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## School Improvement Plan 2010-2011 Action Steps

### School: Southgate Elementary

**Goal:** By the end of the 2011-2012 school year, 85% of Southgate Elementary second grade students in each NCLB student group will read at or above the 4<sup>th</sup> stanine on the Reading Total score as measured by a nationally normed assessment.

**Statement of Need:** As indicated in the chart below, an analysis of DIBELS data from the spring 2010 administration, indicates that 9% of Southgate 1st graders and 16% of 2nd graders performed at the intensive level.

The table below represents previous 09-10 DIBELS Spring administration data. Data is represented by percentages of students at the Intensive, Strategic, and Benchmark levels.

DIBELS Spring 10 (Grades K, 1, and 2)			
	Intensive	Strategic	Benchmark
K	4%	7%	89%
1	9%	18%	59%
2	16%	16%	43%

**Objective:** By the end of the 2010-2011 school year, 99% of Southgate Elementary Kindergarten students will perform at strategic or benchmark level according to DIBELS.

By the end of the 2010-2011 school year, 95% of Southgate Elementary 1<sup>st</sup> grade students will perform at strategic or benchmark level according to DIBELS.

By the end of the 2010-2011 school year, 90% of Southgate Elementary 2<sup>nd</sup> grade students will perform at strategic or benchmark level according to DIBELS.

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**Objective:** By the end of the 2010-2011 school year, 80% of the Southgate Elementary 2<sup>nd</sup> grade students will achieve proficient or advanced on the AACPS Reading Benchmarks.

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**Strategy:** Monitor the implementation of the Open Court Reading Programs in alignment with the SC.

- Preamble:**
- Continue the use of AACPS explicit lessons as required
  - Continue fluency monitoring through Word Wall review/DIBELS Oral Reading Fluency and use of Fluency Folders
  - Progress monitoring of benchmark assessments based on AACPS assessment calendar
  - Utilize Steck-Vaughn Vocabulary program in grades 1-5
  - Continue to differentiate instruction through the use of materials at students' instructional reading level.
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Action Steps	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Continue online progress monitoring of student performance on required measures so that all intensive students will receive differentiated focused instruction	X	Principal AACPS Reading Teachers	Teachers	Planning time Materials of Instruction (i.e., Lexia 5 Station)	Grade Group Minutes	
Continue to monitor student fluency in grade 1 • Choral reading of DIBELS progress monitoring story materials beginning in the second marking period. • Classroom center for additional fluency practice • Buddy reading grade level to grade level	X	Principal AACPS Reading Teachers Classroom Teacher	Teachers	Timers, fluency passages	DIBELS ORF  Chart at risk students monthly Monthly fluency charts	
Continue to monitor the effectiveness of ERI and Voyager through the DIBELS Benchmark assessment in the fall and spring as well as the Gates-MacGinitie to determine student progress in identified areas of reading.		Principal AACPS Reading Teachers	Intervention Staff	Planning time Materials of Instruction	Intervention monitoring data DIBELS Gates-MacGinitie	

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Continue to develop activities designed to strengthen vocabulary in grades K-2. <ul style="list-style-type: none"> <li>• MSA Word of the week [January through March]</li> <li>• Multiple meaning words</li> <li>• Utilize the Making Words Strategies</li> </ul>		Principal AACPS Reading Teachers	Special Education Talent Development Teacher Reading Team Intervention Specialists Classroom Teachers	Steck Vaughn materials Planning Time K-1 Vertical Teaming	Word of the week lists Plan Book Grade Group Minutes	
Continue tutoring, coaching, and mentoring of “at risk” students in all NCLB subgroups in reading.	X	Principal	Classroom Teachers / Reading Team / Special Education Teachers / TA	Planning Time (RE:ERI)	Subgroup performance on AACPS Benchmark Data	
Display authentic student work or projects within the classroom in order to enhance student ownership.		Classroom Teachers	Classroom Teachers / Reading Team / Special Education Teachers / TA	Planning Time	Student work samples	
Selected 1 <sup>st</sup> and 2 <sup>nd</sup> grade students scoring at the intensive level on the Fall DIBELS administration will receive additional intervention in reading.		Principal AACPS Reading Teachers	Classroom Teachers / Reading Team / Special Education Teachers / TA	Intervention MOI Staff Development as Needed	Intervention monitoring data Mid-Year and Spring DIBELS Assessment	

## School Improvement Plan 2010-2011 Action Steps

### School: Southgate Elementary

**Goal:** By the end of the 2013-2014 school year, all students in each NCLB student group in grades 3-5 will perform at the proficient or advanced level of achievement on the Maryland School Reading Assessment (MSA) standards.

