

***Millersville Elementary School's
2010-2011 School Improvement Plan***

Vision Statement of Millersville Elementary School

"Millersville Elementary School welcomes all children who enter our doors. Our community embraces each student with open arms and a caring heart. Our mission is to touch the life of each child with dignity, respect, and integrity. At MES we understand and appreciate that we are the foundation of each child's school career. Through careful academic planning and differentiated instruction, it is our goal that each student leaves MES with the groundwork laid for his/her success in the years of higher education that lie ahead."

In "Kid Language," this is what our Vision means:

All children are accepted for who they are and what they bring.

MES is the beginning of each child's education.

Lessons are created that accommodate each students' learning abilities, such as visual, hands-on and verbal.

MES is the building block that will prepare students for college

Millersville Elementary School

School Improvement Plan - Elementary Math MSA Percentages

| | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|--------------------------------|---------|------|------|---------|---------|------|------|---------|---------|------|------|---------|---------|------|------|---------|---------|------|------|---------|
| Student Category | B % | P % | A % | P & A % | B % | P % | A % | P & A % | B % | P % | A % | P & A % | B % | P % | A % | P & A % | B % | P % | A % | P & A % |
| All | 6.2 | 48.6 | 45.3 | 93.9 | 10.2 | 56.4 | 33.5 | 89.9 | 9.5 | 50.0 | 40.5 | 90.5 | 7.1 | 48.0 | 45.0 | 92.9 | 8.9 | 40.1 | 51.0 | 91.1 |
| African American | 23.1 | 61.5 | 15.4 | 76.9 | 33.3 | 53.3 | 13.3 | 66.7 | 5.9 | 47.1 | 47.1 | 94.1 | 18.2 | 18.2 | 63.6 | 81.8 | 20.0 | 60.0 | 20.0 | 80.0 |
| American Indian/Alaskan Native | X | 100 | X | 100 | X | 100 | X | 100 | X | 60.0 | 40.0 | 100 | X | X | X | X | X | X | X | X |
| Asian/Pacific Islander | X | 37.5 | 62.5 | 100 | X | 50.0 | 50.0 | 100 | X | 60.0 | 40.0 | 100 | X | 75.0 | 25.0 | 100 | 0.0 | 40.0 | 60.0 | 100 |
| Hispanic | X | 100 | X | 100 | X | 60.0 | 40.0 | 100 | X | 66.7 | 33.3 | 100 | 16.7 | 50.0 | 33.3 | 83.3 | 14.3 | 57.1 | 28.6 | 85.7 |
| White | 5.2 | 47.1 | 47.7 | 94.8 | 8.9 | 56.2 | 34.9 | 91.1 | 10.7 | 49.1 | 40.2 | 89.4 | 6.2 | 49.2 | 44.6 | 93.8 | 8.0 | 37.7 | 54.3 | 92 |
| Farms | 7.7 | 69.2 | 23.1 | 92.3 | 33.3 | 66.7 | X | 66.7 | 26.7 | 60.0 | 13.3 | 73.3 | 16.7 | 58.3 | 25.0 | 83.3 | 14.7 | 58.8 | 26.5 | 85.3 |
| SPED | 25.0 | 62.5 | 12.5 | 75.0 | 38.9 | 38.9 | 22.2 | 61.1 | 35.3 | 47.1 | 17.7 | 64.7 | 20.0 | 65.0 | 15.0 | 80.0 | 46.4 | 32.1 | 21.4 | 53.5 |

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

School: Millersville Elementary School

Goal: All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator: By June 2012, 50% of all students will be performing at the Advanced Level in Reading.

Statement of Need: At the end of the 2009-2010 school year, 38.6% of all students in grades 3 – 5 scored at the Advanced Level in Reading on MSA. (This was a 1.8% DECREASE from the 2008-2009 school year).

Annual Objective: By the end of the 2010-2011 school year, 45% of all students in grades 3- 5 will score at the Advanced Level in Reading on MSA.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
|---------------------|---|-------------------------------|--------------------------------|--|---|---------------------|
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| <p>Students will participate in flexible, differentiated small groups during language arts workshop so that reading instruction can be tailored to their specific needs.</p> | <p>X</p> | <p>Joy Corey</p> | <p>All classroom teachers</p> | <p>Explicit lessons MSDE Toolkit SD Comprehension Toolkit</p> | <p>Meetings with Reading Teacher Progress meetings Data Binder</p> | <p>June 2011</p> |
| <p>Staff will meet with administration/ and/or Reading Teacher (at least) monthly so that student progress can be monitored and adjusted.</p> | <p>X</p> | <p>T. Brendle K. Snyder J. Corey</p> | <p>Administration All Teachers Reading Teacher Counselor</p> | <p>Data binder Plan Books/ Grade Books</p> | <p>Minutes/ follow-ups from Roadrunner Progress Meetings</p> | <p>June 2011</p> |
| <p>Classroom teachers will conduct quarterly fluency checks so that student progress will be monitored and fluency practice can be provided as needed.</p> | <p>X</p> | <p>J. Corey</p> | <p>All classroom teachers</p> | <p>SD on how to do a fluency check Add comprehension to “check”</p> | <p>Data shared at Progress Meetings and SIT</p> | <p>May 2011</p> |

