

***Georgetown East Elementary School***

***School Improvement Plan:***

***2010-2011***



***Georgetown East Elementary School***

***"Great Expectations for Educational Success!"***

*Principal: Mrs. Michele Batten*

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**School Improvement Plan:**  
**2010-2011 Executive Summary**

**Georgetown East Elementary School**  
**“Great Expectations for Educational Success!”**

**School Overview**

**Georgetown East Elementary School Vision**

*At Georgetown East Elementary School, we envision a community of learners  
where academic success is the expectation, individual growth is the standard  
and a safe and engaging environment will excite each student about his or her potential.*

*Through ongoing and respectful collaboration between students, staff, families and the community, we will cultivate  
creative, high quality instruction  
that honors all aspects of learning.*

*Georgetown East Elementary School is located in a low to middle income, suburban neighborhood in Annapolis, Maryland. Approximately 339 students attend Georgetown East with many coming from government subsidized housing projects, low-income apartments, and small single family dwellings. The student population is made up of 88% minority groups: 70 % African American, 23 % Hispanic, and .3% Asian Pacific, thus leaving 7% of the total student population in the Caucasian subgroup. The school has a FARMS population of 74 %, a LEP population of 15 %, and a special education group that is 11 % of the total student population. Although the majority of parents and guardians of students are interested in their children gaining a strong elementary education, parental participation in school sponsored events is relatively low. Many families experience extreme hardships in living conditions ranging from unemployment to poverty and homelessness. The school staff at Georgetown East is extremely committed to the families and community of all its students, working tirelessly to provide positive role models and exceptional learning experiences for all students.*

*The experience level of the school’s teaching staff consists of 19 in the 1-5 years, 9 in the 6-10 years, 1 in the 11-15 years, and then 9 above 20 years experience range.*

## **Major Initiatives for Targeted Students/School-Wide Strategies**

*Based on student achievement data and the status of Georgetown East as a school-wide Title I school, the school improvement plan will target African American, Special Education, Limited English Proficiency, and FARMS students for support in academic achievement, throughout the 2010-2011 school year. Major initiatives to be implemented include: year 2 of a collaborative model for instructional improvement, developed by community educators and Georgetown East faculty; increased communication of mathematical ideas in written form through journaling, assessment, practice; continual progress monitoring of basic computation skills and conceptual understandings using "FASTT Math" computer program and Do the Math Intervention; implementation of periodic, running records and Rigby assessments for progress monitoring in reading for grades K-5; and parent family events. The instructional improvement plan will continue to be based on data generated from a rubric to determine the current and most prominent instructional practices as well as levels of proficiency in implementation of best practices. Instructional strategies that will address the identified needs of targeted students are daily written communication of mathematical ideas and reading comprehension responses, higher level questioning to provoke critical thinking and reasoning, differentiation of instruction to adequately challenge all learners at all ability levels, and implementation of high quality tasks at increased levels of cognitive demand.*

*Strategies to be continued or enhanced during the 2010-2011 school year to sustain and accelerate academic performance of students from targeted subgroups are the alternative scheduling for students in academic interventions such as, Do the Math; FASTT Math computer program; and current reading intervention programs such as, ERI, Corrective Reading, Spell Read, SOAR, Voyager, and Failure Free. The Wilson Project and Lexia program will continue to be utilized with the Special Education students to support student achievement in identified areas of need. The current practice of grouping students into smaller sized D.I., (Differentiated Instruction) groups, according to ability levels, will be enhanced to encourage reading across genres, to enrich novel study, and to increase focused skills and intervention instruction. Title I Extended Day will also be enhanced to address all ability levels and will implement academic programs that support the same areas of focus identified for targeted students in the day school. Furthermore, 3 class-size reduction teachers will continue to be funded to decrease student-teacher ratios and additional Title I staff will be added to increase student achievement in all academic areas. The Georgetown East staff will remain committed to a collaborative approach to both planning and instruction through regular and frequent co-planning, co-teaching, and follow-up sessions and through implementation of data dialogues following each math and reading benchmark. The instructional improvement project developed by the Georgetown East faculty, community, and administrative staff will continue to be a primary focus for the 2010-2011 school year and will direct the progression of data collection, instructional strategy design, implementation, evaluation, and revisions of the improvement plan.*

## **Instruction by Highly Qualified Teachers**

*The entire instructional staff at Georgetown East Elementary has earned the "highly qualified" status. Administrators communicate and confirm all professional certification and credentials of potential candidates for employment at the school. Administration seeks individuals who are "highly recommended" by the Human Resources Department by consulting the "approved for hire" pool of candidates, prior to setting interviews or considering individuals for hire. Likewise, all paraprofessionals assisting in classrooms are "highly qualified."*

## **High Quality and Ongoing Professional Development**

*Professional development is based on the needs of the students at Georgetown East and the strengths and weaknesses of teaching staff in their abilities to address and fulfill those needs. A variety of factors influence the professional development plan, including school-based needs dependent upon student and teacher demographics, available MOI, funding, facilities, equipment, etc; the results from formative and summative assessment data that illuminates specific academic and behavioral standards needing improvement; the evaluations and recommendations garnered from supervisory visits, which effectively target instructional and school improvement needs; the consideration of all district wide initiatives; and any staff generated concerns and suggestions.*

