

**Point Pleasant Elementary
School Improvement Plan 2009-2011
Action Steps**

Goal 1 (Reading--Academic Achievement): By June, 2013-2014, all students in each No Child Left Behind (NCLB) group will perform at the proficient or advanced level of achievement on Maryland State Assessment (MSA).

Indicator: By June 2012, 50% of all students in grades 3, 4, and 5 will perform at the advanced level in reading on MSA.

Statement of Need:

- On the 2010 MSA 92.2 % of grades 3, 4, and 5 students scored at the proficient or advanced level on Reading MSA.
 - 100% of Hispanic students scored at the proficient or advanced level.
 - 93.3% of African American students scored at the proficient or advanced level.
 - 91% of White students scored at the proficient or advanced level.
 - 100% of Asian students scored at the proficient or advanced level.
 - 75% of Special Education students scored at the proficient or advanced level.
 - 100% of ELL students scored at the proficient or advanced level.
 - 94.6% of FARMS students scored at the proficient or advanced level.
 - 100% of American Indian/Alaskan Native students scored at the proficient or advanced level.

- On the 2010 MSA 28.3 % of grades 3, 4, and 5 students scored at the advanced level on Reading MSA.
 - 26.7% of Hispanic students scored at the advanced level.
 - 20% of African American students scored at the advanced level.
 - 28.9% of White students scored at the advanced level.
 - 66.7% of Asian students scored at the advanced level.
 - 3.6% of Special Education students scored at the advanced level.
 - 20% of FARMS students scored at the advanced level.

Objective: By the end of the 2010-2011 school year, 97% of students in grades 3, 4, and 5 will score proficient or advanced on the reading portion of the MSA, and 35% of students in grades 3, 4, and 5 will score advanced on the reading portion of the MSA. Achievement disparities among all groups of students will be eliminated.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Utilize formative assessment on a daily basis (in all subject areas) to drive differentiated instruction so that student achievement increases among all student groups.	Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emlet Teri Pfeiffer Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry	Classroom Teachers Reading Team Special Education Teachers Administration	Collaborative Planning Time Thinking Maps <i>Elements of Vocabulary</i> Quick Reads	<ul style="list-style-type: none"> • Curriculum Assessments • DIBELS • Monthly best practices to be shared by teams during collaborative planning time • Fluency Assessments 	Monthly Sept 2009- June 2011

			Formative Assessment Strategies Core Reading Program Leveled Reading Materials	<ul style="list-style-type: none"> • County Benchmark Assessments • On-going diagnostic classroom assessments • Bi-Monthly collaborative planning 	
Enhance the Reading/Language Arts program for students in grades K-5 by focusing on early literacy initiatives as well as implementing the QAR strategy, literature discussion groups, and thinking maps (multiple maps as appropriate) so that overall instructional rigor and reading comprehension of all students will be increased.	Reading Teachers Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emlet Teri Pfeiffer Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry	Classroom Teachers Reading Team Administration	Collaborative Planning Time Thinking Maps QAR resources Leveled Reading Materials	<ul style="list-style-type: none"> • On-going formative assessments • Benchmark Assessments 	Monthly Sept 2009-June 2011
Differentiate instruction for students not yet performing at the "Advanced" level by focusing on reading practices (higher order questioning, comprehension, novels, etc...) that will challenge students so that they achieve at the advanced level on county and state assessments.	Reading Teachers Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emlet Teri Pfeiffer Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry	County Reading Resource Classroom Teachers Talent Development Administration	Thinking Maps Open Court Classics Novels <i>Images</i> Magazines Comprehension Tool Kit Readsource	<ul style="list-style-type: none"> • Plan Books • Classroom Observation • Planning Minutes 	Monthly Sept 2009-June 2011
Writing for all purposes across all content areas will be utilized so that students can make connections among their learning and effective writing techniques can be modeled and shared throughout all subject areas.	Reading Teachers Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emlet Teri Pfeiffer Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry	Classroom Teachers Reading Team Administration	Thinking Maps AACPS Writing Curriculum	<ul style="list-style-type: none"> • Plan Books • Classroom Observation • Planning Minutes • Formative Assessments • Benchmark Assessments 	Monthly Sept 2009-June 2011
Teachers will participate in quarterly walk throughs (instructional rounds model) and/or peer coaching, and self analysis of instructional activities so that collaborative planning sessions focusing on the "how" of	Reading Teachers Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emlet Teri Pfeiffer	All teachers Instructional Leadership Team Administration	Collaborative Planning Time Substitute days	<ul style="list-style-type: none"> • Planning Minutes • Walkthrough discussion minutes • Vertical Team Discussions 	Monthly Sept 2009-June 2011

