

RICHARD HENRY LEE ELEMENTARY SCHOOL

“Differentiating By Design”



***400 A Street SW
Glen Burnie, MD 21061
410-222-6435
fax 410-222-6437***

***School Improvement Plan
2010-2011
(Two Year Plan)***

I. Progress Monitoring Data Elementary School Data Sets Academic Achievement Data Sets

- *Baseline data for percentage of grade 2 students scoring proficient or above on the third AACPS Reading Benchmark Assessment*

	Basic (less than 60)		Proficient (60-80)		Advanced (80 and above)		Proficient/Advanced (60 and above)	
	Count	%	Count	%	Count	%	Count	%
All	18	22.7	31	39.2	30	38.0	61	77.2
African Am.	7	31.8	10	45.4	5	22.7	15	68.1
American Indian	-	-	-	-	-	-	-	-
Asian	-	-	-	-	2	100.0	2	100.0
Hispanic	4	40.0	4	40.0	2	20.0	6	60.0
White	6	14.3	16	38.0	20	47.6	36	85.7
ELL	4	36.3	5	45.4	2	18.0	7	63.6
FARMS	11	27.5	18	45.0	11	27.5	29	72.5
Special Ed.	1	12.5	5	62.5	2	25.0	7	87.5

- *MSA trend data for reading proficiency (% proficient and advanced) by all students and NCLB student groups*

	2006-2007				2007-2008				2008-2009				2009-2010			
	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad
All	14.0	59.6	26.4	86.0	9.9	58.5	31.6	90.1	9.9	55.0	35.1	90.1	9.4	60.9	29.8	91.5
African Am.	16.4	63.6	20.0	83.6	6.5	62.9	30.7	93.6	8.1	64.5	27.4	91.9	9.3	68.5	22.2	92.2
American Indian	-	100	-	100.0	-	-	100	100.0	-	100.0	-	100.0	--	100.0	--	100.0
Asian	10.0	40.0	50.0	90.0	20	50.0	30.0	80.0	-	28.6	71.4	100.0	25.0	--	75.0	75.0
Hispanic	22.2	66.7	11.1	77.8	20	70.0	10.0	80.0	27.3	45.5	37.3	72.7	15.8	73.7	10.5	86.7
White	12.7	58.2	29.1	87.3	9.4	56.3	34.4	90.6	8.7	53.3	38.0	91.3	8.3	58.0	33.8	92.1
ELL	33.3	55.6	11.1	66.7	50	37.5	12.5	50.0	50.0	50.0	-	50.0	37.5	62.5	--	71.4
FARMS	20.2	66.7	13.1	79.8	14	60.5	25.6	86.1	13.0	67.0	20.0	87.0	14.0	67.3	18.7	87.6
Special Ed.	28.1	59.4	12.5	71.9	43.5	47.8	8.7	56.5	40	48.0	12.0	60.0	27.8	66.7	5.6	77.8

- *MSA trend data for math proficiency (% proficient and advanced) by all students and NCLB student groups*

	2006-2007				2007-2008				2008-2009				2009-2010			
	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad	B%	P%	A%	Prof/Ad
All	12.9	55.4	31.7	87.2	8.7	52.6	38.7	91.3	6.6	50.8	42.6	93.4	6.4	56.2	37.5	94.6
African Am.	23.6	58.2	18.2	76.4	4.8	68.3	27.0	95.2	9.7	54.8	35.5	90.3	5.6	57.4	37.0	98.0
American Indian	-	50.0	50.0	100.0	-	-	100.0	100.0	-	100.0	-	100.0	--	100.	--	100.0
Asian	-	50.0	50.0	100.0	10.0	20.0	70.0	90.0	-	14.3	85.7	100.0	--	50.0	50.0	100.0
Hispanic	16.7	55.6	27.8	83.3	19.1	61.9	19.1	81.0	18.2	40.9	40.9	81.8	15.8	47.4	36.8	80.0
White	9.8	54.9	35.4	90.2	8.9	47.5	43.7	91.1	4.0	52.0	44.0	96.0	5.7	57.6	37.6	94.7
ELL	11.1	66.7	22.2	88.9	60.0	20.0	20.0	40.0	50.0	33.3	16.7	50.0	37.5	50.0	12.5	57.10
FARMS	20.2	59.5	20.2	79.8	10.3	59.8	29.9	89.7	13.0	55.0	32.0	87.0	9.4	58.9	31.8	92.8
Special Ed.	17.4	60.9	21.7	82.6	41.7	50.0	8.3	58.3	21.1	57.9	21.1	79.0	38.9	50.0	11.1	72.2

