

South Shore Elementary School

School Improvement Plan

2010-2011

“When teachers collaborate productively, they participate in reflective dialogue; they observe and react to one another’s teaching, curriculum, and assessment practices; and they engage in joint planning and curriculum development. All of these forms of collaboration should improve practice.”

-Newmann et al.

In the area of Academic Achievement, we will accelerate achievement for all South Shore students. By the end of the 2011–2012 school year, **98%** of all South Shore students will reach proficiency in reading/language arts and mathematics.

On the Maryland School Assessment, South Shore students have consistently achieved above the county average as well as above the national average median percentile. According to the percent proficiency for AYP, all of South Shore subgroups received a passing score. However, according to MSA data trends, there continues to be a narrow disparity between the special education students and the total school population in mathematics and reading.

We have a small population of students within the special education group, which continues to be a focus. Specific possible causes for the disparity among the special education subgroup are inconsistent test taking skills, poor metacognitive skills, and/or difficulty understanding what the question is asking due to language processing deficits. Communication between the special education teacher and general educators promotes the development of strategies and techniques to assist the special education students. We plan to continue to implement necessary modifications and testing protocols.

We are addressing the School Improvement Plan, increasing our total percentage of advanced/proficient students in mathematics and reading on the MSA, as well as increasing advanced scores in reading and math.

In the area of Safe and Orderly Environment, we continue to sustain a safe learning environment that promotes accelerated achievement. Previously, the 21st Century Education Foundation Climate Survey indicated high satisfaction with South Shore Elementary School by students, staff, and parents. During the 2009-2010 school year, there were 11 school based referrals. At the end of 2010-2011 our goal is to maintain a low number of discipline incidents and to implement strategies to support students who receive multiple referrals.

In the area of Community and Parent Involvement, South Shore will maintain and foster community partnerships and sustain focused volunteer programs to promote accelerated achievement. By the end of the 2010-2011 school year, we will establish two mutually beneficial business/community partnerships.

School Improvement Plan 2010-2011

School: South Shore Elementary School

Goal: Student Achievement-Language Arts: All diploma-bound 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.

Goal Indicator:

- ✓ By the end of the 2011-2012 school-year, 70% of students in grades 3-5 will perform on the advanced level on the Maryland State Reading Assessments.
- ✓ By the end of the 2012-2013 school-year, 85% of students in grades 3-5 will perform on the advanced level on the Maryland State Reading Assessments.
- ✓ By the end of the 2013-2014 school-year, 100% of students in grades 3-5 will perform at the **proficient/advanced** levels on the Maryland State Reading Assessments.

Statement of need:

- ✓ In the 2009-2010 school-year, 86.7% of grade 2 students had a achieved Proficient/Advanced on Benchmark Reading.
African American 33.3% White 90% Asian 100% Special Ed. 42.9% FARMS 80%
- ✓ In the 2009-2010 school-year, 92.7% of students in grades 3-5 scored proficient/advanced on the MSA in reading:
African-American 87.5% White: 94% Asian 87.5 Special Ed 53.3% FARMS 84%
- ✓ In the 2009-2010 school-year, 50% of students in grades 3-5 scored on the **advanced** level on the MSA in reading:
African-American 43.8% White: 50.5% Asian: 62.5% Special Ed. 20% FARMS 32%

Annual Objective:

- ✓ By the end of the 2010-2011 school-year, 98% of the students will score at the **proficient/advanced** on the MSA Assessments.
- ✓ By the end of the 2010-2011 school-year, 60% of the students will score at the **advanced** level on the MSA in reading.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Disaggregate grade level achievement data so that teachers can differentiate instruction to meet all students' needs and adjust instruction for small groups	✓	• All Teachers	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ Reading Specialist ♦ Special Educator 	<ul style="list-style-type: none"> ♦ Assessment data 	<ul style="list-style-type: none"> • Grade group minutes • Panda Progress Meetings • Reflection sheets 	June 2011