**Statement of Need:** An analysis of the 2010 MSA data in the area of reading does not indicate disproportional performance across subgroups. However, students did not perform at the levels projected in last year’s School Improvement Plan.

Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2007	87.5%	100%	71.4%	96.6%	81.8%	81.8%	91.7%
2008	94%	100%	93%	98%	95%	N/A	98%
2009	94.9%	100%	100%	97.1%	100%	100%	90.7%
2010	93.6%	100%	100%	96.4%	95.7%	80%	92.0%

**Objective:** By the end of the 2010-2011 school year, Southgate Elementary School 3<sup>rd</sup> – 5<sup>th</sup> grade students in each NCLB student group will successfully perform at the proficient or advanced level of achievement on the Maryland School Reading Assessment (MSA) standards, at levels indicated in the chart below.

Projected Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2009	97%	100%	95%	99%	96%	85%	99%
2010	97%	100%	100%	99%	100%	100%	95%
2011	95%	100%	100%	100%	98%	100%	98%

**Strategy:** Monitor the implementation of the Open Court Reading Programs in alignment with the SC.

- Preamble:**
- Review and assess the SC for assessment limits for each outcome per content area
  - Continue to augment or supplement OCR Program as needed to meet SC assessment limits
  - Continue AACPS Explicit Lessons
  - Continue reading incentive programs (Chessie Club, Black-Eye Susan Club, Two Seasonal Reading Incentive Programs)

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- **Continue to make use of the reading progress monitoring tools as determined by all grade levels**
- **Continue to implement Reading Intervention Programs in 3-5 (Voyager Passport, Corrective Reading, Wilson, and Computer Based Intervention Programs)**
- **Continue to provide opportunities for students to evaluate performance and set personal goals for improvement through benchmark conferences**
- **Continue the use of fluency folders in order to monitor ORF at students’ instructional reading level.**
- **Use Reteach, Redo, Retake to foster a non-punitive environment and effort based ability/performance**
- **Continue to differentiate instruction through the use of materials at students’ instructional reading level.**

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	
Continue to review student work, analyze errors, and develop plan of action for reteaching.	X	Principal AACPS Reading Teachers	Classroom teachers Reading Team Intervention Specialists	Planning Time	Minutes and Agendas from Reading Teacher / Grade Group Meetings	
Continue tutoring, coaching, and mentoring of “at risk” students in all NCLB subgroups in reading.	X	Principal	Classroom Teachers / Reading Team / Special Education Teachers / TA	Planning Time	MSA Subgroup performance Benchmark Assessments	
Continue to utilize the EMT process / grade level reading meetings to reevaluate flexible intervention groups as needed.	X	Principal	Classroom Teachers / Reading Team / Special Education Teachers	Planning Time	Intervention participation lists Meeting Minutes	
Continue to implement vertical teaming opportunities in order to monitor program implementation across grade levels.		Principal	Classroom Teachers / Reading Team / Special Education Teachers	Planning Time	Vertical Teaming minutes	
Display authentic student work projects within the classroom in order to enhance student ownership.		Classroom Teachers	Classroom Teachers / Reading Team / Special Education Teachers	Planning Time	Student work samples	
Continue to monitor the effectiveness of researched based interventions (Voyager, Corrective Reading, Wilson, and computer based programs) through pre and post administration, of the Gates-MacGinitie to determine student progress in identified areas of needs.		Interventions Specialists / Reading Teachers	Interventions Specialists / Reading Teachers	Materials of Instruction	Gates-MacGinitie Pre and Post Assessments	

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Increase reading stamina through the use of multiple page text.		Classroom Teachers	Classroom Teachers / Reading Team / Special Education Teachers	Materials of Instruction	MSA Subgroup performance Benchmark Assessments	
Each level to develop at least one project based student showcase.		Classroom Teachers	Classroom Teachers / Reading Team / Special Education Teachers	Planning Time Materials of Instruction	Student Projects / Showcase agendas	

**Strategy:** Provide opportunities to interact with narrative and informational text in order to increase comprehension

- Preamble:**
- Continue the use of research based strategies for increasing comprehension (Hot Spots, Literature Circles, and Reciprocal Model)
  - Develop Comprehension skills by reading a variety of informational texts
  - Provide practice answering selected response questions
  - Open Court Red Band Intensive Instruction for identified at Risk and Special Education Students