*The professional development plan is designed by identifying the strengths and weaknesses of student performance, teacher ability, and the instructional program and by analyzing the contributing factors to those strengths and weaknesses. Input from staff is encouraged and valued with careful attention to representation from all grades and areas of interest in most decision-making processes. Implementation of the professional development plan is accomplished mainly through long range planning days, short term planning and frequent, targeted staff development sessions. Evaluation of the professional development plan occurs through teacher and classroom observations as well as periodic teacher ratings by administrators. Feedback from school faculty and other district educators also contribute to evaluation and modifications to the professional development plan.*

*The professional development plan at Georgetown East addresses the nine MSDE Professional Development Standards through actively seeking opportunities to increase staff knowledge and awareness of best practices in teaching and current research-based strategies to enhance student learning and increase achievement. A leadership Team consisting of resource staff, classroom teachers representing all areas and levels of instruction, the school counselor, the school psychologist, and administrators regularly meets to analyze data collected through the Achievement Series program and establishes new goals to address areas of weakness. Through these analyses, professional development needs are often revealed. Trainings and professional speakers provide vital information on cultural norms and characteristics that affect all aspects of schooling. Opportunities continue to be provided that will extend and refine teachers' knowledge of Ruby Payne's studies on the culture of poverty as well as their understandings of the affects of poverty on brain development. A primary focus of the professional development plan at Georgetown East, will continue to be an increased understanding and sensibility about the populations served. Trainings will target effective teaching strategies to meet the unique and varied needs of all subgroup populations in a continual effort to provide fair and equitable learning expectations while maintaining high standards of performance and achievement for all students.*

*Professional Development activities will be examined through the collaboration within vertical team meetings and refined after reciprocal peer observations made by teachers. Time will be given to teachers throughout the school year to examine student data, make revisions to short and long term lessons and to identify professional development opportunities to aid the teachers in meeting their own students' needs.*

### **Strategies to Attract and Retain Highly Qualified Teachers**

*Georgetown East is able to retain highly qualified teachers by offering faculty and staff a variety of professional development opportunities such as national and district level conferences, county offered courses and trainings to support personal and school goals, and workshops that effectively advance their technological, professional, and organizational skills. Georgetown East boasts a serious commitment and investment in the enhancement of technology in every classroom, adding "Smartboards," with laptops, and "AverVision" document projectors, as well as a plethora of software, to all classrooms in order to support the academic goals in each content area. The school is also able to offer its teaching staff materials and resources specially funded for their Title I populations, as well as opportunities to earn extra money through Annual Yearly Progress and Title I School bonuses, offered exclusively to qualifying schools. Teachers enjoy relatively small class sizes and assistance from multiple resource personnel due to funding that supports increased staffing needs. Georgetown East resides in the capitol city of Annapolis, Maryland where employees may benefit from the geographic and historic amenities in the surrounding area. Foremost to the retention of highly qualified staff is the positive, progressive, collegial atmosphere fostered by all employees of the school from the administrative, resource, and office staff, and throughout the entire teaching and support faculty, including the building maintenance personnel.*

### **Strategies to Increase Parent Engagement**

*Georgetown East will initiate the recruitment of parents and family members to participate in school planning and decision-making through opening events such as "Sneak-A-Peek-At-Your-Seat" in August and Back to School Night in September. Parents will be asked to join a pool of family and community members to participate in a parent involvement committee, which will collaborate with school staff to review and modify the home-school compact,*

school budget, and PBIS plans. Parents will be invited to parent workshops that are determined by parent evaluation surveys, and to the district level PAC events throughout the school year. Invitations will be face to face, mailed invitations, school flyer and newsletters. The School Counselor, along with administrators will conduct parent interviews/"success conferences" with parents whose students are identified as having socio-emotional and/or behavioral issues that impact learning . These meetings encourage positive parenting support and provide a relationship between home and school where all partners understand the programs in place to assist students with making proper choices.

Community business partners will continue to support Georgetown East through donations of food, school supplies, backpacks, uniforms, and personal hygiene items. Furthermore, community members and civic associations will continue to volunteer time and support for tutoring services, school events, reading and math nights, in class support, and after-school programs.

Epstein's framework for parent involvement is embedded in Georgetown East's parent involvement activities that are established through the schools involvement plan. For example, parents are given activities to do with their student through the school newsletter and periodic take-home packets (# 2 Communicating.) Parents are provided the links to MSDE resources via the regular school newsletter, as well as county social services phone numbers on an as needed basis (# 1 Parenting.) A monthly newsletter is printed and distributed in both English and Spanish which informs family members of grade level activities and celebrations, and parent input opportunities for all school related plans and decisions (#s 2/5/6.) A bilingual liaison is also available to help communicate all school related business to family members of other language speakers (# 6.) Family and community members are also informed of dates for the parent orientation and Spring budget meeting, as well as Peek At Your Seat (08/10) Back to School Night (09/10) and the Spring budget meeting (05/10.)

