

**Rippling Woods Elementary
School Improvement Plan
Academic Achievement--Reading/Language Arts
2010 - 2011**

Goal #1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing and Mathematics. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator #1: By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards. By June 2011, 91.8% of Rippling Woods students will perform at the proficient or advanced level of achievement on the MSA standards.

Statement of Need: An analysis of student groups reflects the performance of student groups on MSA Reading (09-10) of scoring Prof/Adv. (*are areas of concern not reaching the 85% goal for 2011.)

All	89.1
AA	80.5
Asian	93.8
Hispanic	88.0
Caucasian	95.5
ELL	81.8
FARMS	81.3
SPED	65.5

Annual Objective: By the end of 2009/2010 school year, the following subgroups will achieve: African American 85.4%; Asian 96%; Hispanic 91%; White 96.6%; Special Education 74.1% (81.2=AYP); ELL 86.3%; and FARMS 85%.

Evaluation: On 2009-2010 MSA, did the following make their percentage target?

08/09		Target	09/10	Actual	Target	10/11	Actual
AA	78.4	85	80.5	-4.5	85.4		
SPED	70	77.5 (81.2 AYP)	65.5	-12	74.1	9 AYP = 85.9	
ELL	75	81.3	81.8	+0.5	86.3		
FARMS	79.5	84.6	81.3	-3.3	85		
Asian	94.7	96	93.8	-2.2	95.4		
Hispanic	86.4	89.8	88.0	-1.8	91		
Caucasian	93.0	94.8	95.5	-0.7	96.6		

Preamble: The following instructional “Best Practices” will be maintained throughout the school year 2009-2010:

1. Model responses of SR & BCR questions using rubric scoring
2. Continue to implement reading intervention (Gr. K-5) @ workshop times
3. Utilize OCR website
4. Analyze disaggregated data on MSA, DIBELS & other assessments and address strengths and weaknesses in lesson planning
5. Continue school-wide reading incentive program (K-5)
6. Continue to implement 6 Traits of Writing
7. Regroup students as needed with consultation of Reading Teachers
8. Texts will be used that reflects students reading levels; use a variety of texts (Images, novels, expository, etc)
9. Utilize computer lab to incorporate language arts skills.
10. Continue teaching Before, During, After Reading Strategies.
11. Continue with Student Goals Conferences and Benchmark Recognition.

Action Steps	EQ(linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
1. Teachers will utilize daily assessment data to select the needed VSC objectives so that corrective teaching/enrichment and reassessment will occur for all students.	✓	Administration Reading Tchrs. ITL's Gr. Gp Leaders ESOL Tchr. Sp. Ed Tchr. SBRT Math SBRT Sp. Ed.	Administration All regular ed and Sp. Ed teachers TD, ESOL, Rdg, Sp. Lang, Guidance Counselor TA's	Data – Formative & Summarative Monitoring sheets (staff dev.) Data Binder (staff dev.) Benchmark protocol (staff dev.) Planning time for students progress discussions Sub days/stipend days.	Reading planning notes Regrouping lists Data Meeting Notes Data binders/ Monitoring Sheets Plan Books Benchmarks Topic Tests	Monthly ongoing ongoing ongoing daily quarterly

