

**School Improvement Plan 2010-2011  
Action Steps**

**School: Riviera Beach Elementary**

**Goal Indicator: By June 2012, 50% of all students in each NCLB student group in all grades 3-5 will be performing at the Advanced level on the MSA Reading and Math.**

**Statement of Need: By June 2010, 30 % achieved advanced level on MSA Reading and 38.5 % achieved advanced level on MSA Math.**

**Annual Objective: By June 2011, 40% will achieve advanced level on MSA Reading and 44 % will achieve advanced level on MSA Math.**

| <b>Action Steps</b>   | <b>Person Responsible</b>  | <b>Implementation Team</b>   | <b>Resources/ Staff Development Needed</b>                                 | <b>Monitoring Procedure/ Evidence</b>   | <b>End Date/Check off when completed</b> |
|---|----------------------------|--|--|---|--|
| <b>Implement weekly grade-level data dialogues using the Classroom Focused Improvement Process (CFIP) protocol in order to monitor student progress and maximize achievement.</b> | <b>CFIP Teams</b>          | <b>Classroom teachers; special educators; cultural arts teachers</b> | <b>Flexible schedules; Data notebooks</b>                                  | <b>Data analysis: common assessments to meet targeted skills.</b>   | <b>June 2011</b>                         |
| <b>Integrate arts across the curriculum in order to accommodate students' multiple intelligences and learning styles and foster creative and critical thinking.</b>               | <b>Grade group leaders</b> | <b>Classroom teachers; special educators; Cultural Arts Team</b>     | <b>Collaborative planning/sharing time; Blackboard site; Continuing PD</b> | <b>Lesson plans; collaborative planning session minutes; student work incorporating arts; Student Art Showcase.</b> | <b>June 2011</b>                         |

|   |  |   |   |  |                                       |
|---|--|---|---|--|---------------------------------------|
| <p><b>Differentiate instruction using flexible groups in order to implement appropriate instruction based on specific student learning needs. (EQ)</b></p>                              | <p><b>Carol Lee<br/>Karen Davolio<br/>Pat Wensyel</b></p>                              | <p><b>Classroom teachers;<br/>special educators;<br/>cultural arts teachers</b></p> | <p><b>Staff development;<br/>leveled text; online resources (VSC Toolkit); Envision Aligned Resources: Good Questioning for Math Teaching (K-6); Groundworks: (Grades 1 - 5), Hands-On Standards (PreK - Grade 6), Teaching Student Centered Mathematics (K-8); Comprehension toolkit; Readsource; Great Books program and volunteers</b></p> | <p><b>Classroom observations;<br/>Daily small group outcomes;<br/>Lesson plans;<br/>CFIP notes;<br/>Data analysis:<br/>    Benchmarks<br/>    DIBELS<br/>    Formative Assessments</b></p> | <p><b>June 2011</b></p>               |
| <p><b>Implement Thinking Maps in all curricular areas in order to raise level of independent critical thinking and decision making skills among all students.</b></p>                   | <p><b>Thinking Maps Trainers:<br/>Carol Lee,<br/>Jen Evans,<br/>Diane Schwartz</b></p> | <p><b>Classroom teachers;<br/>special educators;<br/>cultural arts teachers</b></p> | <p><b>Collaborative planning sessions;<br/>PD weekly; Follow-up monthly</b></p>   | <p><b>Classroom observations;<br/>Plan books, indicating outcomes and assessments;<br/>Grade group notes; CFIP notes; sample assessments;<br/>student work samples</b></p>                 | <p><b>Aug.2010-<br/>June 2011</b></p> |
| <p><b>Incorporate higher order thinking questions into daily lessons in order to raise the level of cognitive demand and foster critical thinking skills across the curriculum.</b></p> | <p><b>Grade Group Leaders</b></p>  | <p><b>Classroom teachers;<br/>special educators;<br/>cultural arts teachers</b></p> | <p><b>Critical Thinking Wheels; PD</b></p>  | <p><b>H.O.T. questions posted daily; quizzes; Benchmark data analysis.</b></p>   | <p><b>June2011</b></p>                |

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**Goal Indicator: 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 NCLB student groups in the referral and suspension rates for violation of the Code of Student Conduct.**

**Statement of Need: By June 2010,**

- 1) 20 students (7.5%) received 35 discipline referrals.
- 2) 72 students (27.6%) were absent over 12 days.

**Objective: By June 2011,**

- 1) Reduce the number of students receiving discipline referrals by 2 % and number of referrals by 10%.
- 2) Reduce the number of students with excessive absences by 10%.

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|--|---------------------------|---------------------------------------|--|--|--|
| <b>Implement grade level attendance incentives based on highest percentage with daily announcements and monthly award in order to increase student attendance.</b> | <b>Stephanie Jones</b>    | <b>Teachers, Attendance Committee</b> | <b>Bar Graph display; Banner; Tardy sign; Incentives</b> | <b>SASI data<br/>Newsletter articles<br/>Announcements</b> | <b>June 2011</b>                         |
| <b>Implement Student Leadership Team in order to increase student capacity and decrease number of students receiving office referrals.</b>                         | <b>Leah Halley</b>        | <b>PBIS Committee, Teachers</b>       | <b>Student/staff training</b>                            | <b>SASI/SWIS data</b>                                      | <b>June 2011</b>                         |

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**Goal Indicator: All AACPS will be educated in schools that are family-friendly, welcoming environments.**

**Statement of Need: By June 2010,  
102 parents participated in the Volunteer Program.  
13 community businesses supported school programs.**

**Objective: By June 2011,  
1.Host a minimum of two activities to welcome community into the school and strengthen the community/school connection.  
2.Increase business partnerships by 10%.**

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|--|----------------------------------|----------------------------------|--|--|--|
| <b>Coordinate partnerships with local businesses/churches in order to support community functions at school.</b>   | <b>Leah Halley</b>               | <b>Human Relations Committee</b> | <b>Calendar of school community activities and list of needs</b> | <b>Agendas/handouts of monthly events; i.e., PBA events.</b> | <b>June 2011</b>                         |
| <b>Facilitate <i>RBES at the Library</i> and <i>Northeast Knocks</i> at sites in the community in order to build positive relationships between school and community members. (EQ)</b> | <b>Leah Halley<br/>Carol Lee</b> | <b>Leah Halley<br/>Carol Lee</b> | <b>MOI funds</b>   | <b>Agendas/handouts / Registration sheets</b>                | <b>June 2011</b>                         |

### **Institutionalized/Best Practice Action Steps:**

- 1. Implement Elements of Vocabulary school-wide daily in order to increase students' vocabulary knowledge and usage.**
- 2. Plan and implement Family Literacy Night to communicate Language Arts goals to the parents/community.**
- 3. Build computational fluency by incorporating interactive math strategies in order to increase achievement in math.**
- 4. Collaboratively share and reflect upon instructional practices through observation of colleagues and vertical team meetings at least once each marking period.**
- 5. Infuse technology into the curriculum to enhance the delivery of instruction.**
- 6. Refine the PBIS program (PRIDE) in order to increase school safety and student time on task.**
- 7. Implement Second Step program in order to increase student awareness of problem solving skills and reduce discipline referrals.**
- 8. Provide opportunities for staff to self-reflect and discuss cultural proficiency in order to increase awareness of self and others. (EQ)**
- 9. Align daily formative assessments and student outcomes to VSC assessment limits and beyond in order to clarify learning objectives and increase student achievement in all academic areas.**