

## **School Improvement Plan 2010-2011 Action Steps**

**School: Glen Burnie Park Elementary**

**Goal 1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind groups of students will be eliminated.**

**Indicator:** By the end of the 2013/14 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).

**Statement of Need:** According to the data on the 2009 MSA administration, while 93.8% of Asian/Pacific Islander students, 91.4% of White students, 90.9% of Limited English Proficient students, and 88.9% of Hispanic students scored at proficient or advanced, the following student groups are in need of academic growth in **Reading:** African American (77.3%), FARMS (80.5%), and Special Education (64.3%).

**Objective:** By the end of the 2010-11 school year, 95% of Asian/Pacific Islander students, 95% of White students, 93% of Hispanic students, 83% of African American students, 86% of FARMS students, and 70% of Special Educations students will score at proficient or advanced on MSA in **Reading.**

**Statement of Need:** According to the data on the 2009 MSA administration, while 93.8% of Asian/Pacific Islander students, 87.1% of White students, and 84.2% of Hispanic students scored at proficient or advanced, the following student groups are in need of academic growth in **Mathematics:** African American (83.3%), FARMS (82.8%), Limited English Proficient (75%), American Indian/Alaskan Native (50%)and Special Education (42.9%).

**Objective:** By the end of the 2010-11 school year, 95% of Asian/Pacific Islander students, 92% of White students, 89% of Hispanic students, 87% of African American students, 86% of FARMS students, 80% of Limited English Proficient, 75% of American Indian/Alaskan Native and 70% of Special Educations students will score at proficient or advanced on MSA in **Mathematics.**

**Strategy: Implementation of differentiated instruction will result in increased student achievement and elimination of achievement gaps.**

<b>Action Steps</b>	<b>EQ (linked to Statement of Need)</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/ Evidence</b>	<b>Monitoring/End Dates</b>
<b>Provide differentiated instruction for all students to insure equity with academic success.</b>	X	Principal	All Teachers and support staff	Professional Development Planning Time	Agendas Minutes Administrator walk-throughs	Weekly through June, 2012
1.Consistent implementation of flexible group instruction during language arts workshop to meet the needs of all student groups.	X	Reading Teachers AAA Interventionists	All Teachers	Biweekly planning meetings	Agendas Minutes Administrator observations and walk-throughs	Weekly through June, 2012
2.Implement flexible group instruction during mathematics through the use of a 3-group rotation model in order to meet the needs of all ability groups.	X	Principal	All Teachers	Professional development Planning time	Agendas Minutes Administrator observations and walk-throughs	Weekly through June, 2012
3.Implement the Classroom Focused Improvement Process in order to collaboratively analyze data to make informed instructional decisions.	X	Principal	All Teachers	Professional development Planning time, forms and planning materials	Agendas Data sheets Minutes	Weekly through June, 2012

4. Increase the use of higher level questioning in all subject areas.	X	Principal	All Teachers	Professional development Planning time	Agendas Minutes	Weekly through June, 2012
<b>Utilize sound instructional programs and techniques that support differentiated instruction in order to meet the needs of all student groups</b>	X	Principal	All Teachers	Professional development Planning time Program materials	Agendas Minutes Administrator walk-throughs	Weekly through June, 2012
1. Implement thinking maps school-wide in order to provide all students with the strategies for organizing their thinking and making academic growth.	X	Reading Teachers, Interventionist	All Teachers	Professional Development Planning time Sharing time with colleagues Program materials	Agendas Minutes Administrator walk-throughs Student work samples	Weekly through June, 2012
2. Consistent use of the “Essential Elements of Vocabulary” program in all classrooms.	X	Reading Teachers	All Teachers	Program materials, professional development for new teachers	Lesson plans Administrator walk-throughs	Weekly through June, 2012
3. Begin using the Comprehension Toolkit in grades 2-5 in order to develop stronger comprehension skills with informational text for all	X	Reading Teachers	Grade 2-5 Teachers	Bi-weekly planning w/ reading teachers. AAA funding for materials	Lesson Plans, meeting minutes	Bi-weekly through June, 2012

