

# **School Improvement Plan**

## **Quarterfield Elementary School**

### **2010- 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, Quarterfield Elementary School will continue to implement programs and activities in the following areas:

- I. **Reading:** By promoting a positive attitude towards reading through differentiated instruction and reading intervention programs which include: Open Court Reading which is implemented from ECI through 5<sup>th</sup> grade, Early Reading Intervention in Kindergarten/First grades, Voyager Passport in grades 1-3, Corrective Reading A in grades 2-4, Corrective Reading B-1 in grade 4, Corrective Reading B-2 in Grade 5, and Soar to Success in grades 4-5. In addition, the use of Thinking Maps, the integration of technology (Smart Boards, document cameras, computers and projectors), professional development and activities such as the second annual Spelling Bee, Book Fairs, the Monthly Reading Incentive Program, Chessie, Black-Eyed Susan programs, and engaging members of the community as guest readers, will promote a positive attitude towards reading. Monthly grade group Reading Collaboration meetings will be held to examine student data and to increase and improve reading skills and achievement.
  
- II. **Mathematics:** By promoting a positive attitude toward math through differentiated instruction, the use of technology, professional development and activities such as the first annual Math Bee, 24 Game Club, Hands-On Equations, three group rotation, and the use of manipulatives. Monthly “Math Drop-ins” from the county math department will be published in the school newsletter to communicate math ideas to parents. The Envision Mathematics Program is implemented from Kindergarten through 5<sup>th</sup> grade. To integrate retention of basic operations facts that are incorporated into an instructional strategy, we will use the FASTT Math and Do the Math interventions.
  
- 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, and consistent documentation of behaviors. Newsletters, phone calls, e-mails, ConnectEd messages, and student planners will be utilized to effectively communicate with parents and staff. Quarterly celebrations are planned to recognize positive behavior.
  
- 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.

**Quarterfield Elementary School**  
**2010-2011**  
**READING**

**Goal 1- Academic Achievement:** By the end of the 2010-2011 school year, 95% of all students in grades 3-5, at Quarterfield 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 student groups.

**Statement of Need:**

**On the 2010 Maryland School Assessment (MSA), 88.0% of students in grades 3, 4, and 5 scored at the proficient and advanced levels of achievement in Reading on the Maryland School Assessment (MSA): 82.0% of third graders, 86.6% of fourth graders, and 95.2% of fifth graders.**

*78.2% of African Americans scored at proficient or advanced*

*100% of Asians scored at proficient or advanced*

*92.8% of Hispanics scored at proficient or advanced*

*94.5% of Caucasians scored at proficient or advanced*

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

*82.1% FARMS scored at proficient or advanced*

*66.7% of students receiving special education services scored at the proficient level*

**On the 2010 Maryland School Assessment (MSA) 36.7% of grades, 3, 4, and 5 scored at the advanced level of achievement in Reading on the Maryland School Assessment (MSA).**

*26.9% of African Americans scored at the advanced level*

*66.7% of Asians scored at the advanced level*

*12.5% of Hispanics scored at the advanced level*

*47.3% of Caucasians scored at the advanced level*

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

*25.0% of FARMS scored at the advanced level*

*0% of students receiving special education services scored at the advanced level*

**Objective 1: To increase the percentage of students reaching the proficient and advanced proficiency levels in Reading from 88.0% to 95% by implementing rigorous instruction.**

**Objective 2: To increase the percentage of students in grades 3, 4, and 5 performing at the advanced level in Reading from 36.7% to 42% on MSA.**

**Institutionalized Strategies/Items:**

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Include students scoring "Basic" on MSA, and/or students not yet performing at grade level, in researched-based, county-approved intervention programs; to improve and increase achievement on formative and summative assessments.	Administrator Reading Specialist	Reading Specialist General Educators Special Educators Collaborative Decision Making (CDM) Team Teaching Assistants	Early Reading Intervention; Voyager; Soar to Success; Corrective Reading B-1 & B-2; Quick Reads, OCR Intervention, Lexia, My Reading Coach, County wide staff development for all intervention teachers.	Intervention Program Assessments County Benchmark Assessments Formative Assessments Formal & Informal Observations of St. Progress Grade-level Team Meetings Data Conferences	09/10 – 6/11
Enrich the OCR program by implementing flexible grouping across the grade level to provide differentiated learning opportunities in order to increase the number of students achieving at the advanced level on county and state assessments.	Administrator Reading Specialist General Educators Special Educators	Reading Specialist General Educators Special Educators	Guided Reading Materials Decodable Books Informal Reading Inventories Time for Kids	Lesson plans, grade group meeting minutes, County Benchmark Assessment Data. Administration and Implementation Team will meet following assessments to analyze data.	09/10 – 6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Differentiate Instruction for all students by implementing higher order questioning, Levels of Cognitive Demand, Bloom's Taxonomy, Cubing, Thinking Maps, and other best practices which will increase rigor and challenge students so that they can achieve at the advanced level on county and state assessments. <b>EQ</b>	Administrator Reading Specialist	General Educators Special Educators Cultural Arts Teachers Reading Specialist ESOL Teacher	School wide Staff Development on Differentiation, Grade Level Schedules	Check daily schedules, lesson plans, formal and informal administrative observations.	09/10 – 6/11
Students in grade 2 – 5 will be offered after school Reading support once each week so that skills are reinforced and additional time is given for Reading instruction based on student need (Funding is provided by the PTA)	Administrator	General Educators Special Educators	Open Court Reading & Supplemental Materials ,	Lesson Plans Progress Monitoring of Student Achievement	11/10-5/11

