

**Sunset Elementary School
School Improvement Plan 2010-2011
Sailing into Success!**

October 5, 2010

Introduction

In order to maintain focus on our goals, we created action steps for each goal. Other key practices that we are attempting include:

- ⚓ Reading Club and Accelerated Reader Program to foster the love of reading.**
- ⚓ Monitoring student performance to implement appropriate reading and math interventions, including advanced curriculum, to provide differentiated instruction (e.g., Early Reading Intervention, Quick Reads, Corrective Reading, Soar to Success, Lexia, Classics, Voyager, Wilson, computerized math intervention, Hands on Equations, M³).**
- ⚓ Advance student inquiry and accelerated learning by using online resources, 24 Game competition and Continental Math League participation, manipulatives, and math assessment data.**
- ⚓ Co-teaching with talent development teacher and special education teachers to ensure continuity of instruction and accelerate learning.**
- ⚓ Second Step Implementation, CORE Essential Character Trait Program, bullying prevention, and mentoring of identified students to create a cohesive learning community that shares common beliefs and values.**
- ⚓ Partnerships with Towson State University as a Professional Development School Site and Anne Arundel Community College as an observation site.**
- ⚓ Job-Embedded Staff Development: Grade Group Planning, Vertical Teaming, Book Study to promote professional growth and life-long learning.**
- ⚓ Integration of technology across the curriculum to support the acquisition of 21st century skills and competencies.**



**School Improvement Plan
Data Sets
2010-2011**

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target
By the end of the 2011/2012 school year, 85% of students in each NCLB student group by the end of grade 2 will read at or above the 4 th stanine on the Reading Total score as measured by a nationally normed assessment .	Baseline: June 2006 – 71% of students by the end of grade 2 reading at or above the 4 th stanine on the Stanford 10.	All	84.9	88.1	90	91.1					
		Af Am	60.0	90.0	92	100					
		Na Am	100	-		-					
		Asian	-	100	100	100					
		Hisp	100	100	100	100					
		White	86.4	87.0	90	89.4					
		ELL	-	100	100	100					
		FARMS SpEd	85.7 20.0	71.4 100	75 100	87.5 100					
By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards .	Baseline: June 2006 – 87.5% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards.	All	86.4	92.0	93	90.5	92	93.9	95	95.7	97
		Af Am	89.5	84.6	86	88.9	89	87.5	89	88	91
		Na Am	75.0	100	100	100	100	100	100	-	-
		Asian	100	100	100	100	100	100	100	100	100
		Hisp	60.0	87.5	89	83.3	88	100	100	100	100
		White	86.6	92.2	94	90.5	93	94.3	95	96.4	98
		ELL	100	-	-	100	100	100	100	100	100
		FARMS SpED	82.1 53.9	82.8 76.2	84 78	74.2 62.5	83 75	90.7 84.6	92 86	97.7 94.1	96 95

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target
By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – 87.9% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math standards.	All	86.9	92.4	94	90.1	93	91.7	93	96.1	98
		Af Am	94.7	92.3	94	88.9	93	79.2	90	88	91
		Na Am	75.0	100	100	100	100	100	-	-	-
		Asian	100	100	100	100	100	100	100	100	100
		Hisp	80.0	100	100	100	100	100	100	87.5	93
		White	86.2	91.7	93	89.4	93	92.8	94	97.4	100
		ELL	100	-	-	100	100	100	100	66.7	86
		FARMS	72.4	86.2	88	83.9	87	86.1	88	95.7	97
		SpEd	65.4	66.7	70	62.5	68	69.2	70	94.1	96
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math.	Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the MSA Reading	All	29.2	28.3	32	37.4	40	40.9	45	42.2	47
		Af Am	26.3	7.7	12	33.3	35	33.3	38	24	29
		Na Am	25.0	75.0	75	25.0	75	100	-	-	-
		Asian	16.7	37.5	40	40.0	45	40	45	75	80
		Hisp	-	37.5	40	50.0	55	42.9	50	50	55
		White	30.6	28.0	32	37.6	40	41.5	46	43.5	48
		ELL	-	-	-	-	-	-	-	0	25
		FARMS	10.7	24.1	28	22.6	25	20.9	25	26.1	30
		SpEd	7.7	-	--	12.5	15	15.4	17	23.5	25
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math.	Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the MSA Math	All	32.7	33.5	32	31.5	33	35.7	40	51.3	55
		Af Am	26.3	38.5	42	27.8	30	33.3	38	32.0	38
		Na Am	50.0	75.0	75	25.0	50	-	-	-	-
		Asian	66.7	25.0	40	-	-	60.0	65	75	80
		Hisp	40.0	37.5	40	-	40	14.3	40	62.5	65
		White	31.8	32.6	32	33.9	35	36.3	41	52.9	55
		ELL	100	-	-	-	-	50.0	55	67.7	70
		FARMS	17.2	13.8	28	19.4	21	23.3	28	32.6	35
		SpED	3.9	14.3	-	12.5	15	23.1	25	23.5	25

