



**Waugh Chapel Elementary
School Improvement Plan 2010-2011
Action Steps**

Goal 1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in Reading and Mathematics. Achievement disparities among all No Child Left Behind student groups will be eliminated.

Indicator: 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).

Statement of Need: According to the data on the 2010 MSA administration, while 93.30% of White students scored at proficient or advanced, the following student groups evidenced need of academic improvement in **Reading: African American (84.50%), Asian/Pacific Islander (73.30%), FARMS (82.60%), Limited English Proficient (66.70%), and Special Education (66.70%),**

Objective: By the end of the 2010/2011 school year 97.0% of White, 88.0% of African American, 80.0% of Asian/Pacific Islander, 88.0% of FARMS, 100.0% of Hispanic, 70.0% of Limited English Proficient and 75.0% of Special Education students will score at proficient or advanced in **Reading.**

Statement of Need: According to the data on the 2010 MSA administration, while 92.5% of White students scored at proficient or advanced, the following student groups evidenced need of academic improvement in **Math: African-American (86.20%), FARMS (80.40%), Hispanic (85.70%), and Special Education (83.30%).**

Objective: By the end of the 2010/2011 school year 97.0% of White, 90.0% of African American, 100.0% of Asian/Pacific Islander, 85.0% of FARMS students, 90.0% of Hispanic students, 100% of Limited English Proficient and 86.0% of Special Education students will score at proficient or advanced in **Math.**

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Strategy: Implementing differentiated instruction will result in accelerated student achievement and elimination of achievement gaps.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Implement Content Collaborative Planning		Administrators	Classroom Teachers	Common Planning Time	Agendas, Minutes	Bi-monthly, June 2011
Make instructional decisions based on “current data” and student performance levels when developing learning activities and/or formulating groups so that instruction will be tailored to individual student needs.	✓	Grade Chairs	Classroom Teachers	MSA Data Sets, Benchmark Data, School-based Data Sets, Pre-tests, Collaborative Planning Sheets	Collaborative Planning Sheets	June 2011
Use Bloom’s Taxonomy to plan to address all levels of thinking and responding so that instruction engages students in the appropriate depth and complexity of learning and differentiated instruction occurs.		Administrators	Classroom Teachers	Bloom’s Taxonomy & Cognitive Verbs	Lesson artifacts	October 2010, Feb. 2011, May. 2011

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Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Utilize higher level questions that necessitate analysis, justification, and synthesis so that students are required to organize their thinking around interrelated concepts and ideas.	✓	Grade Chairs	Classroom Teachers	Bloom's Taxonomy <u>Good Questions in The Classroom</u> The Art of Questioning in Mathematics From the Professional Standards for Teaching Mathematics	Lesson Artifacts Walk-throughs	Sept. 2010, on-going
Collaboratively write 2-3 higher level discussion questions for content area instruction that incorporate complexity of thought, challenge students' beliefs, engage students emotionally, and /or focuses on ambiguity (open-ended) so that students are engaged in rigorous learning tasks.		Grade Chairs	Grade Level Teams	Common Planning Time	Questions at Advanced Level of Rigor	Sept. 2010, on-going

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Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Develop and implement MSA prototype lessons based on student needs evidenced through analysis of MSA 2010 so that instruction and assessments are better aligned.		Administrators, Reading Teacher, Lead Teachers	Classroom Teachers	EDW Data Sets Mdk12.org	Prototype Lessons, Lesson Implementation Schedule	August 2010, on-going
Engage students in conceptualizing knowledge using <i>Thinking Maps</i> ® so that proficiency in forming generalizations is developed and practiced.		Administrators	All Teachers	Graphic Organizers	Lesson Artifacts Walk-throughs	October 2010, on- going
Implement REDO for designated assignments that will include a re-teaching component so that students have ample opportunities to demonstrate mastery.	✓	Administrators	All Teachers	Grade level planning time to discuss and identify appropriate assignments	List of assignments designated for “REDO” Grade Books	Quarterly, 6/2010
Chart progress of students scoring basic and proficient on MSA with particular attention to Special Education, African American, and English Language Learners student groups so that achievement is monitored regularly.	✓	Administrators	Grade Level Teachers	2010 MSA Data	Grade Reports, Formative Assessments, Benchmarks	Monthly, June 2011

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Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Select and implement Cooperative Learning strategies school-wide across content areas so that students acquire skills and content through brain-compatible instructional techniques.	✓	Administrators	All Teachers	Kagan Cooperative Learning Resources	Strategies Implementation Calendar Walk-throughs	Quarterly, 6/2010
Conduct Professional Development on how to actively engage students not meeting the standards. Topics for Professional Development will include: Differentiated Instruction and Cooperative Learning.		Administrators	Administrators, Resource Teachers, Leadership Team	<u>Fair Isn't Always Equal</u> anchor book, Various professional articles on the topics	Professional Development Calendar	September 2010 – May 2011
Conduct professional development on Differentiated Instruction so that teachers will be able to use DI in their classrooms, with particular attention to Special Education, English Language Learners, and African American student groups.	✓	Leadership Team	Leadership Team, Reading Teacher	Faculty Meetings, PD 360	Agendas, Minutes, Lesson Artifacts	September 2010, on- going
Conduct professional development on Cooperative Learning so that teachers will possess a repertoire of strategies to engage students from each of the NCLB student groups.	✓	Leadership Team	Leadership Team, Reading Teacher	Faculty Meetings, PD 360 website	Agendas, Minutes, Lesson Artifacts	September 2010, on- going

