**Prince George’s County Public Schools**

***Beltsville Academy***

***School Improvement Plan***

***2012 - 2013***

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| **Goal 1: High Student Achievement** |
| **Measurable Objective by Subgroup:** All students will increase math proficiency from 80% to 90% by March 2012 on the Maryland School Assessments. The Special Education subgroup will increase math proficiency from 74% to 87.7% by March 2012 on the Maryland Schools Assessment. The Limited English Proficiency subgroup will increase math proficiency from 77.2% to 87.7% by March 2012 on the Maryland Schools Assessment. The FARMS subgroup will increase math proficiency from 77.6% to 87.7% by March 2012 on the Maryland Schools Assessment. The Hispanic subgroup will increase math proficiency from 76.6% to 87.7% by March 2012 on the Maryland Schools Assessment. The Black/African American subgroup will increase math proficiency from 81.1% to 87.7% by March 2012 on the Maryland Schools Assessment. The Asian subgroup will increase math proficiency from 77.2% to 87.7% by March 2012 on the Maryland Schools Assessment. The White subgroup will increase math proficiency from 81.4% to 87.7% by March 2012 on the Maryland Schools Assessment. |
| **Strategy #1. Mathematics/Algebra**.Students will engage in problem-solving explorations that require them to construct viable arguments, reason abstractly and quantitatively, identify and construct patterns and use appropriate tools strategically. Teachers will focus on developing academic vocabulary and connecting learning within and across curricula. |
| **Key Performance Indicators to support stated objectives and strategies:** MSA-increase the percent of students scoring proficient and advanced |
| **Activities to Support Strategy #1** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| **Students*** Students will reinforce targeted math skills identified from FAST once a week during a 50minute technology class using iStation, and other instructionally appropriate computer-based instruction to reinforce targeted math skills .Classroom instruction will include the use of manipulatives in order to enhance concrete understanding of objectives Students will utilize technology to reinforce and/or extend their understandings
* Students will track their data on MSA and FAST and set specific goals.
* Students will receive differentiated instruction via in small groups
* Middle school students will participate in weekly Intervention/Enrichment groups to reinforce targeted skills identified through student data analysis.

 **Teachers*** Teachers will participate in weekly collaborative planning meetings to analyze student work/data and to create targeted action plans to meet the varied needs of all students
* Teachers will develop a list of higher order questions and emphasize academic vocabulary in each lesson
* Teachers will participate in quarterly analysis of FAST data that will produce targeted re-teaching plans.
* Teachers will develop, administer county-developed assessments and analyze student data to identify areas of mastery and remediation.
* Teachers will differentiate the content, process, and product
* Teachers will use data to create flexible small groups

 **Professional development*** Teachers will participate in peer observations to observe the instructional best practices of colleagues in the areas of higher order questioning, use of manipulatives, and technology integration.
* PD sessions will take place during staff meetings, collaborative planning meetings and during article discussion groups.
* PD will focus on increasing cognitive demand through questioning, small group instruction, and data analysis.
* Teachers will be encouraged to participate in SIOP training to assist with developing effective lessons for all learners.

 **Systemic Support** will be provided through county meetings **Implementation Date** August 2012 – June 2013 | Lead person responsibility**Administrators*** Monitor Program Implementation
* Formal & Informal Observations
* Analysis of data
* Facilitate Professional Development
* Facilitate Collaborative Planning

 **Classroom Teachers*** Plan lessons that embed the oral and written communication of student thinking
* Monitor Students’ performance
* Provide opportunities for daily review
* Maintain accurate documentation of students’ performance

**Media Specialist*** **Implement technologies that will aid and assist students in math instruction**
* **Monitor student performance using technology**
* **Provide opportunities for students to think critically while using math technologies**
* **Collaborate with classroom teachers with math instruction and content**
* **Participate in PD sessions**
 | **How will this strategy be monitored? Include the process and tool.**  * Student Work-*Analysis of student responses*
* Collaborative Planning-*Targeted Plans for Re-teaching, reinforcing, extending*
* Formal and Informal Observations-Post Conference, *Written/Oral feedback*
* Walk-Throughs- *Written/Oral Feedback*
* Peer Observations-*Feedback*
* Learning Walks-*Feedback*
* Data Utilization Mtg-*Analysis of specific strengths and weaknesses*

