

School Improvement Plan

Eastport Elementary School

“Where Excellence is a Habit and the Extraordinary Happens”

2010-2011

Preamble:

At Eastport Elementary, we aspire to provide a world-class education in partnership with parents and the community. We strive to inspire students to love and thirst for knowledge, so that they are internally motivated to attain higher goals. It is our belief that students in our care have the right to learn in a risk-free, safe and nurturing environment. We also believe that, as members of the Eastport community of learners, students and teachers have specific responsibilities. Teachers are expected to nurture their students, provide quality and meaningful instruction, and are expected to continue their own professional growth. Students are accountable for being engaged in learning, participating appropriately and growing socially, emotionally and academically. Both are expected to contribute to the overall well-being of all individuals in order to achieve academic excellence and positive lifelong habits.

- I. Reading: Promote positive attitude towards reading through differentiated instruction and reading intervention programs, which include: Touch Pebbles, Voyager Passport Intervention, Soar to Success, Early Reading Intervention, Elements of Vocabulary and Corrective Reading. In addition, the use of technology, professional development and different reading incentives such as Fall Book Fair, Chessie, Bowie Bay Sox Reading Program, Reading Is Fundamental, Book Clubs, Young Author’s Contest, Black-Eyed Susan Programs and engaging members of the community as guest readers, all will promote a positive attitude towards reading. Bi-Monthly 40-minute grade group Reading Collaboration meetings will be held to examine student data to improve reading achievement.
- II. Math: Eastport Elementary will promote positive attitudes towards math through differentiated instruction (AACPS Mathematics Model), the on-going use of technology, professional development activities using Hands on Standards, Higher Level Thinking, Differentiated Instruction, Eliminating the disparity between student groups in mathematics and Introduction of Core Standards. Math intervention and enrichment programs such as: Otter Creek Mastering Math Facts, Lunch Groups, 24-Game Club, Hands-On Equations, FASTT Math, Understanding Numeration, Understanding Math Plus and M Cubed will be provided for students. Monthly “Math Drop-ins” from the county math department will be published in the school newsletter to communicate mathematics ideas to parents. Bi-Monthly 40-minute grade group Mathematics Collaboration meetings will be held to examine student data, investigate new approaches to reach all students and identify instructional strategies that will increase student achievement and decrease basic proficiency in mathematics.
- III. Safe and Orderly Environment: Promote a sense of feeling safe at school and the belief that students are well behaved through the school-wide use of Positive Behavior Intervention and Supports (PBIS) program, regular review of school rules according to the AACPS Code of Conduct, and consistent documentation of behaviors. Positive Behaviors are recognized through the use of Skipjack

Tickets, Weekly Raffles and monthly incentives. Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff. Spirit assemblies are planned to recognize positive student behavior. We will continue to implement a color –coded behavior system to prove school-wide consistency.

- IV. Community Collaboration: Promote a welcoming school environment that encourages community and parent volunteers to participate in school-wide events such as: Multi-Cultural Night, Reading Under the Stars, Autumn Harvest, Dance Festival, Community Music Festivals, Sandy Springs Banking, Annapolis Maritime Museum partnerships, Annapolis Historic Foundation, and Annapolis Republican Women’s Club.

**Comprehensive Needs Assessment
Title I – School-Wide**

Instructional Areas	Strengths	Contributing factors for strengths	Weaknesses	Contributing factors for weaknesses
Reading	<ul style="list-style-type: none"> • MSA scores increased in grades 3 and 4 – March 2010 • The number of advanced students increased in grades 3 and 4 • Decreasing achievement gap among student groups and among standards • Literary Processes in grade 4 • Balanced Reading Program • Exceeded or met state AMO's 	<ul style="list-style-type: none"> • Reading Intervention Support • Collaborative / Vertical Team Meetings • Talent Development Support • Professional Development • Data Analysis • Monitoring Procedures • Title I Reading and County Reading Support • Flexible Groups • Variety of experiences with different text • Thinking Maps 	<ul style="list-style-type: none"> • Reading MSA scores declined in grade 5 by 15 percentage points • Vocabulary • Workshop 	<ul style="list-style-type: none"> • Limited background experiences to draw from • Inconsistent independent reading outside of the school day • Identifying instructional reading levels during the 2nd marking period • Limited Workshop time • Instructional Pacing • Number of Sp. Ed. Students in gr. 5
Mathematics	<ul style="list-style-type: none"> • 100% of 4th graders scored proficient or advanced on MSA March 2010 • MSA scores increased in grades 4 and 5 • The number of advanced students increased in grades 3 and 4 • Math Processes • Decreasing achievement gap among student groups and among standards • Exceeded or met state AMO's 	<ul style="list-style-type: none"> • Math Intervention Support • Collaborative Team Meetings • Talent Development • Title I Math Resource Support • Additional support programs provided thru Title I and Sp. Ed. • Professional Development • Data Analysis • Monitoring Procedures • Diagnostic Testing • Flexible Groups 	<ul style="list-style-type: none"> • Mathematics MSA scores declined in grade 3 by 7 percentage points • Differentiation • Geometry / Measurement 	<ul style="list-style-type: none"> • Curricular Documents – when skill were introduced – not enough time for geometry / measurement • Time • Pacing • Differentiation