- *MSA trend data for advanced reading (% advanced)*

	% Advanced 06-07	% Advanced 07-08	% Advanced 08-09	% Advanced 09-10
All	26.4	31.6	35.1	29.8
African Am.	20.0	30.7	27.4	22.2
Am. Indian	-	100	-	-
Asian	50.0	30.0	71.4	75.0
Hispanic	11.1	10.0	37.3	10.5
White	29.1	34.4	38.0	33.8
ELL	11.1	12.5	-	-
FARMS	13.1	25.6	20.0	18.7
Special Ed.	8.7	12.0	5.3	5.6

- *MSA trend data for advanced math (% advanced)*

	% Advanced 06-07	% Advanced 07-08	% Advanced 08-09	% Advanced 09-10
All	31.7	38.7	42.6	37.5
African Am.	18.2	27.0	35.5	37.0
American Indian	50.0	100.0	-	-
Asian	50.0	70.0	85.7	50.0
Hispanic	27.8	19.1	40.9	36.8
White	35.4	43.7	44.0	37.6
ELL	22.2	20.0	16.7	12.5
FARMS	20.2	29.9	32.0	31.8
Special Ed.	21.7	8.3	21.1	11.1

- *DIBELS trend data*

Kindergarten

	Fall 2009	Winter 2010	Spring 2010	Spring 2009
ISF (Initial Sound Fluency)	Goal: 8 initial sounds Low Risk: 69% Some Risk: 19% At Risk: 12%	Goal: 25 initial sounds Established: 43% Emerging: 40% Deficit: 17%	Not tested	Not tested
LNF (Letter Naming Fluency)	Goal: 8 letter names Low Risk: 73% Some Risk: 17% At Risk: 10%	Goal: 27 letter names Low Risk: 85% Some Risk: 12% At Risk: 4%	Goal: 40 Letter names Low Risk: 78% (66 st) Some Risk: 13% (11) At Risk: 8% (7)	Goal: 40 Letter names Low Risk: 90% (72 st.) Some Risk: 9% (7) At Risk: 1% (1)
PSF (Phoneme Segmentation Fluency)	Not tested	Goal: 18 phonemes Low Risk: 61% Some Risk: 27% At Risk: 12%	Goal: 35 phonemes Established: 65% (54 st.) Emerging: 27% (23) Deficit: 8% (7)	Goal: 35 phonemes Established: 80% (64 st.) Emerging: 15% (12) Deficit: 5% (4)
NWF (Nonsense Word Fluency)	Not tested	Goal: 13 letter sounds Low Risk: 80% Some Risk: 10% At Risk: 11%	Goal: 25 letter sounds Low Risk: 60% (50 st.) Some Risk: 29% (25) At Risk: 11% (9)	Goal: 25 letter sounds Low Risk: 84% (67 st) Some Risk: 9% (7) At Risk: 8% (6)

