

***Ridgeway Elementary
School Improvement Plan
2010-2011***

MISSION STATEMENT

The Ridgeway family encourages community involvement, values learning, and promotes character.

VISION STATEMENT

Ridgeway Elementary School is a diverse, committed and caring community of staff, students, and families. We teach and model respect for self, others and our environment. We nurture lifelong learners and prepare them to persevere, and to be responsible, contributing members of our global society.

OUR VALUES

Competence towards rigorous standards will be assessed through ongoing state and school-based assessments.

Compassionate students will develop values and demonstrate a caring affect.

Confidence will be evidenced through the ability to persevere through complex tasks and accept challenges.



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Language Arts Goals:

- All students will reach high standards, as established by AACPS and state performance level standards in Reading/Writing/Math/Science.
- Achievement gaps among all *No Child Left Behind* groups of students will be eliminated.
- By June 2014, 100% of all student groups at Ridgeway Elementary will achieve a rating of proficient or advanced on the Maryland School Assessment.

Indicator: By June of 2012, 50% of all students will be performing at the Advanced level in Reading, as measured by MSA.

Statement of Need:

1. By the end of 2009-2010 school year 94.9% of Ridgeway Elementary School had scored proficient/advanced in reading.
2. All student groups exceeded baseline data of 87.5%.
3. By the end of 2009-2010 school year 41.8% of students in grades 3-5 scored at the advanced level in reading.
4. All student groups except FARMS-31.5% and Special Ed.-21.4 % scored above the 32% baseline data.

Objective:

- By the end of the 2010-2011 school year 96.2% of all student groups at Ridgeway Elementary will achieve a rating of proficient or advanced on the Maryland School Assessment.
- By the end of the 2010-2011 school year 46% of the students will achieve a rating of advanced on the MSA Reading.

Action Steps <i>LANGUAGE ARTS</i>	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/ Check off when completed
Provide differentiated instruction in reading by using formal and informal assessments to diagnose and address <u>all</u> student needs.	√	Teachers	Grade Group Reading Resource Administration		Observations Vertical Team Meetings Data Analysis Grade Group Meetings Formative/Summative Assessments	Bi-monthly August 09- June 10
Provide weekly explicit instruction for an extended writing process through implementation of a writing workshop.	√	All Instructional Staff	Staff Dev. Grade Group	Resource Books Media Specialist Wr. Workshop Staff Development	Grade Group Minutes County Assessment Data Portfolios –quarterly Bulletin Board Displays Bare Books	Quarterly August 2010-2011

Provide instruction on Thinking Maps and implement in all curriculum areas.	√	All instructional Staff	Trainers All Teachers	Resources Staff Development	Walk-thru Observations Calendar Team Mtg. Minutes BCR's	Weekly August 2010-June 2011
Establish higher expectations for student participation in extra-curricular reading programs (Chessie and Black-Eyed Susan)	√	All Instructional Staff			Spreadsheet monitoring Bulletin Boards Goal setting (by marking period)	Weekly September 2010-2011
Curriculum reflects experiences, cultures, and perspectives of a range of cultural and ethnic groups.	√	All Instructional Staff	All Teachers	Media	Walk thru, Pre-observation conferences, observations	Ongoing thru 2011
Identify Focus and Priority Groups and provide remediation and enrichment to increase the number of proficient and advanced students.	√	Teachers	Grade Group SIT Reading Teachers		Data Analysis of MSA/Topic Tests/Benchmark Assessments Benchmark Protocol	Ongoing thru 2010-2011





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Math Goals:

- All students will reach high standards, as established by AACPS and state performance level standards in Reading/Writing/Math/Science.
- Achievement gaps among all *No Child Left Behind* groups of students will be eliminated.
- By June 2014, 100% of all student groups at Ridgeway Elementary will achieve a rating of proficient or advanced in mathematics on the Maryland School Assessment.

Indicator: By June 2012, 50% of all students will be performing at the Advanced level in mathematics, as measured by MSA.

Statement of Need:

5. By the end of 2009-2010 school year 93.1% of Ridgeway Elementary School had scored proficient/advanced in mathematics.
6. All student groups exceeded baseline data, of 87.9% except AA – 86.9%.
7. By the end of 2009-2010 school year 43.6% of students in grades 3-5 scored at the advanced level in mathematics.
8. All student groups exceeded the baseline data of 31% except Special Ed at 17.9%.

Student Group	Percentage and Increase over 09-10
Asian	52%
African American	37.7% (increase of 1%)
Hispanic	35.3%
White	45.3% (increase of 5.4%)
FARMS	37% (increase of 6.1%)
Special Education	17.9% (EQ)

Objective:

- By the end of the 2010-2011 school year 95% of all student groups at Ridgeway Elementary will achieve a rating of proficient or advanced on the MSA Math.
- By the end of the 2010-2011 school year 45% of the students will achieve a rating of advanced on MSA Math.
- In each of the grade levels 2-5, the Ridgeway grade level average will exceed district performance on each of the three AACPS Math Benchmarks by 5% or more.

