

School Improvement Plan

West Meade Elementary

2010- 2011

Preamble: As part of our ongoing effort to emphasize respect for self and others, encourage educational excellence and the academic achievement of every student in a safe environment, West Meade Elementary School will continue to implement programs and activities in the following areas:

- I. **Reading:** By promoting a positive attitude toward reading through differentiated instruction, reading intervention programs, which include Early Reading Intervention Program in Kindergarten/First Grade, Lexia in grades 1-5, Ticket to Read in grade 3-5, and the Voyager Passport Intervention program in grades 1 & 2. In addition, the use of technology, professional development and activities such as Book Fairs, Chessie Book Program, and the Monthly Reading Incentive Program will promote a positive attitude towards reading. Monthly PLCs, vertical team meetings, and grade group Reading Collaboration meetings are held to examine student data to improve reading achievement.
- II. **Math:** By promoting a positive attitude toward math through differentiated instruction, the use of technology, professional development and activities such as the 24 Game Club, Hands-On Equations, whole brain teaching strategies, daily math fact drills (SuperSpeed 100 & 1000), and the use of manipulatives. Monthly “Math Drop-ins” from the county math department will be published in the school newsletter to communicate math ideas to parents.
- III. **Safe and Orderly Environment:** By promoting a sense of feeling safe at school and the belief that students are well behaved through the school-wide use of a school wide Behavior Program, regular review of school rules, and consistent documentation of behaviors. Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff. Quarterly celebrations and the use of Behavior Tickets are planned to recognize positive behavior. Continue to implement Code of Conduct Lessons, safety drills, and classroom rules to provide school-wide consistency. Additional support programs will meet with targeted students to enhance social skills and reinforce behaviors for success.
- IV. **Community Collaboration:** By promoting a welcoming school environment that encourages community and parent volunteers to participate in school-wide events and by developing partnerships with community organizations with Fort Meade Partners in Education. Actively recruit parents (via email, flyers, posters, bi-lingual notes, Connect-Ed, etc...) for WMES CAC, PTO, WMES Volunteer Program so that parents are involved in their child’s education.

Goal I: (Reading-Academic Achievement)

By the end of the 2009/2010 school year, 92.9% of students in each NCLB student group in grades 3, 4, 5 will perform at proficient or advanced level in reading on the Maryland School Assessment (MSA) with no more than 10 % disparity among student groups.

- **By the end of the 2010-11 school year 95% of all students in grades 3-5 will perform at or above proficient in reading on the Maryland School Assessment**

Statement of Need:

On the 2010 MSA, 93.1% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 91.5% of the third graders, 94.3% of the fourth graders, and 92.9% of the fifth graders.

91.5% of African Americans scored at proficient or advanced

100% of Asians scored at proficient or advanced

100% of American Indian/Alaskan native scored proficient or advanced

100% of Hispanics scored at proficient or advanced

92.3% of Whites scored at proficient or advanced

100% of ELL scored at proficient or advanced

96.1% FARMS scored at proficient or advanced

90.9% of Special Ed scored at proficient or advanced

On the 2010 Maryland school Assessment (MSA) 34.6% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).

29.8% of African Americans scored at the advanced level

30% of Hispanics scored at the advanced level

41.8% of Whites scored at the advanced level

33.3% of FARMS scored at the advanced level

9.1% of Special Ed scored at the advanced level

Annual Objective:

By the end of the 2010-2011 school year, 45% of all students in grades 3, 4, and 5 will score advanced in reading on the Maryland School Assessment (MSA).