First Grade

	Fall 2009	Winter 2010	Spring 2010	Spring 2009
ISF (Initial Sound Fluency)	Goal: 8 initial sounds Low Risk: 69% Some Risk: 19% At Risk: 12%	Goal: 25 initial sounds Established: 43% Emerging: 40% Deficit: 17%	Not tested	Not tested
LNF (Letter Naming Fluency)	Goal: 8 letter names Low Risk: 73% Some Risk: 17% At Risk: 10%	Goal: 27 letter names Low Risk: 85% Some Risk: 12% At Risk: 4%	Goal: 40 Letter names Low Risk: 78% (66 st) Some Risk: 13% (11) At Risk: 8% (7)	Goal: 40 Letter names Low Risk: 90% (72 st.) Some Risk: 9% (7) At Risk: 1% (1)
PSF (Phoneme Segmentation Fluency)	Not tested	Goal: 18 phonemes Low Risk: 61% Some Risk: 27% At Risk: 12%	Goal: 35 phonemes Established: 65% (54 st.) Emerging: 27% (23) Deficit: 8% (7)	Goal: 35 phonemes Established: 80% (64 st.) Emerging: 15% (12) Deficit: 5% (4)
NWF (Nonsense Word Fluency)	Not tested	Goal: 13 letter sounds Low Risk: 80% Some Risk: 10% At Risk: 11%	Goal: 25 letter sounds Low Risk: 60% (50 st.) Some Risk: 29% (25) At Risk: 11% (9)	Goal: 25 letter sounds Low Risk: 84% (67 st) Some Risk: 9% (7) At Risk: 8% (6)

Second Grade

	Fall 2009	Winter 2010	Spring 2010	Spring 2009
ISF (Initial Sound Fluency)	Goal: 8 initial sounds Low Risk: 69% Some Risk: 19% At Risk: 12%	Goal: 25 initial sounds Established: 43% Emerging: 40% Deficit: 17%	Not tested	Not tested
LNF (Letter Naming Fluency)	Goal: 8 letter names Low Risk: 73% Some Risk: 17% At Risk: 10%	Goal: 27 letter names Low Risk: 85% Some Risk: 12% At Risk: 4%	Goal: 40 Letter names Low Risk: 78% (66 st) Some Risk: 13% (11) At Risk: 8% (7)	Goal: 40 Letter names Low Risk: 90% (72 st.) Some Risk: 9% (7) At Risk: 1% (1)
PSF (Phoneme Segmentation Fluency)	Not tested	Goal: 18 phonemes Low Risk: 61% Some Risk: 27% At Risk: 12%	Goal: 35 phonemes Established: 65% (54 st.) Emerging: 27% (23) Deficit: 8% (7)	Goal: 35 phonemes Established: 80% (64 st.) Emerging: 15% (12) Deficit: 5% (4)
NWF (Nonsense Word Fluency)	Not tested	Goal: 13 letter sounds Low Risk: 80% Some Risk: 10% At Risk: 11%	Goal: 25 letter sounds Low Risk: 60% (50 st.) Some Risk: 29% (25) At Risk: 11% (9)	Goal: 25 letter sounds Low Risk: 84% (67 st) Some Risk: 9% (7) At Risk: 8% (6)

Safe and Supportive Learning Environment Data Sets

- *Absentee rate (% of students absent from school 12 or more times) by all students and NCLB student groups*

	05-06	06-07	07-08	08-09	09-10
All	26.6	26.8	24.3	31.8	29.2
African Am.	11.1	16.4	24.8	23.7	22.1
American Indian	50.0	33.3	25.0	80.0	75.0
Asian	4.5	6.3	36.8	57.1	46.7
Hispanic	11.8	21.2	20.0	17.0	31.3
White	33.7	31.4	24.0	34.7	30.5
ELL	20.0	17.6	28.6	26.1	29.0
FARMS	33.9	39.2	31.4	40.5	36.9
Special Ed.	32.7	28.3	23.3	41.5	42.5

