

Davidsonville Elementary School
2010-2011
READING

Goal 1- Academic Achievement: By the end of the 2010-2011 school year 100% of all students in grades 3-5, at Davidsonville Elementary will perform at the proficient and advanced level in reading, mathematics, and science as defined by the Maryland School Assessment and eliminate the achievement disparities among all subgroup student populations.

Statement of Need: At the end of 2009-10, 97% of students in grades 3–5 performed at the proficient and advanced level in reading on MSA. African American students performed at 87.5%, White students performed at 97.1%, Hispanic students performed at 100%, special education students performed at 76%, Asian/Pacific Islander students performed at 100%, and FARMS students performed at 93.7%. We continue to find discrepancies between ethnic and special education subgroups in comparison to our total school population.

Objective 1: To increase the percentage of students reaching the advanced proficiency level in reading from 63.2 to 68.0% by implementing rigorous instruction

Best Practices: see attached list

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementa- tion Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
1. Include all students scoring "Basic" on MSA and students not yet performing at grade level in a county-approved intervention and/or supplemental program so that all students score proficient or advanced on county and state assessments.	EQ	Administrator; Reading Teacher	Classroom Teachers, Reading Teachers; Special Educators, Teaching Assistants Parent Volunteers	Early Reading Intervention Kit, Voyager Kit, Soar to Success Quick Reads, OCR Intervention, Wilson, Lexia, Failure Free, Foundations, Resources on Read Source We Both Read Books Comprehension Toolkit, Lessons in Literacy, Verbalize/Visualize Program	Intervention Monitoring Program, Voyager Benchmark Assessments, DIBELS, County Benchmark Assessments, Student Dashboard. Leadership will meet bi monthly to analyze sub group data. Whole faculty monthly grade group meetings to study data. Monthly CDM Meetings.	06/11

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
2. Differentiate Instruction for all students based on learning preferences, interests and readiness so that they achieve at the advanced level on county and state assessments.	EQ	Administrator, Reading Teachers	Classroom Teachers, Reading Teachers	William and Mary, Jacob's Ladder, Primary Talent Development Model, Novels, Socratic Seminar, mdk12 toolkit, professional readings, expository texts in content areas, online databases, technology connections, Schoolwide Enrichment Model, Gardner's Multiple Intelligences	Check daily outcomes, formal and informal administrative observations. Minutes from reading and grade group meetings.	06/11
3. Implement AVID strategies for sub group students in order to address specific learning styles and offer focused support with study skills at students' instructional levels.	EQ	Administrators, Guidance Counselor	Guidance Counselor	AVID materials	Formal and informal observation by administration.	06/11
4. Utilize pre and formative assessment strategies so that all students are flexibly grouped in order to meet their individual instructional needs.		Classroom teachers, Reading Teachers	Classroom teachers, Reading Teachers	School wide staff development to include modeled lessons, observations of teachers both in and out of our building, collaborative planning and critical analysis of lessons.	Administrative Walk-throughs, lesson plans, formal observation plans	06/11
5. Differentiate instruction through the use of technology so that students become 21 st century learners.		Classroom teachers, Reading Teachers, E-Coach	Classroom teachers, Reading Teachers, E-Coach	Computer, document camera and presenter, Interwrite Board, Laptops, Airliners, Smartboards, Senteos, Discovery Streaming training on available technology	Administrative Walk-throughs, lesson plans, formal observation plans	06/11
6. Implement year three of Collaborative Decision Making strategies so that prevention and intervention strategies are practiced, thereby meeting all students' needs.	EQ	Administrator, Guidance	Administrative Team, lead teachers, teaching staff	CDM facilitators , staff development	CDM monthly minutes, Grade Group Minutes, StIT referrals, StIP plans, MiT meetings	06/11
7. Determine and utilize appropriate reading strategies across all subject areas. (SOAR)		Reading Teachers	All teachers	Staff development	Administrative walk throughs, formal and informal observations	6/11

Davidsonville Elementary School
2010-2011
MATHEMATICS

Goal 1- Academic Achievement: By the end of the 2010-2011 school year, 100% of all students in grades 3-5, at **Davidsonville** Elementary will perform at the proficient and advanced level in reading, mathematics, and science as defined by the Maryland School Assessment and eliminate the achievement disparities among all subgroup student populations.

