

**Jessup Elementary School  
School Improvement Plan 2010-2011  
Academic Achievement**

**Reading**

**Long Range Indicators:**

- 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 in reading as measured by the Maryland State Assessment.

**Statement of Need:**

- MSA data indicated **24.1%** of third graders, **25%** of fourth graders, and **44.8%** of fifth graders performed at the advanced levels in reading on the 2009 MSA. (**31.3 overall**)
- Sub-group data for African-American students indicated **80.0%** of third graders, **85.2%** of fourth graders, and **95.0%** of fifth graders performed at the proficient/advanced levels in reading on the 2009 MSA. The all score for African American was **86.7**, but this score is only five points above the A.M.O of 81. 2. This student group will continued to be monitored.
- The student group data for **FARMS** students indicated **64.3%** of third graders, **87.5%** of fourth graders, and **81.3%** of fifth graders performed at the proficient/advanced levels in reading on the 2008 MSA (**77.7% overall**).
- The student group data for **Special Education** students indicated **60.0%** of third graders, **70.0%** of fourth graders, and **90.0%** of fifth graders performed at the proficient/advanced levels in reading on the 2008 MSA. (**73.3% overall**)
- The student group **LEP** (Limited English Proficient) scored 70% proficient and advance d on the Reading MSA. The A.M.O was 81.4%. This student group of ten was 11 points under the state A.M.O.

**Annual Objectives**

- **By the end of SY 10-11, 37.3% of all students will perform at the advanced level for the reading MSA.**
- **During the 10-11 SY, sub group data for African-American student in 3<sup>rd</sup> grade will increase to 85%, 4<sup>th</sup> grade will increase to 88%, and 5<sup>th</sup> grade will maintain 95% advanced/proficient levels on the reading MSA**
- **During the 10-11 SY, 3<sup>rd</sup> grade FARMS students will increase to 75% proficient/advanced levels and 5<sup>th</sup> grade FARMS students will reach 85.9% advanced and proficient levels.**
- **During the 10-11 SY, proficient/advanced levels for Special Education students will increase to 80% overall on the reading MSA.**
- **During the 10-11 SY, the LEP student group will score overall 85.9% proficient/advanced on the reading MSA.**

**School Improvement Plan 2010-2011  
Academic Achievement**

**Math**

**Long Range Indicators:**

- 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 in math as measured by the Maryland State Assessment.

**Statement of Need:**

- MSA data indicated **37.1%** of third graders, **43%** of fourth graders, and **17.6%** of fifth graders performed at the advanced levels in math on the 2010 MSA. **(31.7% overall)**
- Sub-group data for **Special Education** students indicated **100%** of third graders, **60.0%** of fourth graders, and **72.7%** of fifth graders performed at the proficient/advanced levels in math on the 2010 MSA. **(75.9% overall)**

**Annual Objectives**

- \*By the end of the 2010-2011, 37% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will perform at the advanced levels in math overall.
- \*By the end of the 2010-2011 school year, 30% of 5<sup>th</sup> graders will perform at the advanced level on the math MSA.
- \*By the end of the 2010-2011 school year, 84.5% of special education students in grades 3, 4, and 5 will perform at the advanced and proficient levels overall on the math MSA.

## Reading/Language Arts

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development	Monitor Procedure/Evidence	Timeline
1. Analyze benchmark, DIBELS, and formal assessment data so that teachers can implement modifications for individualized instruction. (EQ)	*Administration *Grade Level Teams *S.I.T	*Grade Level Teams *S.I.T	Staff Development	*Team Minutes *Data Binder *S.I.T Binders *Benchmark Scores *Data Analysis Sheets	Quarterly
<i>2. Use Thinking Maps in place of EI lesson organizers when applicable so that students can link reading skills to Thinking Maps</i>	*Administration *Reading Teacher	*Teachers *Reading Teacher	*Thinking Maps *Explicit Lesson Materials	*Staff Development Agendas *Walk-Through observations *Benchmark Scores *Student Work Samples	Weekly
<b>3. Use Guided Reading Strategies and Running Records so that teachers can develop an understanding of reading levels to plan effective small group instruction</b>	<b>*Administration</b>	<b>*Teachers *Reading Teacher</b>	<b>*Video *Demo Lessons *Faculty Trainings</b>	<b>*Staff agendas *Reading Teacher Planning Minutes *Walk Throughs *Workshop/Samples *Running Records *Data forms</b>	<b>Quarterly</b>
4. Implement the State Curriculum utilizing the skill of compacting so that students attain mastery of skills..	*Reading Teacher *Teachers	*Teachers	*Staff Development	*Team planning sheets *Team minutes	Daily(appropriate)
5. Use the Bloom's Taxonomy Framework so that higher level thinking questions and activities are implemented.	*Reading Teachers *Administrative Team	*Teachers *Reading Teachers	*Staff Development`	*Team Minutes and Reading Teacher Planning Sheets *Evidence of framed questions	2010-2011
6. Staff will participate in a book study using the book, Rigor Is Not a Four Letter Word so that students participate and apply more rigorous strategies during classroom instruction.					