- *Suspensions*

	05-06	06-07	07-08	08-09	09-10
All	15 (3%)	22 (4.3%)	29 (5.4%)	15(2.8%)	9 (1.8%)
African Am.	3 (3%)	2 (1.8%)	5 (3.8%)	4 (3.1%)	--
American Indian				1(20%)	1 (25%)
Asian					--
Hispanic	1 (2.9%)	2 (6.1%)	1 (2.2%)	1(2.1%)	--
White	11 (3.2%)	18 (5.1%)	23 (6.8%)	9(2.7%)	8 (2.5%)
ELL	1 (5%)	1 (5.9%)	1 (3.6%)		--
FARMS	6 (3.2%)	6 (3.6%)	15 (7.9%)	10(5.0%)	8 (3.3%)
Special Ed.	6 (10.9%)	5 (10.9%)	7 (16.3%)	3(7.3%)	4 (10.0%)

Community Engagement Data Sets (Parent Survey Data)

- The average number of responses for this survey was thirty-nine (39). Eighteen percent (18%) of the responders were male, while eighty-two (82%) were female. Fifty-six percent (56%) were white, twenty-five percent (25%) Latino, seventeen percent (17%) were African American and three (3%) were American Indian or Alaskan Native. Responders reported that thirteen point nine percent (13.9%) have an education background of 8th grade or less, sixteen point seven percent (16.7%) have some high school education, twenty-five percent (25%) have a high school diploma, five point six percent (5.6%) attended/graduated from a vocational or technical school, twenty-five percent (25%) have some college credits, eleven point one percent (11.1%) have a college degree and two point eight percent (2.8%) have a post graduate degree. Responders also reported that twenty-eight point two percent (28.2%) have only one child attending Anne Arundel County Public Schools (AACPS), forty-three point six percent (43.6%) have two children attending AACPS, twenty-five point six percent (25.6%) have three students attending AACPS, and two point six percent (2.6%) have four children attending AACPS.
- Eighty-two percent (82%) of responders shared that they have Internet access in their homes.
- Ten percent (10%) of the responders indicated that they had children receiving special education services. Twenty-three percent (23%) of the responders indicated that they speak a second language in their homes. Fifty-four percent (54%) indicated their child receives free and reduced meals.
- Sixty-four percent (64%) of the responders to this survey indicated that they are very satisfied with the Anne Arundel Co. Public Schools. Thirty-three percent (33%) responded that they were somewhat satisfied with AACPS.
- Seventy-four percent (74%) of the responders shared that they are very satisfied regarding how they are received when visiting Richard Henry Lee, while twenty-four percent (24%) indicated that they were somewhat satisfied.
- Seventy-four percent (74%) were satisfied with their child's school and twenty point five percent (20.5%) were somewhat satisfied. Two point six percent (2.6%) were somewhat disappointed with their child's school.
- Ninety-seven percent (97%) of responders indicated that their children feel safe at Richard Henry Lee.
- Ninety-seven percent (97%) responded that they were well informed of events occurring at school.
- Ninety-five percent (95%) responded that they were well informed about new programs and what their child is learning.
- Ninety-seven percent (97%) responded that their school gives them the opportunity to share their concerns.
- Ninety-two percent (92%) responded that they know their child's school is actively involved in the community.
- Fifty-three percent (53%) have had the opportunity to see their child's School Improvement Plan.
- Ninety-five percent (95%) are made aware of how they can be involved in their child's school.

Overall, the survey indicates a positive relationship between the school and parents.

II. Data Analysis

A. Trend analysis:

Trend data analysis shows that Richard Henry Lee Elementary has demonstrated overall growth and stability in reading and math from 2006 to 2010. The percentage of students scoring at the proficient level in reading rose from 85.8 in 2006 to 91.5 in 2010. The percentage of students scoring at the proficient level in math rose from 87.9 in 2006 to 94.6 in 2010. Additionally, the percentage of students reaching the advanced level in reading rose from an average of 29.0 (2006 - 2008) to 32.45 (2008 - 2010). The percentage of students reaching the advanced level in math rose from an average of 35.2 (2006 - 2008) to 40.05 (2008 - 2010).