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Goal I: Academic Achievement – Reading

By the end of the 2010-11 school year, 65% of all primary students will perform at Benchmark level in reading, 25% will perform at Strategic Level and 5% will perform at Intensive Level as measured by DIBELS.

- By the end of the 2011-12 school year 70% of all primary students will perform at Benchmark Level in reading, as measured by DIBELS.
By the end of the 2012-13 school year 75% of all primary students will perform at Benchmark Level in reading, as measured by DIBELS.

Statement of Need:

During the Spring 2010 DIBELS Administration 58% of the students scored Benchmark, 16% scored Strategic and 26% scored intensive.

SPRING 2010	Kindergarten	First Grade	Second Grade
Benchmark	77%	44%	55%
Strategic	5%	20%	23%
Intensive	18%	36%	22%

Goal I: Academic Achievement-Reading

By the end of the 2010-11 school-year, 90% of all students in grades 3-5, at Eastport Elementary will perform at the proficient and advanced level in reading as defined by the Maryland School Assessment and reduce the achievement disparities among all student groups from the prior year.

- By the end of the 2011-12 school year 94% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment
- By the end of the 2012-13 school year 96% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment

Statement of Need:

On the 2010, Maryland School Assessment (MSA) 85.7% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 83.3% of the third graders, 92.6% of the fourth graders, and 81.3% of the fifth graders.

Grade 3 – Reading MSA Data

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
All ents	45%	85%	65%	77%	81%	89%	81.5	83.3
Advanced	3%	12%	4%	4%	11%	11%	7.4	16.7
African American	36%	82%	70%	72%	73%	85%	81.8	80.0
Asian	-	-	-	100%	-	-	-	-
Hispanic	68%	100%	40%	75%	83%	100%	-	88.9
Native American	-	-	-	-	-	-	-	
White	68%	80%	100%	100%	100%	100%	-	-
Special Education	-	100%	25%	-	50%	71%	-	-
Limited English Proficient	-	100%	50%	67%	68%	100%	-	83.3
FARMs	27%	85%	67%	73%	77%	86%	81	85.7
Males	36%	73%	54%	67%	77%	88%	80	78.6
Females	53	93	77	86	85	92	82.4	87.5

Grade 4 – Reading MSA Data

	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All Students	76	92	84	96	83	80.8	92.6
Advanced	16	19	16	4	14	11.5	22.2
African American	72	94	92	93	85	85	90.5
Asian	-	-	-	-	-	-	-
Hispanic	67	75	67	100	63	-	-
Native American	100	-	-	-	-	-	-
White	100	100	100	100	100	-	-
Special Education	80	80	75	100	100	85.7	-
Limited English Proficient	-	50	50	100	25	-	-
FARMs	68	95	88	95	74	77.3	90.0
Males	67	82	75	92	80	61.5	90.9
Females	85	100	91	100	85	100	93.8

Grade 5 – Reading MSA Data

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All ents	53	60	67	81	47	88	96.8	81.3
Advanced	13	15	21	19	6	29	41.9	40.6
African American	41	46	63	85	55	82	94.1	78.3
Asian	-	100.	-	-	-	-	-	-
Hispanic	50	100	-	75	20	100	100	83.3
Native American	-	-	-	-	-	-	-	-
White	88	77	100	75	100	100	100	-
Special Education	17	46	67	40	25	-	100	77.8
Limited English Proficient	-	100	-	50	-	100	-	83.3
FARMS	32	44	56	75	44	86	95.5	76.9
Males	47	54	67	63	13	77	100	73.3
Females	60	63	67	92	78	100	93.8	88.2

Objectives:

1. To increase the percentage of students in grades 3, 4 and 5 performing at the proficient and advanced levels in reading from 85.7% to 90% on MSA.
2. To increase the percentage of students in grades 3, 4 and 5 performing at the advanced level in reading from 26.5% to 30% on MSA.
3. To decrease the disparity among student groups to no more than 10%.
4. To decrease the disparity between special education students and the total school population by 10%.