Action Steps <i>MATHEMATICS</i>	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/ Check off when completed
Math teachers and the TD teacher will extend math concepts so that there is an increased number of students scoring at the advanced level by providing differentiated instruction and activities on a daily basis that supports and implements intervention strategies and enrichment through flexible grouping, regrouping, re-teaching and respect all learning styles.	√	Math Teachers TD Teacher	Math Vertical Team Grade Level Teams TD Teacher	Manipulatives	Observations Data collection MSA data Topic tests Grade Group Meetings Benchmark Assessments	Quarterly June 2011
Provide professional development in order to operationally define “differentiated instruction” and identify clear expectations for each grade level.	√	Math Teachers TD Teacher	Math Vertical Team Grade Level Teams TD Teacher	Team meeting Math Resource Teacher	Meeting Notes	June 2011
Administer pre-assessments, for every topic, as diagnostic teaching tools so that flexible groups are continuously formed.	√	Math Teachers	Math Teachers TD Teacher	Provide support to some teachers when creating groups	Pre-assessments	Quarterly Thru May 2011
Develop and monitor a Math Focus and Priority Group to increase the number of proficient and advanced students.	√	Math Teachers TD Teacher	Grade Level Teams Elem Team Leaders TD Teacher Administration		Data review	Sept 2010- June 2011
Implement school-wide FACT incentive for memorizing basic facts so that all students master basic facts. Create a committee to support the development of grade-level standards, school theme, progress charts, and incentives.	√	Math teachers FACT committee	SIT Grade Level Teams Elem Team Leaders	Target money Math Resource (Penny Alberti)- Staff Development	Data Analysis of Benchmark Assessments & Topic Tests	June 2010- June 2011
Reinforce math vocabulary and the infusion into other content areas so that there is common language being taught.	√	Math teachers	Math teachers		Observations Topic wall charts Word walls Journals groups	June 2010- June 2011



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Safe and Orderly

Goal: All students will be educated in a safe, positive, and supportive learning environment with the focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Indicator: By June 2012, less than 2% of all students will receive a referral for inappropriate behavior.

Statement of Need: In the year 2009-2010, 49 referrals were documented (11% of student enrollment).

Of the 49 students: 43 received 1 to 2 referrals and 6 children received 3 or more referrals in the school year. EQ:

<i>Male</i>	<i>Female</i>	<i>African American</i>	<i>White</i>	<i>Hispanic</i>
28	47(1 w/d in May)	10(2 w/d)	14	1

Objective: By the end of 2010-2011 school year, 100% of all student groups will participate in a Character Development Program supporting AACo. Discipline policies/framework and no more than 7 % of all students will receive a referral for behavior that does not adhere to the Code of Student Conduct.

Action Steps	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Administer and reinforce a School-wide Respect framework which builds Character Development and infuses No Put Downs/Bullying and Goal Setting so that students, staff and all stakeholders have “common language” and understand the expectations.	√	Teachers	Grade Groups SIT	Second Step/ No Bullying	Teacher input/grade groups Informal Observation in AM Beginning yr. assembly	August 2010 -June 2011
Behavior management system is fair to all students.	√	All Staff	All Staff		Discipline data	August 2010 -June 2011
Implement a Mentoring Program with the community/US Air Force from Ft. Meade, The Church at Severn Run, and Northrop Grumman so that more children are provided access to mentoring.	√	Counselor Administrator	Counselor	Time	Discipline data	October 2010-June 2011
Model and reinforce caring and respectful behavior through cooperation and acts of kindness	√	Staff	SIT		Discipline data Awards Assemblies Informal /Formal Observations Report Cards	Quarterly



Community Partnerships

Goal: 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, special education (NCLB student groups, reflective of school student demographics) participation in CAC/PTA/PTSO (traditional) meetings/activities.

Statement of Need: At the end of 2009-2010, Ridgeway established 2 business/community partnerships.

- In 2009, there were 106 Ridgeway Elementary responders to the AACPS Community Engagement Parent Survey.
- Of the 106 responders, 66% did not have the opportunity to see their child’s School Improvement Plan.
- 15% of the survey participants felt that they were not well informed about new programs and what their child is learning.
- 15% of the survey participants also indicated that they are not aware of how the school is actively involved in the community.
- While 92% of the responders indicated that they were given the opportunity to share concerns, 8% would like more opportunity to express concerns.

Objective: By the end of the 2010-2011 school year, Ridgeway’s Community Engagement Survey results will indicate at least 50% participation and a 50% increase over the deficit between the current score and 100%.

Action Steps	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Provide stakeholders with access to Ridgeway’s School Improvement Plan <ul style="list-style-type: none"> • SIP at a Glance in Fall Newsletter • SIP on school website 	√	Principal Secretary E-Coach	SIT Team		Newsletter Website printout	September 2010- May 2011
Expand relationship with business and community organizations (i.e. churches, Senior Center, Ft. Meade) in order to develop student support initiatives to increase student achievement. Our school respects, collaborates and actively involves parents from diverse backgrounds.	√	Counselor Volunteer Coordinator	Administration Staff	T. Tudor	Partnership List Dates of Meetings	Initiate May 2010 Follow-up Fall 2010 Ongoing- thru June 2011

Facilitate greater participation in AACPS survey participation in order to gain a better picture of Ridgeway Elementary strengths and needs.	√	Counselor Volunteer Coordinator	Teaching Assistants	Table/basket in foyer during Fall Parent Conferences	AACPS released results of surveys	November 2011 April 2011
Utilize school newsletter in order to <ul style="list-style-type: none"> Welcome new families Thank volunteers Support greater involvement of the community by keeping them informed of events (distributing newsletter to businesses and mentor organizations) Share Monthly, grade-level curriculum updates Highlight SIT in action 	√	Principal Assistant Principal Secretary	Administration and Staff		Monthly Newsletter Archives	Monthly thru 2011
Host Quarterly Principal's Forum for parents and community members to share celebrations, concerns, and ideas.	√	Principal Assistant Principal	Administration Counselor Support Staff		Sign-in sheets Notes	Quarterly
Host Parent Informational Nights (on and off campus)	√	Counselor	Administration Staff	Parent "Workshops-To-Go"	Sign-in sheets Resource Packets	Winter 2011 Spring 2011