

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

**Goal:** All students will reach high standards on the Maryland School Assessment (MSA) in Reading and Math. Achievement disparities among all No Child Left Behind groups of students will be eliminated.

**Indicator:** By the end of the 2013/14 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on MSA.

**Statement of Need:** According to the 2010 MSA data in **Math**, while 90.3% and 39.8% of 4<sup>th</sup> grade students scored proficient and advanced, respectively, the following student groups are in need of academic growth: Proficient level of overall student group (80.1%), African American (56.8%), Special Education (54.1%) and FARMS (61%), and advanced level of overall group (24.3%)

**Annual Objective:** By the end of the 2010/11 school year, in **Math** 90% of overall students, 84.5% African American, 84.5% Special Education and 84.5% FARMS will score at least proficient and 35% overall students will score advanced on MSA.

**Statement of Need:** According to the 2010 MSA data in **Reading**, while 89.2% scored at least proficient (county average was 91.1%), the following student groups are in need of academic growth: Proficiency level of Special Education (60%) and overall student group, and advanced level of overall student group (30.1%)

**Annual Objective:** By the end of the 2010/11 school year, in **Reading** 70% of Special Education students and 91.9% overall students will score at least proficient and 35% overall students will score advanced on MSA.

**Strategy:** Implementation of Differentiated Instruction will result in increased student achievement and the elimination of achievement gaps.

<b>Action Steps</b>	<b>EQ (linked to Statement of Need)</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/ Evidence</b>	<b>Monitoring/End Dates</b>
Implement weekly collaborative planning in Reading and Math		Principal	Classroom, TD, Reading, Special Education	Common planning time, SBRT	Plan books, Attendance by Admin., Resource or Reading Teachers	Weekly, 6/10
Provide daily small group instruction in reading and math based on pre- and formative assessments	EQ	Team Leaders	Classroom and Special Education Teachers	Staff Development (reading and math)	Teacher plan books and student work samples	Daily, 6/10
<ul style="list-style-type: none"> <li>Monitor student progress using DIBELS and running records</li> </ul>		Team Leaders	K-1 DIBELS K-5 Running Records (RR)	Sub time and PDS interns	Fountas & Pinnell kits, RR and DIBELS booklets	2X yearly RR, 3X for DIBELS
<ul style="list-style-type: none"> <li>Record and monitor progress of classes on SC monitoring sheet using data (i.e., benchmarks, checkpoint quizzes)</li> </ul>		Team Leaders	Gr. 2-5 Teachers & Special Education	Student data, SBRT, SC monitoring sheets	Teacher SC monitoring sheets, other data sheets and student test results	Monthly and as appropriate, 6/10
<ul style="list-style-type: none"> <li>Implement and monitor math and reading intervention programs for targeted students</li> </ul>	EQ	Spec. Education and Reading Teachers	Intervention Team	Do the Math, Fast Math, Voyager, M3, Lexia, etc.	Individual student data sheets with assessment results, student samples	Daily, 6/10
<ul style="list-style-type: none"> <li>Use compacting, tiering and interest inventories to differentiate instruction during language arts</li> </ul>	EQ	Team Leaders	Classroom Teachers	Staff Development (DI team)	Teacher plan books and student work samples	Wkly beginning in Dec., 6/10

Implement daily warm-ups in math that include higher-level and open-ended questions and a 3 times weekly morning math drill		Team Leaders	Gr. 3-5 Math Teachers/All Gr. 3-5 Class Teachers	<u>Good Questions in Math</u> book	Collection of weekly warm-up sheets and a periodic sampling of daily morning math drills	Daily, 6/10
Participate in a book study and peer class visits to improve teaching strategies in math		Team Leaders	Grade K-5 Math Teachers & Special Education	<u>Faster Isn't Smarter</u> book, SBRT & sub time	Math Curriculum minutes and student work samples, visitation schedules	Monthly, 6/10
Plan lessons in content area that reinforce skills in the math SC		Team Leaders	Content teachers	Math SC	Teacher plan books and student work samples	As appropriate, 6/10
Provide instruction for students to independently complete Thinking Maps that match the SC outcomes		Team Leaders	All Teachers	Staff Development (TM team)	Teacher plan books and student work samples	Daily and as appropriate, 6/10

## Solley Elementary

### School Improvement Plan 2010-2011

**Goal:** Solley Elementary School will create a safe and supportive learning environment that promotes accelerated achievement for all students.