Task	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date / Check off when completed
Utilize a variety of texts within all content areas <ul style="list-style-type: none"> <li>• Images</li> <li>• Weekly Reader</li> <li>• Rev-it up</li> <li>• Quick Reads</li> <li>• Focus Books</li> <li>• Content area textbooks</li> <li>• Open Court Classics</li> <li>• AACPS approved Novels</li> <li>• Comprehension Toolkit</li> </ul>		Principal AACPS Reading Teachers	Classroom Teachers	Planning Time Materials of Instruction (i.e., Readsource)	Plan Book Grade Group Minutes Differentiation through workshop	

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Continue to make use of researched based reading strategies – “Oldies but Goodies” to increase comprehension and higher level thinking skills.		Principal AACPS Reading Teachers	Classroom Teachers	Staff Development Planning Time	Plan Book Grade Group Minutes	
In order to improve <b>student responses</b> on BCR type questions: <ul style="list-style-type: none"> <li>• Require students to complete several types of BCR questions from a single story in one sitting.</li> <li>• Require use of text support in order to demonstrate a deeper understanding.</li> <li>• Make use of teacher modeling and group discussions prior to having students formulate responses to BCR questions.</li> <li>• Structure similar questions with a variety of wordings throughout the school year.</li> <li>• Instruct students to fully develop responses to BCR questions instead of relying on formulaic writing.</li> </ul>		Principal AACPS Reading Teachers	Classroom Teachers	Stem Questions Planning Time Supplemental Toolkit Stories	Lesson plans Examples of questions	
Implement Thinking Maps across all content areas to develop higher level thinking skills and increase academic rigor	X	Principal Thinking Map Trainers	Classroom Teachers	Staff Development Planning Time	Plan Book Grade Group Minutes Student work samples Room display	
Continue to develop school-wide activities designed to strengthen vocabulary so that all students have the opportunity to perform at the proficient or advanced level on MSA. <ul style="list-style-type: none"> <li>• MSA Word of the week [December – March]</li> <li>• Utilize Steck-Vaughn vocabulary materials / Grade level ideas to promote daily usage</li> <li>• Multiple meaning words</li> </ul>	X	Principal AACPS Reading Teachers	Classroom Teachers	Materials of Instruction Steck-Vaughn Monthly Vertical Teaming Meetings	Word Lists Lesson Plans Plan Book Grade Group Minutes	
Continue to implement Readers Theatre to develop oral fluency and listening.		Principal AACPS Reading Teachers	Classroom Teachers	Readers Theatre	Plan Book Grade Group Minutes Administrative Observation	

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Promote cultural proficiency through participation in student writing contests, African American History Bee, and reading expository and authentic literature.	X	Principal AACPS Reading Teachers	Classroom Teachers	Authentic student literature	Plan Book Grade Group Minutes Participation in contests	
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**Strategy:** Continue the writing process in all content areas

**Preamble:** • Utilize the Professional Learning Communities to review student work, analyze errors, and develop plan of action for reteaching

Task	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date / Check off when completed
Continue to utilize county writing curriculum including the 6+1 traits Writing model and analyze results of Unit Writing Assessment to address instructional needs including understanding the structure of a paragraph.		Principal AACPS Reading Teachers	Classroom teachers Reading Team	County Writing Curriculum Unit Writing Assessments	Plan Book Grade Book Grade Group Minutes	
Continue to participate in AACPS and Seasonal School-wide writing incentive programs to develop student interest in the writing process such as the SGES poetry contest.		Principal AACPS Reading Teachers	Classroom teachers Reading Team	Planning Time	Plan Book Grade Book Grade Group Minutes	

**Strategy:** Provide opportunities to write brief constructed responses

**Preamble:**

- Utilize stem questions in content areas
- Utilize modeling and think-alouds
- Use rubrics to evaluate student work
- Utilize Professional Learning Communities to review student work, analyze errors and develop plan of action for reteaching
- Continue to implement AACPS handwriting curriculum.

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<b>Task</b>	<b>EQ</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date / Check off when completed</b>
Continue to provide opportunities for students to evaluate performance and set personal goals for improvement <ul style="list-style-type: none"> <li>• Continue benchmark conferences</li> <li>• Share exemplars after Language Arts Assessments 1 and 2</li> </ul>	X	Principal AACPS Reading Teachers	Reading Team Administrators Guidance Counselor Intervention Specialists  Classroom Teacher Reading Teacher	Language Arts Benchmark Assessments	Goals Conference Contract Plan books	
Continue to implement classroom debates to provide students the opportunity to support responses to BCR type questions.		Principal AACPS Reading Teachers	Classroom teachers Reading Team	Planning Time	Plan Book Grade Book Grade Group Minutes Debate Performance	
Implement “ACE” with BCR text writing.		Principal AACPS Reading Teachers	Classroom teachers Reading Team	Posters Planning Time	Plan Book Student Work Samples on Display	

## School Improvement Plan 2010-2011 Action Steps

### School: Southgate Elementary

**Goal:** By the end of the 2011-2012 school year, 50% of all students in each NCLB student group in grades 3-5 will be performing at the advanced level of achievement on the Maryland School Reading Assessment (MSA) standards.

