

# W.S. Mills-Parole Elementary School

## Preamble to School Improvement Plan

### 2010-2012

**Preamble:** As a part of our ongoing effort to differentiate instruction, encourage critical thinking, encourage academic excellence, and provide a positive and safe learning environment, W.S. Mills-Parole Elementary will continue to implement the following programs and activities:

- I. **Reading:** By promoting a positive attitude toward reading through differentiated instruction based on the assessment of State Curriculum Standards to meet the needs of all learners at all levels. Thinking Maps will be used in the instruction of all students, Pre-K through 5<sup>th</sup> Grade. *Elements of Vocabulary, Comprehension Toolkit, and Treasure Chest* will be used to enhance instruction in grades 2-5. The teaching staff will continue to collect formative and summative data, benchmark protocols will be reviewed in bi-weekly grade group meetings to identify students in need of additional support or enrichment, as well as provide on-going professional development. The following reading intervention programs are in place to meet the needs of below grade level students; *Voyager, Soar to Success, Early Reading Intervention (ERI), Corrective Reading, and Leveled Literacy Intervention (LLI)*. *Lexia* will be available as a supplemental program for struggling readers in Kindergarten through 5<sup>th</sup> grade. In addition, every student (Kindergarten-5<sup>th</sup> Grade) will have access to *Ticket To Read*. Teachers participate in the Collaborative Decision Making process to develop interventions for specified students. Every classroom is equipped with a computer station including document camera and projector to facilitate learning. Bi-weekly grade group meetings are held with the reading resource teachers to examine student data to improve reading achievement and provide on-going professional development. *The Dynamic Dolphin Club* will continue to provide two six week extended day programs to students needing additional support in both reading and math. After school instruction will utilize the *Florida Center for Reading Research* and *Nehaus Materials* in grade 1 and *Question Answer and Respond (QAR)* in grades 2-5. The school's monthly newsletter will include, *The Reading Connection*, to provide families with engaging activities to support classroom instruction at home.
- II. **Math:** The instructional staff at Mills-Parole Elementary will continue to implement institutionalized programs, best practices, and activities that are part of established routines. The teaching staff will continue to collect formative and summative data, benchmark protocols will be reviewed in bi-weekly grade group meetings to identify students in need of additional support or enrichment, as well as provide on-going professional development. The 3 group rotation will be used to differentiate instruction either in whole or small group settings allowing teachers to address various learning styles. *Do the Math* and *FASST* math are available as intervention for identified groups of students. An assortment of manipulatives will be used in classroom instruction. Classroom teachers will continue to incorporate technology into classroom and computer lab instruction using the software programs *Understanding MATH+ and Understanding Numeration*. To meet the needs of advanced learners, the Talent Development Teacher will implement *M<sup>2</sup>* and *Hands on Equations*. The *24 Club* will meet weekly to foster higher level thinking skills. *The Dynamic Dolphin Club* will continue to provide two six week extended day programs to students needing additional support in both reading and math. The math program will use the *Great Source Partner Game in grades 1-5* and selected lessons from the Junior Achievement Program in grades 4 and 5. The school's monthly newsletter will include, *The Math and Science Connection*, to provide families with engaging activities to support classroom instruction at home.
- III. **Safe and Orderly Environment:** By promoting a sense of feeling safe at school and the belief that students are well behaved, a regular review of Core Essentials character development traits occurs during morning announcements. Newsletters, phone calls, e-mails, and student planners will be utilized to effectively communicate with parents and staff. The Second Step program will continue to support students with making appropriate behavioral choices in all grades. The implementation of the Code of Conduct Lessons, safety drills, bullying, and classroom rules provide school-wide consistency. Additional support programs, such as PBIS and mentoring programs, enhance social skills and reinforce behaviors for success.
- IV. **Community Collaboration:** By promoting a welcoming school environment that encourages community and parent volunteers to participate in school-wide events and by developing partnerships with community organizations. Grade level and school-wide newsletters are distributed monthly. District Title 1 newsletters will be distributed quarterly to all families, providing them with Title 1 updates, instructional suggestions and family events. Information about evening events is distributed in English and Spanish, and families are also notified via the ConnectED phone system. Child care services and Spanish interpreter are available at all evening events, including Back to School Night.