Most significantly, African American student performance has improved to a level where the achievement gap has been virtually closed. Ninety-eight percent (98.0%) of our African American students were proficient on this year's Math MSA compared to ninety-four percent (94%) of their white peers. African American students out-scored their white peers in reading ninety-two point two percent (92.20%) to ninety-two point one percent (92.10%). The percentage of African American students scoring at the advanced level in math rose from twenty-five point five percent (25.5%) in 2006 to thirty-seven percent (37.0%) in 2010. The percentage of African American students scoring at the advanced level in reading rose from twelve point eight percent (12.8%) in 2006 to and average of 24.8 from 2009 through 2010.

Richard Henry Lee Elementary continues to address performance discrepancies among ELL students in math and reading. The performance of FARMS, Special Education and Latino student groups has remained steady, but lags somewhat behind overall student scores.

B. Program/strategy analysis:

Since the 2006-07 school year, monthly vertical teaming meetings in math and reading have been used to increase teacher effectiveness and student achievement. These will be continued during the 2010-2011 school year. Technology is utilized to promote the use of higher level thinking skills and to provide differentiation in daily lesson delivery. Formative assessments and progress monitoring are utilized to assist in instructional planning. This year, a focus on the use of cognitive processes and strategies will continue to be implemented via Thinking Maps. Additionally, teachers will focus study groups and action research groups on several instructional strategies including: The Daily Five, Number Talks, Comprehending Math, Writing, and Inferencing. The reading team will offer classroom teachers support in providing differentiated instruction through regular meetings focused on Fountas & Pinnell leveled class libraries and reading assessments. They will also enhance instruction with ReadSource materials and the Comprehension Toolkit. The math teachers will provide support for math journaling, higher level questioning and the three-group rotation. Institutionalized interventions used by Richard Henry Lee include ERI, Voyager, SOAR to Success, Edmark, Corrective Reading and LLI. Our AAA team will continue to provide reading and math support to students in identified interventions. The Talent Development program will continue to enhance instruction in grades three through five.

C. MSA content analysis:

MSA data has been utilized to identify bubble students in reading and math. Additionally, students near the advanced level in math have been identified for focused instruction to elevate their performance. Advanced level students have been identified for enrichment through the Talent Development model in math. While overall scores remain very strong, an analysis of MSA data by grade level and content strand showed the following:

Third Grade

- Math- Algebraic patterns a relative strength compared to math processes.
- Reading- Informational reading a relative strength compared to literary reading and general reading processes.

Fourth Grade

- Math- Problems and statistics a relative strength compared to math processes and number relationships and computation.
- Reading- General reading processes a relative strength compared to informational text.

Fifth Grade

- Math- Problems and statistics a relative strength compared to number relationships & computation; geometry & measurement; and math processes.
- Reading- General reading processes relatively stronger compared to literary reading and informational reading.

D. Instructional asset analysis:

An analysis of school-wide instructional assets identified strengths in many areas. The Richard Henry Lee staff utilizes a professional learning community approach to guide its school improvement efforts. Shared leadership and collaborative teaming enhances student performance in all academic areas. All grade levels meet regularly to disaggregate formative and summative data. With support from the reading team, AAA staff, Talent Development, Special Education and ESOL, classroom teachers are able to drill down to the student level to revise classroom instruction. Additionally, as a PDS school, our students receive additional support from our Towson University interns. The focus on cognitive learning strategies through Thinking Maps supports our efforts to address the performance of students who have yet to achieve the proficient level on MSA testing. Action research and study groups focus on school-specific instructional concerns.

E. Student performance analysis:

Student performance is analyzed using multiple data sources. MSA results, DIBELS data, benchmark assessments, and school-based formative and summative data are used to triangulate the needs of specific students. Anecdotal data is collected by teachers and analyzed within vertical teaming and grade level meetings. The Fountas & Pinnell BAS is used to maintain a common language for reading levels across all grade levels.