**Statement of Need:** An analysis of the 2010 MSA data in the area of reading indicates that student performance at the advanced level is disproportionate. As indicated in the chart below, only 21% of African American and 16.8% of FARMS students compared to 43% of white students performed at the advanced level. Therefore action steps will be aligned to increase the number of students performing at the advanced level and narrow the gap across subgroups.

Advanced Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2007	19%	50%	20%	40%	17%	0%	18%
2008	28%	57%	29%	47%	53%	50%	29%
2009	22%	40%	8.3%	47%	28.6%	0%	18.6%
2010	21.2%	42.9%	22.2%	43.5%	16%	20%	16.8%

**Objective:** By the end of the 2010-2011 school year, Southgate Elementary School 3<sup>rd</sup> – 5<sup>th</sup> grade students in each NCLB student group will successfully perform at the advanced level of achievement on the Maryland School Reading Assessment (MSA) standards, at levels indicated in the chart below.

Projected Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2009 Projection	35%	65%	35%	52%	60%	10%	34%
2010 Projection	28%	50%	15%	52%	35%	5%	25%
2011 Projection	28%	52%	30%	52%	35%	30%	25%

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**Strategy:** Monitor the implementation of the Open Court Reading Program in alignment with the SC for highly able students.

- Preamble:**
- Continue to utilize instructional materials to support instruction during workshop such as Novels, expository text, and content related websites.
  - Continue to utilize the coteaching model with the Talent Development teacher.
  - Continue to utilize higher level questioning and require use of text support for BCR questions in order to demonstrate a deeper understanding.

Action Steps	EQ	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Through the use of flexible grouping, deliver differentiated instruction so that students scoring 430 (3 <sup>rd</sup> grade) and 417 (4 <sup>th</sup> grade) on MSA will be exposed to academic rigor.	X	Principal / Talent Development Teacher	Talent Development Teacher Reading Team Classroom Teachers	Planning time Materials of Instruction	Grade group Meeting Agendas and Minutes	
Continue to implement the AVID program for grade 4 students.	X	Principal	Grade 4 Teachers	Conference attendance and faculty meeting time	Plan Books Meeting Agendas and Minutes MSA performance	
Continue to identify and monitor students within 20 points (above and below) of the advanced level cut score.	X	Principal / Talent Development Teacher	Classroom / Talent Development Teacher	MSA Data	MSA performance Benchmarks Chapter Tests BCR's	
Continue to provide opportunities for students to evaluate performance and set personal goals which will lead to ownership of performance and achievement at the advanced level on benchmarks and MSA • Continue benchmark conferences	X	Principal / Talent Development Teacher	Classroom / Talent Development Teacher	Language Arts Benchmark Assessments	Goals Conference Contract Plan books MSA performance Benchmarks Chapter Tests BCR's	
Continue to develop opportunities for sharing student support strategies with parents.	X	Principal / Talent Development Teacher	Classroom / Talent Development Teacher	Planning Time	Flyers Meeting Agendas and Minutes	
Display authentic student work or projects within the classroom in order to enhance		Classroom Teachers	Classroom Teachers / Reading Team / AAA Staff /	Planning Time	Student work samples	

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student ownership.			Intervention Specialist / Special Education Teachers			
Implement a co-teaching model across grade levels so that instruction is differentiated on a daily basis through the use of above grade level materials.	<b>X</b>	Classroom Teachers	Classroom Teaches	Cooperative Planning Time	Administrative Observations	

## School Improvement Plan 2010-2011 Action Steps

### School: Southgate Elementary

**Goal:** By the end of the 2013-2014 school year, all students in each NCLB student group in grades 3 - 5 will perform at the proficient or advanced level of achievement on the Maryland School Math Assessment (MSA) standards.

**Statement of Need:** An analysis of 2010 MSA data reveals there were no significant increases or decreases in the levels of student performance. However, students in the African American, White, Special Education, and Farms subgroups did not perform at the levels predicted in the 2010 objective.

Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2007	88.5%	87.5%	100%	95.7%	86.4%	80%	91.7%
2008	91%	86% (1/7 Student Basic)	79% (3/14 Students Basic)	97%	87%	N/A	92%
2009	87.8%	100%	100%	97.1%	94.1%	100%	85.3%
2010	87.2%	100%	100%	95.5%	82.6%	100%	88.6%

**Objective:** By the end of the 2010-2011 school year, Southgate Elementary School 3<sup>rd</sup> – 5<sup>th</sup> grade students in each NCLB student group will successfully perform at the proficient or advanced level of achievement on the Maryland School Math Assessment (MSA) standards, at levels indicated in the chart below.

Projected Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2009	95%	98%	100%	99%	93%	90%	98%
2010	92%	100%	100%	99%	97%	100%	90%
2011	92%	100%	100%	99%	90%	100%	90%

**Strategy:** Continue to monitor the implementation of the AACPS Math Pacing Guides and Voluntary State Curriculum, K-5

**Preamble:** Implement the AACPS Math Pacing Guides and Voluntary State Curriculum

- Continue to implement the use of Understanding Numeration
- Use of manipulatives frequently
- Utilize technology to support math instruction
- Review MSA math vocabulary with math word walls
- Practice BCR's for math, per grade level
- Flexible grouping for math instruction
- Math Intervention teacher to meet with grade groups monthly (grade 4 and 5)
- Continue bimonthly math meetings in grades K-3 with math lead teacher of county based math resource teacher

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- **Utilize math intervention specialists to facilitate small group instruction**
- **Incorporate test taking skills into instruction via guidance**
- **Implement co-teaching model for special education/TD students throughout the grade levels.**

Action Steps [Type text]	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Staff to become familiar with the revised curriculum documents and pacing guides as they relate to the MD content standards.		Classroom teachers  County Resource teacher	Classroom teachers	Curriculum documents and math supplementary teacher guides	Review of teacher plan books  Grade group math meeting notes.	
Continue to implement the enVision Math program with the additional 10 minutes of instructional time dedicated to the mathematics block so that students can be taught through the use of hands on activities via a three group rotation in targeted classrooms.		Administration	Math Intervention/ Special Ed Resource Team	Release Time	Professional development agendas List of teachers participating	
Continue to obtain and analyze baseline assessment data to determine grouping practices and intervention groups so that differentiation is being implemented at all levels.	X	Intervention Specialists	Classroom Teachers/ Intervention Specialists	Intervention diagnostic Test	Error analysis, reteaching, intervention group analysis	
Continue to implement the math progress monitoring tools as determined by all grade levels to include the use of ongoing Formative Assessment so that all students needs are met at all levels.		Intervention/ Classroom teachers	Classroom Teachers	On-going assessment tools	Data reported to administration Topic Tests Benchmarks	
Continue to implement the “Reteach, Redo and Reassess” strategy for all students and provide professional development on pacing and differentiation within the enVision math program in order to accelerate the implementation of differentiation.	X	Classroom teachers  Administrators	Classroom Teachers	Alternative strategies and resource materials Rick Wormeli’s professional development modules.	Observation by administration	
Continue to instruct students to organize BCR responses by including numbered steps, labels, thinking maps, and symbols as appropriate so that students can write concise and organized responses.		Classroom Teachers	Classroom Teachers	County BCR’s	Practice BCR’s	
Continue to model and utilize problem-solving strategies in order to solve story type problems so that students can make real world connections and use a variety of strategies to solve problems.		Classroom teachers	Classroom Teachers	Alternative strategies and resource materials	Plan Books Observation by administration	
Provide opportunities for students to evaluate performance and set personal goals for improvement (DOL 5 – Higher Level Thinking and Teacher Questioning)		Principal	Intervention Specialists Classroom Teachers	Math Benchmark Assessments	Goals Conference Contract Plan books	
Implement tutoring, coaching, and mentoring of “at risk” students in math to include the African American subgroup per the OCR agreement.	X	Principal	Classroom Teachers / AAA Staff / Intervention Specialist  Talent Development/ Special Education	MSA Data Planning Time	MSA Subgroup performance Topic Tests Benchmarks	Page 15

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Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Display authentic student work or student created projects within the classroom in order to enhance student ownership.		Classroom teachers	Classroom Teachers		Student work samples	
Implement the “Do the Math” intervention for targeted student groups in order to provide for differentiation and acceleration of students at risk in math achievement as identified on progress monitoring instruments.	X	Special Education Teachers Classroom Teachers Math Intervention Specialists	Special Education Teachers Classroom Teachers Math Intervention Specialists	Do the Math materials  Planning Time	Topic Tests Benchmarks MSA Performance	
Implement the “FAST Math” intervention for targeted student groups in order to promote fluency and automaticity with math facts.	X	Special Education Teachers Classroom Teachers Math Intervention Specialists	Special Education Teachers Classroom Teachers Math Intervention Specialists	Do the Math materials  Planning Time	Math Fact Fluency Checks	
Utilize Performance Series as a pre and post assessment in order to monitor students achievement at the advanced level over time.		Administrators	Talent Development Teacher		Assessment Results	
Provide opportunities for students to engage in instruction with emphasis on data and probability standards as defined by the VSC in order to increase achievement in areas of weakness.		Special Education Teachers Classroom Teachers Math Intervention Specialists	Special Education Teachers Classroom Teachers Math Intervention Specialists	Planning Time	Topic Tests Benchmarks MSA Performance	