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target
By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County average: 1.27%	Af Am			1.5%	1.24	1.5	1.04			
Optional: Benchmark Data Reading											
Optional: Benchmark Data Math											
Optional: DIBELS											
Optional: LAS Links											
Optional: Suspensions		All		2	1	6	3	30	25	13	10
Optional: Referrals		All		30	25	57	30	95	80	70	60
Optional: Absences		All		96%	97%	95.8%	97%	95%	97%	95%	97%

**Sunset Elementary
School Improvement Plan 2010–2011
Action Steps**

School: Sunset Elementary

Goal: By June 2014, 100% of students in grades 3, 4 and 5 will perform at the proficient/advanced level in reading on MSA.

Statement of Need: At the end of 2009-10, 95.7% of students in grades 3, 4, and 5 performed at the proficient/advanced level in reading on MSA.
 42.2% of the students in grades 3, 4, and 5 performed at the advanced level in reading on MSA.
 94.1% of the students receiving special education services in grades 3, 4, and 5 performed at the proficient/advanced level in reading on MSA.
 95.7% of the FARMS students in grades 3, 4, and 5 performed at the proficient/advanced level in reading on MSA
 88.0% of the African American students in grades 3, 4, and 5 performed at the proficient/advanced level in reading on MSA

Objective: By the end of the 2010-2011 school year, 97% of students in grades 3, 4, and 5 will perform at the proficient/advanced level in reading on MSA.
 47% of students will perform at the advanced level in reading on MSA.
 95% of the students receiving special education services will perform at the proficient/advanced level in reading on MSA.
 96% of the FARM students will perform at the proficient/advanced level in reading on MSA.
 91% of the African American students in grades 3, 4, and 5 will perform at the proficient/advanced level in reading on MSA.

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Implement differentiated instruction to accelerate student performance using a variety of reading programs and materials— Voyager, William & Mary, Accelerated Reader, Readers' Theatre, Touch Pebbles, and Comprehension Tool Kit so that students demonstrate growth from their current reading level.	✓	Candy St.John Michele Morgan Linda Stinchcomb Diana Briemann Eileen Drexel Nancy Flythe JoAnn Shields Susan McDonald	Reading Teacher Classroom Teachers Media Specialist	Program Kits Computer Software Inservice-Comprehension Tool Kit	Curriculum Assessments Formative Assessments Program Assessments	9/2011
Implement writing strategies such as 6+1 Writing Traits so that students demonstrate improved reading comprehension and written communication skills.	✓	Candy St.John Michele Morgan Linda Stinchcomb Diana Briemann Eileen Drexel Nancy Fythe JoAnn Shields Susan McDonald	Reading Teacher Classroom Teachers Media Specialist	Classroom Poster Teacher Resources	Formative Assessments: Student work samples Formative Assessments/Curriculum Assessments	9/2011