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Provide ongoing, job-embedded professional development in differentiated instruction so that teachers can differentiate instruction (process, product, content) and use a common language for student achievement when analyzing student work for the purpose of helping students advance to higher levels	✓	Administrator Reading Teacher S.D. Team	Reading Teacher, Classroom Teachers, Talent Development, ELL Teachers, Special Educators	Differentiated Instruction resources	<ul style="list-style-type: none"> • Staff development agendas • Classroom Observation • Plan Books • Reading Planning Minutes 	Monthly
Provide professional development for all teachers in Thinking Maps so learning is enhanced across all curricular areas		Administrator L. Hayes M. Lawrence K.Saxe	Reading Team, All Teachers, Talent Development, Instructional Support Staff	Thinking Maps Materials	<ul style="list-style-type: none"> • Staff development agendas • Classroom Observation • Writing samples • Reading Planning Minutes 	Monthly
Continue Professional Learning Communities to refine and extend components of 6+1 Writing Traits in order to enhance writing skills and proficiency on AACPS benchmarks and MSA BCRs		Administrator Reading Teacher PLC (LA)	Reading Team, All teachers of reading and writing, Talent Development	6+1 Writing Traits Materials and Training Manual	<ul style="list-style-type: none"> • Staff development agendas • Classroom Observation • Writing samples • Reading Planning Minutes 	Monthly
Increase rigor by enhancing reading instruction to incorporate Differentiated Instruction and Higher Order Thinking Skills in flexible groups so that students are appropriately challenged across all curricular areas	✓	Administrator Reading Resource Team	Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development	Bloom's Taxonomy Materials, DI Materials, high level, high interest reading materials	<ul style="list-style-type: none"> • Bulletin Boards • Grade Group Minutes • Reading Collaboration Team Minutes • PD Agendas • Classroom observation • Plan Books • Student Work 	8/10-6/11

Review assessment data to determine instructional needs at monthly grade group meetings in order to identify red zone students (drill down to specific student identity) through analysis of AACPS benchmarks and MSA data to increase achievement	✓	Administrator Reading Teacher Talent Development Teacher	Reading Team Classroom Teachers Talent Development	Wm. & Mary, Jacob's Ladder, junior novels	<ul style="list-style-type: none"> • Plan Books • Classroom Observation • Planning Minutes • Student assessments 	8/10-6/11
Provide professional development in reading strategies effective in significantly narrowing the achievement gap among Special Education and Hispanic students and their peers	✓	Administrator Reading Teacher Talent Development Teacher, ELL Teacher, Special Educators	Reading Teacher Talent Development Teacher, ELL Teacher, Special Educators, All Teachers of Reading	Central Office Support Staff for ELL and Special Education	<ul style="list-style-type: none"> • Staff development agendas • Classroom Observation • Student Assessments • Collaborative Planning Minutes 	8/10-6/11

West Meade Elementary School Improvement Plan 2010 – 2011
Math

Goal II (Math-Academic Achievement):

At the end of the 2010-2011 school year, 95% of students in each NCLB student group in grades 3, 4, 5 performed at the proficient or advanced level in math on the Maryland School Assessment (MSA) with no more than 10 % disparity among student groups.

- **By the end of the 2010-11 school year 96% of all students in grades 3-5 will perform at or above proficient in math on the Maryland School Assessment**

Statement of Need:

On the 2010 MSA, 95.6% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA): 95.7% of the third graders, 97.1% of the fourth graders, and 92.9% of the fifth graders.

93.6% of African Americans scored at proficient or advanced

100% of American Indian/Alaskan native scored at proficient or advanced

100% of Asians scored at proficient or advanced

100% for Hispanics scored at proficient or advanced

92.3% of Whites scored at proficient or advanced

100% of ELL scored at proficient or advanced

96.1% FARMS scored at proficient or advanced

90.9% of Special Ed scored at proficient or advanced

On the 2010 Maryland School Assessment (MSA) 34.6% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).

34.6% of African Americans scored at the advanced level

30% of Hispanics scored at the advance level

41.8% of Whites scored at the advanced level

33.3% of FARMS scored at the advanced level

9.1 % of Special Ed scored at the advanced level

Annual Objective:

By the end of the 2010 – 2011 school year, 45% of all students in grades 3, 4, and 5 will score advanced in mathematics on the Maryland School Assessment (MSA).