<p>2. Differentiated Instruction will be delivered by teaching staff (focusing on content) so that increased time with small groups of students will occur to increase the academic achievement of <u>all students groups</u>.</p>	<p>✓</p>	<p>Admin. Reading tchrs. Sp. Ed Tchrs ESOL Tchr. DI-Core Team</p>	<p>All classroom tchrs. Resource Tchrs. (ESOL, Sp. Ed., Rdg., Sp. Lang, TD) Interventionists</p>	<p>Varied Texts Weekly implementation plan Rdg. Tchr planning time TD planning time ESOL planning time Sp. Ed planning time Pre-Assess – Teach/Assess/reteach/ DI-Core Team</p>	<p>Reading planning minutes (to include special area) Outcomes/schedules Lesson Plan Books Intervention-Communication Sheet Progress Monitoring Daily Formal/Informal Adm. Observations. Agendas from DI Inservice Grade Group/Sp.Ed. Meetings Leadership Mtgs Intervention Team Meeting</p>	<p>Monthly 1 hour daily daily weekly ongoing</p>
<p>3. Implement daily fluency and monitoring in green band to increase comprehension skills for <u>all student groups</u>.</p>	<p>✓</p>	<p>Admin., reading tchrs., grade group leaders</p>	<p>Administration Reading tchrs. Classroom tchrs. Talent Dev. tchr. ESOL tchr., grade level team leaders Sp. Ed. Tchrs.</p>	<p>Fluency folders Timers Monitoring sheets Fluency/vocab. Binders for each grade level</p>	<p>Grade Group/Sp.Ed. Meetings Leadership Mtgs Intervention Team Meeting</p>	<p>Bi-weekly Bi-weekly Weekly Bi-weekly</p>
<p>4. Implement daily Steck Vaughan vocabulary in green band(word knowledge) to increase vocabulary skills for <u>all student groups</u>.</p>	<p>✓</p>	<p>Admin., reading tchrs., grade group leaders</p>	<p>Administration Reading tchrs. Classroom tchrs. Talent Dev. tchr. ESOL tchr., grade level team leaders Sp. Ed. Tchrs.</p>	<p>Steck Vaughan Kits-(Kindergarten) Time in Schedule Vocab Assessments</p>	<p>Grade Books Lesson plan books Outcomes/schedules Rdg. planning notes</p>	<p>Weekly Daily Daily Monthly</p>
<p>5. Provide collaborative communication between regular education teachers, special education teacher, ESOL tchr, TD tchr and interventionists to discuss success <u>for all students</u>.</p>	<p>✓</p>	<p>Admin. Intervention lead teacher Special educ. Teachers ESOL TD</p>	<p>Reading tchrs. Classroom tchrs. Sp. Ed teachers Talent Dev. tchr. ESOL tchr Interventionists</p>	<p>Communication tool (email, planning sheet, planning time) Intervention Folders for students Meeting/planning time</p>	<p>Grade Group/Sp Ed. Meeting notes Communication Tool-Intervention Student intervention folders</p>	<p>Bi Weekly Weekly Bi-Weekly</p>

6. Implement Comprehension Toolkit strategies (all content areas to increase comprehension skills for <u>all Students groups</u> .)	✓	-Administration -Classroom Teachers -Reading Teacher	Administration Reading Teachers Classroom Teachers TD ESOL Special –	-Reading Planning Time -Grade Group Planning Time	Lesson Plans Grade Book Re-teach monitoring sheets Reading Planning Agendas Formal/Informal Observations Share around	Ongoing Bi-Weekly Monthly Ongoing Monthly
7. Implement Thinking Maps In all content areas for <u>all student groups</u>	✓	-Administration -Thinking Map Trainers -All instructional staff	Administration -Thinking Map Trainers -All instructional staff Education	-Binders -Posters -In-service Timetable	Lesson Planbook Reading Planning Share arounds Formal/Observation	Ongoing Monthly Monthly Ongoing

Math

Goal #1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing and Mathematics. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated

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Statement of Need: An analysis of student groups reflects the performance of student groups on MSA Math (09-10) of scoring Prof/Adv. (*are areas of concern not reaching the 85% goal for 2011.)

08-09

All	81.4* (-.9% from goal)
AA	72.8* (-12.2% from goal)
Asian	89.5
Hispanic	86.6
Caucasian	93.0
ELL	75.0* (-10% from goal)
FARMS	69.7*(-15.3% from goal)
SPED	43.3* (-41.7% from goal)

09-10

All	87.9
AA	82.9
Asian	94.1
Hispanic	80.8
Caucasian	92.2
ELL	76.9
FARMS	78.8
SPED	53.6

Annual Objective: By the end of 2010-2011 school year, the following subgroups will achieve: African American 87.1%, Asian 95.5%; Hispanic 84.8%; White 94%, Special Education 65.2 (AYP +)%, ELL 82.7%; and FARMS 84.1%.