Milestone(s):

- 1) 58% of Kindergarten and first grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 60% of Kindergarten and first grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 65% of Kindergarten and first grade students will perform at benchmark on the third reported administration of DIBELS

Milestone(s):

- 1) 60% of grade 2 students will score at or above proficiency on the first reported AACPS Reading Assessment
- 2) 65% of grade 2 students will score at or above proficiency on the second reported AACPS Reading Assessment
- 3) 70% of grade 2 students will score at or above proficiency on the third reported AACPS Reading Assessment

Milestone(s):

- 1) 70% of students in grades 3-5 will perform at or above proficiency on the first reported administration of AACPS Reading Benchmark Assessment
- 2) 20% of students in grades 3-5 will perform at advanced on the first reported administration of AACPS Reading Benchmark Assessment
- 3) 80% of students in grades 3-5 will perform at or above proficiency on the second reported administration of AACPS Reading Benchmark Assessment
- 4) 30% of students in grades 3-5 will perform at advanced on the second reported administration of AACPS Reading Benchmark Assessment
- 5) 90% of students in grades 3-5 will perform at or above proficiency on the third reported administration of AACPS Reading Benchmark Assessment
- 6) 35% of students in grades 3-5 will perform at advanced on the third reported administration of AACPS Reading Benchmark Assessment

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
<p>Enhance the reading/language arts program for students in grades Pre-K through 5 by implementing Thinking Maps for ELL students, Treasure Chest for ELL, BrainPop, Voyager Passport(Grades 4 and 5) X-Zone and Elements of Vocabulary in Kindergarten. <i>(Title 1 – C1, C2 and C9)</i> EQ</p>	<p>Administrator Cty. Rdg. Tchr. Title I Rdg. Primary Lead Intermediate Lead Classroom Tchrs.</p>	<p>All Teachers</p>	<p>Maryland Core Standard Curriculum, Curriculum Alignment Framework MDK-12 Toolkit Thinking Map</p>	<p>Plan books, MDK12 Tool Kit monitoring forms, benchmark data, informal and formal observations, ELL Portfolios</p>	<p>9/10 – 6/11</p>
<p>Differentiate instruction for students not yet performing at the “Advanced” level by focusing on reading practices (higher order questioning, comprehension, novels, Artful Thinking etc...) that will challenge student to achieve at the advanced level on county and state assessments. <i>(Title 1 – C1, C2 and C9)</i> EQ</p>	<p>Administrator, County & Title I Reading Team, Talent Development Teacher, Classroom Teachers</p>	<p>All teachers of language arts</p>	<p>High level, high interest reading materials across grades 1 – 5, Photo gallery on shared drive</p>	<p>Reading planning minutes, plan books, reading assessment data</p>	<p>9/10 – 6/11</p>
<p>Provide ongoing staff development so that teachers can continue to differentiate instruction to incorporate flexible grouping for the purpose of remediation and acceleration based on student need. <i>(Title 1 – C4)</i> EQ</p>	<p>Administrator, County & Title I Reading Team, Talent Development Teacher</p>	<p>Instructional Leadership Team will facilitate for all teachers and Teacher Assistants</p>	<p>Professional Development materials on Differentiated Instruction</p>	<p>Schedules, plan books, reading planning minutes, classroom observation, faculty agendas, grade group meeting minutes</p>	<p>8/10 - 6/11</p>

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Participate in staff development on the use of Comprehension Toolkit in Grades 1-5 and participate in a reading book study (Guided Reading Making It Work for Grades K-3 teachers. <i>(Title 1 – C1, C2 and C4)</i>	Administrator, County & Title I Reading Team, Talent Development Teacher, Resource Team	All teachers	“Guided Reading Making It Work” book for each classroom teacher, resource teacher and administrator	Agendas, plan books, classroom observation, assessment data	10/10– 6/11
Provide research based professional development using “Emotional Maturity” resource materials. <i>(Title 1 – C1, C4 and C9)</i> EQ	Administrator, County & Title I Reading Team, Talent Development Teacher, Resource Team	All teachers	“Emotional Maturity” book for each classroom teacher, resource teacher and administrator	Agendas, assessment data	10/10– 6/11

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Goal I: Academic Achievement – Mathematics

By the end of 2010-11 school year, 90% of second grade students will score proficient or advanced on their benchmark assessment average.