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Compose higher level outcomes and pre-plan higher level questions as the foundation of lessons plans so that all students are challenged to think/perform at a higher level.	✓	<ul style="list-style-type: none"> All Teachers 	<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Staff Development Articles/Resources 	<ul style="list-style-type: none"> Observations Walk-throughs 	June 2011
Implement Comprehension Toolkit Lessons into Reading/Language Arts Instruction weekly so that the needs of all students are appropriately met	✓	<ul style="list-style-type: none"> Classroom teachers Special Education teachers 	<ul style="list-style-type: none"> Classroom teachers Reading Specialist 	<ul style="list-style-type: none"> ToolkitResources Staff Dev. (grade group mtgs) 	<ul style="list-style-type: none"> Grade group mtg minutes Observations Walk-throughs 	June 2011
Utilize technology to display and discuss student work exemplars so that students can analyze peer work to improve their own	✓	<ul style="list-style-type: none"> All Teachers 	<ul style="list-style-type: none"> Classroom Teachers eCoach 	<ul style="list-style-type: none"> Technology Training PLC resources Blackboard tab to share resources 	<ul style="list-style-type: none"> Observations Walk-throughs 	June 2011
Continue to implement the Elements of Reading in grades K-5 in order to extend students' vocabulary, word attack skills, and comprehension	✓	<ul style="list-style-type: none"> Classroom Teachers Special Education Teachers 	<ul style="list-style-type: none"> Language Arts Team 	<ul style="list-style-type: none"> Elements of Reading program 	<ul style="list-style-type: none"> Observations Assessment data 	June 2011
Implement Thinking Maps across all grades and content areas so that students will organize their thoughts utilizing consistent structures.	✓	<ul style="list-style-type: none"> All Teachers 	<ul style="list-style-type: none"> Reading Specialist Thinking Maps trainers Classroom Teachers 	<ul style="list-style-type: none"> TM Binders Implementation plan Training 	<ul style="list-style-type: none"> Observations Walk Throughs Sample Maps 	June 2011
Implement William and Mary in grades 2-5 so that highly able students are challenged to think critically, develop writing skills, and engage in analytical discussions.	✓	<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Reading Specialist Classroom Teachers 	<ul style="list-style-type: none"> Training W&M Curriculum and supplemental resources 	<ul style="list-style-type: none"> Pre/Post assessment data Grade group minutes Writing samples 	June 2011
Utilize “Beautiful Creative Writing” editing technique in grades K-5 so that students develop and use a standardized process when revising their writing.	✓	<ul style="list-style-type: none"> Classroom teachers Special Ed. teachers 	<ul style="list-style-type: none"> Reading Specialist Classroom Teachers 	<ul style="list-style-type: none"> Training Posters 	<ul style="list-style-type: none"> Quarterly writing samples 	June 2011

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Monitor performance of all students who scored Basic on the 2010 MSAs so that appropriate interventions are implemented as needed	✓	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ Special Education teachers 	<ul style="list-style-type: none"> ♦ Administration ♦ Classroom Teachers ♦ Reading Specialist ♦ Special Educators 	<ul style="list-style-type: none"> ♦ Binders ♦ Intervention programs 	<ul style="list-style-type: none"> ♦ Progress Monitoring ♦ Intervention data ♦ Quarterly data 	June 2011
Monitor the performance of all “Bubble” students who are within +/-10% of scoring Advanced on 2010 MSAs so that appropriate instructional strategies can be implemented to support their growth and development	✓	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ Special Education teachers 	<ul style="list-style-type: none"> ♦ Administration ♦ Classroom Teachers ♦ Reading Specialist ♦ Special Educators 	<ul style="list-style-type: none"> ♦ Mentors ♦ Enrichment activities ♦ Lunch bunch groups ♦ Parent Info 	<ul style="list-style-type: none"> ♦ Benchmark data ♦ Progress monitoring meetings 	June 2011

School Improvement Plan 2010-2011

School: South Shore Elementary School

Goal: Student Achievement-Math: All diploma-bound 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.

Goal Indicator:

- ✓ By the end of the 2011-2012 school-year, 70% of students will be performing on the advanced level on the MSA math.
- ✓ By the end of the 2013-2014 school-year, all students will perform at the proficient or advanced level of achievement on the MSA math.

Statement of need:

- ✓ In the 2009-2010 school year, 92.7% of students had scored proficient/advanced on the MSA Math:
 FARMS 84% Special Ed. 53% African-American 88% White: 94.9% Asian 88%
- ✓ In the 2009-2010 school year, 50% of the students scored advanced level on the MSA math:
 FARMS 32% Special Ed. 20% African-American 44% White 50.5 Asian 88%

Annual Objective:

- ✓ By the end of the 2010-2011 school-year, 98% of the students will score proficient/advanced level on the MSA math.
- ✓ By the end of the 2010-2011 school-year, 65% of the students will score advanced level on the MSA math.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Institute co-teaching practices in math classes so all students are exposed to high level academic content and teachers collaboratively plan and deliver instruction.	✓	Administrator	<ul style="list-style-type: none"> ♦ Selected teachers ♦ Special Education ♦ Talent Dev. 	<ul style="list-style-type: none"> ♦ Training ♦ Planning Time 	<ul style="list-style-type: none"> ♦ Walk throughs ♦ Observations 	June 2011
Disaggregate grade level achievement data in order to differentiate instruction to meet students' identified needs so that flexible grouping can be utilized in each math topic.	✓	Grade level teams	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ TD Teacher ♦ Special Educator ♦ Math Lead Teachers 	<ul style="list-style-type: none"> ♦ Topic Pre-Assessment Data ♦ Quarterly assessment data ♦ Training 	<ul style="list-style-type: none"> ♦ Progress Meetings ♦ Lesson plans and activities ♦ Assessment scores 	November January April