Evaluation: On 2009-2010 MSA, did the following make their percentage target?

08/09		Target	09/10	Actual
AA	72.8	79.6	82.9	= +3.3
SPED	43.3	58 (AYP = 84.5)	53.6	= -4.4
ELL	75.0	81.3	76.9	= -4.4
FARMS	69.7	77.3	78.8	= +1.5
Asian	89.5	92.1	94.1	= +2.0
Hispanic	86.4	89.8	80.8	= -9.0
Caucasian	86.6	89	92.2	= +3.2

Preamble: The following instructional “Best Practices” will be maintained throughout the school year 2009-2010:

1. Identify VSC objectives for teaching and re-teaching
2. Review benchmark assessments and change instruction based on data and student needs
3. Utilize Pearson mathematics website
4. Model BCR & SR questions and responses; include homework and independent work
5. Continue instructional differentiation using Talent Development Model/small groups
6. Utilize technology and computer lab to address math skills
7. Continue with Student Goals Conferences and Benchmark Recognition.

Strategy: Analyze student data to guide instruction

Task	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date/Check off when completed
1. Teachers will analyze topic tests and formative assessments diagnostically to select <u>VSC</u> objectives so that corrective teaching/enrichment will occur <u>for all students.</u>	✓	Administration Grade group leaders Lead Math Tchrs. ITL's	Classroom tchrs Sp Ed tchrs TD, ESOL, Guidance Counselor SBRT Math	Scantron Data Formative Assessments Planning Time	Data Binder (assessments) Data Monitoring Sheets Benchmark Protocol meetings Lesson Plan Books Grouping List	Ongoing Biweekly Quarterly Daily Ongoing
2. Students will be grouped/regrouped based on daily performance	✓	Administration	Classroom tchrs, Sp Ed tchrs, TD, ESOL, SBRT	Planning Time Stipend/Sub days	Lesson Plan Book Grouping Lists Reteach/Reassess Monitoring sheets (2X month)	Daily Ongoing Ongoing.

<p>3. Differentiated Instruction will be delivered by tchg staff (focusing on content) so that increased time with small groups of students will occur to increase the academic achievement of <u>all student groups</u>. (using the three group model and compacting for M3)</p>	✓	<p>Administration Sp. Ed tchrs ESOL tchrs</p>	<p>All classroom tchrs. TD tchrs</p>	<p>Increased math time in schedule Planning time Planning sheet for sped/reg ed Communication Intervention Sheet Grouping Staff Dev. – SBRT</p>	<p>Morning Drill Check In/Out Sp. Ed Outcomes/Schedule Lesson Plan Book Grade Group Minutes Sp. Ed Team Notes</p>	<p>Daily Daily Daily Monthly Weekly</p>
<p>4. Implement interventions to increase math achievement for BASIC/Bubble students</p>	✓	<p>Administration Sp. Ed Staff</p>	<p>Sp. Ed staff Reg. Ed teachers</p>	<p>Interventions: Do the math Fastt math Understanding Math (3-5) Understanding Numeration (1-3)</p>	<p>Intervention monitoring sheets Lesson Plan Daily Schedule Topic Test/Benchmark Scores</p>	<p>Weekly Daily Daily Ongoing</p>

Safe and Supportive Learning Environment
Action Steps

Goal II: 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. Rippling Woods Elementary will eliminate disparities among all NCLB student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct. .

Indicator #1: Through the end of the 2011/2012 school year, RWES will remain free from the designation of “persistently dangerous schools,” as defined by the Maryland State Department of Education.