### **Plans for Assisting Children in Transition**

Teachers participate in the articulation process to support the transition years. Kindergarten and Pre-Kindergarten teachers meet with each parent to review prior learning experiences and collect information about each child. Students of these grades begin the year on a staggered entrance to allow for small group instruction and familiarizing them with the classroom and routines. During the spring months, Kindergarten and Pre-Kindergarten teachers meet again with parents to review each child's strength and weakness. Furthermore, the "Ready at Five" program will be initiated to offer parents and caregivers of 3-4 year old children strategies for preparing their children to enter school and information on the programs and expectations of the school. All teachers participate in articulation meetings among the grade levels to determine student groupings and needs of students. The fifth grade teachers attend articulation meetings at the middle school to identify each student's level, course selection and behavior concerns. In addition to the fifth grade teachers collaborating with sixth grade teachers, the fifth graders shadow the sixth graders during the month of May. The fifth grade students also practice organizational strategies promoted by the elementary AVID program in order to support strong habits of mind that lead to increased academic achievement.

### **Measures to Include teachers in Decisions Regarding the Analysis and Use of Academic Assessments**

At Georgetown East, teachers participate in making decisions on when and how to best analyze data and on determining the most effective forms of assessing students. Teachers are invited and encouraged to participate on the School Improvement Team (SIT) which consists of classroom teachers, resource staff, administrators, parents and community members. Teachers are highly instrumental in creating the strategist and action steps each year for the school's improvement plan. Professional Development is based on teacher needs and teachers are often included in the development and presentation phases of staff development. Teachers at Georgetown East are actively engaged in the professional development foci of the Instructional Rubric. Teachers wanted to improve their delivery of instruction and were an instrumental voice in the creation and ongoing utilization of the Instructional Rubric in order to facilitate this process. Additionally, students' test scores are warehoused in the Achievement Series program enabling teachers to view this information from home. Data is analyzed and teachers make decisions on instruction based on the needs of the student data collected. Teacher collaboration comes in many forms, such as vertical

*teaming and curriculum planning meetings, where teachers are empowered to make well- informed instructional decisions.*

### ***Activities to Ensure that Underachieving Students Are Provided with Effective, Timely, and Additional Assistance***

*Instructional needs of the students are identified by classroom teachers, resource personnel and intervention teachers through a variety of measures and data gathering processes. Primary grades administer DIBELS assessments and Running Records, throughout the school year, to identify students in need of extra support in Reading. All grade levels complete progress monitoring activities in fluency and comprehension, on a quarterly basis to document progress and identify students having difficulties with specific skills or strategies. QRIs are provided when deemed necessary to determine specific strengths and weaknesses in students performing below grade level in reading. Benchmark and program topic tests in mathematics are recorded in the Achievement Series program so that student achievement data on specific standards and objectives can be collected and results analyzed at regular team meetings, in order to plan and modify instruction to better meet the needs of all students. The Performance Series Computer-Adaptive Diagnostic testing program will also be initiated this year to identify students who would most benefit from corrective instruction or enrichment activities and to measure gains over time. Additionally, constructed response items from benchmarks in reading are scored in vertical teams three times a year to coordinate consistency and understanding of reading comprehension and writing expectations among all grade levels. Individual students scoring below grade level are identified and targeted for more focused instruction during their reading flex group period. The school will focus on written communication in both math and reading throughout the 2010-2011 school year as an additional diagnostic source and progress monitoring practice.*

*Differentiated instructional strategies that will assist teachers in meeting the needs of students are the continued implementation of flex group periods which will be based on varying levels of student performance and content mastery; increased materials and highly focused remediation and enrichment instruction from math and resource staff; and the implementation of research-based interventions by ESOL, special education and intervention teachers.*

### ***Coordination and Integration of Federal, State, and Local Services and Programs***

*(Please see appendices)*

# Georgetown East School Improvement Plan

**2010-2011**

**Goal 1:** By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will perform at the advanced level of achievement on the MSA reading and math.

By the end of the 2010-2011 school year, (85%) of all students in grades 3-5, at Georgetown East Elementary School will perform at the proficient and advanced level in reading and mathematics as defined by the Maryland School Assessment and eliminate the achievement disparities among all student populations.

**Goal 2:** By no later than June 2011, Georgetown East Elementary will create a safe and supportive learning environment that promotes accelerated achievement for all subgroup student populations as measured by a decrease in suspension rate, a decrease in the percentage of students with 2 or more referrals, and a decrease in the percentage of students absent from school 12 or more times.

**Goal 3:** By no later than June 2011, Georgetown East Elementary will establish community partnerships to promote student achievement in a welcoming school environment through increased family participation as shown by attendance data for conferences, volunteer opportunities, and after school programs.

# Georgetown East Elementary: School Improvement Plan 2010-2011

## Goal 1: Academic Achievement in Reading and Mathematics

**School:**

Georgetown East Elementary School

**Goal 1:**

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

**Indicator:**

By June 2013/14, all students in each NCLB subgroup will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA.)