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Implement vocabulary strategies so that students demonstrate improved comprehension of instructional text materials and improved written communication skills.	✓	Candy St.John Michele Morgan Linda Stinchcomb Diana Briemann Eileen Drexel Nancy Flythe JoAnn Shields Susan McDonald	Reading Teacher Classroom Teachers Cultural Arts Teachers Media Specialist	Six Steps of Marzano's Academic Practices Inservice-Thinking Maps Elements of Reading Kits Grades K-5	Formative Assessments: Student work samples Curriculum Assessments Plan Book Review	9/2011
Monthly lunch/recess meetings of targeted students with focus on Reading outcomes so that students demonstrate targeted proficiency.	✓	Jan Dineen Tracy Prater Toni Carr Michele Morgan	Jan Dineen Tracy Prater Toni Carr	MSDE Toolbox- Problem of Week Envision Instructional Materials	Participant List— Schedules Improved MSA Scores	9/2011
Embed technology to improve technology literacy (to include keyboarding, scrolling and screen navigating, use of Smart Response devices, airliners) so that students are able to apply concepts to new situations during reading instruction.		Nancy Flythe	Classroom Teachers	Technology Resources In-service-Smart Response Devices Vision Training MDK-12 Toolkit	Student work samples Plan Books	9/2011

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School: Sunset Elementary

Goal: By June 2014, 100% of students in grades 3, 4 and 5 will perform at the proficient/advanced level in math on MSA.

Statement of Need: At the end of 2009-10, 96.1% of students in grades 3, 4, and 5 performed at the proficient/advanced level in math on MSA.
 51.3% of the students in grades 3, 4, and 5 performed at the advanced level in math on MSA.
 94.1% of the students receiving special education services in grades 3, 4, and 5 performed at the proficient/advanced level in math on MSA.
 95.7% of the FARMS students in grades 3, 4, and 5 performed at the proficient/advanced level in math on MSA.
 88% of the African American students in grades 3, 4, and 5 performed at the proficient/advanced level in math on MSA.

Objective: By the end of the 2010-2011 school year, 98% of students in grades 3, 4, and 5 will perform at the proficient/advanced level in math on MSA.
 55% of students will perform at the advanced level in math on MSA.
 96% of the students receiving special education services will perform at the proficient/advanced level in math on MSA.
 97% of the FARMS students will perform at the proficient/advanced level in math on MSA.
 91% of the African American students in grades 3, 4, and 5 will perform at the proficient/advanced level in math on MSA.

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Pose higher level questioning and critical thinking strategies so that students advance mathematical problem solving skills in real life situations.	✓	Wylma Bagshaw	Classroom Teachers Math Lead Teachers T/D Teacher	Technology Tools In-service Thinking Maps Team Planning with Dana Kirby Numeration Plus Good Questioning for Math Teaching— Book Study Stem charts for questioning	Classroom Observations Student work samples	9/2011

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Implement Terrific Sixes practice tasks so that students receive weekly reinforcement of targeted math content standards.	✓	Wylma Bagshaw JoAnn Shields	Classroom Teachers Math Lead Teachers T/D Teacher	MDK-12 Math Tool Kit In-service/team planning JoAnn Shields	Student work samples Formative Assessments	9/2011
Facilitate meaningful real life/real world connections to daily mathematical concepts and skills introduced so that students demonstrate targeted state curriculum math outcomes.	✓	Wylma Bagshaw	Classroom Teachers Math Lead Teachers T/D Teacher	Math for a Real World Series Technology Tools: Smartboards Smart Response devices Airliners Document Cameras	Classroom Observations Student BCR Responses	9/2011
Differentiate instructional opportunities so that students apply mathematical concepts at an accelerated rate of achievement.	✓	Wylma Bagshaw	Classroom Teachers Math Lead Teachers T/D Teacher	M ³ Hands-on-Equations In-service/Team Planning Dana Kirby	Classroom Observations Student work samples Chapter Tests/Cumulative Tests	9/2011
Monthly lunch/recess meetings of targeted students with focus on Voluntary State Math outcomes so that students demonstrate targeted proficiency.	✓	Jan Dineen Tracy Prater Toni Carr	Jan Dineen Tracy Prater Toni Carr	MSDE Toolbox-Problem of Week Envision Instructional Materials	Participant List— Schedules Improved MSA Scores	9/2011

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School: Sunset Elementary

Goal: By June 2014, 100% of students in grades 3, 4, and 5 will perform at the proficient/advanced level in science on MSA.