Statement of Need: An analysis of discipline data revealed:

Years	# of School Referrals	# of bus referrals	#of Suspensions	Repeat offenders (RO) 3+	RO accounted for	RO accounted for
2009-2010	132	68	58	13	75 of total	32 of suspension total
2008-2009	99	42	49	17	79 of total	34 of suspension total
2007-2008	58	39	35	12	26 of total	8 of suspension total
2006-2007	105	42	42	12	45 of total	20 of suspension total

Referrals

Sub Group	2006-2007	2007-2008	2008-2009	2009-2010
AA	40	27	71	66
Asian	1	0	2	6
Hispanic	2	2	0	3
Caucasian	62	27	27	47
American Indian	0	2	0	0

Total Number of Missed Quarterly Celebrations	2006-2007	2007-2008	2008-2009	2009-2010
	340	255	127	101

Annual Objectives:

1. By the end of 2010-2011, there will be a 10% reduction in the number of students receiving one or more referrals for each NCLB group.
(This will be approximately 13 fewer students)
2. By the end of 2010-2011 there will be a 20% reduction in students not attending our “Quarterly Celebration” assemblies.
(This will be approximately 20 fewer students)

Evaluation: Did we decrease the number of students not attending the Quarterly Celebration?

07-08	08-09	09-10	10-11
25% decrease	50% decrease	20% decrease	

Did we reduce the amount of referrals/suspension?

06-07	07-08	08-09	09-10	10-11
105/42	58/35	99/49	132/58	

Preamble: The following instructional “Best Practices” will be maintained throughout the school year 2009-2010

1. Continue to implement monthly crisis drills
2. Continue with PBIS Program
3. Continue Leaders of the Month leading daily pledge
4. Recognize 3R’s students quarterly & yearly
5. Continue “Positive Panda” phone calls
6. Security procedures will be communicated to all stakeholders
7. Continue use of hallway pattern for efficient movement of students (lines on floor), panda pause (PBIS), hallway 3R’s chart
8. Updated discipline numbers shared at monthly SIT and PBIS meetings
9. Continue with teaching and communicating the Second Step Program
10. Continue Student Safety Patrol
11. Continue with VIP Lunches
12. Increase positive reinforcement of bus riding students (monthly incentive)

Action Steps	EQ(linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
1. Continue to implement (3 rd year) PBIS so that an orderly and positive learning environment will be maintained <u>for all students</u>	✓	Administration Guidance Counselor	Administration, All staff, Guidance Counselor	Spirit Assembly Panda Cart Items Panda Points PBIS Mtgs. 3R packet for parents 3R teaching matrix PTA funding for Q.C. programs Bus Newsletter tips Bus Incentives	Quarterly Celebrations Programs & Data Sheet Participation in Panda Cart Days Think sheets 2 nd step outcomes Swiss data PBIS Minutes	quarterly ongoing ongoing weekly
2. Continue to implement Core Essentials into PBIS so that <u>all students</u> will learn about and apply character ed. values improving students’ behavior.	✓	Administration, Guidance Counselor	Administration, all Staff, Guidance Counselor	Chik-Fil-A Kit Time in 2 nd step lessons Recognition through Students Leaders of the month	School wide newsletter Bus driver newsletter Leaders of the month Panda coupons Morning Announcements	monthly monthly monthly daily weekly

3. Implement Panda Pals “Buddy Program” to encourage team building among students and staff for all students.	✓	Administration ITL’s Classroom Teachers	Administration ITL’s Classroom Teachers	Buddy List Tine in schedule for those to meet	Special Events on School Calendars	Ongoing
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Community Engagement

Goal III: All students will be educated in a family-friendly, welcoming environment. Rippling Woods Elementary will eliminate disparities in parent and community representation and participation in traditional and non-traditional school community activities. .

Indicator #1: By the end of the 2011/2012 school year, Rippling Woods Elementary will increase the percentage of partnerships with faith-based and or community organizations from the **current baseline** by 30%.