 .  | Pre-InitiationInitiationX EvolvingSustaining**Challenges**   **Barriers**   **Next Steps**  |

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| **Goal 1: High Student Achievement** |
| **Measurable Objective by Subgroup:** All students will increase reading proficiency from 87% to 97% by March 2012 on the Maryland School Assessments. The Special Education subgroup will increase reading proficiency from 73.5% to 90.5% by March 2012 on the Maryland Schools Assessment. The American Indian/Alaskan Native subgroup will increase reading proficiency from 66.7% to 90.5% by March 2012 on the Maryland Schools Assessment. The Black/African American subgroup will increase reading proficiency from 85.5% to 90.5% by March 2012 on the Maryland Schools Assessment. The Hispanic subgroup will increase reading proficiency from 87.4% to 90.5% by March 2012 on the Maryland Schools Assessment. The White subgroup will increase reading proficiency from 88.6% to 90.5% by March 2012 on the Maryland Schools Assessment. The FARMS subgroup will increase reading proficiency from 85.2% to 90.5% by March 2012 on the Maryland Schools Assessment. The LEP subgroup will increase reading proficiency from 86.3% to 90.5% by March 2012 on the Maryland Schools Assessment. |
| **Strategy #2. Reading/English Language Arts**: In order to significantly increase reading proficiency, teachers will provide differentiated small group instruction at least three times a week using leveled texts. Teachers will engage students in close reading strategies with and emphasis on complex text encompassing both literature and informational text. Students will be asked to synthesize information from multiple sources and cite specific textual references. |
| **Key Performance Indicators to support stated objectives and strategies:** MSA-increase the percent of students scoring proficient and advanced. SRI-increase percent of second graders who score on or above grade level on the SRI. |
| **Activities to Support Strategy #2** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| Activities:Students* Students will reinforce targeted reading skills identified from FAST once a week during 50 minute technology class using iStation and other instructionally appropriate computer-based activities.
* To increase students’ interest and comprehension of informational text, students will read and complete assignments from their magazine subscriptions to *Time for Kids* or *Scholastic Reader*
* Students will learn how to self-select text that is appropriate for their reading level within their classroom or school library on a daily basis.
* Middle school students will participate in weekly Intervention/Enrichment groups that will emphasize targeted skills identified through student data analysis

 Teachers* Teachers will submit list of higher order questions for reading groups and engage students in rich and rigorous evidence-based conversations about text.
1. School Librarian will aid in supporting students in questioning strategies within the library environment. (21CL- 1.1.3) *(Role: Teacher)*
* Reading Specialists will model best instructional practices for small group guided reading instruction and plan collaboratively with teachers
* Teachers will participate in weekly collaborative planning meetings to analyze student work/data and to create targeted action plans to meet the varied needs of all students.
* Teachers will develop and administer assessments on a 4 week cycle then analyze student data to identify areas of mastery and remediation. 1
* Teachers will participate in quarterly analysis of FAST data that will produce targeted re-teaching plans
* Teachers will differentiate the content, process, and product
* Teachers will use data to create flexible small groups
* Teacher librarians will teach text features in order to aid students in their growth of reading and comprehending non-fiction texts. (21CL- 2.1.1)

*(Role: Teacher)*  Professional development* Teachers will participate in peer observations to observe the instructional best practices of colleagues in the area of small group reading instruction
* PD sessions will take place during staff meetings, collaborative planning meetings and during article discussion groups
* PD will focus on increasing cognitive demand through questioning, small group instruction, and data analysis.
* Teachers will be encouraged to participate in SIOP training to assist in planning effective lessons for all learners.