**Mills-Parole Elementary School  
School Improvement Plan  
2010-2012**

**Goal 1: Academic Achievement-Reading**

By the end of the 2010-2011 school-year, 87% of all students in grades 3-5, at **W.S. Mills-Parole Elementary** will perform at the proficient and advanced levels in reading as defined by the Maryland School Assessment and reduce the achievement disparities among all subgroup student populations from the prior year.

**Indicator:**

- By the end of the 2010-2011 school year 87% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment
- By the end of the 2011-2012 school year 93% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment

**Statement of Need:**

On the 2010 MSA, 83.4% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA).

*83.7% of African American students scored at proficient or advanced*

*83.9% of Hispanic students scored at proficient or advanced*

*100% of White students scored at proficient or advanced*

*71% of ELL students scored at proficient or advanced*

*81.7% FARMS students scored at proficient or advanced*

*53.3% of Special Ed students scored at proficient or advanced*

On the 2010 Maryland school Assessment (MSA) 24.8% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).

*26.4% of African America students scored at the advanced level*

*17.7% of Hispanic students scored at the advance level*

*50% of White students scored at the advanced level*

*3.2% of ELL students scored at the advanced level*

*21.3% of FARMS students scored at the advanced level*

*0% of Special Ed students scored at the advanced level*

**Reading/LA Objectives:**

- By the end of the 2010-2011 school year 87% of all students grades 3-5 will perform at or above proficient on the Maryland School Assessment **and** the number of students scoring advanced will increase by 3%

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
<p>1. Each grade level will establish consistent benchmarks and assessments to monitor student progress. Instructional staff will establish and maintain a data binder so that monitoring of students progress is easily accessible to facilitate collaborative decision making amongst staff members.</p> <p><b>C8</b></p>	✓	Instructional Staff	Instructional Staff	4 <sup>th</sup> Grade Teachers to In-service on use of Data Binders, Grade Level Assessments	Data Binders	Weekly, June 2011
<p>2. Analyze data by completing the benchmark protocol for each benchmark assessment. Grade level teams will meet to analyze data and plan instruction so that instruction meets the needs of all learners.</p> <p><b>C8</b></p>	✓	Administrators and Resource Team	All Language Arts Teachers Grades 2-5	Title 1 Funds-Sub Days, Benchmark Protocol, Assessment Results, Achievement Series	Plan book, Benchmark Protocol, Collaborative Planning Sheets	November 2010, February 2011
<p>3. Identify areas of focus, at each grade level based on data and state curriculum standards, so that students can be identified for flexible groups to master skills prior to assessments.</p> <p><b>C2</b></p>	✓	Classroom Teachers	All Instructional Staff	State Curriculum Standards, Achievement Series, Assessment Results, Benchmark Protocol	Plan Book, Assessment Data, Classroom Observation	Monthly, June 2011
<p>4. Utilize Cultural Proficiency training as a means of continuing to increase cultural awareness throughout the school year, so that the environment fosters relationships among staff, students, and community members.</p> <p><b>C2 &amp; C4</b></p>	✓	Administrators, Cultural Proficiency Team	Faculty	Professional Development in Cultural Proficiency	Classroom Observation, Climate Survey, Training Materials, Cultural Proficiency Team Meeting Agenda and Minutes	Monthly, June 2011

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
5. Extend the use of multiple Thinking Maps and frame of reference to differentiate instruction and encourage critical thinking among students. <b>C2 &amp; C4</b>		Thinking Maps Trainers	All Instructional Staff	Thinking Maps- " A Language for Learning", In-service by teachers trained in Thinking Maps	Plan Books, Classroom Observation	Quarterly, June 2011
6. Enhance Language Arts instruction by providing 45 min. of co-taught/differentiated instruction with an intervention specialist in the computer lab bi-weekly, so that students can increase academic achievement. <b>C3</b>		Technology Interventionist	Classroom Teachers Grades 2-5, Technology Interventionist	Smart board, Projector, Software, Senteos, eCoach	Daily Schedule, Technology Planning Sheets, Computer Lab Observation	Weekly, June 2011
7. Provide differentiated instruction in small groups and one-on-one, incorporating pre-teaching, co-teaching, guided reading strategies, so that more instructional pathways are created to meet the needs of all learners. <b>C9 &amp; C4</b>	✓	All Instructional Staff	All Instructional Staff	Assessment Results, Professional Development using the Co-Teaching Manual, PD360, Differentiated Instruction Conference	Staff Development Materials, Plan Book, Classroom Observation	Weekly, June 2011
8. Use visual aids, background knowledge, manipulatives, paraphrasing, synonyms, and scaffolded questions (SIOP Model) to enrich instruction for ELL students and narrow the achievement gap among ELL students and their peers. <b>C9</b>	✓	All Instructional Staff	All Instructional Staff		Classroom Observation	June 2011