instruction can occur.	Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry				
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Goal I (Mathematics—Academic Achievement): By June 2012, 50% of all students in grades 3, 4, and 5 will perform at the advanced level in mathematics on MSA.

Statement of Need:

- On the 2010 MSA, 87.2 % of grades 3, 4, and 5 students scored at the proficient or advanced level on Math MSA.
 - 100% of Hispanic students scored at the proficient or advanced level.
 - 80% of African American students scored at the proficient or advanced level.
 - 86.8% of White students scored at the proficient or advanced level.
 - 100% of Asian students scored at the proficient or advanced level.
 - 50% of Special Education students scored at the proficient or advanced level.
 - 100% of ELL students scored at the proficient or advanced level.
 - 85.5% of FARMS students scored at the proficient or advanced level.
 - 100% of American Indian/Alaskan Native students scored at the proficient or advanced level.

- On the 2010 MSA, 38.8% of grades 3, 4, and 5 students scored at the advanced level on the Math MSA.
 - 13.3% of Hispanic students scored at the advanced level.
 - 30% of African American students scored at the advanced level.
 - 41.6% of White students scored at the advanced level.
 - 66.7% of Asian students scored at the advanced level.
 - 3.6% of Special Education students scored at the advanced level.
 - 26.4% of FARMS students scored at the advanced level.

Objective: By the end of the 2010-2011 school year, 92% of students in grades 3, 4, and 5 will score proficient or advanced on the Mathematics portion of the MSA, and 45% of students in grades 3, 4, and 5 will score advanced on the Mathematics portion of the MSA. Achievement disparities among all groups of students will be eliminated.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Utilize differentiated activities including small group instruction so that students will demonstrate understanding of math processes through written communication; such as partner drills, journals, math centers, and exit tickets.	Susan Wood Barb Ferguson Heather Allen Ty Armstead Kimberly Emllet Teri Pfeiffer Linda Trader Jill Callahan Melissa Cruz MaryAnn McHenry Leslie Taylor Lynn Mazingo	Classroom Teachers Talent Development Teacher Administration	Collaborative Planning Time Thinking Maps Quick Checks Spiral Reviews Talent Development Resources	<ul style="list-style-type: none"> • Student work samples to be shared during collaborative planning sessions • Formative Assessments • Topic Tests • Cumulative Assessments 	Monthly Sept 2009-June 2011
Provide advanced learning opportunities	Leslie Taylor	Talent Development	Hands-On	<ul style="list-style-type: none"> • Schedules 	Monthly Sept

following pre-assessments and formative assessments so that all students can access advanced learning opportunities (Hands-On Equations, Problem Solving, M3, etc...)	Lynn Mozingo	Teacher, Classroom Teachers, County Math Resource Teacher. Administration	Equations materials, M-3, Problem Solving materials, pre-assessments	<ul style="list-style-type: none"> Assessment data Classroom Observation Plan Books 	2009-June 2011
Participate in vertical team discussions on a monthly basis to discuss and collaborate on the content and pedagogy of mathematics	Heather Allen Dana DePaul Lynn Mozingo Leslie Taylor	Classroom Teachers, County Math Resource, Administration	<u>Faster Isn't Smarter</u>	<ul style="list-style-type: none"> Agendas 	Monthly October 2010- June 2011
Utilize formative assessment on a daily basis to drive differentiated instruction so that student achievement increases among all student groups especially ELL, Special education, and Hispanic student groups. EQ	Leslie Taylor Lynn Mozingo	Classroom Teachers, Talent Development Teacher, Administration	Collaborative Planning Time Thinking Maps Hands-On Equations materials 24 Game Problem Solving materials Pre-Assessments <i>Understanding Numeration/ Understanding Math</i> <i>EnVision</i> Diagnostic and Intervention Program	<ul style="list-style-type: none"> Collaborative Planning Minutes Plan Books Student work samples Topic Tests Cumulative Tests 	Monthly Sept 2009-June 2011