Indicator #2: By the end of 2010/2011 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.

Statement of Need: An analysis of the volunteer program and business partnerships reflects:

07-08		08-09		09-10		10-11	
# of hours	# of Volunteers	#of hours	#of Volunteers	# of hours	# of Volunteers	# of hours	# of Volunteers
1,928	229	3,102	226	4,078	239		

07-08		08-09		09-10		10-11	
# of business partnerships		# of business partnerships		# of business partnerships		# of business partnerships	
17		24		30			

Evaluation: Did we increase the number and hours for volunteers? Did we increase the number of business partnerships?

07-08		08-09		09-10		10-11	
# of hours	# of volunteers	#of hours	#of volunteers	# of hours	#of volunteers	# of hours	# of volunteers
1,928	229	3,102	226	4,078	239		

07-08		08-09		09-10		10-11	
# of business partnerships		# of business partnerships		# of business partnerships		# of business partnerships	
17		24		30			

09-10

Back-to-school night : 370
 Volunteer Orientation: 19
 1st gr. Make it take it: 20
 Parent Conferences:
 Meet the Teacher: 214
 New Student Orientation: 21
 Welcome Wednesday: 84

10-11

Back-to-school-night: 300
 Volunteer Orientation: 25
 1st gr. Make it take it:
 Parent Conferences:
 Meet the Teacher: 200
 New Student Orientation: 20
 Welcome Wednesday:

Preamble: The following instructional “Best Practices” will be maintained throughout the school year 2009-2010

1. New student and family orientation
2. Distribute 3R packets to newly registered students & parents. [review quarterly, explain, re-teach]
3. Hold annual RWES Math/Science night, guest reader days, career day, Breakfast & books by grade levels
4. Hold annual “Meet and Greet the Teacher” prior to the first day of school (gr. 1-5)
5. Continue to schedule Grand Parents Day and Read across America Celebration, Field Day, etc.
6. Volunteer orientation and recognition (volunteer of the month)
7. Maintain website and monthly newsletter as well as grade level newsletters
8. Provide written translation for forms/letters to families who speak a language other than English

Strategy: Rippling Woods Elementary School will establish new avenues to communicate with the community.

Task	EQ(linked to Statement of Need	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
1. Investigate possibility of a multi-cultural activity day/evening to possibly include reading, games, foods, clothing, ancestry, etc.	✓	Administration Multicultural committee Equity Liaison	Teachers, students, business partners, RWES families, CA staff	Multicultural committee, multicultural liaison to network with feeder system representatives	Agendas and minutes from committee meetings Performance/Celebration	monthly
2. Continue to implement “Welcome Wednesdays” (monthly parent visitation) (2 nd Year) – expand to include parent forums to reflect diverse population	✓	Administration	Administration, teaching staff and parents	Refreshments, classroom observation tool	Sign in sheets, connect end messages Agendas	Monthly
3. Participate in Festival of the Arts (FOTA) feeder	✓	Administration	Administration ITL’s	Presentation of programs	Agenda & Minutes To FOTA meeting	TBA

system community based program.			CA Staff Extra Curricular Staff			
4. Maintain contact with local apartment complexes	✓	Administration	Administration Guidance Counselor	Newsletter F/R lunch forms Flyers for events/activities	Flyers	
5. Continue with Summer School Reading Night at local library	✓	Media Teacher	Administration Media Teacher Classroom Teacher	Summer Reading Info Incentives	Sign in Sheets	6/11
6. Participate in the Old Mill Community Day	✓	Administration	Administration ITL's Staff Volunteers	Table displays Brochure	Pictures from the event	TBA
7. Initiate an Equity Team to promote avenues for Cultural Proficiency	✓	Administration	Equity Liaison Equity Core Team	Time for planning Time for Staff Development	SIT Agenda	Ongoing (Monthly)