

**OAKWOOD
ELEMENTARY SCHOOL**
School Improvement Plan
2010-2011

2010/2011

**OAKWOOD ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2010-2011**

The school's plan was determined by review of the data from MSA, the Anne Arundel County language arts and math benchmark assessments, the DIBELS assessment, discipline and attendance data as well as formative assessments. Oakwood Elementary is striving to continue to meet the proficiency standards as defined by MSDE in compliance with the federal No Child Left Behind (NCLB) Act. Examination of the data demonstrates the need to focus our school plan on improving student performance in reading and math while also focusing on increasing the participation of our student group parental population in school activities.

We will build a safe and supportive environment to support student achievement. A collaborative environment that includes all stakeholders will be strengthened to ensure that all students learn at high standards.

OAKWOOD ELEMENTARY NORMS

- Set the tone for the day by greeting every student, positive announcements and reaffirming the Oakey Code together .
- Expect students to always do their personal best, accept nothing less.
- Expect students to talk and write in complete sentences.
- Actively engage students in rigorous lessons.
- Expect student writing to be neat and readable.
- Have students read on their own.
- Have students respond in writing every day to questions.
- Expect students to show character by acting respectfully and responsibly.

**OAKWOOD ELEMENTARY SCHOOL
2010-2011
School Improvement Team Addendums**

Academics

Language Arts

Continue to:

- Intervene with ERI lessons in kindergarten.
- Analyze student performance to plan child specific interventions.
- Provide daily opportunities for student independent reads (ex. D.E.A.R., reading incentive program).
- Support evening reading programs for parents / students.
- Use VSC assessment limits to guide instruction and to teach above these limits.
- Have teachers plan with Talent Development and County Reading teachers.
- Enrich students' reading experiences through higher level questioning.
- Explicitly teach how to write answers to BCR questions and to analyze responses using a rubric.
- Have classroom teachers and reading team plan and teach collaboratively.
- Explicitly teach fluency lessons and monitor at least quarterly.
- Have the Talent Development teacher work with identified students.
- Differentiate workshop lessons and activities.
- Match individual students to programs such as Voyager, ERI, Wilson, Edmark, Fast Forward, and Lexia as needed.
- Analyze data regularly to adjust the instructional program for students.
- Connect intervention programs to the learning in the classrooms.
- Attend staff development opportunities to develop teacher capacity to teach reading and writing (ex. MAG Conference, Spring Reading Teacher Conference).

Math

Continue to:

- Use VSC assessment limits to guide instruction and to teach above VSC limits.
- Explicitly teach how to write math BCRs using a rubric.
- Differentiate math instruction and activities.
- Use computer math programs to build math skills.
- Plan with the County Math Resource and AAA Teacher.
- Analyze data regularly to adjust instruction.
- Attend staff development opportunities to build teacher expertise to reach all students (ex. State Mathematics Conference).
- Develop students' math facts automaticity.
- Plan parent sessions to support their involvement with homework.

Safe and Supportive Learning Environment

Continue to:

- Integrate Character Education into the school day.
- Teach Core Essential Program.
- Form targeted counseling groups such as Anger Management and Making Friends.
- Wear County badges and expect visitors to wear Visitor badges.
- Recognize “Star Students” who exemplify “Oakey’s Code of Conduct.”
- Practice emergency drills and learn from the drills.
- Continue to follow security guidelines such as keeping all doors locked.
- Teach Second Step Violence Prevention Program.

Community Engagement

Continue to:

- Plan parent events cooperatively with PTA.
- Invite parents to visit school and to volunteer.
- Plan educational parent evenings based on parent survey.
- Keep parents informed by newsletter, grade level notes and website.
- Value parent input.
- Invite parents to join CAC, SIT and PTA.
- Plan evening events with child care options.
- Value all families.

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

School: Oakwood Elementary

Goal: Reading

Indicator: By 2011 / 2012, 50% of students in each NCLB student group in Grades 3-8 will perform at an Advanced level on the MSA Reading.

Statement of Need: At the end of the 2009-2010 school year, 29.2% of students in grades 3-5 performed at the Advanced level on MSA Reading. During the same school year 17.2% of African American, 24.1% of FARMS and 6.3% of Special Education students scored at the Advanced level. At the end of the year 33% of grade 2 students scored proficient and 34% scored advanced on Benchmark Assessments. 38% of grade 2 students scored benchmark on DIBELS, while 67% of grade 1 students and 98% of Kindergarten students scored benchmark.