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Broaden the use of math journals in order to develop a deeper understanding of math concepts and to expand students' ability to communicate mathematical concepts so that students increase written communication in math	✓	<ul style="list-style-type: none"> ♦ Classroom Teachers grades K-5 ♦ Special Educators 	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ TD Teacher ♦ Special Educator 	<ul style="list-style-type: none"> ♦ Math Resource Teacher ♦ Assessment data ♦ Math Resource Library 	<ul style="list-style-type: none"> ♦ Assessment scores ♦ Observations ♦ Grade Level Meetings 	June 2011
Utilize pre-assessment and ongoing formative assessment strategies so that instruction is differentiated daily and students receive instruction targeted to their individual level.	✓	<ul style="list-style-type: none"> ♦ Teachers 	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ TD Teacher ♦ Special Educator 	<ul style="list-style-type: none"> ♦ Training ♦ Current research and best practices 	<ul style="list-style-type: none"> ♦ Lesson plans and activities ♦ Observations ♦ Walk throughs 	June 2011
Monitor performance of all students who scored Basic on the 2010 MSAs so that appropriate interventions are implemented as needed	✓	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ Special Education teachers 	<ul style="list-style-type: none"> ♦ Administration ♦ Classroom Teachers ♦ Special Educators 	<ul style="list-style-type: none"> ♦ Binders ♦ Intervention programs 	<ul style="list-style-type: none"> ♦ Progress Monitoring ♦ Intervention data ♦ Quarterly data 	June 2011
Monitor the performance of all “Bubble” students who are within ^{+/-} 10% of scoring Advanced on 2010 MSAs so that appropriate instructional strategies can be implemented to support their growth and development	✓	<ul style="list-style-type: none"> ♦ Classroom Teachers ♦ Special Education teachers 	<ul style="list-style-type: none"> ♦ Administration ♦ Classroom Teachers ♦ Special Educators 	<ul style="list-style-type: none"> ♦ Mentors ♦ Enrichment activities ♦ Lunch bunch groups ♦ Parent Info 	<ul style="list-style-type: none"> ♦ Benchmark data ♦ Progress monitoring meetings 	June 2011

School Improvement Plan 2010-2011

School: South Shore Elementary School

Goal: Safe and Orderly Environment: 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.

Goal Indicator:

- ✓ By the end of the 2013-2014 school-year, all of South Shore Elementary will create a safe learning environment that promotes accelerated achievement for all students.

Statement of need:

- ✓ In the 2009-2010 school-year, less than 10 % of students received a referral for inappropriate behavior (combining school and bus referrals).

Annual Objective:

- ✓ By the end of the 2010-2011 school-year, no more than 10% of students will receive a referral for inappropriate behavior.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when Completed
Continue implementing the Character Education Program so that students will respect others, make appropriate decisions and maximize their potential	✓	<ul style="list-style-type: none"> • School Counselor 	<ul style="list-style-type: none"> • School Counselor • Staff • Students 	<ul style="list-style-type: none"> • Character Education Program • Student incentives 	<ul style="list-style-type: none"> • Hall display • Student checklist • Student of the Week 	June 2011
Review discipline referrals in order to provide interventions for students with two or more referrals per quarter so students change their behavior	✓	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Principal • Classroom Teachers • School Counselor 	<ul style="list-style-type: none"> • Intervention strategies • Reflection sheets 	<ul style="list-style-type: none"> • Referral data • Reflection sheets 	June 2011
Collaborate with staff members to develop discipline response procedures .	✓	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Planning time 	<ul style="list-style-type: none"> • Referral data • Reflection sheets 	June 2011

School Improvement Plan 2010-2011

School: South Shore Elementary School

Goal: Community Collaboration and Parent Involvement: All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Goal Indicator:

- ✓ By the end of the 2009-2010 school year, 80% of South Shore parents will attend two or more parent meetings, workshops, and family nights.

Statement of need:

- ✓ In the 2008-2009 school-year there was a 75% participation rate in parent meetings, family nights, and workshops.