## **Institutionalized Strategies**

### **Reading**

- Open Court Reading Program
- Workshop
- Flexible Groups
- Interventions
- Grade level resources
- Bi-Weekly Common Assessments
- On-going school based professional development

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Deve.</b>	<b>Monitoring Procedure/ Evidence</b>	<b>Timeline</b>
1. Increase the math block of time so that the curriculum students receive is taught in greater depth (increasing student understanding).	Leadership Team Administration	*Teachers *Support Staff	All Teachers	Collaborative Planning sessions with the Talent Development Teacher and Administration	On-going
2. Use pre-assessments and benchmark assessments, Quick Checks, and Topic Test data to plan flexible groups so that all students are instructed on their level.	*Administration *Math Talent Development Teacher	*Teachers	*Differentiated Instruction Training	*Data Analysis *Team Minutes *Team Leader Meeting Minutes	as scheduled
3. Structure the math block so that small group and whole group instruction will be implemented with fidelity to increase student learning.	*Leadership Team *Math Lead Teacher	*Teachers *Support Staff	Training for all staff members about how to structure the math block	Collaborative Planning Minutes Collaborative Planning sessions with the Talent Development Teacher and Administration	On-going
4. <i>Post and implement the read, understand, solve, and check strategy so that students are given a specific process to assist with problem solving</i>	*Classroom Teachers *Talent Development Teacher	Classroom Teacher Support Staff	Posters	*Classroom observation *Teacher Planning.	On-going
5. Identify students to utilize <i>Do the Math and FastMath in grades 2-5 so that students are provided with additional support to increase math knowledge base</i>	*Mrs. Bell	*Mrs. Bell *Classroom Teachers	* Staff trainings	Data collection Progress sheets	On-going
6. Use Benchmark assessments to measure progress toward annual objectives so that student growth is monitored.	*Talent Development Teacher	*Classroom Teachers	*Assessment Data	*Data Analysis	3 times a year
7. Use of Hands on Equations, M3, and M2 so that students access more rigorous math instruction in grades 2-5.	Talent Development Teacher	*Classroom Teachers	*Training	*Team Minutes *Data Analysis forms	M2-3 <sup>rd</sup> MP M3-On-going

## **Writing**

### **Long Range Indicators:**

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### **Statement of Need:**

- **Students in grades 2-5 Content Structure (Capitals, Conventions of Writing)**
- **Parts of Speech (Subject, predicate, mechanics)**
- **Formation of Paragraphs**
- **Neatness and legibility**

### **Annual Objectives**

- During the 2010-2011 school year, students in grades

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development</b>	<b>Monitoring Procedure/ Evidence</b>	<b>Timeline</b>
1. Teacher training and support so that staff can effectively implement writing instruction					2010-2011
2. Provide resource materials for writing so that teachers can access strategies to provide quality writing instruction					2010-2011
3. Utilize Thinking Maps to teach and organize writing so that students are able to compose organized and detailed writing pieces					2010-2011
4. Provide on-going staff development for teachers about how to teach writing so that the process for Jessup Elementary is systematic consistent.					2010-2011
5. Provide time for collaborative scoring of writing assessments so that students performance on assessments can be monitored effectively.					Quarterly

## **Institutionalized Strategies**

### **Math**

- Envision Math
- Monthly planning session with Math Talent Development Teacher
- Manipulatives
- Use of Math Vocabulary/Math Talk Wall

**School Improvement Plan 2010-2011  
Safe and Supportive Schools**

**School: Jessup Elementary School**

**Long Range Indicator:** By the end of the 2011/2012 school year, all schools will remain free from the designation of “persistently dangerous schools”, as defined by the Maryland State Department of Education.