Goal II: (Safe and Supportive Learning Environment): 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, major office referrals and suspensions will be reduced by 50% for all students in grades Pre-K to 5.

Statement of Need: By the end of the 2009-2010 school year, there were a total of 77 major office referrals.

- 55% were from White students*
- 44% were from African American students*
- 1% was from Asian students*
- 0 % was from American Indian students*
- 0 % was from Hispanic students*
- 0 % was from ESOL students*
- 43% were from students in Special Education*

- 70 % (N=54) were from male students overall (16 out of 54 were by one male student)*
- 30 % (N=23) were from female students overall (16 out of 23 were by one female student).*

Statement of Need: By the end of the 2009-2010 school year, there were a total of 24 suspensions.

58 % were from African American students

42% were from White students

0% was from Asian students

0% was from American Indian students

0% was from Hispanic students

50% were from students in Special Education

71% (N=17) were from male students overall (8 out of 17 were by one male student)

29% (N=7) were from female students overall (6 out of 7 were by one female student).

Objective: By June 2009, major office referrals and suspensions will be reduced by 15% from the prior year in grades Pre-K to 5. Point Pleasant Elementary School will reduce disparity among student groups in the area of office referrals by 20%.

Action Steps	Person Responsible	Implementation Team	Resources needed	Monitoring Procedures	Monitoring Date
Conduct school-wide programs to define and educate about positive behavior. These programs include: Ambassador Program, Code of Conduct lessons, Human Resources Committee student membership, Student Government, Kindness week, Learning Lab lessons, and guidance/psychologist counseling groups.	School Counselor Learning Lab Staff	PBIS Team School Improvement Team Specialists in the school & Classroom Teachers School Psychologist	Essential curriculum of the School Counselor; group & individual counseling Lessons by Learning Lab Staff PBIS funding Code of Conduct Lessons presented by classroom teachers Ambassador program/release time for students from class-School Counselor; rewards given to students monthly who are chosen as Ambassadors. Character Education morning announcements	<ul style="list-style-type: none"> • Data at PBIS monthly meetings and SIT meetings if need be regarding referrals • Quarterly incentives via PBIS ** Lessons reported by Learning Lab to Principal/AP and other staff as needed ** School Counselor to report on groups, lessons, at quarterly meetings with the Principal/AP or as needed. ** Teacher reporting about code of conduct lesson completion. ** Student leadership realized by reporting	Monthly Sept 2010-June 2011 or at least annually for some of the data (see ones with double asterisks for annual data reporting)

September 24, 2010

			Formation of groups related to top students with referrals and ethnicity (if warranted) by October – continue for at least 4-6 weeks.	of School Counselor on activities of Human Resources Committee and in Student Government	
Mentor students who receive major referrals to build a rapport with these students, cover school policies, and encourage positive behavior EQ	School Counselor and/or Learning Lab Staff	School Counselor and Learning Lab Staff	Volunteers Checker Buddies Character Development Program	SWIS Data SASI Data	At least once every two months Sept 2010-June 2011

Goal III (Community Engagement):

By the end of the 2011/2012 school year, Point Pleasant Elementary School will maintain and increase partnerships with community organizations, as well as increase family participation in school programs by encouraging families to participate in school life.