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
9. Provide differentiated instruction (co-teaching and small group) to ELL students by grouping students based on proficiency levels and allocating more resources to students with lower proficiency levels, so that the disparity between ELL students and their peers decreases. <b>C9</b>	✓	ESOL Team	Classroom Teachers, ESOL Team	LAS Links Data, <i>Treasure Chest</i> , Thinking Maps for ELL's Training	Plan Book, Classroom Observation, Student Groupings, Materials from Training Sessions	Weekly, June 2011
10. Group kindergarten students based on prior school experience so that students can be challenged at their ability level. <b>C7</b>		Administrators	Kindergarten Teachers	Articulation Cards	Class Lists, T.O.O.L.	August 2010, June 2011
11. Use knowledge of Dimensions of Learning to pose higher-level questions and set a purpose for instruction, so that students are provided an opportunity to extend their learning. <b>C2 &amp; C4</b>		Administrators, Dimensions of Learning Trainers	All Instructional Staff	Professional Development on DOL 3-5	Professional Development Materials, Classroom Observation	Monthly, June 2011
12. Provide direct instruction on vocabulary associated with different levels of questioning, so that students think critically and respond to real world situations across the curriculum. <b>C2</b>		All Instructional Staff	All Instructional Staff	Visual Aids, Blooms Taxonomy Wheel	Classroom Observation	Monthly, June 2011
13. Whenever appropriate, incorporate the use of Thinking Maps as a student resource while writing so that students are incorporating the <i>6+1 Traits</i> of Writing. <b>C2</b>		All Instructional Staff	All Instructional Staff	1 <sup>st</sup> Grade to provide in-service on Thinking Maps and Writing	Writing Samples, Plan Book, In-service Materials.	Quarterly, June 2011

# Mills-Parole Elementary School School Improvement Plan 2010-2012

## **Goal I: Academic Achievement – Mathematics**

By the end of 2010-2011 school year 95% of all students in grades 3-5, at **Walter S. Mills-Parole Elementary** will perform at or above the proficient level in reading and mathematics as defined by the Maryland School Assessment and eliminate the achievement disparities among all student populations.

### **Indicator:**

- By the end of the 2010-2011 school year 95% of the students in grades 3-5 will perform at proficient or better on the Maryland School Assessment
- By the end of the 2011-2012 school year 98% of students in grades 3-5 will perform at proficient or better on the Maryland School Assessment.

### **Statement of Need:**

On the 2010 Maryland School Assessment (MSA) 91.9% of the students in grades, 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA).

*91.5% of African American students scored at proficient or advanced*

*95.2% of Hispanic students scored at proficient or advanced*

*71.4% of White students scored at proficient or advanced*

*96.2% of ELL students scored at proficient or advanced*

*91.5% FARMS students scored at proficient or advanced*

*46.7% of Special Ed students scored at proficient or advanced*

On the 2010 Maryland School Assessment (MSA) 41.9% of the students in grades, 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).

