  <b>Informal observations</b>	<b>Monitor quarterly</b>  <b>Monitor during grade group meetings</b>

Teachers will differentiate instruction in reading through the use of grouping and leveled text.	~	Unit 1 Members	All Staff	Staff Development on Differentiated Instruction	Monthly Faculty Meetings	Notes from Meetings
Teachers will use explicit lessons to focus comprehension strategies and assess with selected responses and brief constructed responses. Comprehension Tool Kit		Teacher	Grade Groups Reading Teachers Special Educators	Early Childhood and Language Arts Offices	Grade Group Meetings	Grade Group Minutes
Utilize workshop time diagnostically and differentiate.	~	Classroom teachers and special educators	Grade Groups	Voyager Intervention Groups	Formative and summative assessments	Ongoing
<p>Establish Enrichment Programs for all students</p> <ul style="list-style-type: none"> <li>• Investment Club</li> <li>• Math 24 Club</li> <li>• School wide Assemblies</li> <li>• Book Clubs – Black Eyed Susan</li> <li>• Open Court Classics</li> <li>• Novels</li> <li>• Research Projects</li> <li>• Writing Club</li> <li>• Visiting Author/Artist</li> <li>• Chesapeake Bay Research Foundation</li> <li>• Skipjack Trip</li> <li>• Arlington Echo</li> <li>• Engineering Club</li> <li>• Human Relations</li> <li>• Talent Development Model</li> </ul>	~	Teachers, Reading Specialists, Media Specialist, Cultural Arts Team, PTA, Administration	Faculty Meetings  All Staff	Materials  PTA Financial Support	Student Involvement  Project Completion	Ongoing

<ul style="list-style-type: none"> <li>• Milken Grant</li> <li>• Black Saga</li> <li>• ERI</li> <li>• Yearbook Club</li> <li>• Variety of Field Trips to extend learning</li> <li>• Summer Reading Program</li> <li>• PTA sponsored evening events</li> </ul>						
<b>EnVision Mathematics Program in grades K-5 according to the recommended pacing guides.</b>	~	<b>Teachers</b> <b>Area Math Resource Teacher</b> <b>Math Lead Teachers</b>	<b>Faculty Meetings</b>  <b>Grade Groups</b>	<b>Interventions:</b> <b>Do the Math</b> <b>Fast Math</b>	<b>Chapter Tests</b>  <b>Cumulative Tests</b>	<b>Monitor every six weeks</b>
<b>Supplement the EnVision Math program to include BCR's and Do the Math/Fast Math</b>		<b>Teachers</b>	<b>Faculty</b>	<b>Area Math Resource</b>	<b>Teacher made tests</b>	<b>ongoing</b>
<b>Provide opportunities for mathematics enrichment through the Consulation and Collaboration Model.</b> <ul style="list-style-type: none"> <li>• M cubed groups</li> <li>• M squared</li> <li>• Additional higher level groups</li> <li>• Flexible grouping</li> </ul>	~	<b>Teachers</b>	<b>G/T Resource</b> <b>Grade Groups</b>	<b>G/T Resource</b>	<b>Formal and informal observations</b>	<b>Ongoing</b>
<b>Collaborative planning to refine instruction</b> <ul style="list-style-type: none"> <li>• CDM process for struggling students</li> <li>• Vertical Teaming</li> <li>• ALL Fourth Grade Students</li> </ul>	~	<b>Classroom Teachers</b>  <b>Guidance</b>	<b>Faculty</b>  <b>Teachers &amp; Students</b>	<b>CDM Team</b>  <b>Academic Plan</b>	<b>Monthly Meetings</b>  <b>Individual Action Plans and Goals</b>	<b>Ongoing</b>  <b>June 15th</b>