**Statements of Need:** (Please see attached data charts)

Based on longitudinal and current student achievement data as indicated on MSA and County Benchmark Assessments, as well as data from report card grades, attendance, progress monitoring tools, discipline referrals, parent surveys and participation logs, the following areas of need are evident:

- An analysis of reading benchmark assessments in 3<sup>rd</sup> through 5<sup>th</sup> grades leads to a prediction that 44% of all students will perform proficient or advanced on the 2011 MSA in Reading. Analysis of disaggregated benchmark data indicates that 8% of Special Education students, 39% of English Language Learners, 43% of African American students, students will perform at the proficient or advanced level on the 2011 MSA in reading.
- An analysis of mathematics benchmark assessments in 3<sup>rd</sup> through 5<sup>th</sup> grades leads to a prediction that 71% of all students will perform proficient or advanced on the 2011 MSA in math. Analysis of disaggregated benchmark data indicates that 58% of Special Education students 62% of English Language Learners, and 68% of African American students, will perform at the proficient or advanced level on the 2011 MSA in math.
- An analysis of 2010 MSA data for current 4<sup>th</sup> and 5<sup>th</sup> grade students confirms these predictions.
- Analysis of intervention data indicates that enrollment in reading and math interventions are disproportionate. ...% of Georgetown East's white students are enrolled in reading interventions and ...% are enrolled in math interventions, while ...% of Special Education students in reading, ...% of Special Education students in math, ...% English Language Learners in reading, ...% English Language Learners in math, ...% of African American students in reading, ...% of African American students in math, and ...% and ...% of Free and Reduced Meal students are enrolled in reading and math interventions respectively. (TBD at a later date...)

**Annual Objective:**

By the end of the 2010/11 school year, 85% of students at Georgetown East will perform at the proficient or advanced level on Maryland School Assessments (MSA) in Reading and Mathematics. 68.3 % of Special Education students, 82.4% of African American, and 82.3% of English Language Learners will perform at the proficient or advanced levels in Reading as indicated on 2010-2011 MSAs. 51.7% of Special Education students, 80.2% of African American students, and 82.2% of English Language Learners will perform at the proficient or advanced levels in Mathematics as indicated on 2010-2011 MSAs.

**GOAL 1 Assessment Profiles (Component #1)**

Academic Area: Reading  
2010-2011 Comprehensive Needs Assessment

**Reading: MSA Subgroup Proficiency Data Chart**

	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Target</b>
<b>All Students</b>	68.3	64.9	69.1%	75.7%	85%
<b>African American</b>	69	59.8	64.3%	72.4%	82.4%
<b>Asian/Pacific Isl.</b>	66.7	100	100.0%	100%	100%
<b>Hispanic</b>	40.0	61.5	68.4%	78.6%	88.6%
<b>Native American</b>	NA	NA	NA	NA	NA
<b>Caucasian</b>	88.2	94.1	94.1%	92.4%	100%
<b>Special Education</b>	42.9	30.0	20.0%	58.3%	68.3%
<b>Limited English Proficient</b>	33.3	62.5	60.0%	72.3%	82.3%
<b>FARMS</b>	608	59.6	61.9%	74.8%	84.8%

**GOAL 1 Assessment Profiles (Component #1)**  
**Academic Area: Math**

2010-2011 Comprehensive Needs Assessment

**Math MSA Subgroup Proficiency Data Chart**

	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Target</b>
<b>All Students</b>	76.6	71.8	69.6	72.9%	75.7%	85.7%
<b>African American</b>	73.3	71.3	67.7	67.4%	70.2%	80.2%
<b>Asian/Pacific Isl.</b>	100	100	100	100.0%	100%	100%
<b>Hispanic</b>	50.0	50.0	76.9	78.3%	86.2%	96.2%
<b>Native American</b>	NA	100	NA	NA	NA	NA
<b>Caucasian</b>	96.0	88.2	72.2	94.1%	91.7%	100%
<b>Special Education</b>	58.3	35.7	40.0	0%	41.7%	51.7%
<b>Limited English Proficient</b>	20.0	40.0	66.7	71.4%	72.2%	82.2%
<b>FARMs</b>	73.4	63.8	66.7	65.4%	74.8%	84.8%

## Goal 1: Academic Data Analysis Narratives

### **Reading- Statements of Strengths & Weaknesses:**

**Statement of Strengths:** Analysis of running records indicate that 63% of all third graders, 70% of all fourth graders and 62% of all fifth graders are reading on or above grade level. Contributing factors include research based interventions and differentiated instruction. In grades 3 through 5 *Voyager Passport* and *Corrective Reading* are used with students reading below grade level. These interventions focus on decoding and fluency. During the language arts block, classroom teachers meet with small groups of students to differentiate instruction in order to meet the needs of all students.

**Statement of Weaknesses:** Analysis of running records indicate that students in grades 3 through 5 have difficulty answering inferential questions. The running records also reveal that students do not monitor their reading by rereading and making self-corrections. Students had difficulty with new vocabulary as evidenced by the analysis of the running records. These weaknesses are attributed to limited background knowledge which affects interpretation of texts as well as higher level thinking skills. Professional development on running records will be delivered in order to monitor reading behaviors/progress and to support instructional decision making. Further Thinking Maps training will be provided to encourage students to take ownership of their thinking processes and learning. The co-planning/co-teaching model will allow for strategic analysis of assessments. Rigorous vocabulary and inferential questioning will be a focus of discussion.