**Quarterfield Elementary School**  
**2010-2011**  
**MATHEMATICS**

**Goal 1- Academic Achievement:** By the end of the 2010-2011 school year, 91.4% of all students in grades 3-5, at Quarterfield Elementary will perform at the proficient and advanced proficiency levels in Mathematics as defined by the Maryland School Assessment and reduce the achievement disparities among all student groups.

**Statement of Need:**

**On the 2010 Maryland School Assessment (MSA), 86.9% of students in grades 3, 4, and 5 scored at the proficient or advanced levels of achievement in Mathematics on the Maryland School Assessment (MSA): 83.6% of third graders, 85.1% of fourth graders, and 92.1% of fifth graders.**

*76.9% of African Americans scored at proficient or advanced*

*100% of Asians scored at proficient or advanced*

*93.8% of Hispanics scored at proficient or advanced*

*93.4% of Caucasians scored at proficient or advanced*

*85.7% of ELL students scored at proficient or advanced*

*76.6% FARMS scored at proficient or advanced*

*20.0% of students receiving special education services scored at the proficient level*

**On the 2010 Maryland School Assessment (MSA) 40.3% of students in grades, 3, 4, and 5 scored at the advanced level of achievement in Mathematics on the Maryland School Assessment (MSA).**

*30.8% of African Americans scored at the advanced level*

*100% of Asians scored at the advanced level*

*31.3% of Hispanics scored at the advanced level*

*46.2% of Caucasians scored at the advanced level*

*0 % of ELL students scored at the advanced level*

*25.0% of FARMS scored at the advanced level*

*0 % of students receiving special education services scored at the advanced level*

**Objective 1: To increase the percentage of students reaching the proficient and advanced proficiency levels in Mathematics from 86.9% to 91.4% by implementing rigorous instruction**

**Objective 2: To increase the percentage of students in grades 3, 4, and 5 performing at the advanced level in Mathematics from 40.3% to 50% on MSA.**

**Institutionalized Strategies/Items:** See preamble

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide on-going, job-embedded professional development to faculty, specifically related to using the 3-group rotation in Mathematics, in order to differentiate instruction to meet the needs of all learners. <b>EQ</b>	Administrator Talent Development Teacher County Math Resource Specialist	General Educators Special Educators Talent Development Teacher	EnVision Math Program Materials Supplemental Math Resources as approved by the Math Office	Quarterly Structured walk throughs, formal and informal observations of teachers and students; formal lesson plans, county benchmarks. EnVision math unit and topic tests	09/10 – 6/11
Analyze individual student data to identify students needing enrichment or remediation through target groups (Sp Ed, ELL, Af Am.) so that student performance is increased on quarterly benchmarks and state assessments. <b>EQ</b>	Administrator Talent Development Teacher	Math Resource Teacher General Educators Special Educators Talent Development Teacher ESOL Teacher Guidance Counselor	Data from cumulative tests-formative and summative, county benchmarks, MSA data EnVision Math Program Materials M3 Problem-Based/Inquiry Materials	Grade group meeting minutes, Talent Development meeting minutes. Administration and implementation team will meet following county assessments to review data.	09/10 – 6/11
Include students scoring “Basic” on MSA, and/or students not yet performing at grade level, in researched-based, county-approved intervention program; to improve and increase achievement on formative and summative assessments.	Administrator	General Educators Special Educators Collaborative Decision-Making (CDM) Team ESOL Teacher	Staff Development Do the Math Intervention Materials FASTT Facts Intervention	Intervention Program Assessments County Benchmark Assessments Formative Assessments Formal & Informal Observations of St. Progress Grade-level Team Meetings Data Conferences	09/10 – 6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Students will be offered the opportunity to participate in the "Basic Facts Math Club" during the summer months, and continuing throughout the academic year, so that math computation is improved.	Administrator Guidance Counselor	Guidance Counselor	Basic Facts/Computation Materials Thinking Maps	Check daily schedules, lesson plans, formal and informal observations.	09/10 – 6/11
Ensure the use of effective teaching strategies (Co-teaching, differentiated instruction, Thinking Maps, cooperative learning, cognitive strategies, cross-curricular integration, integrate technology, manipulatives), that appeal to a variety of learning styles so that students are actively and meaningfully engaged in instruction. <b>EQ</b>	Administrator General Educators Special Educators Cultural Arts Teachers Talent Development Teacher County Math Resource Specialist	General Educators Special Educators Cultural Arts Teachers Talent Development Teacher ESOL Teacher	Staff Professional Development	Formal and informal observations Grade-level Team Meetings	09/10– 6/11
Access and utilize email and professional development support from the county math office so that teachers effectively implement the EnVision Math Program	Administrator Talent Development Teacher County Math Resource Specialist	General Educators Special Educators Talent Development Teacher	EnVision Math Materials	Plan Books, math planning minutes	Weekly/Monthly
Students in grade 2 – 5 will be offered after school Mathematics support once each week so that skills are reinforced and additional time is given for Mathematics instruction based on student need (Funding is provided by the PTA)	Administrator	General Educators Special Educators	EnVision Math Program & Supplemental Materials Do the Math Intervention FASTT Facts Intervention	Lesson Plans Progress Monitoring of Student Achievement	11/10-5/11