Indicator: By the end of the 2011-2012 school year, there will be an increase in parent and community involvement.

Statement of Need: During the 2009-2010 year, the volunteer base decreased (2008/09 N=98 and 2009/10 N=41) but the hours increased (2008/09 N=2,950 hours and 2009/10 N= 3,347 hours). PPES had 12 business partners in 2008/09 and 14 in 2009/10.

Objective:

By the end of the 2010-2011 school year, the volunteer and business/community partnership base will increase by 10% for the volunteer base and by the development of at least one significant business or community partnership.

Action Steps	Person(s) Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	Monitoring Date
Host Parent Information Nights to support student achievement. <ul style="list-style-type: none"> • “Fall into Reading” Night • Math and Technology Night • “Are You Smarter Than the MSA?” 	Administration Leadership Team	Administration Leadership Team, Event Committees	Funds for refreshments, donations from community partners, materials for each event	<ul style="list-style-type: none"> • Agendas • Handouts • Sign-In Sheets • Evaluations if appropriate 	October 13, 2010 February 9, 2011 Math/Tech Night-TBD

Night					
Plan and conduct two community events to build parent relationships with the school and encourage parenting skills development <ul style="list-style-type: none"> • Marley Station Mall Kiosk • Parent Workshop at Abundant Life Church or local Apartment Complex 	Resource Team School Counselor Learning Lab Staff if time available	Resource Team School Counselor, Learning Lab Staff, SIT	Possibly PTA funding School funding	<ul style="list-style-type: none"> • Completion of workshops/reported to Principal, Assistant Principal, and staff as needed • Evaluations completed by the parents who attend; reviewed by those who plan these events and the Administration 	August 28, 2010 and other date TBD
Meet with parents and/or community partners to foster volunteer participation and community partnerships (i.e. Volunteer Orientation and table at Back-to-School night, Abundant Life Church or selected parents to plan the National African American Parent Involvement Day, or a mentoring program).	School Counselor	School Counselor	Release time off-campus to meet with business & community contacts. PTA funding, possibly Grant funding, possibly	<ul style="list-style-type: none"> • Completion and documentation of visits, reported to Principal and AP as needed • Evidence of partnerships 	Dates and meetings will occur throughout the year.

Point Pleasant Elementary
 School Improvement Plan Preamble
 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, Point Pleasant Elementary School will continue to implement programs and activities in the following areas:

- I. **Reading:** By promoting a positive attitude toward reading through differentiated instruction, reading intervention programs, and advanced learning opportunities which include: Early Reading Intervention Program, Voyager Passport, Corrective Reading, Soar to Success, Failure Free, and Wilson. In addition, the use of technology, professional development and activities such as Book Fairs, the Monthly Reading Incentive Program, Drop Everything and Read, Chessie, Black-Eyed Susan programs, and engaging members of the community as guest readers all will promote a positive attitude towards reading. Bi-monthly collaborative reading planning meetings will be held to examine student data so that reading achievement increases for all students. In addition, ongoing, differentiated staff development will be provided for teachers to assist with the differentiation of instruction during Workshop.
- II. **Mathematics:** By promoting a positive attitude toward math through differentiated instruction, the use of technology, professional development and activities such as the 24 Game Club, Hands-On Equations, daily math fact drills and the use of math centers. Monthly "Math Drop-ins" from the county math department will be published in the school newsletter to communicate math ideas to parents. Bi-monthly collaborative mathematics planning meetings will be held to examine student data so that reading achievement increases for all students
- III. **Safe and Orderly Environment:** By promoting a sense of feeling safe at school and the belief that students are well behaved through the school-wide use of the Positive Behavior Intervention and Supports (PBIS) program, regular review of school rules during morning announcements, 5th Grade Safety Patrol Program, and consistent documentation of behaviors. Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff. Quarterly celebrations are held to recognize positive behavior. The Second Step program will continue to support students with making appropriate behavioral choices. Continue to implement classroom color-coded behavior system to provide school-wide consistency.
- 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.