**Indicator:** By the end of the 2013/14 school year, the number of discipline referrals will be at 50 or less.

**Statement of Need:** There were 43 discipline referrals in the 2009-2010 school year.

**Annual Objective:** By the end of the 2010-2011, we will maintain the number of discipline referrals at 50 or less for the year.

**Strategy:** Implementation of the recognition programs (5 Be's and the bus incentive program) and individual/small group intervention to improve student behavior.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Implement and enforce a school-wide rules for all areas of the school (i.e., classroom, halls, cafeteria, recess)		Administration, All staff	Classroom, Administration, Counselor	Guidance lessons, staff reinforcement, 5 Be's charts	Number of referrals and concerns managed by guidance counselor or administrators	Weekly, 6/10
Implement a proactive program with students that were identified from the previous school year with more than three informal referrals records (RR)	EQ	Administration, Counselor	Classroom, Administration, Counselor	School Contract, Reinforcement Choices Checklist	Log of home visits to target specific behaviors, weekly check system with counselor or staff and parent contact log.	Weekly, 6/10
Implement an informal referral sheet to document steps taken for students needing a systematic and cohesive plan for success	EQ	J. Riegger	Teachers, Counselor, Administrators and Psychologist	Second Step materials, Social Skills, small group sessions	Number of referrals and concerns managed by guidance counselor or administrators	Weekly, 6/10

Implement an incentive recognition program to recognize positive behavior within school	EQ	C. Grantham J. Riegger	C. Grantham, Teachers	Funds for treats, certificates, pencils	Lists of selected students for 5 Be's, busses selected for reward	Monthly
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## Solley Elementary

### School Improvement Plan 2010-2011

#### Action Steps

**Goal:** Solley Elementary School will increase the number of parents attending evening events.

**Indicator:** By June 2013-2014, the number of parents attending evening academic events will increase by fifteen percentage points.

**Statement of Need:** During the 2009-2010 school year, an average of 25% of parents of students attended each after-school academic event, including an average of 16% for African American parents and 18% for Hispanic and Asian parents.

**Annual Objective:** By June 2011, there will be an increase of five percentage points of all parents (30%) attending evening academic event and a five percentage points increase in African American (21%), Hispanic (23%) and Asian (23%) parents.

**Strategy:** Implementation of the “banner” initiative that will result in increased parent and student representation at an academic event.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Plan and organize Back to School Night, Celebrating Cultures Night, Science Night and Science Fair and Technology Night		Administrators and Lead Teachers	Curriculum Committees, Staff, Loyola Interns, Stacy Williams	Activities of academic interest, parent support, planning time	Minutes from curriculum meetings, newsletters, and flyers, log of attendance at events	After each event, 6/10
Design and implement a banner initiative to recognize classes with the highest parent participation		Jennifer Riegger	Classroom Teachers	Banners	Data chart of attendance for each event	After each event June 2010

Implement after-school activities for students (i.e., Math Club, Terrapin Club, Robotics Club, Computer Club)		Josh Webster, J. Ludwig, J. Seifert	J. Webster, J. Ludwig, B. Ward J. Seifert and/or Parent Volunteers	Stipend for teacher pay, activities for students	Log of attendance at events	After each class
Contact parents of selected sub-groups that are under-represented at attendance of evening events	EQ	Administrators and Counselor	Administrators, Counselor and ESOL Teacher	Teacher and parent support	Phone log and letters sent to parents	After each event