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| <p>Students will participate in critical reading and creative thinking groups, so that reading instruction incorporates higher level thinking and promotes advanced reading.</p> | | <p>Reading Teacher</p> <p>Classroom Teachers</p> | <p>Classroom teachers</p> | <p>PD for specific programs</p> <p>Materials for programs</p> | <p>Differentiated SD</p> <p>Student work samples shared at Roadrunner Progress Meetings</p> | <p>June 2011</p> |
| <p>Classroom teachers will conduct daily journal writing opportunities and related analysis for all students, so that appropriate small group instruction may occur as needed.</p> | <p>X</p> | <p>Reading Teacher</p> | <p>Classroom Teachers of all grade levels</p> | <p>Journals</p> | <p>Word fluency</p> <p>Count of journal entries done quarterly</p> <p>Monitor writing progress at RRPM's</p> | <p>June 2011</p> |
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Goal: All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator: By June 2012, 50% of all students will be performing at the Advanced Level in Math.

Statement of Need: At the end of the 2009-2010 school year, 51% of all students in grades 3 – 5 scored at the Advanced Level in Math on MSA. (This was a 6% INCREASE from the 2008-2009 school year).

Annual Objective: By the end of the 2010-2011 school year, 55% of all students in grades 3 – 5 will score at the Advanced Level in Math on MSA.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
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| Small student groups in math will be available to students daily, so that additional | X | Administration | Classroom teachers of | Manipulatives, Math | Weekly Analysis sheets Anidotal notes | June 2011 |

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| support assists with mastery. | | | grades K – 5 | interventions | Data binders Plan books | |
| T/D teacher will provide pull out services for those students scoring 10 points below/above the Advanced Level cut-off score on MSA, so that more students continue to have the opportunity to score at the Advanced Level on MSA for 2010. | X | M. Olivier | Classroom teachers 3 – 5 | Teacher-made extension lessons. | MSA scores from 2010 T/D assessments | June 2011 |
| Staff will differentiate mathematical instruction based on student need; specifically in the area of learning style, so that all students will master Assessment Limits required on the SC. | X | Administration | Classroom teachers of grades K-5 | EnVision Math Program SD on D. Instruction | Infused in daily instruction. Observation “walk-throughs” | June 2011 |
| Students will continue to be asked higher level questions | | Administration | Classroom teachers of | T/D teacher support. | Administration “walk-throughs” with | June 2011 |

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| <p>(the “what if’s & suppose I.....:) with opportunities for peer collaboration and analyzing of results, so that more emphasis will be placed on moving students forward to the Advanced Level.</p> | | | <p>grades K-5</p> | <p>SD on asking those high level questions</p> | <p>feedback. Results of BCR mathematical questions</p> | |
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School Improvement Plan 2010-2011 Action Steps

School: Millersville Elementary School

Goal: All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator: By June 2010, 85% of special education students will perform at the Proficient Level in Reading and Math on MSA.

Statement of Need: At the end of the 2009-2010 school year, 67.8% of special education students in grades 3 – 5 performed at the proficient/advanced level in Reading on MSA. (This was a 7.2% DECREASE from the year before) 53.5% of special education students in grades 3 – 5 performed at the proficient/advanced level in Math on MSA. (This was a 26.5% DECREASE from the year before AND made us 1 student away from almost NOT making AYP).

Annual Objective: By the end of the 2010-2011 school year, 75% of special education students will perform at the proficient/advanced level in Reading on MSA and 75% of special education students will perform at the proficient/advanced level in Math on MSA.

| Action Steps | EQ (linked to Statement) | Person Responsible | Implementation Team | Resources/ Staff Development | Monitoring Procedure/ | End Date |
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| | of Need) | | | Needed | Evidence | |
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| General Education educators as well as Special Education educators will continue to share in the responsibility of all students with IEP's, so that all stakeholders hold an equal part in a child's education. | X | Administration | SPED Teachers G. Ed Teachers C. A. Teachers Support Staff | S.D. on supporting students with IEP's Collaborative Planning | IEP's IEP quarterly sheets Grade group minutes Walk-throughs Progress meetings/ data binders | June 2011 |
| All staff will be further staff developed in Differentiated Instruction, specifically for creating lessons/modifications/quizzes/tests, so that all students will meet with success | X | Administration SPED Team | All Staff | S.D. Planning opportunities | Agenda of SD Grade group minutes Progress meetings/ data binders PLC groups | June 2011 |
| All students with IEP's will continue to be offered opportunities for higher level thinking and peer collaboration with non-special education students, so that expectations will be kept at the | X | Administration | All staff in building | S.D. for higher level questioning | Plan books S.D. agenda PLC groups (book studies) | June 2011 |

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Goal: All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator: By June 2014 no achievement gaps above 10% will exist among student groups in grades 3 – 5.