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Provide on-going, job-embedded professional development (including building and county level, email support from the Math Office and Talent Development) for faculty in the enVision Math Program so that math instruction is effectively implemented and differentiated to meet the needs of all learners		Administrator Math Lead Teachers	Math Lead Teachers Penny Alberti All Teachers of Mathematics Instructional Support Staff	enVision Math Materials Pacing Guides VSC Staff Development Do the Math, Fast Math, First in Math, Understanding Numeration	<ul style="list-style-type: none"> • Agendas • Classroom Observation • Plan Books 	8/10-6/11
Provide on-going, job-embedded professional development <i>for specific elements</i> of the enVision Math Program (technology, differentiation, formative assessments, math vocabulary, higher level questioning, etc.) so that students are challenged to perform at higher levels	✓	Administrator Math Resource Teacher School based technology team	Classroom Teachers Special Ed Teachers ELL Teachers Technology Support Specialist eCoach Penny Alberti Instructional Support Staff	enVision Math Materials Pacing Guides VSC Staff Development Technology	<ul style="list-style-type: none"> • SIT Team Minutes • Classroom observation • Staff development agendas • Math Topic Assessment Data • AACPS Benchmark Data 	8/10-6/11
Increase rigor in math instruction by incorporating Differentiated Instruction and Higher Order Thinking Skills in flexible groups so that students are appropriately challenged across all curricular areas	✓	Administrator Resource Team	Math Lead Teachers Special Educators ELL Teachers All Teachers of Math Instructional Support Staff Penny Alberti	Bloom's Taxonomy, DI Materials, Do the Math	<ul style="list-style-type: none"> • Bulletin Boards • Grade Group Minutes • Reading Collaboration Team Minutes • PD Agendas • Classroom observation 	8/10-6/11

					<ul style="list-style-type: none"> • Plan Books • Student Work 	
Provide advanced learning opportunities so that students can access advanced learning opportunities (24 Game, M ₃ , Problem Solving, Talent Development services for mathematics, etc...)	✓	Administrator Talent Development teacher	Math Resource Teacher, ELL Teacher, Classroom Teachers	Hands-On Equations materials, Problem Solving materials, M ₃ , pre-assessments	<ul style="list-style-type: none"> • Schedules • Assessment data • Classroom Observation • Plan Books 	8/10-6/11
Provide professional development in math strategies effective in significantly narrowing the achievement gap among ELL and students receiving special education services and their general education peers	✓	Administrator Reading Teacher Talent Development Teacher, ELL Teacher, Special Educators	Math Resource Teacher Talent Development Teacher, ELL Teacher, Special Educators, All Teachers of Reading	Central Office Support Staff for ELL and Special Education	<ul style="list-style-type: none"> • Staff development agendas • Classroom Observation • Student Assessments • Collaborative Planning Minutes 	8/10-6/11
Collect formative and summative data, reflection sheets and review them in PLC's to identify students in need of additional support or enrichment in math	✓	Administrator Grade Level leaders		PD on analyzing student work	<ul style="list-style-type: none"> • Data sheets • Achievement series reports 	8/10-6/11
Utilize MSA Prep/Coach and public release items from MSDE to provide practice test strategies that lead to success on MSA and increase academic achievement		Administrator Lead Teachers		Coach Books MSDE Website Public Release Tasks	<ul style="list-style-type: none"> • VSC Checklist • Student Data • Grade Group Minutes 	8/10-6/11

West Meade Elementary School Improvement Plan 2010– 2011
Safe and Orderly Environment

Goal III – Safe and Supportive Learning Environment:

All students will be educated in a safe, positive, and supportive learning environment with a focus on discipline standards.

Statement of Need: 1.) At the end of the 2009-10 school year. There were 15 discipline referrals reported.
2.) At the end of the 2009-10 school year. There were 3 suspensions reported.

