

School Improvement Plan

Lothian Elementary

2009- 2011

Preamble: As part of our ongoing effort to emphasize respect for self and others, encourage educational excellence and the academic achievement of every student in a safe environment, Lothian Elementary School will continue to implement programs and activities in the following areas:

- I. **Academic:** use of leveled books, novels, and a variety of appropriate instructional materials in reading; small group instruction in reading; bi-weekly planning sessions between reading teachers and grade-level teams – differentiation/supplementation of core reading and math programs; Reading interventions (to include Tier I classroom, Tier II - ERI, Voyager, Soar to Success, and Tier III interventions as appropriate); instruction in AVID strategies for grades four and five; item analysis of Benchmark Assessment results; implementation of core reading and math programs; implementation of extra-curricular activities with an academic focus (SeaPerch Robotics/24 Club); cross-curricular connections between Cultural Arts and the content areas; implementation of Chessie/Black-eyed Susan/Reading Incentive Programs; and implementation of a Science Fair with support for students in the process

- II. **Safe and Orderly Environment:** use of a school wide behavior program; regular review of school rules and consistent documentation of behaviors; communication through newsletters, phone calls, e-mails and student planners; quarterly celebrations and the use of behavior tickets to recognize positive behavior; Implementation of PBIS strategies; “Green Award” promoting and recognizing consistent positive behaviors; implementation of Code of Conduct Lessons, safety drills, and classroom rules to provide school-wide consistency; support programs for targeted students to enhance social skills and reinforce behaviors for success; mentoring program for individual students; and consistent monitoring of student attendance through the attendance committee

- III. **Community Collaboration:** active support of PTA and its activities by staff; effective communication at both the school and classroom level with parents (newsletters, agendas, emails, etc.); well-attended parent/family activities (Grandparents’ Day, Muffins for Moms, Donuts for Dads); cultural arts activities for families and in the community; volunteer activities

Lothian Elementary School Improvement Plan 2009-2011

Reading

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

Indicator: By June, 2011/2012, 95% of all students in each NCLB student group in grades 3, 4, and 5 will score at the proficient or advanced level on MSA Reading. 40% of all students will score at the advanced level on MSA Reading.

Statement of Need:

- 91.4% of all students (grades 3-5 combined) earned proficient/advanced on MSA Reading in 2009. However, disaggregated scores show 79.3% of Special Education students, 82.5% of African American students, and 86.4% of FARMS students achieving at this level.
- 85.92% of all students in grade 2 scored proficient/advanced on the 3rd Language Arts Benchmark. However, disaggregated scores show 80.0% for Special Education students and 71.43% for FARMS students.

Annual Objective: By the end of the 2010/2011 school year, 95% of students in each NCLB student group in grades 3 and 4, and 5 will score at the proficient or advanced level on MSA Reading. 38% of all students will score at the advanced level on MSA Reading.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Provide/refine daily vocabulary instruction in order to expand the students' vocabulary understanding and usage of Tier 1, 2, and 3 words so that students in all NCLB groups not yet achieving proficient are supported.	✓	Principal/ Assist. Principal Elementary Team Leaders	Classroom Teachers Reading Teacher Cultural Arts Teachers	Elements of Vocabulary Kits SC Tiered Vocabulary Additional Elem. of Vocabulary Kits	Informal assessments Classroom observations Collaborative Planning Tool L.A. Benchmarks Vocabulary Celebrations: exploration/parade	June, 2011
Provide opportunities for students to track their own progress in order to build self-esteem and to raise their expectations of themselves. (ex. – fluency, assessment scores)		Principal/ Assist. Principal Classroom Teachers Reading Teachers	Classroom Teachers Intervention teachers	Charts	Student samples of tracking	June, 2011

<p>Expand and refine intervention and tutoring opportunities for those students who demonstrate difficulty with concepts taught and/or failed on benchmark assessments so that students in all NCLB groups not yet achieving proficient are supported.</p>	<p>✓</p>	<p>Principal/ Assist. Principal Reading Teachers Grade Chairs</p>	<p>Classroom Teachers Reading Teachers Intervention Teachers</p>	<p>Observations of students' performance Benchmark results <i>Funding sources Pool of school tutors/academic mentors Grade-level meeting minutes</i></p>	<p>Intervention Monitoring Tutorial Lists Data sheets Small-group observation</p>	<p>June, 2011</p>
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Lothian Elementary School Improvement Plan 2009-2011

Math

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

Indicator: By June, 2011/2012, 95% of all students in each NCLB student group in grades 3, 4, and 5 will score at the proficient or advanced level on MSA Math. 40% of all students will score at the advanced level on MSA Math.

Statement of Need:

- 89.8% of all students (grades 3-5 combined) earned proficient/advanced on MSA Math in 2009. However disaggregated scores show 65.5% of Special Education students, 80.7% of African American students, and 83.0% of FARMS students achieving at this level.
- 38.3% of 3rd graders, 56.5% of 4th graders, and 31.3% of 5th graders achieved advanced on 2009 MSA Math.