Annual Objective: By the end of the 2010-2011 school year, 45% of all NCLB student groups in grades 3-5 will perform at the Advanced level on MSA Reading, while at least 92% of all NCLB student groups will perform at the Proficient and Advanced levels to eliminate achievement disparities. In addition 95% of grade 2 students will score at least proficient or advanced on the county benchmark; and in grades K and 1 at least 95% of students will score benchmark on DIBELS.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Directly teach vocabulary in all subject areas using tactile, visual and multisensory approaches so that students will comprehend a variety of texts.	✓	Stacey Swingle	Reading Teachers, Special Education	PLC Staff Development, <u>Bringing Words to Life, It's Elementary: Building Academic</u>	Lesson Plans Fluency checks Student Benchmark data Observations	6/2011

				<u>Vocabulary</u>		
Institute Talent Development instruction and teacher planning to develop advanced readers so that students will read critically and think creatively	✓	Stacey Swingle Lyntishia Corneille	Reading, TD, Teachers	Planning	Lesson Plans Student Benchmark data Observations	6/2011
Team teach with Special Education so that special education students meet at least grade level standards.	✓	Michelle Mekolon Authrine Robinson	Teachers, Reading Committee, Special Education	Staff Development, Planning Time, Reading Team	Planning Notes Lesson Plans Observations Language Arts Benchmarks Fluency Checks	6/2011
Incorporate formative assessments into all lessons to guide instruction so that students are accelerated or retaught as needed..		Jamie Chestnut	Teachers, Reading Committee	Staff Development	Lesson Plans Observations Formative Assessments Student Learning Data	6/2011
Differentiate instruction so that all students are receiving appropriate, rigorous instruction each day.	✓	Stacey Swingle	Teachers Reading Committee	Staff Development, Grade Level Planning	Benchmark Assessments DIBELS Lesson Plans Planning Notes	6/2011
Directly teach fluency / retell lessons so that students will improve comprehension of text. Complete fluency checks regularly so that instruction is informed.		Stacey Swingle	Teachers, Reading Committee	Staff Development, Resources, Grade Level Planning	Fluency checks	6/2011
Directly teach and reinforce use of Thinking Maps so that students' abilities to think, comprehend and make connections are improved.	✓	Stacy Dailey	Teachers, Thinking Map Team	Staff Development, Grade Level Planning	Lesson Plans Observations Work Samples	6/2011
Involve Leadership Team in regular review of student data so that progress for all student groups is monitored and needed strategies are put in place.	✓	Nancy Knouse	Leadership Team	Meeting Times, Staff Development	Meeting Notes Observations Student Data	6/2011

Involve Collaborative Teams in regular review of student data including the targeted students so that strategies for all student groups is planned.	✓	Nancy Knouse	Grade level teams AAA Math County Reading TD	Meeting Times, Staff Development	Meeting Notes Observations Student Data	6/2011
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School Improvement Plan 2010-2011 Action Steps

School: Oakwood Elementary School

Goal: Math

Indicator: By 2011/2012, 50% of students in each NCLB student group in Grades 3-8 will perform at an Advanced level on the MSA Math.

Statement of Need: At the end of the 2009-2010 school year 39.8% of students in grades 3-5 performed at the Advanced level on MSA Math. During the same school year 20.7% of African American, 20.4% of FARMS and 12.5% of Special Education students scored at the Advanced level.

Annual Objective: By the end of the 2009-2010 school year, 45% of all NCLB student groups in grades 3-5 will perform at the Advanced level on MSA Math, while at least 95% of all NCLB student groups will perform at the Proficient and Advanced levels.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Plan at least biweekly with AAA Math Resource Team so that lessons are rigorous and student progress is regularly reviewed.	✓	Amy Kreglow	Math Team Teachers	Math Cohort Team Staff Development - Planning Time	Planning Notes Lesson Plans Observations	06/2011
Incorporate “Asking Good Questions – Getting Good Answers” Math Talk and cruising clip board into math lessons every day so that higher level thinking is the norm and student progress is monitored.		Jamie Chestnut	Math Teachers Teacher	Substitutes Staff Development Resource Teachers Book: <u>Asking Good Questions –</u>	Lesson Plans Observation Notes Student Data	06/2011

