

West Annapolis Elementary School Improvement Plan 2010-11

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Indicator: I By the end of the 2011/12 school year, 90% of students in each NCLB student group will score proficient on the third AACPS Reading Benchmark Assessment

Statement of Need:	90.2 % of all students scored proficient	68.3 % % scored advanced
	66.7 % of the African Americans scored proficient	16.7 % scored advanced
	100 % of the Hispanic students scored proficient	0 % scored advanced
	94.1 % of the white students scored proficient	76.5 % scored advanced
	50 % of FARMS students scored proficient	24.3% scored advanced
	66.7 % of special education students scored proficient	33.4 % scored advanced

An analysis of the 2010 third reading benchmark in grade 2 assists West Annapolis in predicting an increase in achievement so that 92% of all students will score proficient and that 68 % will be advanced. An analysis of the disaggregated benchmark assessments indicates that African American, FARMS, and special education student groups have not met the standard of 85%. Therefore efforts will need to be directed toward identified students during their third grade year. Appropriate interventions will be put in place so that these students will meet success on MSA in 2011. We will need to focus on monitoring the current second graders to ensure they are meeting standards set.

Annual Objective: By the end of the 2010-11 school year, 92% of West Annapolis grade 2 students will perform at the proficient level on the third reading benchmark assessment, 68% will score advanced. Achieving this standard will ensure that all NCLB student groups will meet the county standard of 85% proficient.

West Annapolis Elementary School Improvement Plan 2010-11

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Continue to monitor reading fluency data in order to monitor progress of the students who perform below grade level expectations and provide intervention as needed	<input checked="" type="checkbox"/>	Principal	second grade teachers and reading teacher	Reading fluency assessments and running records	Monthly fluency assessments for students who score below grade level expectations in September assessment	May 2011
Score benchmark assessments as a team in order to ensure consistency in meeting content standards	<input checked="" type="checkbox"/>	Principal	second grade teachers and reading teacher		Benchmark assessments Schedule for scoring	May 2011
Utilize thinking maps to develop vocabulary in order to increase student vocabulary and comprehension skills	<input checked="" type="checkbox"/>	Classroom teachers, k-2	Thinking Maps team and classroom teachers	Training on use of maps to enhance vocabulary	Agenda for training sessions Samples of maps Benchmark assessment	May 2011
Provide instruction in the use of reading strategies, using the Comprehension Tool Kit, in order to increase reading comprehension skills	<input checked="" type="checkbox"/>	Classroom teachers 2	Classroom teachers	Training on use of tool kit	Pre/post test on strategies	December 2010
Conduct professional development and a book study in order to investigate and incorporate brain based learning strategies to increase reading skills and provide differentiated instruction	<input checked="" type="checkbox"/>	Principal, reading teacher and classroom teachers K-2	Classroom teachers	Training brain based learning theory	Agenda for professional development and book study sessions	May 2011
Utilize teacher interns to provide differentiated instruction to improve student performance	<input checked="" type="checkbox"/>	Principal	Classroom teachers	Planning time	Pre and post assessment results	May 2011

West Annapolis Elementary School Improvement Plan 2010-11

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Indicator: II By the end of the 2013/14 school year all students in each NCLB student group will perform at the proficient level and by 2011/12 50% of the students in each NCLB student group in grades 3-5 will be performing at the advanced level on the MSA Reading.

Statement of Need:

West Annapolis: 2010 MSA scores in reading for grades 3-5

96.2 % of all students in grades 3-5 performed at the proficient level	55.3 % scored advanced
85 % of the African American students performed at the proficient level	40 % scored advanced
100 % of the Hispanic students performed at the proficient level	50 % scored advanced
100 % of the Asian students performed at the proficient level	50% scored advanced
100 % of the Native American students performed at the proficient level	0 % scored advanced
98 % of the white students performed at the proficient level	59.8 % scored advanced
100 % of the Special Education students performed at the proficient level	58.3 % scored advanced
92.3 % of the FARMS students performed at the proficient level	38.5 % scored advanced

Based on 2010 MSA Reading results West Annapolis anticipates that 100% of all students will score proficient and that 60% will be advanced. An analysis of the 2010 disaggregated data indicates that the achievement gap between African American students and all students increased by 7%, however there was an increase from 29 % to 40% of African American students who performed at the advanced level.

Annual Objective: By the end of the 2010-11 school year 100% of the students at West Annapolis will perform at the proficient level and 60% of the students in grades 3-5 will perform at the advanced level on the MSA Reading, so that all students in each NCLB students group will reach the proficient level, eliminating the achievement gap.

West Annapolis Elementary School Improvement Plan 2010-11

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Continue to refine the implementation of thinking maps to increase the rigor of instruction in order to increase student achievement by facilitating deeper level of understanding in reading, use of multiple maps, use of maps in planning and promoting student self selection of maps	<input checked="" type="checkbox"/>	Classroom teachers, 3-5	Thinking Maps team and classroom teachers	Professional development on use of multiple maps, their use to enhance language arts instruction and use to increase vocabulary	Student data results on benchmarks Classroom observations	May 2011
Conduct professional development and a book study in order to investigate and incorporate brain based learning strategies to increase reading skills and provide differentiated instruction	<input checked="" type="checkbox"/>	Principal, reading teacher and classroom teachers K-2	Classroom teachers	Training brain based learning theory	Agenda for professional development and book study sessions	May 2011
Score benchmark assessments as a team in order to ensure consistency in meeting content standards	<input checked="" type="checkbox"/>	Principal	Classroom teachers, 3-5 and reading teacher		Benchmark assessments Schedule for scoring	May 2011
Utilize teacher interns to provide differentiated instruction to improve student performance	<input checked="" type="checkbox"/>	Principal	Classroom teachers	Planning time	Pre and post assessment results	May 2011

