

Severn Elementary School Improvement Plan 2010-2012

Evidence of Need: Severn Elementary School has identified reading and mathematics as focus areas since grades 3, 4 & 5 must maintain satisfactory standards on MSA.

Disparity among performance groups: Lowest achieving students performed better than their national counterparts for past three years on the Naglieri. Average and above average students performed at or slightly below their national counterparts. There is a decreasing disparity in subgroup performance. Our subgroup gaps are one of the lowest in Anne Arundel County. However, Severn did not make AYP in special education reading.

Discipline data: The referral rate has continued to decrease since 2006. This is attributed to excellent instruction, student centered activities, and implementation of the Code of Conduct Handbook. Teachers also infuse the Second Step Program into weekly instruction. The suspension rate increased by one and the majority of referrals were from new students to Anne Arundel County Public Schools and special education students with behavior issues.

School Profile:

- Severn Elementary is a school with a very diverse population with an increasing mobility rate and FARMS students. These combined facts need to be addressed in our current SIT Plan. The faculty turnover rate is very low. The staff at Severn works very well together, demonstrated by the high degree of student success, with lack of additional school-based resources.
- Key factors that affect performance at Severn Elementary:
 - Students' transfer of knowledge, background knowledge before entering school, and lack of various experiences
 - The lack of any additional personnel to teach intervention groups
 - Only 1.5 administrators; one reading teacher and zero intervention specialists ~ It is challenging to maintain the growth we have obtained.
 - Our FARMS rate, mobility rate, increase in homeless students, and Section 8 housing are concerns. These four factors combined make Severn unlike any other school in Anne Arundel County, according to the Maryland State Department of Education's website for comparing our school's performance to other similar schools.
- The faculty turnover rate is very low. The staff at Severn works very well together. Severn Elementary's staff is 100% highly qualified.

Teacher perspective: The loss of classroom reduction has increased the number of students needing interventions.

Goals and Objectives:

Goal 1: Accelerate academic achievement for all.

- Objective 1 – By 2012, our students will be strategic readers by participating in a comprehensive instructional reading program, integrated across the curriculum with the focus on reaching proficiency and advancement.

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- Objective 2 – By 2012, we will deliver a comprehensive math program with an increased focus on Data/Statistics/Probability/Problem Solving, Computation/Measurement, Geometry, and Processes of Mathematics (oral and written communication)
- Objective 3 - By 2012, achievement gap of identified sub-groups will be reduced, by using data analysis to plan flexible grouping instruction.
- Objective 3 – By 2012, we will provide opportunities for differentiated learning activities as evidenced by addressing individuals' learning profiles.

Goal 2: Sustain a Safe and Supportive Learning Environment.

- Objective 1 – Continue to sustain a safe and supportive learning environment that promotes accelerated achievement. **eq.**

Goal 3: Community Engagement

- Objective 1 – Continue to develop lasting relationships with members of the Severn community. **eq.**

Monitoring of progress: Shared responsibility of all staff members with the following people sharing collection of the monitoring pieces:

Area	EQ	Person Responsible	Resources Needed	End Date Checked when Complete
Reading	√	Whitehill/Carter/Thomas/Weber	County Assessment Reports; Oral Fluency Reports	
Math	√	Gallagher/Bane/Gruber	Math Assessment Reports	
Differentiation/Thinking Maps	√	Whitehill/Thomas/Gruber/Cooke/Carter/Lucarelli	Consultation and Collaboration Data	
Safe and Orderly School Discipline	√	Crowder/Williams/Whitehill/Cooke	Discipline Reports and Data Prevention Reports	
Community Engagement/Cultural Proficiency	√	Williams/Lang/Thomas/Carter/Cooke	Data Collection	

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Goal 1: Accelerate academic achievement for all Severn Elementary School students by 2012. Eighty-five percent of students in all appropriate sub-groups will reach proficiency on MSA in reading and mathematics.

Objective 1: By 2012, our students will be strategic readers by participating in a comprehensive instructional reading program, integrated across the curriculum with the focus on reaching proficiency and advancement.