*38% of African America students scored at the advanced level*

*53.2% of Hispanic students scored at the advance level*

*14.3% of White students scored at the advanced level*

*51.6% of ELL students scored at the advanced level*

*42.1% of FARMS students scored at the advanced level*

*6.7% of Special Ed students scored at the advanced level*

### **Annual Objective:**

By the end of the 2010-2011 school year, 95% of students in each NCLB student group in grades 3, 4, and 5 will score proficient or advanced in math on the Maryland School Assessment (MSA) **and** the percentage of students scoring advanced will increase by 5%.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
<p>1. Increase the rigor in math instruction for all students by utilizing programs that extend, accelerate, and remediate classroom instruction so that students are challenged to perform at higher levels when using Hands-on Equations, M<sup>3</sup> 24 Game, Do the Math, FASTT math, and Gizmo.</p> <p><b>C2 &amp; C10</b></p>	✓	Math resource, Special Education, Talent Development Teachers	All teachers of math in grades 2-5	Sp. Ed & Title I funds to purchase Intervention materials: Do the Math. FASTT Math &, Gizmo	Formal and Informal Observations, Plan Books	Quarterly, June 2011
<p>2. Each grade level will establish consistent benchmarks and assessments to monitor student progress. Instructional staff will establish and maintain a data binder so that monitoring of students progress is easily accessible to facilitate collaborative decision making amongst staff members.</p> <p><b>C8</b></p>	✓	Instructional Staff	Instructional Staff	4 <sup>th</sup> Grade Teachers to In-service on use of Data Binders, Grade Level Assessments	Data Binders	Weekly, June 2011
<p>3. Analyze data by completing the benchmark protocol for each benchmark assessment. Grade level teams will meet to analyze data and plan instruction so that instruction meets the needs of all learners</p> <p><b>C8</b></p>	✓	Administrators and Resource Team	All teachers of math in grades 2-5	Pre-Assessments, Achievement Series, Benchmark protocol, assessments Title I funds for substitute days	Pre-assessments, Plan Book, Benchmark Protocols	November 2010, February 2011
<p>4. Identify areas of focus, at each grade level based on state curriculum and data so that students can be identified for flexible groups to master skills prior to assessments.</p> <p><b>C2</b></p>	✓	Classroom Teachers 1-5	All Instructional Staff	State Curriculum Standards, Achievement Series, Assessment Results, Benchmark Protocol, Topic Test	Assessment Results, Plan Book, Classroom Observations,	Monthly, June 2011

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
5. Provide differentiated instruction in small groups and one-on-one, incorporating pre-teaching, co-teaching, so that more instructional pathways are created to meet the needs of all learners. <b>C9</b>	✓	All Instructional Staff	All Instructional Staff	Assessments, Professional Development using the co-Teaching Manual, PD 360, Differentiated Instruction Conference	Staff Development Materials, Plan Books, Classroom Observations	Weekly, June 2011
6. Extend the use of multiple Thinking Maps and frame of reference to differentiate instruction and encourage critical thinking among students. <b>C2 &amp; C4</b>		Thinking Maps Trainers	All instructional Staff	Thinking Maps- "A Language for Learning", In-service by teachers trained in Thinking Maps	Plan Books ,Classroom Observations	Quarterly, June 2011
7. Enhance math instruction by providing an additional 45 min. of co-taught differentiation instruction with an interventionist specialist in the computer lab bi-weekly, so that students can increase academic achievement. <b>C2</b>		Administrators	Classroom Teachers 2-5, technology interventionist	Smart board, Projectors, Software, Senteos, eCoach	Daily Schedule, Technology Planning Sheets, Computer Lab Observation	Weekly, June 2011
8. Use visual aids, background knowledge, manipulatives, paraphrasing, synonyms and scaffolded questions (SIOP Model) to enrich instruction for ELL students and narrow the achievement gap among ELL students and their peers. <b>C9</b>	✓	All Instructional Staff	All Instructional Staff		Classroom Observation,	June 2011

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
9. Group Kindergarten students based on prior school experience so that students can be challenged at their ability level. <b>C7</b>		Administrators	Kindergarten Teachers	Articulation Cards	Class Lists, T.O.O.L.,	August 2010, June 2011
4. Utilize Cultural Proficiency training as a means of continuing to increase cultural awareness throughout the school year, so that the environment fosters relationships among staff, students, and community members. <b>C2 &amp; C4</b>	✓	Administrators, Cultural Proficiency Team	Faculty	Professional Development in Cultural Proficiency	Classroom Observation, Climate Survey, Training Materials, Cultural Proficiency Team Meeting Agenda and Minutes	Monthly, June 2011
11. Use knowledge of Dimensions of Learning to pose higher-level questions and set a purpose for instruction, so that students are provided an opportunity to extend their learning. <b>C2 &amp; C4</b>		Administrators, Dimensions of Learning Trainers	All Instructional Staff	Professional Development on DOL 3-5	Professional Development Materials, Classroom Observation	Monthly, June 2011
12. Provide direct instruction on vocabulary associated with different levels of questions, so that students critically and respond to real world situations across the curriculum. <b>C2</b>		All instructional Staff	All instructional Staff	Bloom Taxonomy	Classroom Observations, Grade Group Planning	Weekly, June 2011

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**Goal II: Safe and Supportive Learning Environment**

By the end of 2010-2011, 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 the end of the 2010-2011 school year the number of discipline referrals will decrease by 10% with a focus on eliminating referrals for bullying.
- By the end of the 2011-2012 school year the number of discipline referrals will decrease by 10% from the previous year with no referrals for bullying.