Annual Objective:

By the end of **2010-2011** school year, Office referrals will decrease by 50% for the school year for all students in grades K-5. Suspensions will decrease by 33% for the school year for all students in grades K-5.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Form an At-Risk Committee to review discipline data and create a menu of proactive strategies that result in a reduction of office referrals and suspensions	✓	Administrator, Guidance Counselor	Volunteer Coordinator, Administrator, Business Partners, PDS Interns	Planning time	<ul style="list-style-type: none"> • Strategy Checklist • Discipline Data • Planning Minutes 	8/10 – 6/11
Maintain consistency with School-wide Behavior Program (Wildcat Tickets, office referrals, hierarchy of infractions) so that students learn to be accountable for their own behavior and learn to make good choices		Administrator Guidance Counselor	All Teachers	Intervention Manuals, Student Incentives,	<ul style="list-style-type: none"> • SWIS Data • Staff development agendas • PBIS and EMT agendas/minutes 	8/10 – 6/11
Implement the Collaborative Decision Making Model (CDM) so that clear expectations are established to solve problems and support student achievement and success		Reading Teacher CDM Team	Guidance Counselor All teachers	CDM Materials	<ul style="list-style-type: none"> • CDM Meeting Minutes • Walk throughs • Discipline Data 	10/10 – 6/11

<p>Provide professional development in cultural awareness so that all staff incorporate engaging, culturally responsive instruction daily and work to build positive relationships that result in a significant narrowing of the disparity in office referrals among African American students and their peers</p>	<p>✓</p>	<p>Administrators Guidance Counselor Equity Liaison</p>	<p>All staff</p>	<p>Cultural Proficiency Materials, Trainer (Equity Liaison)</p>	<ul style="list-style-type: none"> • PD sign-in log/agenda • Classroom walk-throughs • Discipline data • Feedback from students 	<p>11/10 – 6/11</p>
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West Meade Elementary School Improvement Plan 2010– 2011
Community Collaboration

Goal IV (Community Engagement):

By the end of the 2010/2011 school year, West Meade Elementary School will increase parent and volunteer involvement by encouraging families to participate in school life.

Statement of Need:

1. On an average, 18 parents attended the PTA Meetings in 2009-10.
2. On average, 35 parents volunteered regularly in the school during 2009-10

Annual Objective:

By the end of the 2010 – 2011 school year, West Meade Elementary School will increase parent and volunteer participation by 50 %.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Host a minimum of Two activities within the community to better facilitate participation in school programs among families that are historically under-represented at school events	✓	Administrator, Resource Team, Guidance, Counselor, Volunteer Coordinator	Volunteer Coordinator, Teachers and school staff	Community Centers Faith-Based Community Business Partnerships PTO	<ul style="list-style-type: none"> • Meeting Flyers • PTO/School Sponsored Community Family Events • Record of Community Contacts • SIT Minutes 	By 6/11.
Provide opportunities for families to participate in activities that increase parent participation and capacity. <ul style="list-style-type: none"> • Math Night • Reading Night • Meet-the-Teachers Ice Cream Social • Back to School Night Open House 		Administrator, Reading Team, Talent Development Teacher, PTO	Administrator, Reading Team, Talent Development Teacher, PTO	<ul style="list-style-type: none"> • Refreshments • Student Work • Materials for Parent/Community Events 	<ul style="list-style-type: none"> • Flyers • Sign-In Sheets • Volunteer Logs • Partners in Education 	8/10– 6/11

<ul style="list-style-type: none"> • Understanding Early Literacy Speaker • Career Day • Students Helping Students Day • Multi-Cultural Fair • Fall Frolic • Students Helping Students 						
<p>Consistently use Connect-Ed message system so that parents are informed about school events in their native language</p>	✓	Administrators	Administrators	Connect-Ed Messaging System	Connect-Ed Messaging Reports	8/09 – 6/10