### **Math- Statements of Strengths & Weaknesses:**

**Statement of Strengths:** 3<sup>rd</sup> through 5<sup>th</sup> grade students demonstrated proficiency in concrete skills within the algebra and patterns and measurement and geometry categories. Incorporation of manipulatives and resources, along with teacher modeling, use of cognition strategies, and differentiated delivered small group instruction, all contribute to student acquisition of concrete mathematical concepts. In order to ensure the continuation of these effective practices to occur, the faculty will engage in professional development that supports best practices in instruction. For example, Pat Turner will present and hold teacher workshops, at each grade level, throughout the 2010-11 school year. Moreover, various teacher teams will videotape and present actual lessons prepared and conducted through co-taught classes as well as lessons demonstrating the three-group rotation model, to highlight the benefits to students and classroom teachers alike. The faculty will also continue thinking maps training, in order to assist students with focusing and organizing their thinking, in order to complete complex tasks. Furthermore, school faculty will participate in regular data-dialogues where formative assessments will be planned and where results can be analyzed for continual progress monitoring on individual students. These initiatives exemplify only a few of the action steps that will maintain student achievement in these identified areas of strength.

**Statement of Weaknesses:** Students continue to struggle with the acquisition of those mathematical concepts requiring greater abstraction. Students are less able to apply mathematical knowledge to problem solving exercises, and demonstrate difficulty with conversion of units of measurement involving length and time, and application of non whole numbers in more complex problems. Although students demonstrate proficiency at identifying and continuing repeating patterns, they begin to experience greater difficulty when learning objectives are elevated to extending growing patterns, and then more advanced algebraic representations such as; solving and identifying expressions in function tables, and representing problem solving solutions using an algebraic equation. Student performance on MSA assessments supports these conclusions. Weaknesses in algebra, patterns, and functions are due in part to poor number sense and a lack of conceptual knowledge around the four computation algorithms. To address this concern, targeted students will be given alternative learning schedules to provide instruction using research-based math interventions. Since the need for increased experiences in communicating mathematical knowledge in written form prevails, communication of math ideas will continue to be a focus during instruction. Classroom teachers will increase opportunities for students to share both orally and in written form, in order for them to apply and communicate their math knowledge. Students will be expected to talk about and write about math every day. Teachers will monitor written communication using student math journals that may reveal individual students' level of conceptual and procedural math knowledge. Additionally, to address student achievement in these identified areas of weakness, high quality content resources will be made available and lesson planning will include identification and preparation of appropriate materials and activities, which can be incorporated in hands on, engaging, and cooperative learning tasks.

### **Plan of School-Wide Strategies to Meet Annual Goals**

#### **Goal 1- Strategy I:**

Implement teaching/learning strategies to increase student engagement and achievement in all content areas utilizing school-wide instructional rubric to gauge improvement. Instructional foci will be classroom communication, higher level questioning, quality tasks, and differentiation.

Action Steps	EQ	Person/s Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/Evidence	End Date
<p>Provide professional development to increase teacher capacity in each indicator of “exemplary” instruction- as defined on school-wide instructional rubric, in order to incorporate newly learned strategies and best practices into daily lessons.</p> <p>4 Indicators of highly effective instruction will continue to be:</p> <p>A.) Classroom Communication</p> <p>B.) Higher Level Questioning</p> <p>C.) Differentiation</p> <p>D.) Quality of Tasks</p>	v	Administrators & Leadership Team	Presenters; Resource Staff; Instructional Staff	<p><b>Pat Turner Workshops-Classroom Communication &amp; Differentiation</b> in math instruction by implementing cooperative grouping &amp; “convince me” strategy</p> <p><b>“Making Sense of Problem Solving”</b>- To increase <i>classroom communication</i> &amp; <i>higher level questioning</i> using math journals and reflections</p> <p><b>Co-Teaching Models</b>- Providing <i>differentiated instruction</i> and <i>quality tasks</i> by implementing co-planning-co-teaching-follow up instructional model</p> <p><b>SMART Notebook</b>- Provide staff training on access and utilization of “Smart Notebook” for increasing <i>quality of tasks</i> in math and reading lessons.</p> <p><b>Book Study</b>- “Rigor is Not a Four Letter Word” to apply strategies to planning &amp; implementation of <i>quality tasks</i> &amp; <i>differentiated lessons</i>.</p> <p><b>“Thinking Maps”</b> training to align lessons w/curriculum toward improving <i>quality of instructional tasks</i>.</p> <p><b>Staff Training on Flexible Grouping through 3-Group Rotation Models</b> to include current grade groups effectively implementing the model</p>	<p>S.A.N.E. Docs./ Lesson Plans / Observations</p> <p>Analysis of Student Work Protocols/grade level meeting notes</p> <p>Daily Staff Schedules/ Lesson Plans / Observations</p> <p>Training Sign-In Sheet / Observations &amp; Lesson plans</p> <p>Instructional Learning Walks/ formative assessments.</p> <p>S.A.N.E. Docs./ Lesson Plans / Observations</p> <p>Notes from Data-Based Instructional Collaboration meetings at each grade level</p>	<p>08/2010 through 02/ 2011</p> <p>09/ 2010 Through 01/ 2011</p> <p>10/2010</p> <p>11/2010</p> <p>09/2010 Through 04/2011</p> <p>9/2010 &amp; Ongoing</p> <p>11/ 2010</p>
Action Steps	EQ	Person/s Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/Evidence	End Date