students						
4. Investigate formative assessment options to use with students in all student groups and to make informed instructional decisions	X	Principal DI Team	All Teachers	Professional development Planning time	Agendas, meeting minutes, administrator walk-throughs	Beginning in November, 2011 through June, 2012
<b>Provide professional development in order to build teacher capacity to meet the needs of all student groups and ability levels.</b>	X	Principal	All Teachers	Faculty meetings, professional development time	Workshop/Inservice agendas	Throughout the school year
1. Provide Thinking Maps training so that the strategies can be implemented with all student groups for increased student achievements	X	Principal	Thinking Maps Team	Faculty meetings, sharing opportunities, planning time	Agendas/minutes, Student work samples, Thinking Maps Display Board	Beginning Aug., 2011 and continuing throughout the school year
2. Conduct professional development on the specific areas of differentiated instruction that focus on formative assessment and tiered instruction/assignments	X	Principal	DI Team	Professional development time, planning time	Agendas	January, 2011 and continuing through June, 2012
3. Conduct professional development on the use of 3 group rotation in mathematics in order to provide instruction at	X	Principal	Math Resource Teacher	Professional development time, planning time	Agendas	October, 2011 and periodically through June, 2011

student readiness levels and meeting the needs of all student groups						
4. Conduct professional development on the Classroom Focused Improvement Process	X	Principal	Principal	Professional development time, planning time, CFIP videos from MDK12.org, process materials	Agenda, minutes,	October, 2011 and weekly meetings through June, 2012
5. Provide professional development on the use of higher-level questioning in mathematics in order to increase student achievement for all students	X	Principal	Math Resource Teacher	Professional development time, inservice materials	Agenda, samples of questions generated	January, 2011

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**GOAL 2 – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT:** All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

**Indicator:** By the end of the 2011-12 school year, there will be a 10% reduction in the in the number of students receiving one or more referrals.

**Statement of Need:** According to the attendance data at the end of the 2009-10 school year, while 14.3% of Hispanic students and 16.7% of Special education students, 20% of Asian/Pacific Islander students, and 21.7% of Limited English Proficient students were absent from school 12 or more times, the following student groups are in need of attendance intervention: FARMS (32.8%), White (28.3%), and African American (22.8%).

According to the referral data at the end of the 2009-10 school year, while 4.3% of Limited English Proficient, 5.7% of Asian/Pacific Islander and 5.9% of African American students received referrals, the following student groups are in need of behavior interventions in order to reduce referrals: Special Education (16.7%), FARMS (10.3%).

**Annual Objective:** By the end of the 2010-11 school year, the percentage of students who are absent 12 or more days will decrease by 5%age points for each student group. By the end of the 2010-2011 school year, the percentage of students who receive behavior referrals will decrease by 5% for both the special education and FARMS student groups.

**Strategy: To implement strategies to increase student attendance and to promote positive school behavior.**

<b>Action Steps</b>	<b>EQ (linked to Statement of Need)</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/ Evidence</b>	<b>Monitoring/End Dates</b>
Meet consistently with the attendance team to review monthly student attendance data and decide on an appropriate intervention strategy.	<b>X</b>	Principal	Principal Counselor PPW Attendance secretary	Meeting time	SASi attendance data Attendance letters, intervention logs	Monthly through June, 2012
Consistently implement the Second Step social skills program	<b>X</b>	Guidance Counselor	Classroom Teachers	Time to schedule, grade level planning, materials	Teacher plan book, documentation sheets, administrator walk- throughs	Weekly, June, 2012
Institute a check-in/check-out program for red zone students to promote positive behaviors	<b>X</b>	Principal Guidance	Teachers and support staff	Behavior check- in/check-out sheets	Student behavior sheets	Daily, June, 2012

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**Goal 3: Community Engagement: All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel county Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.**

**Indicator: By the end of the 2010-2011 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in the community.**

**Statement of Need: An analysis of SIP data indicates that by the end of the 2009-2010 school year, GBPES did host at least two off-campus activities, meetings, etc.**

**Annual Objective: By the end of the 2010-2011 school year, GBPES will host at least two activities, meetings, etc. in our community.**

***Strategy: To collaborate with outside agencies to support student achievement.***

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Schedule Saturday school with Woodside Elementary to meet the needs of students who are at-risk of scoring proficient on the MSA	X	AAA Reading Teacher	Teacher volunteers	Volunteers, school site, program materials	Schedule of classes, student participation lists, student assessment data	January, 2011-March, 2011
Establish partnerships with outside agencies/organizations		Principal	Principal Teachers	Meeting times,	Meeting minutes, documentation of	Through June, 2012

to support student success in school (Woods Memorial Church, Johns' Hopkins Physicians Center, etc.)				planning time, point of contact, plan for support	support	
Schedule Parent/Principal Meet and Greet gatherings in order for the principal to meet parents and develop relationships with the school community	X	Principal	Principal	Schedule of meetings, meeting space	Schedule of meetings, parent sign-in sheets	October, 2010- June, 2012
Schedule "Meet Your Teacher" at the local library to promote the summer reading program	X	Reading Teachers	Teachers	Schedule event, contact library	Parent sign-in sheets	June, 2011