## Quarterfield Elementary School 2010-2011

**Goal II- Safe and Supportive Environment:** By June 2011, Quarterfield Elementary School will create a safe learning environment that promotes accelerated achievement for all student groups as measured by a 50% decrease in office referrals.

**Statement of Need:** At the end of the 2009-2010 year, 6% of students received an office referral for inappropriate behavior which violated the *Code of Student Conduct*.

**Annual Objective:** By the end of the 2010-2011 year, less than 3% of all students will be suspended for inappropriate behavior which violates the *Code of Student Conduct*.

**Objective:** To provide a safe, positive and supportive learning environment.

### Institutionalized Strategies/Items

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Implement PBIS so that all students are taught appropriate behavior and rewarded for positive behavior.  <b>EQ</b>	Administrator PBIS Committee	All Staff	SASI report of discipline referrals, monthly discipline reports, On-going professional development	PBIS meeting minutes, PBIS Matrix, School Rules, discipline data, Winner's Circle, Student of the Week	09/10-6/11
Develop and implement academic and behavioral school norms so that expectations are consistent throughout the school.	Administrator PBIS Committee	All Staff	SIT subcommittee meetings	PBIS meeting minutes, PBIS Matrix, School Rules, discipline data	Monthly

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Monitoring Date</b>
Students new to QES will participate in the student-to-student mentoring program so that all students feel welcome at QES	Administrator Guidance Counselor	Guidance Counselor Student-to-Student Mentors	1 <sup>st</sup> – 5 <sup>th</sup> Grade Mentors	Mentor sheets	09/10 – 6/11

## Quarterfield Elementary School 2010-2011

**Goal III- Community Engagement:** By June 2011, Quarterfield Elementary School will establish community partnerships to promote accelerated achievement in a welcoming school environment, as determined by attendance participation at Parent Conferences in November and Parent Volunteer Data.

**Statement of Need:** Creating positive home, school, and community partnerships are essential in promoting accelerated achievement for students. A welcoming environment, two-way communication, and meaningful parent involvement are needed for success. Parent participation and involvement in school related activities and programs will increase from last year.

**Objective:** To improve and increase community engagement:

- By the end of the November 2010, at least 99% of parent/teacher conferences will be held.
- By the end of June 2011 parent involvement/participation in school events will increase by 10%.

**Institutionalized Strategies/Items:** See *Preamble*

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Increase communication between school and families so that QES parents share in the school's successes. <b>EQ</b>	Administrator	Administrator All Staff	Weekly folders, school newsletters, school website, agenda books, Connect-Ed	Minutes from PTA/CAC meetings, samples of communication	Ongoing
Bilingual information/communications will be available for families, i.e. newsletters, flyers, website information, etc.	Administrator	Administrator ESOL Teacher	Interpreter	Newsletters Flyers ConnectEd Messages	09/10 – 6/11
Inform parents of available resources on AACPS website and computer-related technologies so that parents are adequately informed about all county and school events. <b>EQ</b>	Administrator	Administrator All Staff	Weekly folders, school newsletter, school website, county website agenda books, Connect-Ed	Newsletters Flyers ConnectEd Messages	Ongoing

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide opportunities for parents, teachers, and students to work collaboratively, including one off-school site activity, so that all members of the QES community jointly support students.	Administrator	Administrator Glen Burnie Cluster Director & Principals	Off-School Site	Monthly Cluster Meetings	09/10-6/11
Create a culture that embraces, appreciates, values and accepts minority cultures/ethnicities' similarities and differences through school-wide recognition of events such as: National Hispanic Heritage Month, National African American Parent Involvement Day (NAAPID), QES Celebration of Cultures Day, etc. <b>EQ</b>	Administrator Diversity Committee	Administrator All Staff Diversity Committee Members QES Students QES Families ESOL Teacher (School-based and County)	Artifacts and Activities representing Various Cultures and Ethnicities Staff, student, family and community volunteers Volunteers Fliers/Handouts Cultural Arts Performers	Follow-up Activities Diversity Committee Meeting Agendas and Minutes Parent/Family Community Volunteer Data Lesson Plans Student Work Samples Oral/Written feedback from all stakeholders	09/10-6/11
Increase the diversity of the staff to eliminate the disparity between the staff and student/family populations.	Administrator	Administrator	Highly skilled and Qualified Applicants	Hire/Retention Data	09/10-6/11