Statement of Need: According to the 2009-2010 MSA scores, gaps of various amounts existed among all student groups in both areas of Reading & Math and in all 3 levels of Basic, Proficient & Advanced. It must be noted however, that the number of students within the groups varies (from 5 to 157 to 181 [for all]).

Annual Objective: By the end of the 2010-2011 school year, no gap above 25% will exist among any student group or student level (basic, proficient, advanced) in either Reading or Math.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
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| Student groups will be identified and monitored at Leadership Meetings. | X | Administration | Leadership Team | Data from Benchmarks | Leadership Team notes | June 2011 |
| Teachers at individual grade levels will determine that appropriate interventions are being offered among all student groups. | X | Administration | Staff | Intervention “test-in” results | Data from interventions (Voyager, Do the Math, etc.) | June 2011 |
| Teachers will ensure that all student groups are represented within the Advance Level math opportunities. | X | Administration | Staff T/D teacher | T/D “test-in” results | Adv level math student group lists | June 2011 |
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School Improvement Plan 2010-2011 Action Steps

School: Millersville Elementary School

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: By June 2012, less than 2% of all students will receive a referral for inappropriate behavior.

Statement of Need: At the end of the 2009-2010 school year, 4.1% of all students received a referral for inappropriate behavior not adhering to the code of Student Conduct. This was a 1.8% INCREASE from 2008-2009. Of the 4.1%, 14 were boys (9 W, 5 A.A.) and 2 were girls (both W). Of the 4.1% receiving a referral, 7 received 1 day suspension. As additional evidence of need, Springtime (specifically May of 2010), showed an increase in office referrals.

Annual Objective: By the end of the 2010-2011 school year, no more than 2.5% of all students will receive a referral for innapropriate behavior not adhering to the Code of Student Conduct.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development | Monitoring Procedure/ Evidence | End Date |
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| | | | | Needed | | |
| MES' School-Wide Behavior Incentive Program will continue, so that all students, staff and stake holders fully understand expectations and "common language" of acceptable behavior standards. | X | Administration School Staff | Behavior Committee School Staff | Lanyards Charms Posters (if needed) "Red Notes" | Daily/monthly/quarterly September 2nd Behavior Assembly After Springbreak- Behavior "refresher" Assembly (4/6/11) | June 2011 |
| Referral data/ great behavior data will be shared during SIT meetings so that staff can monitor our behavior program's success. | X | Administration All Staff | G. Hoffman SIT member Nicky Hall | SASI data Referral Data Red Note Data School-Wide Beh. Incentive Program data | Referrals processed in SASI Monthly "Behavior Updates" | June 2011 |
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School Improvement Plan 2010-2011 Action Steps

School: Millersville Elementary School

Goal: All AACPS students will be educated in schools that are family-friendly, welcoming environments. AACPS will eliminate disparities in parent and community representations and participation in traditional and non-traditional school-community activities.

Indicator:

Statement of Need: At the end of the 200-2010 school year, MES established 6 Active partnerships. Through these partnerships, the entire school community benefitted.

Annual Objective: By the end of the 2010-2011 school year, MES will continue to build 2 partnerships with the focus on Math & Science.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
|--|---|-------------------------|----------------------------|--|---|-------------|
| MES will continue to partner with Severn Run Church to provide | X | T. Brendle K. Snyder | Volunteers from Severn Run | Testing data (formative/summative) | Identification of students to be tutored. | March 2011 |

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| differentiated tutoring services, so that more students will benefit from their kindness and support. | | S. Cotter Severn Run Church Staff | Church. Suzan Cotter | School work Folders | Student attendance. MSA Scores | |
| MES will host two off-campus parent/family events so that families will have access to academic information in a non-education setting. (i.e. MSA Info Session at Baldwin Hall) | X | T. Brendle R. Amstutz S. Cotter | S. Cotter | Staff/ Presenters Agenda TBD by event topic | Agendas Attendance/Sign in sheet Parent feedback | February 2011 |
| Explore and expand additional partnerships for tutoring opportunities so that additional students will benefit from the academic support. | X | S. Cotter | S. Cotter Parents of Students Employees of business partnership | Guidelines established in creating a partnership | An agreement from partnership for tutoring services | May 2011 |