Annual Objective: By the end of the 2010/2011 school year, 95% of students in each NCLB student group in grades 3 through 5 will score at the proficient or advanced level on MSA Math. 38% of all students will score at the advanced level on MSA Math.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Revise and refine implementation of the math program so that SC standards and student needs are met.		Principal/Math Lead Teacher Talent Development Teacher Math Resource Teachers	Classroom Teachers Talent Development Teacher Special Educators	SC Pacing Guides Text Books Online materials	Informal and Formal Assessment Data Grade Group Agendas/Minutes	June, 2011
Identify, institute, and monitor a variety of differentiated instructional strategies so that students in all NCLB groups not yet achieving proficient are supported.	✓	Principal/ Math Lead Teachers Talent Development Teacher Special Educators	Grade-Level Teams Talent Development Special Educators	SC Pacing Guides Books/articles on differentiation	Grade Group Agendas/Minutes Informal and Formal Assessment Data Staff-Development Agendas TDT planning session notes	June, 2011

Utilize quarterly vertical team meetings so that there is clarity of student expectations and school-wide unity around instructional practices.		Principal/ Elementary Math Lead Teachers TD Teacher Math Resource Teacher	Classroom Teachers Administration Special Education	Student Work Pacing Guides SC	Vertical Team Minutes	June, 2011
Implement math interventions (Fast Math and Do the Math) for those students who demonstrate difficulty with concepts taught and/or failed on benchmark assessments so that students in all NCLB groups not yet achieving proficient are supported.	✓	Principal/ Math Lead Teachers/Special Educators	Special Educators Interventionists	Intervention materials and training	Student Lists Teacher Schedules Intervention student samples/reports	June, 2011
Explore ideas for a school-wide basic facts initiative		Principal/Math Lead Teachers	Classroom Teachers	Brainstorming of ideas	Lists of ideas generated Initiative documents if implemented in 2010-11	June, 2011

Lothian Elementary School Improvement Plan 2009-2011 Safe & Orderly Schools

Goal: 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: Through 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:

- **The number of referrals to the office decreased from 173 to 104 in 2008/2009.**
- **The number of student minutes lost decreased from 6055 to 3640 in 2008/2009.**
- **118 students were absent 12 or more days during the 2008/2009 school year.**

Annual Objectives: By the end of the 2010/2011 school year, we will see a 15% reduction in the number of hours of instructional time lost by students because of referrals for disciplinary action as determined by the Cost/Benefit Analysis for PBIS and a 5% reduction in the number of students absent 12 or more days per school year.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Refine the PBIS program to promote respect for self, others, learning, and property so that the safe learning environment is enhanced.		Assist. Principal PBIS Team	All Staff	Rewards Lothian Lion mascot Tickets/paws Pizza parties	Log of weekly award winning classes Log of staff members receiving recognition Log of “Green Awards”	June, 2011
Provide PBIS training for new staff/annual refresher for returning staff so that the implementation of the program is consistent		Assist. Principal PBIS Team	PBIS Team	Training materials	Training agendas/handouts	June, 2011
Implement new attendance initiatives, both proactive and reactive, so that student attendance improves across all demographics	✓	Assistant Principal Attendance Committee	Attendance Committee PPW Principal Classroom Teachers	Tracking sheets Daily attendance lists	Monthly minutes Attendance tracking sheets	June, 2011
Implement a “safety patrol” program to assist with dismissal		Assistant Principal PBIS Team	PBIS Team	Safety Patrol Belts/badges Program mater.	Safety Patrol Roster Safety Patrol Training Documents	June, 2011

Lothian Elementary School Improvement Plan 2009-2011 Community Engagement

Goal: 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 2011/2012 school year, Anne Arundel County Public Schools will increase the percentage of partnerships with faith-based and/or community organizations and increase parent participation in volunteering/CAC/PTA across school demographics.

Statement of Need:

- We currently have parent participation on SIT, but not all demographics are represented.
- We currently have only one formal business partnership.
- Parent participation in many areas of our school, especially volunteering and CAC/PTA, does not currently reflect school demographics.

Annual Objective: By the end of the 2010/2011 school year, we will develop at least one additional community partnership and will increase parent participation in volunteering/CAC/PTA across school demographics.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Maintain and establish partnerships with local businesses so that school-based programs are enhanced for all students.		Administration	Administration, Guidance Counselor, Secretaries	Newsletters, School letterhead stationary	Letters of appreciation for new or continued support Business Partnership Agreements	June, 2011
Increase support of PTA sponsored activities so that a strong partnership is developed between staff and the parent community.		Administration and PTA faculty representative	Entire faculty and staff	Support from the administration	Rosters of participation by faculty and staff	June, 2011
Employ culturally proficient practices which lead to greater parent participation across our school demographics.	✓	Administration	Administration All staff	Translation of communications Volunteer translators	Data of % represented at events Any non-English communications	June, 2011

School Improvement Plan 2009-2011 Community Engagement Action Steps

School: Lothian Elementary

Goal: 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, Anne Arundel County Public Schools will increase the percentage of partnerships with faith-based and/or community organizations and increase parent participation in volunteering/CAC/PTA across school demographics.

Statement of Need:

- We currently have a PDS with the College of Notre Dame.
- Student teachers/interns currently complete their college requirements with their assigned classroom teachers
- Interns may not be hired to teach in the grades in which they student teach.

Annual Objective: By the end of the 2010/2011 school year, we will provide an enriched student teaching experience beyond the traditional classroom setting.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Provide opportunities to observe in Cultural Arts, special education, and Talent Development classrooms with an opportunity to debrief afterwards.		PDS Site Coordinator	PDS Mentor Teachers	Reflection forms	Artifacts for PDS – log of visits/copies of reflection forms	June, 2011
Provide interns with a list of field trip and community resources		PDS Site Coordinator	Community Engagement Subcommittee	Staff contributions of ideas	Artifacts for PDS – list of resources	June, 2011