By the end of the 2010-11 school-year, 95% of all students in grades 3-5, at Eastport Elementary will perform at the proficient and advanced level in mathematics as defined by the Maryland School Assessment and the achievement disparities among student groups will be reduced.

- By the end of the 2011-12 school year 92% of students in second grade will score proficient or advanced on their benchmark assessment.
- By the end of the 2011-12 school year 96% of the students in grades 3 – 5 will perform at proficient or advanced on the Maryland School Assessment.
- By the end of the 2012-13 school year 95% of students in second grade will score proficient or advanced on their benchmark assessment.
- By the end of the 2012-13 school year 97% of students in grades 3 – 5 will perform at proficient or advanced on the Maryland School Assessment.

Statement of Need:

1. During 2009-10 school year, 91% of students in 2nd grade scored proficient or advanced on the AACPS County Benchmarks.

Milestone(s):

- 1) 80% of students in grades 2 will perform at or above proficiency on the first reported AACPS Math Assessment
- 2) 20% of students in grades 2 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 85% of students in grades 2 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 40% of students in grades 2 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 90% of students in grades 2 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 45% of students in grades 2 will perform at the advanced level on the third reported AACPS Math Assessment

Statement of Need:

1. On the 2010 Maryland School Assessment (MSA) 92.4% 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): 86.7% of the third graders, 100% of the fourth graders, and 90.6% of the fifth graders.

Objectives:

1. To increase the percentage of students in grades 3, 4 and 5 performing at the proficient and advanced level in math from 92.4% to 95% on MSA.
2. To increase the percentage of students in grades 3, 4 and 5 performing at the advanced level in math from 28% to 30% on MSA.
3. To decrease the disparity among student groups to no more than 10%.
4. To decrease the disparity between special education students and the total student population by 10%.

Milestone(s):

- 1) 85% of students in grades 3-5 will perform at or above proficiency on the first reported AACPS Math Assessment
- 2) 20% of students in grades 3-5 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 90% of students in grades 3-5 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 25% of students in grades 3-5 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 95% of students in grades 3-5 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 30% of students in grades 3-5 will perform at the advanced level on the third reported AACPS Math Assessment

Grade 3 – Math MSA Data

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All Students	45%	85%	65%	77%	81%	89%	93.1	86.7
Advanced	3%	12%	4%	4%	11%	11%	20.7	23.3
African American	36%	82%	70%	72%	73%	85%	100	80.0
Asian	-	-	-	100%	-	-	-	-
Hispanic	67%	100%	40%	75%	83%	100%	-	100
Native American	-	-	-	-	-	-	-	-
White	67%	80%	100%	100%	100%	100%	-	-
Special Education	-	100%	25%	-	50%	71%	-	-
Limited English Proficient	-	100%	50%	67%	67%	100%	-	100
FARMS	27%	85%	67%	72%	77%	86%	95.5	85.7
Males	36%	73%	54%	67%	76%	88%	94.4	92.9
Females	53%	93%	77%	86%	85%	92%	90.9	81.3

Grade 4 – Math MSA Data

	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All Students	52%	88%	90%	92%	94%	85.2	100
Advanced	4%	27%	24%	46%	50%	40.7	48.1
African American	39%	88%	92%	100%	95%	90	100
Asian	-	-	-	-	-	-	-
Hispanic	67%	75%	100%	71%	89%	60	-
Native American	100%	-	-	-	-	-	-
White	100%	100%	100%	100%	100%	-	-
Special Education	40%	80%	75%	100%	100%	57.1	-
Limited English Proficient	-	50%	100%	60%	80%	60	-
FARMs	37%	85%	94%	91%	92%	82.6	100
Males	42%	91%	88%	93%	88%	84.6	100
Females	62%	87%	92%	92%	100%	85.7	100