				<u>Getting Good Answers</u>		
Plan an extra half hour of targeted math instruction in grades 3, 4 and 5 daily, using hands on, cooperative strategies so that students' identified needs are met and a group rotation model can be used. Continue Fast Math and Do the Math as interventions.	✓	Amy Kreglow	Math Teachers Teacher	Substitutes Resource Teacher Planning Time	Observations County Assessments Student Data Planning Sessions	06/2011
Use formative assessment to guide instructional decisions by analyzing assessments and planning instruction .		Amy Kreglow	Math Teachers	Staff Development	Plan book – O, E, A (Assessment) Assessment Samples	06/2011
Team Teach Math so that Special Education students are expected to meet rigorous standards.	✓	Michelle Mekolon	Math Teachers Special Education Teachers	Special Education Math Resource	County Assessments Student Data Observations Lesson Plans	06/2011
Pretest topics so that students receive accelerated instruction as needed.		Amy Kreglow	Math Teachers Talent Development Teacher	Staff Development Planning Time	Planning Notes Student Data	06/2011
Deliver afterschool program for invited students so that students' achievement is accelerated.	✓	Amy Kreglow	Staff	AAA Monies	Student Data Student Roster	03/2011

School Improvement Plan 2010-2011 Action Steps

School: Oakwood Elementary

Goal: Community Engagement

Indicator: 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 (reflective of NCLB sub groups).

Statement of Need: At the end of the 2009-2010 school year, the composition of the PTA and meeting attendees was beginning to be reflective of our student group population.

Annual Objective: By the end of the 2010-2011 school year, at least 20% of our attendees at school meetings will reflect our African American, Hispanic, FARMS and Special Education populations.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Plan at least two parent events/workshops with PTA to support the growth of parenting skills that impact all student learning. Provide Spanish interpreter and information in Spanish so that stakeholders are informed and involved.		Carolyn Hall	Reading Team Human Relations Committee	Planning Time Interpreter	Planning Notes Attendance Lists	05/2011
Read and discuss at least quarterly articles on engagement for African American and other student groups so that staff is having courageous conversations.	✓	Carolyn Hall	Lead Teachers	Articles	Discussion Notes Articles	05/2011
Promote "School of Character," by		Carolyn Hall	Human	Monthly	Meeting Notes	05/2011

directly teaching each week positive traits and acknowledging daily students who show good character so that student behaviors do not interfere with learning. Teach social skills in Learning Lab to identified students so that students are referred less and in class learning.			Relations Committee	meetings	Acorn Tree	
Regularly have notes, school news translated so that Hispanic parents can stay informed and be involved. Post news on school website	✓	ESOL staff	Office staff Teachers Jamie Chestnut Amanda Strevig	Spanish Interpreters	School News in Spanish Website	6/2011

**OAKWOOD ELEMENTARY SCHOOL
Staff Development Calendar
2010-2011**

- August** 16 Differentiation – Rigor, Relevancy
 17 County Staff Development
 18 Differentiation
The Differentiated School – Chapter 1
 24 SIT
 25 Universal Precautions
 Back-to-School / Parent Communication
 Planning for a Sub

September	October	November	December	January
13 EMT 15 Math Strategies Learning Lab 16 CPT Certification 21 <u>The Differentiated School</u> – Ch. 2 28 SIT 29 Preassessment - Math	5 Sue Jameson – Thinking Maps 6 Guided Reading 11 EMT 12 Guided Reading 13 <u>The Differentiated School</u> – Ch. 3 15 Tool Kit Thinking Maps 18 Parent Reporting / Discipline Plan Review 20 Report Cards – New to OES 26 SIT	3 Vertical Teaming/Collaboration 8 EMT 10 Differentiation - Module 2 30 SIT	13 EMT 21 SIT	4 Thinking Maps 10 EMT 19 Thinking Maps 22 SIT 24 Differentiation – Module 3
February	March	April	May	June
8 Benchmark Data 9 Benchmark Data 22 SIT 28 EMT	1 MSA Training 22 SIT 29 EMT	26 EMT 27 SIT	24 SIT 31 EMT	13 EMT 14 SIT

JOB EMBEDDED STAFF DEVELOPMENT (Differentiation, Thinking Maps, Formative Assessment)

- Biweekly planning with Reading Teachers – Collaborative Team
- Biweekly planning with Math – Collaborative Team

Achievement for All –Planning Days as needed.
 As information or needs arise, additional staff development will be added.