Statement of Need: At the end of 2009-2010, 95.5% of students in grades 3–5 performed at the proficient and advanced level in mathematics on MSA. African American students performed at 100%, White students performed at 95.2%, Hispanic students performed at 100%, special education students performed at 56%, Asian/Pacific Islander students performed at 100%, and FARMS students performed at 86.7%. We continue to find discrepancies between ethnic and special education subgroups in comparison to our total school population.

Objective 2: To increase the percentage of students reaching the advanced proficiency level in mathematics from 63% to 68% by implementing rigorous instruction

Institutionalized Strategies/Items: see attached list

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
1. Provide county-approved intervention programs to all students scoring “Basic” on MSA and/or not yet performing at grade level on county benchmarks.	EQ	Leadership Team	Classroom Teachers, Special Educators, Teaching Assistants	Do the Math, Fast Math, Understanding Math and Numeration	Formal and informal observation by administration Pre/post tests Benchmark scores Progress monitoring SIP Monitoring Form	06/11

2/1/2011

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
2. Utilize formative assessment strategies so that all students are flexibly grouped in order to meet their individual instructional needs.	EQ	Administrators, Math Lead Teachers, Talent Development Teacher	Classroom Teachers, Special Education Teachers, Talent Development Teacher	Differentiated staff development to include modeled lessons, observations of teachers both in and out of our building, collaborative planning and critical analysis of lessons.	Administrative Walk-throughs, lesson plans, formal observation plans SIP Monitoring Form	06/11
3. Differentiate Instruction for all students so that students achieve at proficient/advanced levels on county and state assessments.	EQ	Administrator, Math Lead Teachers, Talent Development Teacher	Classroom Teachers, Special Education Teachers, Talent Development Teachers	M3, Hands on Equations, Envision Math, expository texts relating to math, differentiated staff development for Achievement Series	Check daily outcomes, formal and informal administrative observations, minutes from grade group meetings, CDM and SIT meetings.	06/11
4. Utilize technology to provide rigorous instruction for all students as they become 21 st Century Learners	EQ	Administrator, Math Lead Teachers, Talent Development Teacher, e-Coach	Classroom Teachers, Special Education Teachers, Talent Development Teacher	Senteos, Smartboard, Airliners, Computers, PowerPoint, Excel, Graphers, Discovery Streaming, and other appropriate software, Technology Curriculum	Administrative Walk-throughs, lesson plans, formal observation plans, SIP Monitoring Form	06/11
5. Scan all topic tests so that teachers can analyze data to differentiate instruction	EQ	Administrator, e-Coach, Location Controller	Location Controller, Classroom teachers	Training for Location Controller, Staff development for analyzing data from tests	Data shared at grade level and CDM meetings	06/11

2/1/2011

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
6. Implement AVID strategies for sub group students in order to address specific learning styles and offer focused support with study skills at students' instructional levels.	EQ	Administrators, Guidance Counselor	Guidance Counselor	AVID materials	Formal and informal observation by administration, SIP Monitoring Form	06/11
7. Implement year three of Collaborative Decision Making strategies so that prevention and intervention strategies are practiced, thereby meeting all students' needs.	EQ	Administrator, Guidance	Administrative Team, Lead Teachers, Teaching Staff	CDM facilitators, Staff Development	CDM monthly minutes, Grade Group Minutes, StIT referrals, StIP plans, MiT meetings	06/11
8. Determine and utilize appropriate reading strategies across all subject areas.(SOAR)		Reading Teacher	All Teachers	Staff Development	Administrative Walk-throughs, formal and informal observations	6/11

Davidsonville Elementary School
2010-2011

Goal II- Safe and Supportive Environment: By no later than June 2011, Davidsonville Elementary School will create a safe learning environment that promotes accelerated achievement for all subgroup student populations as measured by a **10%** decrease in discipline referrals and suspension rate and decrease in percent of students absent from school 20 or more times.

Statement of Need: A safe and orderly environment is an integral part of an effective education. Discipline referral data indicates that for the past two years, Davidsonville has reduced the number of referrals by 10% each year. Last year's data shows that there were 81 discipline referrals.

Objective: To provide a safe, positive and supportive learning environment.