School Improvement Plan 2010-2011 Action Steps/Task Development

School: Richard Henry Lee Elementary

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

Indicator: By June 2013/14, 100% of students in grades three through five will reach the proficient level on the **reading** portion of the Maryland School Assessment. Fifty percent (50%) of all students in grades 3, 4, and 5 will achieve advanced scores on the Maryland School Assessment. Achievement disparities among all NCLB student groups will be eliminated.

Statement of Need: An analysis of MSA **reading** performance indicates a steady increase in the percentage of students reaching proficiency. The percentage of students reaching the advanced level in reading rose from an average of 29.0 (2006 - 2008) to 32.45 (2008 - 2010). We continue to seek improvement in the performance of Latino, ELL and Special Education students.

Annual Objective: By the end of the 2010-2011 school year, 95 percent of Richard Henry Lee Elementary third, fourth and fifth grade students will reach the proficient level on MSA **reading**. Fifty percent of our third, fourth and fifth grade students will score at the advanced level. Disparities in the performance of Latino, ELL and Special Education student groups will be eliminated.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Enhance the instructional performance of classroom teachers through vertical and horizontal teaming. The focus for 2010-2011 will be supporting teachers with differentiating reading instruction	EQ	Reading Team & AAA	Holden, Doherty, Tettermer, Robbins Classroom teachers	Monthly & Bi-monthly meetings	Meeting agendas, student performance data (benchmarks)	June 2011
Increase teacher knowledge of student reading levels by utilizing consistent school-wide practices including: Fountas & Pinnell BAS, ReadSource & the Comprehension Toolkit	EQ	Reading Team & AAA	Holden, Doherty, Tettermer, Robbins Classroom teachers	F&P materials, training	August Staff Development, F&P data	June 2011

Examine effective instructional practices through teacher-designed action research and study groups (Daily Five, Writing, & Inferencing)	EQ	Group Facilitators	Action Research & Study Groups	Monthly meetings	January Staff Development presentations	January 2011
Continue to foster the eight fundamental thinking processes associated with <i>Thinking Maps</i> so that students will have multiple strategies for organizing their learning	EQ	Principal	C. Wooleyhand K. Holden V. Weekley T. Rose	TM Binders Training	Implementation plan includes TM Thursday meetings and SIT review	June 2011
Implement data driven and skill specific reading interventions to increase the performance of identified students	EQ	Reading Teachers, AAA	Holden, Doherty, Tettermer, Robbins	CR, Voyager, SOAR to Success, LLI	Benchmark data, formative assessments, DIBELS, Fountas & Pinnell Benchmark kits,	June 2011
Motivate and enhance student appreciation for reading through fall and winter incentive programs.		Reading Team D. Baker	All Staff	Reading materials, monthly meetings	Student participation data	June 2011
Continue to enhance student learning in grades four and five through departmentalized planning and instruction		Intermediate teachers	Doane, Weekley, Toal, Szymanski, McKeever, Wilcox, Olewe & Utz	Monthly planning, team meetings	Student performance data, grade level minutes, parent feedback	June 2011

**School Improvement Plan 2010-2011
Action Steps/Task Development**

School: Richard Henry Lee Elementary

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

Indicator: By June 2013/14, 100% of students in grades three through five will reach the proficient level on the **math** portion of the Maryland School Assessment. Fifty percent (50%) of all students in grades 3, 4, and 5 will achieve advanced scores on the Maryland School Assessment. Achievement disparities among all NCLB student groups will be eliminated.

Statement of Need: An analysis of MSA **math** performance indicates a steady increase in the percentage of students reaching proficiency. The percentage of students reaching the advanced level in math rose from an average of 35.2 (2006 - 2008) to 40.05 (2008 - 2010). We continue to seek improvement in the performance of Latino, ELL and Special Education students.

