

School Improvement Plan 2010-2012 Action Steps

School: Glendale Elementary School

Goal 1 (Reading – Academic Achievement): By June 2014, 100% of all students in grades 3 – 5 will perform at the proficient/advanced level on the MSA in Reading as defined in the NCLB Act and the Office of Civil Rights, achieving equity for all students.

Indicator: By June 2012, 50% all students in grades 3, 4, and 5 will perform at the advanced level in reading on MSA.

Statement of Need: According to 2009/10 MSA Reading data, 88.6 % of grades 3, 4, and 5 students scored at the proficient or advanced level on MSA.

- 90.6% Hispanic
- 83.4% ELL
- 87.2% FARMS
- 78% Special Education
- 100% American Indian
- 77.5% African American
- 90.6% white

Statement of Need: According to 2009/10 MSA Reading data, 24.1% of grades 3, 4, and 5 students scored at the advanced level on MSA.

- 38.9% Hispanic
- 16.7% ELL
- 17.6% FARMS
- 22% Special Education
- 40% American Indian
- 15% African American
- 23.9% white

Objective: By the end of the 2010-2011 school year, 92% of the students in grades 3, 4, and 5 will score proficient or advanced on the reading portion of the MSA, and 30% of the students in grades 3, 4, and 5 will score advanced on the reading portion of the MSA. Achievement disparities among all groups will be eliminated.

Action Steps	EQ (linked to Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring Dates
Analyze strengths/weaknesses using County Assessments paying special attention to the discrepancies in identified NCLB student groups in order to drive instruction and increase Proficient/Advanced scores.	X	Leadership Team S. Drumgoole, R. Naegele J. Burden, GT Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Reading Team Classroom Teachers Cultural Arts Administration	County Assessment Data	Share samples at SIT Benchmark Protocol completed, analyzed and presented at SIT/Leadership Team	On-going
Action Steps	EQ (linked to Need)	Person Responsible	Implementation	Resources/ Staff	Monitoring	Monitoring

			Team	Development Needed	Procedure/ Evidence	Dates
Implementation of Thinking Maps across content areas to enhance student achievement.	X	Leadership Team S. Drumgoole, R. Naegele J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Reading Team Classroom Teachers Cultural Arts Administration	Thinking Maps Resources	Principal observation Share samples at SIT	On-going
Implementation of Differentiated Instruction (DI) so that the varying needs of students will be met through flexible grouping and pretesting.	X	Leadership Team S. Drumgoole, R. Naegele J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Reading Team Classroom Teachers Cultural Arts Administration	DI Resources Thinking Maps Novels Images Magazines Interventions	Administration Observation Benchmark Results Grade Group Minutes Plan Books Walk throughs	On-going
Utilize formative and summative assessments to drive instruction in order to increase student performance.	X	Leadership Team S. Drumgoole, R. Naegele J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Reading Team Classroom Teachers Cultural Arts Administration	Staff Development	Student Work Samples Benchmark Sores MSA Scores	On-going
Infusion of “Cold Reads” so that students can demonstrate mastery of skills and teachers can make instructional decisions.	X	Leadership Team S. Drumgoole, R. Naegele J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Classroom Teachers Cultural Arts	Images Time for Kids Weekly Readers Comprehension Tool Kit Internet Resources	Student Work Samples Benchmark Sores MSA Scores Teacher grading and analysis	On-going

Goal 1 (Math – Academic Achievement): By June 2014, 100% of all students in grades 3 – 5 will perform at the proficient/advanced level on the MSA in Math as defined in the NCLB Act and the Office of Civil Rights, achieving equity for all students.

Indicator: By June 2012, 50% all students in grades 3, 4, and 5 will perform at the advanced level in math on MSA.

Statement of Need: According to 2009/10 MSA Math data, 88% of grades 3, 4, and 5 students scored at the proficient or advanced level on MSA.

- 94.5% Hispanic
- 83.3% ELL
- 88.1% FARMS
- 73.4% Special Education
- 100% American Indian
- 77.5% African American
- 89.7% white

Statement of Need: According to 2009/10 MSA Math data, 34.3% of grades 3, 4, and 5 students scored at the advanced level on MSA.

- 16.7% Hispanic
- 0% ELL
- 26.7% FARMS
- 22.4% Special Education
- 60% American Indian
- 30% African American
- 36% white

Objective: By the end of the 2010-2011 school year, 92% of the students in grades 3, 4, and 5 will score proficient or advanced on the math portion of the MSA, and 30% of the students in grades 3, 4, and 5 will score advanced on the math portion of the MSA. Achievement disparities among all groups will be eliminated.