Maintain progress monitoring tools for reading and math interventions to be utilized in data-dialogues and collaborative planning sessions	v	Resource Staff	Instructional Staff	<p>Progress Monitoring tools for the following interventions:</p> <ul style="list-style-type: none"> <li>*Corrective Reading</li> <li>* Voyager</li> <li>* SOAR</li> <li>* Spellread</li> <li>* Failure Free</li> <li>* Lexia</li> <li>* Leveled Literacy Intervention</li> <li>* Wilson</li> </ul>	<ul style="list-style-type: none"> <li>*ERI</li> <li>*FASTT Math</li> <li>*Do the Math</li> </ul>	Progress Monitoring Reports; Data-Based Instructional Planning Meeting Notes	9/10-6/11
Utilize FASTT Math computer-assisted tutorials 4 sessions/week for 2 <sup>nd</sup> – 5 <sup>th</sup> grade students performing below grade-level on math computation.	v	Title I Math Resource	Classroom Teachers; Math Resource & Interventionists	<p>Computer Lab with configured student computers</p> <p>Daily schedule of computer lab usage- updated weekly</p> <p>Staff Training on implementation of individual programs</p>		Computer Lab schedules/ Lesson Plans/Training Agendas & Sign-In Sheets	Ongoing 09/2010-06/2011
Implement “Do the Math” intervention program 4-5 sessions/week in grades 2-5 to targeted students performing below grade level on essential curriculum standards.	v	Special Educators; Title I Math Resource	Instructional Staff	Do the Math Modules for each targeted student group including consumables		Daily Lesson plans/Observations/Instructional Learning Walks	10/2010-06/2011

**Goal 1- Strategy II:**

Provide data-based collaboration and planning opportunities that will support professional learning communities and ensure implementation of high quality lessons. Faculty will use data collected through progress monitoring, formative assessments, and summative assessments, such as MSA and County Benchmarks, to guide goal-setting, instructional planning, and student identification for interventions and differentiated grouping.

<b>Action Steps</b>	<b>EQ</b>	<b>Person/s Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/Evidence</b>	<b>End Date</b>
Implement Performance Series Progress Monitoring Assessments bi-annually in grades 2-5.	v	Title I Math Resource	Math Resource & Interventionists	Computer Lab with configured student computers  Testing schedule for impact on Computer Lab usage  Staff Training on proctoring & implementing assessments	Individual student data on progress toward mastery of grade level standards collected from 3 assessments	09/2010 01/2011 06/2011
Utilize Fountes & Pinnell & Rigby Benchmark Kits to provide ongoing reading data for monitoring student progress and supporting instructional decision-making.		Reading Resource Staff	Classroom & Reading Resource Teachers; Interventionists	Rigby Benchmark Kits for each grade level (2-5)  Fountes & Pinnell Benchmark Assessment System  Teacher training on implementation of assessments	Student assessment reports by class and individual students; Lesson plans	10/10 01/11 03/11
Engage in post-benchmark data dialogues at each grade level, in both math and reading utilizing MDK12's CFIP strategies		Administrators Resource Staff	Instructional Staff, Administrators	Data Reports  Benchmark Protocols	Meeting agendas & notes; Protocol Worksheets	11/10 02/11 05/11
Engage in weekly collaborative planning meetings for effective co-planning/co-teaching		Administrator	Instructional Staff	Planning Sheets/Books  Teacher training on Co-Planning/Co-Teaching/Follow-Up model	Plan Books; Informal/Formal Observations	09/10-06/11

# Georgetown East Elementary: School Improvement Plan 2010-2011

## Goal 2: School Safety and Discipline

**School:**

Georgetown East Elementary School

**Goal 2:**

By no later than June 2011, Georgetown East Elementary will create a safe and supportive learning environment that promotes accelerated achievement for all subgroup student populations as measured by a decrease in suspension rate, a decrease in the percentage of students with 2 or more referrals, and a decrease in the percentage of students absent from school 12 or more times.

**Indicator:**

By 2011-12 the number of students identified as “Red Zone” students will decrease from 36 (10% of all students) to 18 students, (5% of the student body.)

By 2011-12, students with 12 or more absences will decrease from 72 students (21% of total student population) to 34 students or 10% of total student population.

**Statements of Need:** (Please see attached data charts)

- Discipline data indicates 25 students had one or more suspensions.
- Discipline data indicates 121 major referrals were incurred by 53 students.
- Attendance data indicates 72 students (21% of 340 total student population) have 12 or more absences.