Objective:

- ✓ By the end of the 2010-2011 school year, two business/community partnerships will be established.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when completed
Provide parent and family events and workshops in order to increase parent awareness and understanding of health issues, child development, and academic achievement: <ul style="list-style-type: none"> • Festival of the Arts • Internet Safety Night • Green School Presentation 	✓	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Identified staff members 	<ul style="list-style-type: none"> • Support staff • Planning time 	<ul style="list-style-type: none"> • Invitations • Agendas 	June 2011
Increase communication between school and families by utilizing a Blackboard site so that families are aware of upcoming events, important school dates and school information	✓	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Reading Specialist • Volunteer Coordinator 	<ul style="list-style-type: none"> • Trained volunteers 	<ul style="list-style-type: none"> • Volunteer Sign-in Log • Volunteer Data Report 	June 2011
Establish two business/community partnerships so that SSES and the partners will collaborate to support each other.	✓	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Identified staff members 	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • Letters documenting partnership 	June 2011

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date Check off when completed
Promote cultural awareness and acceptance as a core value of our school so that all feel welcome and valued. <ul style="list-style-type: none"> ♦ Engage staff in conversations about equity and cultural proficiency ♦ Extend Artist In Residency partnership by inviting the community to learn and celebrate African Culture 	✓	<ul style="list-style-type: none"> ♦ Administrator ♦ Equity Liaison 	<ul style="list-style-type: none"> ♦ Equity Liaison ♦ Music Teacher ♦ All staff 	<ul style="list-style-type: none"> ♦ Staff development 	<ul style="list-style-type: none"> ♦ Meeting agendas 	June 2011

**Staff Development Activities
2010-2011**

“Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with pleasure, passion, creativity, challenge, and joy. It is a passionate vocation.”

-A Hargreaves

Subject	Activity	Person Responsible	Date
Mathematics	♦ Technology Integration for Mathematics	♦ Technology Resource Staff and eCoach	
	♦ Formative Assessment	♦ Math Resource Teacher, Administrator	
	♦ Co-teaching Training	♦ SBRT	
	♦ Disaggregating Data	♦ Administrator	
Language Arts	♦ Training in “Beautiful Creative Writing”	♦ Reading Specialist	
	♦ Elements of Reading-Vocabulary program	♦ Reading Specialist	
	♦ Thinking Maps Training	♦ Thinking Maps Trainers	
	♦ Comprehension Tool Kit	♦ Reading Specialist	
	♦ ReadSource	♦ Reading Specialist	
	♦ Higher Questioning Skills	♦ Reading Specialist, Reading Resource Teacher	
Meeting the Needs of Diverse Students	♦ Refresher Update - Working with students with special needs	♦ Special Education Resource Staff	
	♦ Equity Awareness	♦ Equity liaison	
	♦ Bridges Program	♦ Special Education Resource Teacher	

Institutionalized Strategies

“High achievement always takes place in the framework of high expectations.”

Jack Kinder

The following instructional strategies and expectations have become institutionalized into the culture of South Shore Elementary School.

Academic Achievement

Reading/Language Arts

- 6+1 Writing Traits and Educational Technologies
- Provide time for collaborative planning and sharing
- Utilize Language Arts Pacing Guides
- Augment Open Court Reading with objectives from the State Curriculum
- Collaborate with the reading specialist to align curriculum with standards and assessments
- Utilize Literature Circle for student populations in grades 2-5
- Utilize Corrective Reading, Direct Instruction, Soar to Success, Voyager Intervention, and/or Early Reading Intervention programs for targeted student population
- Utilize “Hot Spots” as an instructional strategy
- Infuse supplementary expository texts into the Open Court Reading program
- Incorporate research in the Inquiry section of Open Court Reading
- DOL 1 – Shared responsibility for learning

Writing

- Utilize 6+1 Writing Traits writing model with the Anne Arundel County Public Schools’ Writing Curriculum

Mathematics

- Utilize Mathematics Pacing Guides
- Augment Anne Arundel County Mathematics Pacing Guides with objectives from the Mathematics State Curriculum
- Continue to model exemplary responses in mathematics communication for single and multi-step problems
- Model problem solving strategies for selected response problems
- Collaborate with mathematics teachers to align curriculum with standards and assessments

Safe and Orderly Environment

- Communicate school-wide expectations and consequences to students and parents
- Provide class and small group guidance lessons on effective social skills

Community Collaboration and Parent Involvement

- Continue community partnerships and activities that support academic achievement
 - Back to School Potluck Picnic
 - Back to School Night
 - Volunteer Orientation and Training
 - Winter Family Game Night
 - Math Night
 - Literacy Week/Media Night
 - Field Day
 - Community Service Projects and Activities
 - Veteran’s Day Celebration
 - Kindergarten Parent Workshops
 - Choral and Instrumental Concerts