Grade 5 – Math MSA Data

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All Students	44%	65%	75%	86%	76%	83%	84.4	90.6
Advanced	-	8%	17%	10%	12%	4%	41.9	12.5
African American	36%	54%	68%	85%	73%	81%	82.4	95.7
Asian	-	-	-	-	-	-	-	-
Hispanic	50%	100%	100%	100%	80%	83%	87.5	66.7
Native American	-	100%	-	-	-	-	-	-
White	63%	85%	100%	75%	100%	100%	83.3	-
Special Education	17%	36%	50%	80%	100%	-	80	77.8
Limited English Proficient	100%	100%	100%	100%	75%	75%	-	66.7
FARMs	26%	48%	67%	88%	75%	81%	82.6	92.3
Males	35%	62%	75%	88%	75%	77%	86.7	86.7
Females	53%	67%	75%	85%	78%	91%	82.4	94.1

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Implement the AACPS flexible grouping model in that utilize resource teachers, special educators, intervention specialists, and teacher assistants in the classroom to provide differentiated instruction. <i>(Title 1 – C2, C8 and C9)</i>	Administrator, Title I Math Resource Teacher	Title I Math Resource Teacher, Classroom Teacher, Special Educators, Intervention Specialists, Talent Development Tchr. and Instructional Assistants	Data from formative and summative assessments, intervention screening, and MSA results	Math planning minutes, schedules, classroom observations, plan books	9/10 – 6/11
Ensure the use of teaching techniques (Co-teaching, Cooperative Learning, Thinking Maps, cognitive strategies, manipulatives, technology, active learning), that appeal to a variety of learning styles so that students are actively and meaningfully engaged in instruction with a special focus on eliminating the disparity between student groups. <i>(Title 1 – C2, C8 and C9)</i> EQ	Administrator, Title I Math Resource Teacher, Special Education Teacher, ELL Teacher, Equity Liaison	Classroom Teachers, Math Resource Teacher, Talent Development Teacher, Special Education Teacher, Teacher Assistants, Equity Liaison, Intervention Specialist	Classroom Data Thinking Maps – Trainer’s Guide	Formal and informal observation, plan books	9/10 – 6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide on-going, job-embedded professional development to faculty on the use of supplemental materials (Do the Math, Hands on Standards, Groundworks, Teaching Student Centered Mathematics, and Good Questions for Math Teachers). <i>(Title 1 – C2, C4, C9, and C10)</i> EQ	Administrator, Title I Math Resource Teacher	Instructional Leadership Team Classroom Teachers Teacher Assistants Intervention Specialist	Hands On Standards Guide Groundworks Teaching Student Centered Mathematics Books Good Questions for Math Teachers Book	Formal and informal observations by administration, lesson plans, in-service agendas, bi-weekly math meeting minutes and agendas	8/10 – 6/11
Implement a Mathematics Vocabulary Development Program for all students and implement the use of Math Talk Charts to increase mathematics vocabulary. <i>(Title 1 – C2 and C9)</i> EQ	Administrator, Title I Math Resource Teacher, Primary & Intermediate Lead Teachers	All teachers of mathematics	Mathematics Vocabulary – enVision MSDE Web-site	Formal and informal observations by administration, lesson plans, walk-through, bi-weekly math meeting minutes and agendas	10/10 – 6/11
Provide advanced learning opportunities following pre-assessments and formative assessments so that <i>all</i> students can access advanced learning opportunities via rigorous, complex content. <i>(Title 1 – C2 and C9)</i> EQ	Administrator, Title I Math Resource Teacher, Primary & Intermediate Lead Teachers	All teachers of mathematics	STEM Program Centennial Math Game 24 - Variables	Formal and informal observations by administration, formal lesson plans	10/10 – 6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide planning time for teachers to investigate mathematics strategies that will increase student achievement and examine and analyze student data to make informed instructional decisions. <i>(Title 1 – C1, C2, C4 and C9)</i> EQ	Administrator, Title I Math Resource Teacher, Primary & Intermediate Lead Teachers	All teachers of mathematics	Title I funds for substitutes	Math assessment data, schedules	10/10 – 6/11

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Goal II: Safe and Supportive Learning Environment

By the end of June 2010, **Eastport** Elementary School will create a safe and supportive learning environment that promotes accelerated achievement for all student populations as measured by a **10%** reduction in discipline referrals.

Statement of Need:

1. At the end of the 2009-10 school year, one hundred forty-two (142) discipline referrals were reported.
2. At the end of the 2009-10 school year, twenty-three (23) in-school and thirty-four (34) out-of-school suspensions were reported.