Milestone: The percentage of students achieving at grade level or above will increase by 5 percentage points over last year on (DIBELS) Dynamic Indicators of Basic Early Literacy Skills or the county reading assessment.

Strategy: Provide daily reading instruction based on the state curriculum that produces students who read independently, respond appropriately, and self-regulate their learning when reading.

Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date, Check when Complete
Analyze available data to plan for and provide advanced, differentiated learning opportunities including the use of Thinking Maps.	Analyze all subgroups.	Teachers/RT/TDT	Classics; Novels Investigation/Inquiry Thinking Maps Jacob's Ladder	-Framework scores -Reflection sheet	
Increase the fluency rate of struggling readers.	Allow all students to participate.	Media – Chessie, Club & Special Ed. Teachers, Classroom Teachers	Quick Reads Lexia Learning System My Reading Coach Voyager Corrective Reading	ORF (all students beginning/end of year; students scoring below 50 th percentile, each unit.)	
Continue to diagnose student needs and implement intervention programs and provide differentiated instruction in both regular and special education classrooms.	Plan addresses all students' needs.	Grade Group Chair; Sub-committee Members, Teachers; EMT	<u>Intervention Pgms:</u> <ul style="list-style-type: none"> • Performance Series Grades 3-5 • Comprehension Toolkit • Read Source 	<u>Screening Results:</u> <ul style="list-style-type: none"> • Voyager • Wilson • QRI & ERI • DIBELS • Corrective Reading 	

Evaluation: Did the percentage of students achieving at proficiency or higher increase by 5 percentage points this year?

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Goal 1 (continued)

Objective 2: By 2012, we will deliver a comprehensive math program with an increased focus on data/statistics/probability/problem solving, computation, measurement, geometry, and processes of mathematics (oral and written communication).

Milestone: Increase percentage of students proficient or advanced on MSA by **5** points in grades 3, 4 and 5.
Increase written communication scores by **5%** on benchmark assessments in grades 3-5.
Focus on ELL, FARMS and SPED subgroups.

Strategy: Increase student performance in identified areas of math.					
Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date
Use small groups and cooperative learning strategies 3 to 5 times per week in the math class and implement two group rotations.	Focuses on subgroups that need additional help.	Classroom Teachers, Special Education Teachers	Envision math resources, assistance from math resource teacher	Lesson plans, Daily outcomes, Student products, Walk-through “look-fors”	
Provide in-service on differentiated instruction and work with grade groups as a follow up.	All teachers benefit from in-service and all students benefit from DI instruction	Lead Math Teacher County Math Resource Teacher	Assistance and materials from math resource teacher	Analyze cumulative assessment data	
Strategy: Increase performance of special needs students.					
Use Math Intervention Kits – Numeration computer program; Fast Facts; volunteer tutors, First In Math	Additional assistance provided to struggling students.	Teachers; Math Resource Teacher; Volunteers	Volunteer Tutors	First in Math Benchmarks Observations	

Evaluation: Did the percentage of students’ proficient or advanced on MSA increase by **5** points in grades 3, 4 and 5?
Did written communication scores increase by **5%** on cumulative assessments in grades 3-5?

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Goal 1 (continued)

Objective 3: By 2012, achievement gap of identified sub-groups will be reduced, by using data analysis to plan flexible grouping instruction.

Milestone: There will be a **7%** percent decrease in the subgroup discrepancy on all tested areas on MSA.

Strategy: Provide a clear focus on positive attitudes, high expectations, and create an appreciation of diversity to meet the needs of students in various sub-groups.

Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date
Analyze Data Warehouse information to identify students nearing or just barely at proficient and provide appropriate interventions.	Group students appropriately.	SIT /Teachers	Staff development time Assistance from the Senior Manager of Accountability	Data summary and list of targeted children	
Determine specific instructional strategies, interventions, and monitoring techniques for students who scored basic on MSA.	Students who scored basic on MSA	Teachers/SPED Teachers/ RT/SIT	Intervention Pgms. Personnel to implement	Benchmark data Reading fluency data Comprehension data QRI data	

Evaluation: Did subgroup discrepancies decrease by **7%** on MSA?