Annual Objective: By the end of the 2010-2011 school year, 95 percent of Richard Henry Lee Elementary third, fourth and fifth grade students will reach the proficient level on MSA **math**. Fifty percent of our third, fourth and fifth grade students will score at the advanced level. Disparities in the performance of Latino, ELL and Special Education student groups will be eliminated.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Examine effective instructional practices through teacher-designed action research and study groups (Number Talks & Comprehending Math)	EQ	Group Facilitators	Action Research & Study Groups	Monthly meetings, selected texts	January Staff Development presentations	January 2011
Continue to foster the eight fundamental thinking processes associated with <i>Thinking Maps</i> so that students will have multiple strategies for organizing their learning	EQ	Principal	Wooleyhand T. Rose K. Holden V. Weekley	TM Binders Training	Implementation plan includes TM Thursday meetings and SIT review	June 2011

Enhance the instructional performance of classroom teachers through vertical and horizontal teaming.	EQ	AAA Math Team, , Math Resource	Larkin, Weekley, O'Leary, Taylor, Kirby	TBD	Benchmark data, formative assessments	June 2011
Improve math performance through appropriate interventions and differentiated instruction including: journaling, higher level questioning and the TD model.	EQ	Larkin, O'Leary & Taylor	Larkin, O'Leary, Taylor & Kirby	M3 materials, Do the Math materials, professional library materials, Fast Math	Benchmark data, formative assessments, MSA	June 2011
Enhance student learning in grades four and five through departmentalized planning and instruction (looping model in place)		Intermediate teachers	Doane, Weekley, Toal, Szymanski, Sansone, Wilcox, Olewe & Utz	Monthly planning, team meetings	Student performance data, grade level minutes, parent feedback	June 2011

School Improvement Plan 2010-2011 Action Steps/Task Development

School: Richard Henry Lee Elementary

Goal: 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: Through the end of the 2011/2012 school year, all schools will remain free from the designation of “persistently dangerous schools,” as defined by the Maryland State Department of Education.

Statement of Need: At the end of the 2009-2010 school year there were 9 suspensions (1.8%).

Annual Objective: By June 2011 and each subsequent year, suspensions will remain below 2%

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Foster a comprehensive and supportive attendance policy and procedures that will increase student daily attendance.		D. Horn, Counselor	Classroom teachers, PPW, attendance secretary, Assistant Principal	Orientation & periodic review with staff Informal/formal letters Spreadsheet	Spreadsheet results Monthly meetings SASI Query	June 2011
Consistent reinforcement of Respect for Learning, Property, Self & Others via Eagles Nest celebrations for students.	EQ	D. Horn, Counselor	All staff members	Monthly Reminders Incentives Staff Development	Monthly, Quarterly discipline data	June 2011
Support the social/emotional needs of identified students through the implementation of the learning lab.	EQ	P. Harris	P. Harris, D. Horn A. Witmer	Second Step, CPI, Central Office staff	Minor Incident and County Discipline referral data	June 2011
Provide consistent responses to discipline concerns via use of a behavior matrix.	EQ	Admin.	All staff	Staff Handbook	Minor and County Discipline referral data	June 2011

School Improvement Plan 2010-2011
Action Steps/Task Development

School: Richard Henry Lee Elementary

Goal: Community Engagement: All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Indicator: By the end of the 2011/2012 school year, there will be an increase each year from 2007 to 2012 of parents, surrogates, families of African American, Hispanic, FARMS, and special education in CAC/PTA/PTSO meetings/activities.

Statement of Need: RHLee continues to seek involvement and enhance relations with local business partners and the community.

Annual Objective: By June of 2011, RHLee will host two school activities in the community to increase **community engagement**.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Foster a “College Going” culture with the students of RHLee	EQ	Witmer	College Going Committee	TBD	Anecdotal data	June 2011
Promote the importance of school and community relations with our Latino population via a Cultural Fair	EQ	AAA & ESOL staff	Cultural Fair committee	TBD	Parent and participant feedback	October 28, 2010
Foster effective communication with parents via the monthly Leeway and the school website.	EQ	Principal	Principal, Kim Wilcox	Paper, ink	Parent feedback	June 2011
Develop new community partnerships with targeted local restaurants		Witmer	Witmer, PTO, secretarial staff	None	Community feedback	June 2011