Objectives:

1. By the end of the 2010-11 school year, 95% of students, parents and faculty responding to an annual bullying survey will indicate that they feel safe at school and believe students are well behaved.
2. By the end of the 2010-11 school year, referral data will reflect a 10% decrease from the previous school year.
3. By the end of the 2010-11 school year, suspension data will reflect a 10% decrease from the previous school year.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Review and analyze behavioral data to identify appropriate behavioral strategies that can be used to improve student behaviors. <i>(Title 1 – C1, C2 and C4)</i>	Administration, Behavior Specialist, Guidance Counselor	Administration, Discipline Teacher, Guidance Counselor, PPW, PBIS Team, Classroom Teachers	SWIS data, SASI report of discipline referrals, monthly discipline reports,	Review during PBIS Meetings and monthly faculty meetings, meeting minutes, Discipline data	Monthly 2010-11
Provide staff development for continued support of classroom management strategies <i>(Title 1 –C2 and C4)</i>	Administration, Behavior Specialist, Guidance Counselor, PBIS Team	All staff	PBIS levels, School Management Data	SWIS data, Bi-weekly meetings with the staff, School Management Data	Monthly 2010-11
Implement a “Back To Excellence” Classroom to remove distractions from the classroom and assist students in managing their behaviors using strategies from PBIS <i>(Title 1 – C1, C2 and C4)</i>	Behavior Specialist, Administrator Academic Advisors Guidance Counselor, Crisis Interventionist	Behavior Specialist Administrator Academic Advisors Guidance Counselors Crisis Interventionist	PBIS BTE Room PBIS levels	Discipline Data Review at PBIS Mtgs. Review during Staff Mtgs.	Monthly 2010-11
Implement the 2010-2011 PBIS Action Plan <i>(Title 1 –C2 and C4)</i>	All teachers, PBIS Team, and PBIS Coach	All teachers, PBIS Team, and PBIS Coach	BTE Room Intervention Form	PBIS meetings, Monthly newsletters, Faculty Agendas	Monthly 2010-11

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Goal III: Community Engagement

During the 2010-11 school year, Eastport Elementary will continue to establish community partnerships to promote collaboration between the community, staff and parents.

Statement of Need: Creating a collaborative partnership between staff and the community will provide a positive teamwork model for students and parents. Engaging with the community partners will allow student various opportunities to gain real world experience from community partners and will create a life long partnership between all involved parties.

Objective:

1. By the end of the 2010-11 school year, Eastport will increase parent and volunteer involvement by encouraging families to participate in school activities.
2. By the end of the 2010-11 school year, Eastport students and parents will participate in at least one community-developed activity.
3. By the end of the 2010-11 school year, Eastport will increase PTA membership by 10% from the prior school year.
4. By the end of December 2010, at least 100% of parent / teacher conferences will be held.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Implement a “Celebrating Diversity Night” to increase the involvement of a diverse group of parents during evening events, school activities and county level PEC Meetings. <i>(Title 1 – C6)</i> EQ	Administration, Title I Resource Teachers ELL Teacher	Administration, Title I Resource Teachers, Parents, Volunteers, ELL Teacher	Title I School-level funds	SANE documents	Monthly 2010-11
Implement a “Parent Workshop” to inform parents of instructional programs that are used during the regular school day and provide strategies for parents to assist students at home while completing homework assignments. <i>(Title 1 – C6)</i>	Administration, Title I Resource Teachers, County Reading Teacher,	Administration, Title I Resource Teachers, County Reading Teacher	Title I School-level funds	SANE documents	October 2010
Continue to provide several parent events (Math Night, Reading Night, Growing Parent Partnerships, Volunteer Orientation, and Volunteer Celebration) to form collaborative partnerships between parents, students, community stakeholders and staff members. <i>(Title 1 – C6and C10)</i>	Administration Title I Team	Administration, staff, parents, students, community partners	Title I funding for supplies, community partners	Meeting minutes, flyers, volunteer sign- in logs	8/10 – 6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Attend Cluster Meetings to plan Vertical Teaming between elementary and middle schools to hold collaborative planning sessions to bridge the academic gap and decrease the variability between 5 th and 6 th grade teachers. <i>(Title 1 – C7)</i>	Administrators, County Reading Teacher, Math Resource Teacher, Talent Dev. Tchr., 5 th and 6 th grade teachers	Middle School Teachers 5 th grade teacher, County Reading, Math Resource , Teacher Dev. Tchr. and Administrators			