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Strategy: Utilizing reading strategies across the curriculum will result in accelerated student achievement and elimination of achievement gaps.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Identify planning committee for the Literacy Team so that leadership capacity is fostered within the staff and meetings address identified school-wide literacy needs.		Administrators	Planning Committee	<u>The Continuum for Literacy Planning</u> (Pinnell and Fountas)	Planning Committee Membership List; meeting minutes	October 2010, bi-monthly
Identify needs of NCLB student groups and plan for the use of appropriate reading strategies so that differentiated instruction is implemented for all students.	✓	Reading Teacher	Classroom Teachers	2010 MSA Disaggregated Data	List of Selected Strategies	August 2010
Determine sequence for reading strategy instruction so that students are engaged in scaffolded learning experiences.	✓	Reading Teacher	Classroom Teachers	List of identified reading strategies based on needs of specific student groups	Written Sequence for Teaching Reading Skills	September 2010
Conduct professional development on identified reading strategies so that teachers will be able to effectively apply strategies in content area instruction.		Administrators	Reading Teacher	<u>Strategies that Work</u> (Harvey & Goudvis) Comprehension Toolkit Materials	In-service agendas and Minutes	Sept. 2010 & on-going

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Strategy: Utilizing reading strategies across the curriculum will result in accelerated student achievement and elimination of achievement gaps.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Apply identified reading strategies to instruction in Science and Social Studies so that students have specific structures to use in developing their understanding of lesson concepts.		Administrators	Science and Social Studies Teachers	<u>Strategies that Work</u> (Harvey & Goudvis) Comprehension Toolkit Materials Pacing Guides	Lesson Artifacts, Walk-throughs	October 2010, On-going
Monitor implementation of identified reading strategies to ensure their effective and regular use in all classrooms.		Administrators	Grade Group Chairs	Reading Strategy Look Fors	Lesson Plans, Collaborative Planning Agendas and Minutes	Oct. 2010 & on-going
Evaluate effectiveness of identified reading strategies and adjust instruction as needed to differentiate and accelerate learning for all students.	✓	Administrators	SIT	Implementation Data (see prior monitoring procedures) Benchmark scores	Summary Report	June 2010
Provide explicit instruction in the study of morphemes (root words, prefixes, suffixes, inflectional endings) and connectives (therefore, however) so that students utilize structural analysis to determine word meanings.		Reading Teacher	Classroom Teachers	OCR Materials, State Curriculum Toolkit materials, Teaching Resources on Word Morphology	Lesson Artifacts, Lesson Plans	October 2010, on-going

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Goal 2: 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. AACPS will eliminate disparities among all *No Child Left Behind* (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Indicator: By the end of the 2013-2014 school year, there will be a 50% reduction in the number of students receiving one or more discipline referrals or suspensions and in the number of students excessively absent for each NCLB student group.

Statement of Need: 22 discipline referrals were completed during the 2009-2010 school year. There were 11 suspensions. 76 students were absent excessively (12 or more days during the school year).

Objective: By the end of the 2010-2011 school year the number of discipline referrals and number of students identified as excessively absent will decrease by 50%.

Strategy: *Actively monitoring discipline referrals and attendance rates will result in a safe and supportive learning environment for all NCLB student groups.*

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Generate monthly attendance reports so that students with frequent absences may be identified, monitored, and supported.		SASI Secretary	Attendance Committee	SASI Data	Monthly Reports	Sept. 2010 & on-going
Generate monthly discipline reports so that interventions and support systems may be provided to students receiving discipline referrals.		SASI Secretary	Administrators, Guidance Counselor, School Psychologist, Classroom Teachers	SASI Data	Monthly Reports	Sept. 2010 & on-going
Send Connect-Ed messages so that parents receive same day notification of student absences.		SASI Secretary	Office Staff	SASI Data	Connect-Ed Printout	August 2010 & on-going

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Strategy: *Actively monitoring discipline referrals and attendance rates will result in a safe and supportive learning environment for all NCLB student groups.*

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Meet with students on the "Monitor" lists for attendance and discipline so that students become actively involved in and assume greater ownership of learning.		Administrators	Administrators Guidance Counselor	SASI Data	Meeting Schedule and Minutes	Sept. 2010 & on- going
Implement Watch D.O.G.S. (Dads of Great Students) ® program so that positive male role models are provided and school security enhanced.		Guidance Counselor	Administrative Team	Funding Source for Watch D.O.G.S.® program materials	Committee Membership Meeting Agendas & Minutes	Sept. 2010 & on- going
Maintain regular communication with parents (both positive and to share concerns) so that a home-school partnership is established in support of student learning.		Administrators	All Teachers	Resources for parent communication	Communication Log	Aug. 2010 & on- going

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Goal 3: 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.

Indicator: By the end of the 2013-2014 school year, there will be an increase in participation each year from 2010 to 2014 of parents, surrogates, families of African American and Hispanic (NCLB student groups, reflective of school/student demographics) in school and PTA sponsored activities.

Statement of Need: By the end of the 2009-2010 school year, parent participation in school sponsored activities was not reflective of NCLB student group enrollment. Parent participation rates in school and PTA sponsored events included:

- **Caucasian- 96%**
- **African American – 45%**
- **Hispanic – 40%**
- **Asian – 90%**

Objective: By the end of the 2010-2011 school years, there will be a 25% increase in parent attendance at school and PTA sponsored events among the African American and Hispanic parent groups.

Strategy: Utilizing research-based strategies for parent involvement will result in participation in school and PTA sponsored events that reflect school demographics.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Host two meetings within the community so that parent involvement is more reflective of school demographics.	✓	Administrators	SIT Volunteer Coordinator	“Parent Workshops to Go” Materials	Principal’s Newsletter Program News Release Article	Aug. 2010 & April 2010
Identify meetings and or events from those held throughout the school year to target for increased attendance by identified NCLB parent groups.	✓	Administrators	SIT	Decision Making Matrix	List of Targeted Events	Sept. 2010