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

**School: Southgate Elementary**

**Goal:** - By the end of the 2011-2012 school year, 50% of all students in each NCLB student group in grades 3 - 5 will be performing at the advanced level of achievement on the Maryland School Math Assessment (MSA) standards.

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**Statement of Need:** On the 2010 MSA administration, all subgroups demonstrated significant gains in movement toward the advanced level of performance. However 48.7% of white students scored at the advanced level of performance, while only 22% of African American and Hispanic students reached this level of achievement.

Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2007	17%	62.5%	20%	43.4%	21.7%	0%	16%
2008	23%	86% (1 Student not Advanced)	36%	46%	28%	N/A	24%
2009	17%	40%	8.3%	43.1%	14.3%	0%	19.8%
2010	22%	71%	22%	48.7%	20%	40%	23.2%

**Objective:** By the end of the 2010-2011 school year, Southgate Elementary School 3<sup>rd</sup> – 5<sup>th</sup> grade students in each NCLB student group will successfully perform at the advanced level of achievement on the Maryland School Math Assessment (MSA) standards, at levels indicated in the chart below.

Projected Subgroup Performance							
	African American	Asian	Hispanic	White	Special Education	ELL	FARMS
2009	30%	88%	40%	60%	35%	10%	30%
2010	25%	50%	15%	50%	20%	10%	25%
2011	30%	80%	25%	55%	25%	45%	30%

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**Strategy:** Continue to monitor the implementation of the Talent Development Math Program, 2-5

**Preamble:** Implement the Talent Development Model.

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- Implement the “24 Game”
  - Small Group Instruction and Co-Teaching
  - Co-Planning
  - Flexible Grouping
  - “Hands-On – Equations”
  - Model Lessons
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Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Continue to implement a co-teaching model across grade levels so that instruction is differentiated on a daily basis.	X	Classroom Teachers	Classroom Teachers	Cooperative Planning Time	Administrative Observations	
Continue to engage all sub groups through flexible grouping in order to accelerate student achievement across subgroups.		Classroom Teachers	Classroom Teachers	Planning Time	MSA performance Topic Tests Benchmarks Exit Tickets	
Identify and monitor students within 20 points (above and below) of the advanced level cut score in order to accelerate student achievement among these students.	X	Principal	Classroom Teachers	MSA Data	MSA performance Topic Tests Benchmarks Exit Tickets	
Provide opportunities for students to evaluate performance and set personal goals for improvement. (DOL 5 – Higher Level Thinking and Teacher Questioning)		Principal	Administrators Guidance Counselor Intervention Specialists Classroom Teachers	Math Benchmark Assessments	Goals Conference Contract Plan Books	
Develop opportunities for sharing student support strategies with parents so that parents can assist students in achieving at the advanced level. <input type="checkbox"/> Conferences <input type="checkbox"/> Math Night <input type="checkbox"/> Math Website	X	Principal	Math Lead Teacher County Resource Teacher	Planning Time	Flyers Meeting Agendas and Minutes	
Continue to provide instruction utilizing the M <sup>3</sup> model for advanced learners and implement M <sup>2</sup> .		Classroom Teachers	Classroom Teachers	M <sup>3</sup> materials Planning Time	MSA performance Topic Tests Benchmarks Exit Tickets	
Continue to utilize Performance Series as a pre and post assessment in order to monitor students achievement at the advanced level over time		Principal	Talent Development Teacher	Performance Series Assessments	Performance Series Results MSA performance Topic Tests Benchmarks Exit Tickets	

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Continue to engage all subgroups through flexible grouping into a 3 group rotation in order to accelerate student achievement across subgroups.		Classroom Teachers	Classroom Teachers	Materials of instruction	MSA performance Topic Tests Benchmarks Exit Tickets	
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## School Improvement Plan 2010-2011 Action Steps

### School: Southgate Elementary

**Goal:** By the end of the 2011-2012 school year, there will be a 20% reduction in the number of students receiving one or more referrals, suspensions, and expulsions for each NCLB group.