## Assessment Matrix

Types, Uses and Forums for Data Analysis

	<b>Summative</b> Descriptive in nature, (grading, ranking, scoring), encourages comparison, predictive qualities, can determine targeted students and eligibility. Can be used to assess the completion of an action (lagging indicator) or progress along the way (leading indicator).	<b>Formative</b> Diagnostic in nature, informs instructional practice, incremental, embedded in instruction, avoids comparisons against others, implies a growth model, promotes student self assessment.	<b>Progress Monitoring</b> Measures proficiency, progress over time, implies a growth model, program evaluation.	<b>Anecdotal</b> Subjective and intuitive. Relies on observations.
<b>School Improvement (macro level):</b> Trends, analysis of student groups, baseline generation, content concerns, program evaluation, resource allocation	MSA, HSA, benchmarks, AP scores, discipline, Gates, Iowa, Stanford, PSAT, SAT, IB, DIBELS, Pre-K, unit/chapter tests, grade distribution, course enrollment, attendance	Data is used as leading indicators to monitor the school plan.	Data related to milestones collected on a regular basis.	School processes, classroom Observations, dialogue/interpretation, student learning environment, surveys, community perceptions, staff perceptions
<b>Instructional Team Meetings (micro level):</b> content weakness, item analysis, intervention, enrichment, identification of power standards, differentiation, resource allocation	MSA, HSA, Gates, Iowa, Benchmarks, student work samples, classroom tests, running records, fluency checks, DIBELS, Pre-K, TOOL, unit/chapter tests, performance assessments	Benchmarks, student work samples, classroom tests, running records, fluency checks, DIBELS, Pre-K, TOOL, projects, portfolios, interviews	Benchmarks (reading and LA), common assessments, running records, fluency checks	Student observations, classroom observations, dialogue/interpretations, student learning environment, interviews
<b>Student Need:</b> intervention/enrichment, differentiation, rankings, cut scores, eligibility, course placement, grading	MSA, Gates, Iowa, Benchmarks, student work samples, classroom tests, running records, fluency checks, DIBELS, Pre-K, TOOL, unit/chapter tests, projects, portfolios	Benchmarks, student work samples, classroom tests, running records, fluency checks, projects, portfolios, interviews, Functional Behavior Assessments	Benchmarks (reading and LA), common assessments, running records, fluency checks, observations, frequency charts	Student observations, interviews, frequency charts, Functional Behavior Assessments



## School Improvement Plan 2010-2011 Action Steps

**School: Central Elementary School**

**Goal 2- Safe and Supportive Environment:** Through the end of the 2011-2012 school year, Central will provide a safe and orderly environment by identifying relational aggression and eliminating it by increasing the percentage of students feeling safe at school and decreasing the percentage of students being bullied.

**Indicator:** 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 Maryland State Department of Education.

**Statement of Need:** The 2009-2010 AACPS Bully Survey indicates that 30.4% of 4<sup>th</sup> and 5<sup>th</sup> graders report being bullied, and 10.3% report bullying others.

**Annual Objective:** By the end of the 2010-2011 school year, there will be a decrease in the number of 4<sup>th</sup> and 5<sup>th</sup> grade students reporting being bullied monthly from 30.4 to 28% as measured by the county bully survey.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Bully Survey administered to all fourth and fifth graders, parents, and staff.	~	Guidance Counselor	Staff	Bully Survey online	Collection of Data	Nov. 16 <sup>th</sup> to Dec. 23 <sup>rd</sup> .
Explicit instruction on Empathy through bibliotherapy and the school wide “Bucket Filling” philosophy.	~	Guidance Counselor	Faculty	Books, materials, marbles, website	School wide Implementation	Ongoing
Increase empathy and social skills among target group	~	Guidance Counselor	Faculty	Informal observations	Teacher referrals Administrative referrals	Ongoing
Tiger Pals		Guidance Counselor	Classroom Teachers and 2 students per class	Signed contracts Training	Informal observations of Tiger Pal input throughout the school	Ongoing
Implement School wide Bullying		Guidance	Guidance	Materials	Collecting contracts for	Signed by

<b>contract to be signed by student and parent</b>		<b>Counselor</b>	<b>Counselor</b>		<b>use during counseling sessions regarding reported bullying.</b>	<b>October and then Ongoing</b>

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Types, Uses and Forums for Data Analysis

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**Goal 3- Community Engagement:** By the end of the 2011-2012 school year, 95% of parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups.

**Indicator:** By the end of the 2008-2009 school year, 75% and 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:** Baseline data from 2009-2010 school year indicates that 80% of our parents access school/PTA events.

**Annual Objective:** By the end of the 2010-2011 school year, 80% or more of our parents and community members will engage in community events and share in the responsibility for student success.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
School Newsletter Grade Group Newsletters	~	Admin/Office, Grade Group Chair	Staff Grade Group		Newsletters	Monthly
PTA Newsletter Student Writings	~	Volunteer	PTA Members	Contributions of Information	Newsletters/Online	Monthly
Back to School Night	~	Principal	Staff		Sign In Log	Monthly
PTA Meeting		President	PTA Exec & Principal		Sign In Log	
Family Math Night & Dinner		Committee & Teachers	Teachers, PTA Members	\$500.00 for the activities sponsored by the PTA	Sign In Log	



<ul style="list-style-type: none"> <li>• <b>Financial Club</b></li> <li>• <b>School wide Volunteer</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Committee</b></li> <li>• <b>Committee</b></li> </ul>				
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