Statement of Need: At the end of 2010, 86.3% of students in 5th grade performed at the proficient/advanced in science on MSA.

Objective: By the end of the 2010-2011 school year, 89% of students will perform at the proficient/advanced baseline level in science on MSA.

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Implement science activities/experiments/school wide Science Fair to enable students to collect, interpret, and apply data to provide reasonable explanations so that students demonstrate targeted state curriculum Science outcomes.	✓	Brian Moore Elaine McLaughlin	Classroom Teachers Science Lead Teachers	Science Kits Technology Tools: Smartboards Smart Response devices Airliners Document Cameras Thinking Maps	Classroom Observations Curriculum Assessments Plan Books School wide Science Fair participation	9/2011
Utilize science materials to create an active, hands-on learning environment that focuses on comprehension of expository text so that students demonstrate targeted state curriculum Science outcomes.	✓	Brian Moore Elaine McLaughlin Candy St.John Michele Morgan	Classroom Teachers Math Lead Teachers T/D Teacher	Science Kits Science Textbooks	Student work samples Chapter Tests/Benchmark Tests	9/2011

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources/Staff Develop. Needed	Monitoring Procedure/Evidence	End Date
Pose higher level questioning and critical thinking strategies to advance scientific problem solving skills on student produced (i.e., typewritten) BCRs so that students demonstrate targeted state curriculum outcomes.	✓	Brian Moore Elaine McLaughlin	Classroom Teachers Science Lead Teachers	Technology Tools: Smartboard Air liner Smart Response devices Document Cameras Stem charts for questioning	Monthly student work samples	9/2011
Implement environmental literacy concepts so that students apply conservation practices within a green school environment.		Susan McDonald	Classroom Teachers Science Lead Teachers	Technology Tools: Smartboard Airliner Document Camera Thinking Maps	Monthly student work samples Green school portfolio	9/2011

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Goal: By June 2014, Sunset Elementary will create a safe learning environment that promotes accelerated academic achievement.

Statement of Need: 70 behavioral referrals were written in 2009-2010.

Objective: By the end of the end of the 2010-2011 school year, the total number of behavioral referrals written will decrease by 15%.

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date
Implement learning lab program to support students' academic performance and social skill development so that students have greater availability to instructional activities.		Pat Morgan Cheryl Gamble Beth Redd	Learning Lab Tech School Counselor Classroom Teachers Special Education Teachers	Sensory Materials/Incentives Second Step Skills Streaming Board Games Instructional Materials	Daily Intervention Log	9/2011
Implement and expand the mentoring program to support academic performance and expected student behaviors so that students demonstrate targeted VSC outcomes.	✓	Jan Dineen	School Counselor Classroom Teachers Art Helpers	Community Volunteers Midshipmen	Participant List Schedules	9/2011

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School: Sunset Elementary

Goal: By June 2014, Sunset Elementary will maintain and expand a collaborative learning community by increasing stakeholder participation:

- Increase the number of volunteers hours by 25%

Statement of Need: During the 2008-2009 school year, 2,196 volunteer hours documented.
During the 2009-2010 school year, 3,407 volunteer hours documented.

Objective: By the end of the 2009-2010 school year, volunteer hours will increase by 10%.

Action Steps	EQ	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date
Expand communication electronically so that stakeholders can share school wide initiatives and activities. (EQ)	✓	Nancy Flythe	Classroom Teachers Technology Committee	Sunset Web Site Sunset Blackboard	Data list of participants Meeting agendas	9/2011
Expand recognition of stakeholders for their contribution to our school so that they feel valued and continue their participation and commitment.		Jan Dineen Candy St.John	SIT	Applications for Recognitions and Awards Recognition Bulletin Board	Copies of Applications Volunteer Log	9/2011