**Annual Objectives:**

By the end of 2010-2011, the number of students with 2 or more discipline referrals will decrease from 8% to 5%

By the end of 2010-2011, the number of students suspended one or more times will decrease in percentage from 7.4% to 5%

By the end of 2010-2011, there will be a decrease in the absentee rate (students absent 12 or more times) from 21% to 15%

**GOAL 2 Assessment Profiles (Component #1)****School Safety and Discipline**

2010-2011 Comprehensive Needs Assessment

**Suspension Rate** (% of students suspended one or more times)**Data sources:** SASI, SWIS

	<b>2006/07 Actual</b>	<b>07/08 Actual</b>	<b>08/09 Actual</b>	<b>09/10 Actual</b>
All Students	7.3% of all students	9% of all students	4.7% of all students	7.4% of all students
African American	9.7% of all AA students	10.3% of all African Americans students	6.4% of all African American students	9% of all African American students
Asian/Pacific Islander	0 out of 4	25 % of all Asian/Pacific Islander students	0 of all Asian/Pacific Isl. students	0 of all Asian/Pacific Islander students
Hispanic	2% of all Hispanic students	5.3% of all Hispanic students	0 of all Hispanic students	2.9% of all Hispanic students
Native American	0 out of 1	0 of all Native American students	0 of all Native Am. students	0 of all Native Am. students
White	0 of all White students	2.4% of all White students	2.8% of all White students	3.7% of all White students
Special Education	5.6% of all SpEd students	13.2% of all SpEd. students	6.3% (w/ ECI) 11.5% (w/o ECI)	23% (w/o ECI)
Limited English Proficient	0 out of 19	5% of all ELL students	0 of all ELL students	4.6% of all ELL students
FARMS	9% of all FARMS students	10.5 % of all FARMS students	5.9% of all FARMS students	8.3% of all FARMS students
Males	11.7% of all males	15.4 % of all male students	6.6% of all male students	10% of all male students
Females	2% of all female students	1.3% of all female students	2.5% of all female students	4.3% of all female students

**Referral Rate** (%)**of students with 2**

or more major office referrals)

Data Source: SASI, SWIS

	<b>07/08 Actual</b>	<b>08/09 Actual</b>	<b>09/10 Actual</b>
All Students	4.5% of all students	3.8 % of all students	8.2 % of all students
African American	5.6 % of AA students	6.4% of AA students	11.1% of AA students
Asian/Pacific Islander	0% of Asian/Pacific Isl. students	0% of Asian/Pacific Isl. students	0% of Asian/Pacific Isl. students
Hispanic	0% of all Hispanic students	0% of all Hispanic students	1.5% of Hispanic students
Native American	0% of all Native American students	0% of all Native American students	0% of all Native American students
White	2.4% of all White students	2.8% of all White students	0% of all White students
Special Education	10.5% of all Sp Ed. students	11.5% (w/o ECI)	26.7% (w/o ECI)
Limited English Proficient	0% of all ELL students	0% of all ELL students	2.3% of ELL students
FARMS	5.7% of all FARMS students	4.3% of all FARMS students	9.4% of FARMS students
Males	7.1% of all male students	6.1% of all male students	10.6% of all male students
Females	1.3% of all female students	1.3% of all female students	5.6% of all female students

**Attendance Rate** (% of all students absent from school 12 or more times)

Data Source: SASI, SWIS

	<b>06/07 Actual</b>	<b>07/08 Actual</b>	<b>08/09 Actual</b>	<b>09/10 Actual</b>
All Students	89 or 28% of students	86 or 24% of students	20% of all students	
African American	80% (30% of AA students)	80% (27% of AA students)	21% of AA students	
Asian/Pacific Islanders	25% of 4 Asian/Pacific Isl.	0% of Asian/Pacific Isl.	0 of Asian/Pacific Isl.	
Hispanic	11.23% (25% of Hispanic students)	8% (18% of Hispanic students)	17% of Hispanic students	
Native American	1 student-100% of Native Americans	1 student- 100% of Native American students	0 of all Native American students	
White	6.7% (15.8% of White students)	9% (19% of White students)	22% of all White students	
Special Education	14.6% (24.5% of Sp. Ed. Students)	9% (20% of Sp.Ed. students)	23% (w/o ECI)	

## Plan of School-Wide Strategies to Meet Annual Goals

### Goal 2- Strategy 1:

Develop school-wide management plan that clearly establishes rules, expectations, and consequences for all students.

Action Steps	EQ	Person/s Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/Evidence	End Date
Implement "Too Good for Violence" program in grades K-5.	√	School Counselor	All School Faculty	Too Good for Violence kits ( Mandez Foundation) for each classroom at each grade level Morning meeting time scheduled each morning for 30 mins.	Monthly referral data	09/10-06/11
Initiate procedures for application to "No Excuses University"	√	PBIS and "No Excuses" Team	School Staff and Community	8 Teachers /Administrator will attend 2 day training in August 2010	Admissions plan for No Excuses and progress on associated timeline.	10/10-06/11
Continue to develop and modify PBIS Code of Conduct Plan including: -Addition of "Think Sheet" -Increase student incentives (school store, Good Citizen Celebrations, proficiency awards) -Initiate monthly "Respect" Assemblies to promote positive student conduct	√	Leadership Team	All Instructional Staff	Teacher training on Code of Conduct procedures & expectations  Posters for classrooms, hallways, etc. supporting school rules and expectations for respectful behavior  Funding and/or donations of student-friendly items for school store  Certificates and ribbons/medals for achievement on math and reading MSA/Benchmarks  Schedule of grade level participation in leading Respect Assemblies	Increased Number of students visiting school store and Increased number of students receiving achievements awards; Attendance at assemblies;	09/10 & Ongoing
Conduct monthly PBIS Committee Meetings that will encompass data dialogues regarding discipline and attendance data to date.		School Counselor and PBIS Lead	PBIS Committee Members	Data reports on referral, suspension, and student attendance	Monthly Committee Meeting Notes	09/15; 10/13; 11/10; 12/08; 01/12; 02/09 03/09; 04/13; 05/11

**Goal 2- Strategy 2:**

Reduce the number of “Red Zone Students,” in order to increase amount of time learning academic content in the classroom setting.