**Statement of Need:** During the 2009-2010 school year, 43 Southgate Elementary students received 80 discipline referrals, which resulted in 20 students out of school suspension. Of the 43 students receiving referrals, 31 students were African American and 39 students were male. These referrals are disproportionate as compared to the students in other subgroups.

Subgroup Referrals					
	African American	Asian	Native American	Hispanic	White
2006-2007	94	3	0	2	58
2007-2008	87	0	0	4	69
2008-2009	137	2	0	8	72
2009-2010	59	0	3	3	15

Subgroup Suspensions				
	African American	Asian	Hispanic	White
2008-2009	31	0	3	15
2009-2010	16	0	1	3

Subgroup Absentee Rate (% of students with 12 or more absences)				
	African American	Asian	Hispanic	White
2008-2009	20%	8.3%	12%	18%
2009-2010	21%	7%	11%	19%

**Objective:** By the end of the 2010-2011 school year, Southgate Elementary School will create a safe and orderly learning environment that promotes accelerated achievement. Referral data will reflect a 10% decrease in discipline referrals to the office from the previous year.

By the end of the 2010-2011 school year, Southgate Elementary School will create a safe and orderly learning environment that promotes accelerated achievement. Discipline data will reflect a 10% decrease in in-school and out of school suspensions from the previous year.

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**Strategy:** Continue to utilize a variety of strategies and programs to maintain a positive school climate.

**Preamble:**

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- **Continue to implement school-wide PBIS program to decrease discipline referrals**
  - **Recognize students who are demonstrating the 3 Rs (respect, responsibility, readiness to learn) by:**
    - **Publishing students' names in newsletters**
    - **Rewarding and posting pictures of Tiger Star of the Week (Revise Rewards for grades 3, 4, 5)**
    - **Giving out Tiger Tickets to students who demonstrate 3 Rs**
    - **Invite students to participate in quarterly Tiger assemblies**
    - **Provide recess and bus rewards**
    - **VIP Luncheon**
  - **Continue use of teacher developed classroom reinforcement for PBIS within the classroom**
  - **Continue to utilize "Tiger Stops" for smooth transitions from class to class**
  - **Continue to recite the Southgate Pledge by students to instill the 3Rs**
  - **Utilize the first days of school to review the new "Student Code of Conduct"**
  - **Continue to utilize School Safety Patrols (am/pm)**
  - **Implement an Ambassador Program so new students will become acclimated to Southgate and learn procedures and routines**
  - **Continue to utilize a Human Relations Committee to provide school-wide activities that improve student relationships, school spirit and unity**
  - **Bullying lessons to be presented to all Southgate students**
  - **Utilize the first month of school to institute student poster contest to illustrate school rules**
  - **Continue Mentor program for Red and Yellow Zone Students as defined by the PBIS program as well as teacher nominated students**
  - **Continue study skills instruction for students**
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Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure
Provide professional development for new and returning teachers/staff on PBIS so that 95% of staff is on board as seen through the SET evaluation.		County-wide PBIS leader	PBIS Team Teachers	Professional development	Evaluation of PBIS presentation

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<p>Continue to recognize students who are demonstrating the 3 R's (respect, responsibility, readiness to learn):</p> <ul style="list-style-type: none"> <li>• Positive Referral Program</li> <li>• PBIS Store</li> </ul> <p>So that we have a 10% increase in positive referrals.</p>	X	Principal/ PBIS Coordinators	PBIS Team	Incentives Parent volunteers	Monthly newsletter Award assemblies Student /Staff Survey
<p>Teach Character Education via specific qualities outlined by staff that meet the needs of Southgate students so that 85% or more of students are in the Green Zone as defined by PBIS.</p>		Principal	School Counselor Teachers	Incentives	Southgate students demonstrating appropriate behavior Reduction in discipline referrals
<p>Continue to identify students as needing support from the School counselor for improvement of requisite learning behaviors to support school success. (Group Counseling)</p>		Teachers/ Administration	School Counselor	Meeting time Incentives	Pre and Post student survey Reduction in discipline referrals
<p>Continue to identify students as needing intervention by the School counselor to address chronic attendance concerns.</p>		School Counselor/ PPW	Teachers Parents	Incentives	Monitoring of attendance rate by targeted students
<p>Continue to provide follow-up instruction to students exhibiting bullying behaviors as identified by administrators and School counselor.</p>		Administration School Counselor	School Counselor		Reduction of discipline referrals contributed to bullying behaviors
<p>Reduce the number of students in the Yellow and Red Zone as defined by PBIS Standards by:</p> <ul style="list-style-type: none"> <li>• Providing Skill Streaming Instruction</li> <li>• Mentor Program</li> <li>• Implement Check-In/Check Out Program</li> </ul>		Administration School Counselor	Classroom teachers School Counselor	Skill Streaming Program	Reduction of Yellow and Red Zone Students
<p>Utilize the Strong Start (grades K-2) program and Strong Kids (grades 3-5) via teachers and School Counselor in order to teach "resiliency" for at-risk students.</p>	X	Administration School Counselor	School Counselor	Strong Start Program Strong Kids Program	Lesson Plans Anecdotal Records