Institutionalized Strategies/Items: see attached list

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
1. Review and analyze behavioral data so that appropriate behavior strategies can be implemented.	EQ	Administration, Guidance Counselor	Guidance Counselor, PPW, Assistant Principal	SASI discipline reports, Incident Slips, Referrals,	Grade Group meetings, Incident Slips, Referrals	06/11
2. Recognize positive behavior through the implementation of Go For The Green Program and Bucket Fillers Program so that behavioral expectations are consistent throughout the school.	EQ	School Norms Committee Chairperson	School Norms Committee	SIT subcommittee meetings,	SIT subcommittee minutes, weekly recognition of positive behaviors, NORMS meetings	06/11
3. Implement year three of the Peaceful Playground Program and increase supervision in order to be proactive, improve safety and reduce the number of behavioral incidents on the playground.	EQ	Administrator	Classroom Teachers; P.E. Teachers, Monitors	Faculty and NORMS SIT subcommittee, lunch/recess monitor meetings	Minutes from Norms Sub Committee meetings, observation of recess, Incident Slips.	06/11
4. Implement year three of Collaborative Decision Making strategies so that procedures are consistent throughout the school, and prevention and intervention strategies are practiced thereby meeting all students' needs.	EQ	Administrator, Guidance	Administrative Team, Lead Teachers, Teaching Staff	Staff development for trainers, embed CDM training during CDM meetings	CDM monthly minutes, StIT referrals, StIP plans, MiT meetings	06/11

Davidsonville Elementary School
2010-2011

Goal III- Community Engagement: By no later than June 2011, Davidsonville Elementary School will establish community partnerships to promote accelerated achievement in a welcoming school environment, as determined by participation at Back to School Night, Informational Sessions, Parent Conferences, Parent Volunteer Data, Harvest for the Hungry Food Drive, and Student Government Association Community Projects

Statement of Need: Creating positive home, school, and community partnerships are essential in promoting accelerated achievement for students. A welcoming environment, two-way communication, and meaningful parent involvement are needed for success. For the past three years, parents have consistently volunteered over 11,000 volunteer hours at Davidsonville Elementary School. Parent participation and involvement in school related activities and programs will increase from last year.

Objective: To improve and increase community engagement.

Institutionalized Strategies/Items: see attached list

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
1. Update school website to include a monthly online Parent Newsletter and informational articles in order to increase timely communication with parents	EQ	Administration	Administration, teachers, staff	Weekly folders, school newsletter, school website, agenda books, Connect-Ed	Minutes from PTO/CAC meetings, samples of communication	06/11
2. Increase food and monetary donations to the Maryland Food Bank for the purpose of promoting stewardship in our students.	EQ	Administration	Administration, staff	Sponsorship, funding, collections, DES Newsletter, Connect-Ed	Meeting minutes	11/10
3. Showcase DES students (for the third year), by participating in a cluster-wide South County initiative for the purpose of fostering collaboration with our students and SOAR families.	EQ	Administration	Administration, staff, parents, teachers,	Business Owners, students, weekly folders, DES Newsletter, school website, Connect-Ed	Minutes from DES and Cluster Planning Sessions	06/11

2/1/2011

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure Evidence	End Date
4. Continue community/parent involvement in SGA community and global projects (Coat Drive, Mikey's School/Nepal, and Pennies for Patients, Jump Rope for Heart, Disaster Relief Programs, and Pet Food Drives).	EQ	Administration, Guidance Counselor	Student Government Association leaders and representatives	Student Government Association leaders and representatives, Guidance Counselor	Meeting minutes, samples of communication	06/11
5. Implement a "PBIS-like" incentive program to recognize good citizenship, respectful behavior and improve discipline.	EQ	Administration, Guidance Counselor	Administration, Guidance, NORMS committee, Teachers, all staff, students	School wide staff development, SGA students	Monthly incentives/recognition and reinforcement	06/11
6. Provide parents with the opportunity to participate in a book study to include an introduction of the book by the author Joyce Cooper-Kahn.	EQ	Guidance Counselor	South River Cluster Elementary School Counselors	<u>Late, Lost, and Unprepared</u> by Joyce Cooper-Kahn and Laurie Dietzel.	Meeting sign-in sheets and feedback from parents.	