**Statement of Need:**

- SWIS data indicated a total of 49 Office Discipline Referrals were written during the 2009-2010 school year.
- SWIS data indicated that **13** students received out of school suspensions.
- This year, the number of students that attend the monthly PBIS incentives will be monitored. The 2010-2011 school year will be our baseline year.

**Annual Objectives:**

- **During the 2010-2011 school year, the referrals will be reduced by 30% taking the number of referrals from 49 to 35..**
- **During the 2010-2011 school year, the number of students receiving suspensions will decrease by 20% taking the number of suspensions from 13 to 10.**

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedures</b>	<b>Timeline</b>
1. <i>Incorporate student led classroom meetings with teacher guidance so that students take ownership of school rules and character traits. (EQ)</i>	Teachers	Teachers	Staff training for class meetings and Character Education *Training for suggestions and structure of student led meetings	Walk-Throughs Team Minutes	Daily
<b>2. <i>Implementation of CHAMPs procedures so that clear expectations are established</i></b>	<b>Administrators</b>	<b>All Teachers and Administrative Staff</b>	<b>CHAMPs Lessons and Posters</b>	<b>Walk-Throughs Discipline Data</b>	<b>On-Going</b>
3. Consistent use of Learning Lab Coordinator so that students participate in skills streaming activities	Learning Lab Coordinator	Learning Lab Coordinator	None	Schedules Discipline Data	On-going
4. Success Celebrations so that students are recognized for academic, attendance and behavior performance, as well as, student-set goals. (EQ)	Administrators	Administrators Safe and Supportive Committee	Funds for materials and incentives	Quarterly Assemblies	Quarterly
5. Monthly updates about progress on goals at faculty meetings and through the bulletin board, so that staff members are aware of progress.	Committee Members	Safe and Supportive Committee	Bulletin Board	PBIS/CDM monthly newsletter	On-going
6. Creation of a Character Committee so that character education becomes a part of all content areas.	Character Education Committee	Staff Members	Character Materials and Training	Minutes	On-going

## **Institutionalized Strategies**

- PBIS
- Town Meetings
- Safety Patrol
- Crisis Plan
- Guidance Student Groups
- Peer Mediators
- Student/Staff Celebrations

## **Community Engagement 2010-2011**

### **Long Range Indicator:**

- By the end of the 2011-2012 school year, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups, etc.
- By the end of the 2011-2012 school year, there will be an increase each year from 2007-2012 of parents, surrogates, families of African American, Hispanic, FARMS, Special Education (NCLB student groups reflective of school student demographics participation in CAC/P.T.A/P.T.S.O (traditional) meetings/activities.

### **Statement of Need**

- During the 2009-2010 school year, **11 out of 22** teachers joined the P.T.A .
- During the 2009-2010 school year, Jessup Elementary School held **7** community based sponsored events to increase parent involvement.
- During the 2009-2010 school year, the number of families that joined the Jessup Elementary P.T.A was 65 out of 300. This school year we want to increase our membership by 20%.

### **Annual Objective:**

- During the 2010-2011 school year, the number of teachers that join the P.T.A will increase by 20%.
- During the 2010-2011 school year, Jessup Elementary School will sponsor 10 community based sponsored events to increase parent involvement.
- During the 2010-2011 school year, the number of families that join the P.T.A will increase by 20%.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed/Staff Development</b>	<b>Monitoring Procedures</b>	<b>Timeline</b>
1. Meet monthly with the Community Engagement Committee so that important events are recognized	Committee Chairpersons	Community Engagement committee Administrative Team	*Guidelines for fund allocation *Budget from last year	Team Minutes	Monthly
2. Provide Opportunities for the P.T.A to recruit new staff and parent members	Committee Chairpersons	P.T.A Community Engagement	*Schedule of meetings to the P.T.A *Connect Ed Message	Community Engagement Committee	Monthly
3. Plan three events that provide activities to increase parent involvement so that all stakeholders are a part of the school community.	Community Engagement Committee	School Staff Student Interns	*Teacher Volunteers *Student Interns	Handouts Agendas	2010-2011

## **Institutionalized Strategies**

### **Community Engagement**

- **Business Partnerships**
- **P.T.A**
- **Fundraisers**
- **Family School Functions**
- **Newsletters**
- **Blackboard Pages**