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Goal 1 (continued)

Objective 4: By 2012, we will provide opportunities for differentiated learning activities as evidenced by addressing individuals' learning profiles.

Milestone: Increase benchmark scores of the middle, higher and highest achieving students by 5%.

Strategy: Teachers will identify individual students' readiness, interests, or learning profiles and program for their diagnosed needs.					
Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date
Evaluate effectiveness of differentiated instruction & diagnose and prescribe for individuals, as needed.	Review data of all subgroups to ensure academic growth.	Administration Classroom Teachers SPED Teachers	TDT; RT	Analysis of benchmark scores and DIBELS data	
Implement advanced programming to include: M^2 , M^3 , First in Math and Hands on Equations.	Provide opportunities for students meeting academic criteria.	TDT Math cluster teachers grades 2-5	Materials	Teacher observation; Pre-assessments; Benchmark scores	
Provide on-going in-service training to staff on the use of Thinking Maps in all subject areas as Thinking Maps relate to DI.	Train all teachers and students in the use of Thinking Maps.	Thinking Maps Team	TM Manuals Staff development opportunities	Plan books; Sharing TM samples; Observations	

Evaluation: Did the benchmark scores increase for middle, higher and highest achieving students by 5%?

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Goal 2: Sustain a Safe and Supportive Learning Environment.

Objective 1: Continue to sustain a safe and supportive learning environment that promotes accelerated achievement.

Milestone: Continue to maintain high survey results on climate surveys and parent feedback forms.
Reduce discipline referrals and suspensions by 5%.

Strategy: Provide a safe and supportive learning environment through a variety of means.					
Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date
Teach Second Step lessons in grades K-5.	Lessons taught to all students.	Classroom Teachers	Second Step Kits	Plan books Walk-throughs	
Teach bullying lessons in grades k-5.	All students are educated about bullying.	School Counselor	Bullying Lessons	Teacher observation;	
Conduct small groups for students who are bullying other students, as needed.	Provide opportunities for students to participate.	School Counselor	Bullying Materials	Observations Group Schedule	
Teach gang awareness lesson to fifth graders.	All fifth grade students will participate.	School Counselor	County gang lessons	Plan books; Sharing TM samples; Observations	
Ensure student safety during arrival and dismissal.	All students are ensured safe arrivals and dismissals.	School Counselor Severn Helpers	Materials (colored paper, poster board, etc.) Safety patrol belts	Observation	

Evaluation: Was there a 5% reduction in discipline referrals and suspensions during the 2010-2011 school year?

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Goal 3: Maintain Active Community Engagement and Cultural Proficiency Awareness

Objective 1: Continue to develop lasting relationships with members of the Severn community.

Milestone: Increased parent and community participation at special events

Strategy: Offer multiple opportunities for active community engagement.					
Action Steps	EQ	Persons Responsible	Resources Needed	Monitoring Procedure	End Date
Continue cultural proficiency awareness during instruction, cultural celebrations, and appreciation days.	Students, staff members and parents are invited to participate in activities.	Administration Equity Liaison	Staff Development Opportunities	School Calendar	
Host community events to encourage parent and community involvement.	Students, staff members and parents are invited to participate in activities.	Administration Classroom Teachers School Counselor PTA	Materials	School Calendar	
Sponsor events that help less fortunate families in the community.	All Severn community members are welcome to participate.	Administration School Counselor	Materials	School Calendar	

Evaluation: Was there was an increase in parent and community participation at special events?