Action Steps	EQ (linked to Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring Dates
Implementation of Differentiated Instruction (DI) so that the varying needs of students will be met through flexible grouping and pretesting.	X	M. Barnhart, Math K. Benton, Math J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Math Team Classroom Teachers TDT ELL Administration	Collaborative Planning time Quick Checks Spiral Reviews TD Resources Thinking Maps	Student work samples Formative assessments Topic Tests Benchmarks	On-going
Action Steps	EQ (linked to Need)	Person Responsible	Implementation	Resources/ Staff	Monitoring	Monitoring/E

			Team	Development Needed	Procedure/ Evidence	nd Dates
Utilize formative and summative assessments to drive instruction in order to increase student performance in all student groups.	X	M. Barnhart, Math K. Benton, Math J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Math Team Classroom Teachers TDT ELL Administration	Collaborative Planning time Pre-assessments Thinking Maps Hands On Equations Do the Math Understanding Numeration Envision	Collaborative Planning minutes Student work samples Topic Tests Benchmarks Plan books	On-going
Provide opportunities for students to participate in real world math activities so that students can make connections and apply what they have learned.	X	M. Barnhart, Math K. Benton, Math J. Burden, TD Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Math Team Classroom Teachers TDT ELL Administration	Problem of the day Pacing Guide Envision supplemental materials	Administrative observation Topic tests Benchmarks	On-going
Analyze strengths/weaknesses using County Assessments paying special attention to the discrepancies in identified NCLB student groups in order to drive instruction and increase Proficient/Advanced scores.	X	Leadership Team M. Barnhart, Math K. Benton, Math J. Burden, GT Teacher J. Thompson-Leeks, ELL Lead Teachers: J. Richards, S. Wineke Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Special Education Math Team Classroom Teachers Cultural Arts Administration	County Assessment Data	Share samples at SIT Benchmark Protocol completed, analyzed and presented at SIT/Leadership Team	On-going

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Safe and Supportive Learning Environment

School: Glendale Elementary School

Goal II: (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 NCLB student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Indicator: By June 2012, major office referrals and suspensions will be reduced by 50% for all students grades Pre-K – 5.

Statement of Need: For the 2009-2010 school year there were 197 office referrals.

Out of the 197 referrals:

- 58% of referrals were white students (31 students)
- 31% of referrals were African American (16 student)
- 7% of referrals were Hispanic students(3 students)
- 4% of referrals were Indian students (1 student)
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Statement of need: By the end of 2009-2010 school year, there were a total of 44 suspensions:

- 66% of suspensions were white students (8 students)
- 32% of suspensions were African American students (7 students)
- 2% of suspensions were Hispanic students (1 student)

*Note: Of the 44 suspensions, 28 were from students transferring into Glendale/Glendale Regional Program (suspensions were prior to Glendale)

Objective: By the end of the 2010-2011 school year, office referrals will decrease by 20% for all students in Pre-K-5. Glendale Elementary School will reduce the disparity among student groups in the area of office referrals by 10%.

Action Steps	EQ (linked to Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring Dates
Review updated Code of Student Conduct so that staff, students and parents understand the changes and consequences.	X	Administration: K. King D. Britton, Assistant Principals K. Markovic, Principal B. Law, Social Worker S. Mastal, Psychologist Classroom Teachers	Administration All Staff	Student Code of Conduct Lessons	Referral & Suspension Data Think Sheets	On-going

Action Steps	EQ (linked to Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Utilize Kid Talk to develop a plan for those identified students so that referrals/suspensions will decrease.	X	Kid Talk Members Administration: K. King, Assistant Principal D. Britton, Assistant Principal B. Law, Social Worker S. Mastal, Psychologist K. Markovic, Principal Classroom teachers	Staff	Kid Talk Binders College Bound Quarterly Incentives	Referral & Suspension Data Learning Lab Data	On-going
Recognize students quarterly for (Academics, Attendance, and Attitude) according to the six featured colleges	X	College Bound Team	Staff	College Bound Incentives and activities	Attendance Referral and discipline data	Quarterly

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Community

School: Glendale Elementary School

Goal IV: ALL AACPS students will be educated in schools that are family-friendly, welcoming environments.

Statement of need: By June 2010, 38 parents participated in the volunteer program accumulating 5,341 hours.

Objective: Increase community participation by 20% (7 or more parents) to represent all student groups in order to increase student achievement.

Action Steps	EQ (linked to Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring Dates
<p>Provide opportunities for parents to participate in school sponsored events to increase parent volunteers and school involvement. Examples include:</p> <ul style="list-style-type: none"> • Book Fair Family Night • Restaurant nights • Fall Festival • Reading Night • Jump Rope For Heart • Field Trips • Writing Contests • Book It Reading Incentive • May Day Fair • Music Concerts 	X	<p>Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal Classroom Teachers</p>	<p>Administration All Staff</p>	<p>Staff volunteers MOI for incentives and prizes</p>	<p>Volunteer sign in sheets V-Soft Data Attendance</p>	<p>On-going</p>
Action Steps	EQ (linked to	Person Responsible	Implementation	Resources/ Staff	Monitoring	Monitoring/E

	Need)		Team	Development Needed	Procedure/ Evidence	nd Dates
Continue to host monthly Parent Information breakfasts discussing school related topics generated by parents.	X	AAA Reading teacher, Richard Naegele Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	AAA Reading Teacher	AAA funds Topic information	Monthly attendance V-Soft sign in	Monthly
Continue with the WATCHDOG program	X	Richard Naegele Anton Wesley	Classroom teachers Resource Teachers	Daily schedules Staff members	V-Soft Sign in	Monthly
Host 2 Community events off campus <ul style="list-style-type: none"> • Library night • Cluster Counselor Session 	X	Administration: K. King, Assistant Principal D. Britton, Assistant Principal K. Markovic, Principal	Staff	Off-site location Staff volunteers	Agenda Sign in sheet	End of each event