

**Jacobsville Elementary School
School Improvement Plan 2010-2011
Action Steps
Math**

Goal Indicator: By June 2014, all students in each NCLB student group in grades 3-5 will perform at the proficient or advanced level of achievement on the Math Maryland School Assessment.

Statement of Need:

- By the end of the 2009-2010 school year, 92.5% of students at Jacobsville Elementary in grades 3-5 scored proficient or advanced on the Math MSA.
- By the end of the 2009-2010 school year, 86.7% of African American students in grades 3-5 had scored proficient or advanced on the Math MSA.
- By the end of the 2009-2010 school year, 100% of Asian students in grades 3-5 had scored proficient or advanced on the Math MSA.
- By the end of the 2009-2010 school year, 92.9% of White students in grades 3-5 had scored proficient or advanced on the Math MSA.
- By the end of the 2009-2010 school year, 88.6% of FARMS students in grades 3-5 had scored proficient or advanced on the Math MSA.
- By the end of the 2009-2010 school year, 78.1% of Special Education students in grades 3-5 had scored proficient or advanced on the Math MSA.

Annual Objective: By the end of the 2010-2011 school year, the number of students in grades 3-5 that will perform at the proficient or advanced level of achievement on the Math MSA will reach 91%. The identified student groups will reach the following percentages:

African American	90%
Asian	100%
White	95%
FARMS	91%
Special Education	84%

Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring/End Dates
Use formative assessments to provide instruction that is differentiated.	✓	Administrators	Classroom Teachers Special Educators	Staff development on the three group rotation model (grades 1-5)	Formal/Informal Observations	Quarterly through 6/12
Use item analysis to identify and address student needs.	✓	Administrators	Classroom Teachers (grades 2-5) Special Educators		Grade Group Minutes Reflection Sheets	Quarterly through 6/12
Teach computational strategies and/or techniques to reinforce basic facts.		Administrators	Classroom Teachers Special Educators	Math Facts Programs	Grade Group Minutes	Quarterly through 6/12
Incorporate Math Talk to ensure that students are able to communicate effectively using math vocabulary appropriately.		Administrators	Classroom Teachers Special Educators		Math Talk Chart Math Word Wall Formal/Informal Observations	Quarterly through 6/12
Ask high-level questions that stimulate thinking and reasoning.		Administrators	Classroom Teachers Special Educators Talent Development Teacher	Refer to Curriculum Guide for information	Formal/Informal Observations	Quarterly through 6/12
Provide instruction to ensure that students are able to explain/show their mathematical thinking. (BCR)		Administrators	Classroom Teachers (grades 3-5) Special Educators		Samples of Student Work Benchmark Data	Quarterly through 6/12
Incorporate visual pathways to assist students in organizing their thinking to improve math performance.		Administrators	Classroom Teachers Reading Specialists	Thinking Maps	Samples of Student Work	Quarterly through 6/12
Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring/End Dates

Monitor student progress and understanding using proximity (circulation).		Administrators	Classroom Teachers Special Educators		Formal/Informal Observations	Quarterly through 6/12
Provide differentiated classroom and homework assignments that reteach, review, or extend concepts based on the assessed needs of students.	✓	Administrators	Classroom Teachers Special Educators	Staff development on the three group rotation model (grades 1-5)	Formal/Informal Observations Grade Group Minutes	Quarterly through 6/12
Provide all students the opportunity to improve test scores. (Redos regardless of the grade. Use the higher of the two grades)	✓	Administrators	Classroom Teachers (Grades 1-5) Special Educators		Grade Group Minutes	Quarterly through 6/12
Provide real-world connections and applications of math in order to make math more relevant to the personal lives of students.		Administrators	Classroom Teachers Special Educators	Safari Montage	Formal/Informal Observations	Quarterly through 6/12
Provide intervention for at-risk students.	✓	Administrators	Classroom Teachers Special Educators		Formal/Informal Observations Grade Group Minutes	Quarterly through 6/12
Utilize progress monitoring to support academic achievement for identified students.	✓	Administrators	Assistant Principal Classroom Teachers Special Educators		Data Binder	Monthly through 6/12

Goal Indicator: By June 2012, 50% of all students in each NCLB student group in grades 3-5 will perform at the advanced level of achievement on the Math MSA.