**Statement of Need:**

During the 2010-2011 school year, there were 29 discipline referrals and 1 of those were for bullying.

**Annual Objective:**

By the end of the 2010-2011 school year the number of discipline referrals will decrease by 10% with a focus on eliminating referrals for bullying.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
1. Maintain consistency with School-wide Behavior Program (PBIS, school rules/ expectations, AACPS code of conduct) so that students learn to be accountable for their own behavior and learn to make good choices. <b>C10</b>		Administrator PBIS Team	Faculty	Intervention Manuals, Student Incentives	PBIS Benchmark document and PBIS Evaluation	Monthly, June 2011
2. Implement the Collaborative Decision Making Model (CDM) so that clear expectations are established to solve problems and support student achievement and success. <b>C8</b>		All Instructional Staff	All Instructional Staff	CDM Materials	CDM Meeting Minutes, Classroom Observation	Monthly, June 2011
3. Provide professional development in cultural awareness so that all staff incorporates engaging, culturally responsive instruction daily and works to build positive relationships that result in a significant decrease in the number of discipline referrals. <b>C 5</b>		Administrators Cultural Proficiency Team Equity Liaison	All staff	Cultural Proficiency Materials, Trainer (Equity Liaison)	Cultural Proficiency Training Materials, Classroom Observation	June 2011
4. Collect data using minor incident forms to spot trends (time of day, month, and environment) so that proactive strategies can be developed and result in a reduction of office referrals and suspensions. <b>C8</b>	✓	Administration, Guidance	Staff	"Green Sheets"	School-wide Information System data	June 2011
5. Administrators, staff and parents will attend <i>No Excuses</i> professional development training so that we can implement the <i>No Excuses</i> philosophy school-wide an apply to be a <i>No Excuses University</i> . <b>C5</b>	✓	<i>No Excuses</i> Trained Staff	<i>No Excuses</i> Trained Staff	Title 1 Funds for Training	Training Materials, Agendas and Materials for school-based training	Quarterly, June 2011

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**Goal III: Community Engagement**

By the end of the 2010-2011 school year, W.S. Mills-Parole Elementary School will increase parent and volunteer involvement by encouraging families to participate in school life.

**Indicator:**

- By the end of the 2010-2011 school year the number of volunteers will increase to 320 adults and the number of hours will increase to 3800.
- By the end of the 2011-2012 school year the number of volunteers will increase to 330 adults and the number of hours will increase to 4000.

**Statement of Need:**

During the 2009-2010 school year 311 adults volunteered for a total of 3622 hours.

**Annual Objective:**

By the end of the 2010-2011 school year the number of volunteers will increase to 320 adults and the number of hours will increase to 3800.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	Monitoring and End Date
1. Provide opportunities for parents to participate in their child's education: <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Popping with Success</li> <li>• MSA Support Night</li> <li>• Dinner Theatre</li> <li>• Bedtime Story Night</li> <li>• Valentine's Day "Read-In"</li> <li>• MSA Awards Night</li> <li>• Volunteer Luncheon/Spring Parent Meeting</li> <li>• Greg Tang Math Night</li> </ul> <b>C6</b>	✓	Title One Staff, Resource Team, Staff Specific to the evening or grade level	Title One Staff, Resource Team, Staff Specific to the evening or grade level	Title One Funds	Agendas, Flyers, Newsletter, Connect Ed, Sign In Sheet	Quarterly, June 2011
2. Conduct Spring Parent Meeting to discuss programs and budget so that Title 1 funds are allocated to meet the needs of our students, parents, and community. <b>C6</b>	✓	Title 1 Team	Title 1 Team	Title 1 funds	Agenda, Evaluations, Sign In Sheet	May 2011
3. Consistently use Connect-Ed message system so that parents are informed about school events in their native language <b>C6</b>	✓	Administrators	Administrators	Connect-Ed Messaging System	Connect-Ed Messaging Reports	Quarterly, June 2011