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MSA Reading Composite 2006-2010 Grades 3-5

Student category	2006- 2007				2007- 2008				2008- 2009				2009- 2010			
	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%
All	15.9	64.9	19.2	84.1	13.3	61.6	25.1	86.7	8.9	59.1	32	91.1	13	57.85	29.15	87
African American	16.7	65.9	17.5	83.3	17.7	60.5	21.8	82.3	10.8	65.8	23.3	89.2	14.3	63.39	22.32	85.71
Am. Ind./Alas. Nat.	50	NULL	50	50	NULL	100	NULL	100	NULL	100	NULL	100	NULL	100	NULL	100
Asian/Pac. Islander	7.1	85.7	7.1	92.9	6.7	66.7	26.7	93.3	16.7	66.7	16.7	83.3	15	55	30	85
Hispanic	23.1	46.2	30.8	76.9	11.1	66.7	22.2	88.9	22.2	44.4	33.3	77.8	14.3	50	35.71	85.71
White	13.2	64.2	22.6	86.8	6.5	61.3	32.3	93.6	3.7	48.8	47.6	96.3	10.5	51.32	38.16	89.47
ELL	33.3	66.7	NULL	66.7	33.3	66.7	NULL	66.7	40	60	NULL	60	22.2	66.67	11.11	77.78
FARMS	19.3	70.2	10.5	80.7	11.4	68.2	20.5	88.6	17.5	59.7	22.8	82.5	22.2	61.9	15.87	77.78
SPED	42.9	47.6	9.5	57.1	35	60	5	65	31.3	62.5	6.3	68.8	50	50	NULL	50

MSA Math Composite 2006-2010 Grades 3-5

Student category	2006- 2007				2007- 2008				2008- 2009				2009- 2010			
	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%
All	14.4	57.9	27.8	85.7	15.5	54	30.5	84.5	6.3	54.9	38.8	93.8	12.1	46.4	41.5	88
African American	15.9	64.3	19.8	84.1	20.2	55.7	24.2	79.8	6.7	64.7	28.6	93.3	14.3	58	27.7	85.7
Am. Ind./Alas. Nat.	50	-	50	50	-	100	-	100	50	50	-	50	NULL	100	NULL	100
Asian/Pac. Islander	7.1	64.3	28.6	92.9	18.8	75	6.3	81.3	-	50	50	100	19.1	23.8	57.1	81
Hispanic	14.3	42.9	42.9	85.7	11.1	44.4	44.4	88.9	22.2	33.3	44.4	77.8	14.3	35.7	50	85.7
White	11.3	47.2	41.5	88.7	6.4	46	47.6	93.7	3.7	43.9	52.4	96.3	6.6	36.8	56.6	93.4
ELL	25	75	-	75	28.6	71.4	-	71.4	20	40	40	80	30	40	30	70
FARMS	19	67.2	13.8	81	17.8	57.8	24.4	82.2	12.5	55.4	32.1	87.5	23.4	50	26.6	76.6
SPED	36.4	45.5	18.2	63.6	35	45	20	65	37.5	56.3	6.3	62.5	50	42.9	7.1	50

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Data Trends of Referrals and Suspensions 2006-2010

Discipline Referrals	2006-07	2007-08	2008-09	2009-10
Total	99	71	64	58
Males	79	57	54	42
Females	20	14	10	16
African	78	54	29	31
Asian	1	1	0	6
Hispanic	3	0	0	0
White	17	16	35	21
American Indian/Alaskan	0	0	0	0
SPED	43	20	28	13
FARMS	26	18	14	21
ELL	1	0	0	5

Suspensions	2006-07	2007-08	2008-09	2009-10
Total	28	24	19	20
Males	23	17	15	13
Females	5	7	4	7
African	23	17	13	12
Asian	0	0	0	1
Hispanic	1	0	0	0
White	4	7	6	7
American Indian/Alaskan	0	0	0	0
SPED	6	5	5	4
FARMS	10	9	3	6
ELL	0	0	0	1

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**Data Trends of Race
2006-2010**

Race	May 2006 (413 students)	2007 (442 students)	2008 (448 students)	2009 (442 students)	2010 (475students)
Caucasian	39%	32%	31%	41%	38%
African Am.	49%	54%	56%	46%	49%
Hispanic	6%	5%	6%	4.8%	4%
Am. Indian	0.3%	0.6%	0.2%	0.5%	0.002%
Asian	5.7%	8.1%	8%	7.9%	8%
Mobility Rate	27.7%	25.3%	21.2%	20.0%	TBD