Statement of Need:

- By the end of the 2009-2010 school year, 39.3% of all students at JES in grades 3-5 had scored advanced on the Math MSA.
- By the end of the 2009-2010 school year, 30% of African American students at JES in grades 3-5 had scored advanced on the Math MSA.
- By the end of the 2009-2010 school year, 60% of Hispanic students at JES in grades 3-5 had scored advanced on the Math MSA.
- By the end of the 2009-2010 school year, 38.1% of White students at JES in grades 3-5 had scored advanced on the Math MSA.
- By the end of the 2009-2010 school year, 22.8% of FARMS students had at JES in grades 3-5 had scored advanced on the Math MSA.
- By the end of the 2009-2010 school year, 15.6% of Special Education students at JES in grades 3-5 had scored advanced on the Math MSA.

Annual Objective: By the end of the 2010-2011 school year, the number of students in grades 3-5 that will perform at the advanced level of achievement on the Math MSA will reach 43%. The identified student groups will reach the following percentages:

African American	40%
White	45%
FARMS	37%
Special Education	33%

Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring/End Dates
Identify students who are advanced or close to advanced by using Scantron summary sheets, county assessments, and MSA scores.		Administrators	Classroom Teachers Talent Development Teacher		Assessment data Grade group minutes	Quarterly through 6/12
Utilize appropriate strategies and resources to meet the needs of our advanced and close to advanced students.	✓	Administrators	Classroom Teachers Talent Development Teacher	Staff development on three group rotation model (grades 1-5)	Formal/Informal observations Grade group minutes	Quarterly through 6/12

**Jacobsville Elementary
School Improvement Plan 2010-2011
Action Steps
Reading**

Goal Indicator: By June 2014, all students in each NCLB student group in grades 3-5 will perform at the proficient or advanced level of achievement on the Reading Maryland School Assessment.

Statement of Need:

- By the end of the 2009-2010 school year, 92.1% of students in grades 3-5 at Jacobsville Elementary had scored proficient or advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 83.3% of African American students in grades 3-5 had scored proficient or advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 92.9% of White students in grades 3-5 had scored proficient or advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 87.3% of FARMS students in grades 3-5 had scored proficient or advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 75% of Special Education students in grades 3-5 had scored proficient or advanced on the Reading MSA.

Annual Objective: By the end of the 2010-2011 school year, the number of students in grades 3-5 that will perform at the proficient or advanced level of achievement on the Reading MSA will reach 94%. The identified student groups will reach the following percentages:

African American	87%
White	95%
FARMS	90%
Special Education	81%

Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/ End Dates
Use diagnostic information from state, county or school assessments to identify and address the instructional needs of students.	✓	Administrators	Classroom Teachers Reading Specialists Special Educators		Achievement Series Grade Group Minutes Reflection sheets	Quarterly through 6/12
Provide intervention for at-risk students.	✓	Administrators	Reading Specialists Classroom Teachers Special Educators		County Intervention Monitoring Program Grade Group Minutes Special Ed Schedules	Quarterly through 6/12
Promote, develop, and reinforce reading achievement using strategy skill instruction.		Administrators	Classroom Teachers Special Educators Reading Specialists	Comprehension Toolkit	Formal/Informal Observations Grade Group Minutes	Quarterly through 6/12
Provide BCR instruction so that students can demonstrate their understanding of the text.		Administrators	Classroom Teachers (grades 2-5) Special Educators Reading Specialists	Inservice on unlocking the question Inservice on locating details and text support	Reflection Sheets Benchmark Data	Quarterly through 6/12
Provide supplemental reading support for struggling students.	✓	Administrators	Classroom Teachers Special Educators Reading Specialists	Lexia – Early Reading and Strategies for Older Students	Lexia Reports	Quarterly through 6/12
Provide daily differentiated small group instruction based on the assessed needs of students.	✓	Administrators	Classroom Teachers Special Educators Reading Specialists	School Based Resource Teacher – Reading Specialist	Formal/Informal Observations	Quarterly through 6/12
Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/ End Dates

Incorporate visual pathways to assist students in organizing their thinking to improve LA performance.		Administrators	Classroom Teachers Special Educators Reading Specialists	Thinking Maps	Samples of Student Work	Quarterly through 6/12
Utilize progress monitoring to support academic achievement for identified students.	✓	Administrators	Assistant Principal Reading Specialists Classroom Teachers Special Educators		Data Binder Informal Reading Inventory	Quarterly through 6/12

Goal Indicator: By June 2012, 50% of all students in each NCLB student group in grades 3-5 will perform at the advanced level of achievement on the Reading Maryland School Assessment.

Statement of Need:

- By the end of the 2009-2010 school year, 39.3% of students at Jacobsville Elementary in grades 3-5 had scored advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 26.7% of African American students in grades 3-5 had scored advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 40.5% of White students in grades 3-5 had scored advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 29.1% of FARMS students in grades 3-5 had scored advanced on the Reading MSA.
- By the end of the 2009-2010 school year, 15.6% of Special Education students in grades 3-5 had scored advanced on the Reading MSA.