West Annapolis Elementary School Improvement Plan 2010-11

Goal: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Indicator: III By the end of the 2013/14 school year all students in each NCLB student group will perform at the proficient level and by 2011/12 % of the students in each NCLB student group in grades 3-5 will be performing at the advanced level on the MSA Math

Statement of Need:

West Annapolis 2010 MSA scores in mathematics:

94.7 % of all students in grades 3-5 performed at the proficient level	48.5 % scored advanced
75 % of the African American students performed at the proficient level	15 % scored advanced
100 % of the Hispanic students performed at the proficient level	50 % scored advanced
100 % of the Asian students performed at the proficient level	83.3 % scored advanced
100 % of the Native American students performed at the proficient level	50 % scored advanced
98 % of the white students performed at the proficient level	52.9 % scored advanced
83.3 % of the Special Education students performed at the proficient level	41.7 % scored advanced
80.8 % of the FARMS students performed at the proficient level	30.8 % scored advanced

Based on the 2010 MSA Mathematics results, West Annapolis anticipates that 100% of all students will score proficient and that 50 % will be advanced. An analysis of the disaggregated data indicates that the achievement gap between African American students and all students increased for the 2009-10 school year. There was an increase in the percentage of Hispanic, Native American, Asian, and FARM students performing at the advanced level.

Annual Objective: By the end of the 2010-11 school year 100% of the students at West Annapolis will perform at the proficient level and 50 % of the students in grades 3-5 will be performing at the advanced level on the MSA Mathematics thus all students in each NCLB students group will reach the proficient level, eliminating the achievement gap.

West Annapolis Elementary School Improvement Plan 2010-11

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Continue to refine the implementation of thinking maps to increase the rigor of instruction in order to increase student achievement by facilitating deeper level of understanding mathematical concepts and processes by trying new ways to use maps, use of multiple maps, use of maps in planning and promoting student self selection of maps	<input checked="" type="checkbox"/>	Classroom teachers, K-5	Thinking Maps team and classroom teachers	Professional development on use of multiple maps, their use to enhance instruction and use to increase vocabulary	Student data results on benchmarks Classroom observations	May 2011
Implement the M2 Program in grade 2 to challenge advanced students and increase achievement in problem solving		Talent development teacher	Talent development teacher and second grade teachers	Pre-assessment data	Pre assessment data Topic test data Benchmark data	May 2011
Utilize student data to determine student intervention groups and continue use of portfolios with identified students to collect diagnostic data in order to provide appropriate interventions to increase student achievement on topic tests	<input checked="" type="checkbox"/>	Special educators	Special educators and classroom teachers	Pre-assessment data, <i>Do the Math</i> and <i>Fastt Math</i> Programs	IEP goals Portfolios Topic test results	May 2011

West Annapolis Elementary School Improvement Plan 2010-11

Utilize teacher interns to provide differentiated instruction to improve student performance	<input checked="" type="checkbox"/>	Principal	Classroom teachers	Planning time	Pre and post assessments results	May 2011
--	-------------------------------------	-----------	--------------------	---------------	----------------------------------	----------

West Annapolis Elementary School Improvement Plan 2010-11

Goal: All students will be educated in a safe, positive and supportive environment with a focus on security enhancements that support system-wide safety and discipline standards. Through the end of 2011/12 school year, all schools will remain free from designation of “persistently dangerous” schools, as defined by the Maryland State Department

Indicator: III Through the end of 2011/12 school year, all schools will remain free from designation of “persistently dangerous” schools, as defined by the Maryland State Department

Statement of Need:

West Annapolis Elementary School is free from the designation of “persistently dangerous” schools, as defined by the Maryland State Department of Education. During the 2009-10 school year, there were 28 discipline referrals, 16 students received these referrals: 5 % of the population received discipline referrals. 68 % of the referrals were white students, 32 % were African American students. **This reflects a decrease in the percentage of African American students receiving referrals.** There were eight school suspensions.

An analysis of the discipline data shows an increase in the number of discipline referrals from the previous year (an increase from 17 to 28 total referrals. During the 2008-09 there were 24 referrals. The percentages of students receiving the referrals increased from 4 % to 5%. However the percentage of African Americans receiving the referral decreased from 45 % to 32 %. There was an increase the number of school suspension from three to eight. **Note: 10 of the 16 students were fifth graders who received 21/28 discipline referrals.**

Annual Objective: By the end of the 2010-11 school year, West Annapolis Elementary School will remain free from the designation of “persistently dangerous” schools, as defined by the Maryland State Department of Education, and there will be a 1% reduction in the percentage of students who receive discipline referral

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date
Provide instruction in gang awareness in order to support AACPS gang awareness program		Principal and school counselor	School counselor and grade 5 teachers	Lesson plans	Observations	December 2010
Use student data to identify students who will participate in the Children’s Guild Counseling Program	<input checked="" type="checkbox"/>	Special educators, teachers and principal	Special educators and counselor	Children’s Guild support program	Feedback conferences with Children’s Guild and school administrators	May 2011

West Annapolis Elementary School Improvement Plan 2010-11