<b>Action Steps</b>	<b>EQ</b>	<b>Person/s Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/Evidence</b>	<b>End Date</b>
Institute daily check-in/check-out procedures where identified “Red Zone” students maintain a personal binder to collect feedback from staff on target behaviors in each learning environment throughout the day.	√	School Counselor	Resource staff and Administrators	Individual “Seahawk Club” binders Check-in Check-out account on SWIS Teacher training on Check-in Check-out procedures and “Red Zone” student identification	Report card data on student behavior  SWIS data reports for CICO to monitor individual progress toward contract goals	09/10 Ongoing as needed for each student
Implement weekly, co-facilitated social skills lessons with red zone students.	√	Administrator	School Counselor, School Psychologist; Learning Lab	“Strong Kids” social skills program “Skill Streaming” program	Reduction in office referrals Weekly Lesson plan Schedule of SS lessons	09/10 Ongoing til 06/11

### Goal 3: Community Collaboration

**School:**

Georgetown East Elementary School

**Goal 3:**

By no later than June 2011, Georgetown East Elementary will establish community partnerships to promote student achievement in a welcoming school environment through increased family participation as shown by attendance data for conferences, volunteer opportunities, and after school programs.

**Indicator:**

Parent Evaluations of each school sponsored event in the 2010-11 school year will reveal a 90% approval rating and/or positive commentary on providing a welcoming environment and meeting the needs of the parents and school community.

**Statements of Need:** (Please see attached data charts)

- Conference data indicated that 255 or 71 % of parents attended November Conferences
- Volunteer Data indicated that parents and guardians gave 1,097 hours of service at Georgetown East, by providing direct or indirect support, to academic programs.

**Annual Objectives:**

- 2010-11 November Conference data will show a 10% increase in parents/guardians attending or participating in one on one and phone conferences
- End of the year volunteer data will reveal a 10% increase in the number of volunteer hours provided to Georgetown East, in direct or indirect support, to academic programs.

**GOAL 3 Assessment Profiles (Component #1)**

**Community Collaboration**

**2010-2011 Comprehensive Needs Assessment**

**Attendance % at Parent Conferences in November**

	05/06	06/07	07/08	08/09	09/10	10/11
	<i>Baseline</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Target</i>
All Students	75.6%	66.9%			71%	81%
African American		67.5%				
Asian		50%				
Hispanic		55.2%				
Native American		100%				
White		75.6%				
Special Education		53%				
Limited English Proficient		81%				

**Parent Volunteer Data** (% of total participation)

	05/06	06/07	07/08	08/09	09/10
	<i>Baseline</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>
Providing direct instructional support to instructional programs	20%	47%	34%	40%	40%
Providing indirect instructional support to academic programs. ( field trips, preparing classroom materials, etc)	80%	53%	66%	60%	60%

## Plan of School-Wide Strategies to Meet Annual Goals

### Goal 3- Strategy 1:

Develop new partnerships and strengthen existing relationships with community partners and businesses.

Action Steps	EQ	Person/s Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/Evidence	End Date
Plan and execute an event in the community to encourage partnerships with parents/community members and to communicate school-wide learning goals.	√	Administrator  Title I Resource Team	Faculty	Title I Funds- Transportation, advertising, materials & resources to support event  Community Location	Master Calendar of Events Sign-in sheets Program Evaluations	06/11
Build business partnerships in order to increase community support.		Community Collaborator  Administrator	School Counselor  Title I Resource Team	List of community businesses	Year-end report of business partnerships	06/11
Conduct "Learning Parties" twice during the school year	√	Title I Resource team	Pre-K and Kindergarten Teachers	Title I Funds for materials/resources for parent & student activities; Substitutes for teacher prep and implementation	Sign-in sheets Agendas Event Notes Program Evaluations	10/10 05/11
Provide staff development on cultural proficiency.	√	Administrator	Assistant Principal  Equity Liaison	Training materials for presentations	PD Schedule for 2010-11 Agendas	10/10 01/11 04/11
Develop opportunities for the P.T.A. to support and participate in Title I Family Nights in order to increase parent engagement.		Administrator	Title I Resource Team	Title I presence at PTA meetings  Inclusion of PTA members in PAC events and planning meetings	P.T.A Minutes RSVPs & Sign-in sheets	01/11 03/11 05/12

# Coordination and Integration of Federal, State, and Local Programs and Resources

Title I schools are expected to use the flexibility available to them to integrate services and programs. These schools may combine most Federal, State, and local funds to provide services to upgrade the entire educational program.

Directions: Please place an **X** in the box(es) if you have used other funding sources to support any of the activities below, for your Title I students.

Activity	Funding Sources						
	Title I Funds	Title I ARRA Funds	Local Funds	21 <sup>st</sup> Century Learning Centers Grant	School Improvement Grant	Business Partnership Funds	Other Funding Sources
Professional Development	X			X			
Extended Day	X		X	X			
Extended School Year			X				
Parent Involvement	X			X			