Annual Objective: By the end of the 2010-2011 school year, the number of students in grades 3-5 that will perform at the advanced level of achievement on the Reading MSA will reach 45%. The identified student groups will reach the following percentages:

African American	38%
White	45%
FARMS	40%
Special Education	33%

Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring/End Dates
Identify students who are advanced or close to advanced by using MSA scores and county assessments.	✓	Administrators	Classroom Teachers Reading Specialists Special Educators		Assessment Data Grade Group Minutes Reflection Sheets	Quarterly through 6/12
Utilize appropriate materials to meet the needs of our advanced or close to advanced students.	✓	Administrators	Classroom Teachers Reading Specialists Special Educators	Varied texts specific to advanced students	Formal/Informal Observations Grade Group Minutes	Quarterly through 6/12
Provide extension activities to challenge advanced learners.	✓	Administrators	Classroom Teachers Reading Specialists Talent Development Teacher	Jacob's Ladder Touchpebbles William and Mary Volunteers Staff Development on programs		Quarterly through 6/12

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Action Steps
Safe and Supportive Learning Environment

Goal Indicator: By June 2012, there will be a 20% reduction in the number of students receiving referrals, suspensions, and expulsions, for each NCLB group.

Statement of Need:

- By the end of the 2009-2010 school year, 100 students (18.1% of our total population) had received one or more referrals in grades K-5.
- By the end of the 2009-2010 school year, 17 African American students (22.7% of our African American population) had received one or more referrals in grades K-5.
- By the end of the 2009-2010 school year, 2 Asian students (13.3% of our Asian population) had received one or more referrals in grades K-5.
- By the end of the 2009-2010 school year, 81 White students (18.1% of our White population) had received one or more referrals in grades K-5.
- By the end of the 2009-2010 school year, 37 FARMS students (22.7% of our FARMS population) had received one or more referrals in grades K-5.
- By the end of the 2009-2010 school year, 21 Special Education (37.5% of our Special Education population) had received one or more referrals in grades K-5.

Annual Objective: By the end of the 2010-2011 school year, there will be a 10% reduction in the number of students receiving disciplinary actions at Jacobsville Elementary School in grades K-5.

Action Steps	EQ	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring/End Dates
Provide active supervision during periods of transition, lunch, and recess to ensure a safe environment.		Administrators	Faculty and Staff		Referral Data	Monthly through 6/12
Conduct daily classroom meetings with students in order to discuss behavioral, social, or academic concerns.		Administrators	Classroom Teachers		Referral Data	Monthly through 6/12
Promote positive student behavior through Character Education. (Bucketfilling, Achiever McBeaver, Journey to Success)		Administrators	Faculty and Staff		Referral Data	Monthly through 6/12
Provide opportunities to increase cultural proficiency through professional learning communities (e.g., book study, article sharing)	✓	Administrators	Administrators Equity Liaison	Articles related to cultural proficiency <i>Drumming to the Beat of Different Marchers</i> (book)	Reader Response Logs Grade Group Minutes	Quarterly through 6/12

**Jacobsville Elementary
School Improvement Plan 2010-2011
Addendum**

Math

Jacobsville Elementary School will continue to teach the Goals and Objectives outlined in the Maryland State Curriculum. The enVision Math Program will be used as the core of our instruction. In addition, technology will be infused with instruction as appropriate in order to support student achievement.

Reading

Jacobsville Elementary School will continue to teach the Goals and Objectives outlined in the Maryland State Curriculum. The Open Court Language Arts Program will be used as the core of our instruction. In addition, explicit instruction lessons will be taught as directed by the Curriculum Guide. Instruction will be provided which meets the needs of all students as they are identified by formal and informal assessments and through teacher observations. Intervention groups will be conducted by Classroom Teachers, Reading Teachers, and Special Education Teachers. Additional support will be provided by volunteers.

Safe and Supportive Learning Environment

Jacobsville Elementary School will continue to provide a safe and supportive learning environment for students and staff in harmony with the goals and objectives outlined by Anne Arundel County Public Schools.

Community Engagement

Jacobsville Elementary School will continue to encourage families and members of the greater school community to become involved in the business of school. Teachers will utilize tools such as Blackboard, agenda books, and school newsletters to maintain regular and meaningful communication between the school and home. In addition, Jacobsville Elementary School will continue to provide opportunities for parents to attend school sponsored events both at the school and in the community.