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Implement a “Go for the Gold” level on classroom behavior charts to recognize appropriate classroom behavior.		Teachers/ Administration	Teachers		Classroom Behavior Charts
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## School Improvement Plan 2010-2011 Action Steps

**School:** Southgate Elementary

**Goal:** By the end of the 2011/2012 school year, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming via interviews, surveys, focus groups, etc.

**Statement of Need:** An analysis of volunteer data indicates that Southgate's Hispanic and African American families represented only 39% of total volunteers. Whereas these ethnic student enrollment represents 58 % of Southgate's population.

Spring 2010 Subgroup Participation in Volunteerism			
	African American	Hispanic	White
2009-2010	38%	1%	60%

**Objective:** By the end of the 2011/2012 school year, there will be an increase each year from 2007 to 2012 in numbers of parents in all subgroups participating in CAC/PTA.

By the end of the 2011-2012 school year, there will be an increase each year from 2007 to 2012 of parent volunteerism.

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**Strategy: Increase parent and community involvement**

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**Preamble:**

- **Continue parent/school/community communication**
  - **Continue daily communications with parents with daily planner (K-5)**
  - **Implement Home/School Compact**
  - **Continue to publicize school activities in newsletter and website**
    - **Each grade level to share information**
    - **Recognize students' achievements**
- **Continue to provide opportunities for parents to participate in school activities**
  - **New Parent Orientation**
  - **Back to School Night**
  - **American Education Week**
  - **Kindergarten Orientation**
  - **Volunteer Orientation**
  - **Parent/Teacher Conference**
  - **Grandparents' Day**

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- Chaperones on Field Trips
- 5th Grade Promotion
- Volunteer Appreciation
- 1<sup>st</sup> Grade Author's Tea
- 2<sup>nd</sup> Grade Showcases
- ESOL Picnic
- Continue to develop partnerships with local businesses to support school programs
- Continue implementation of the school wide Take Home Work Folder.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Continue to recognize accomplishments of individual volunteers, on a monthly basis, in the school newsletter	X	Administration	Volunteer Committee		Newsletters	
Continue to develop opportunities to host activities, meetings, parent-teacher conferences, etc. in the community such as the Old Mill Cluster Festival of the Arts.		Administration	Administration Business partnership representatives	Community Locations Marley Mall Personnel	Event Flyers Attendance Sign in sheets	
Co-fund parent meetings/events with business partnerships and PTA funds such as Carrabba's Night, Reading/Math Incentive Night		Administration	Administration Business partnership representatives		Event Flyers Attendance Sign in sheets	
Monitor attendance of community members at meetings/events by subgroups through sign-in lists and email responses	X	Administration	Administration PTA executive board	Data	Analysis of attendance Sign in sheets	
Increase participation by spreading awareness of the CAC/PTA and provide incentives for membership as well as participation sponsored events.		Administration	Administration PTA executive board	Connect-Ed Media	Connect-Ed Data Attendance at CAC/PTA meetings	
Utilize Connect-Ed, newspapers, and Website to publicize PTA/CAC events.		Administration	Administration PTA executive board	Connect-Ed	Connect-Ed Data News Articles Website	
Increase the use of Guest Readers to include Political Representatives, Police Officers, Fire Fighters, as well as Authors/Illustrators		Administration	Administration PTA executive board	Guest Readers Planning Time	Sign in sheet for guest readers	
Host all school events in Southgate auditorium or other community venue.		Administration	Administration Music Teacher	Planning Time	Meeting Notes	

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Develop an information packet regarding volunteer opportunities in multiple languages so that minority families can be made aware of these opportunities in and out of the classroom.	X	Administration	Volunteer Committee		Informational Packets	
Conduct personal invitations by phone with minority populations re: volunteer opportunities.	X	Administration	Volunteer Committee		Volunteer Logs	
Add a monthly needs section in the newsletter to advertise volunteer opportunities as they arise on a monthly basis.		Administration	Volunteer Committee		Newsletters	
Create a survey for staff and families to identify the various businesses that are available for partnerships in order to provided businesses the opportunity for involvement in school events.		Administration	Guidance		Survey Results	