 **Systemic Support** will be provided through professional development opportunities. **Implementation Date** August 2012 – June 2013 | **Lead person responsibility****Administrator*** Supervise instruction
* Give timely feedback
* Collect and analyze student data
* Identify Professional development opportunities

**Reading Specialists*** Model Best Practices
* Co-plan w/teachers
* Instruct small group

 **Classroom Teachers*** Provide Instruction
* Plan for Small Groups
* Administer Assessments
* Participate in PD

 **Media Specialist*** **Collaborate with classroom teachers to support curriculum**
* **Co-plan with teachers**
* **Administer strategies and ideas for reading skills**
* **Foster appreciation of literature**
* **Participate in PD sessions**

  | **How will this strategy be monitored? Include the process and tool.** * SRI, DRA, Tests, FAST-*Analysis of data*
* Collaborative Planning-*Targeted Plans for Re-teaching, reinforcing, extending*
* Formal and Informal Observations-Post Conference, *Written/Oral feedback*
* Walk-Throughs- *Written/Oral Feedback*
* Peer Observations-*Feedback*
* Learning Walks-*Feedback*
* Data Utilization Mtg-*Analysis of specific strengths and weaknesses***.**

  * LSM can assess student’s knowledge of text features on periodic assessments.
 | Pre-InitiationInitiationXEvolvingSustaining**Challenges**   **Barriers**   **Next Steps**Continuous Implementation |

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| **Goal 1: High Student Achievement** |
| **Measurable Objective by Subgroup:** Beltsville Academy will increase science proficiency for all students from 53.4% to 75% by March 2012 on the Maryland School Assessment.  |
| **Strategy #3. Science** In order to significantly increase science proficiency for all students, students will routinely participate in scientific investigations following the steps of the scientific method. Students will engage in inquiry with an emphasis on global issues and challenges and logical reasoning. Students will interpret and communicate information from Science, Technology, Engineering, Mathematics citing multiple sources and developing evidence-based arguments and opinions.  |
| **Key Performance Indicators to support stated objectives and strategies:** MSA-increase the percent of students scoring proficient and advanced |
| **Activities to Support Strategy #3** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| **Activities:****Students*** Students will participate in hands-on experiments that incorporate elements from STEM models and that provide students opportunities to develop academic vocabulary and make connections within and across curricula.
* Students will utilize technology to increase engagement, build vocabulary, and deepen the scope of their learning
* Students will complete Science Fair projects that incorporate Science, Technology, Engineering and Mathematics to address global issues and challenges and logical reasoning.
* Students will apply identified reading strategies to informational texts

  **Teachers*** Teachers will participate in weekly collaborative planning meetings to analyze student work/data and to create targeted action plans to meet the varied needs of all students.
* Teachers will develop and administer assessments on a 4 week cycle then analyze student data to determine areas of mastery and remediation.
* Teachers will participate in quarterly analysis of FAST data that will produce targeted re-teaching plans
* Teachers will differentiate the content, process, and product
* Teachers will use data to create flexible small groups

 **Professional development*** Teachers will participate in peer observations to observe the instructional best practices of colleagues in the area of small group reading instruction, technology integration and higher order questioning
* PD sessions will take place during staff meetings, collaborative planning meetings and during article discussion groups
* PD will focus on increasing cognitive demand through questioning, small group instruction, and data analysis.
* Teachers will be encouraged to participate in SIOP training to assist in developing effective lessons for all learners.

**Library Media Specialist:*** Use Databases to activate prior knowledge, and conduct research. (21CL- 1.1.2)

*(Role: Information Specialist)** Students can use web 2.0 tools to demonstrate their learning, collect information and report findings.

**Systemic Support** will be provided through professional development opportunities. **Implementation Date** August 2012 – June 2013  | **Lead person responsibility*** Monitor Instructional Program
* Collect and Analyze Student Data
* Identify Professional Development Opportunities

**Science Chair*** Organize instructional materials and maintain documentation of materials ordered
* Serve as contact between Curriculum office and school
* Collect and Analyze Data
* Train staff on county initiatives to support school level instruction
* Coordinate Fair

 **Media Specialist*** **provide whole group instruction Co-plan with teachers**
* **Create inquiry-based instruction using technology tools.**
* **Provide access to books and technology to support authentic learning experiences**
 | **How will this strategy be monitored? Include the process and tool.** * SRI, DRA, Tests, FAST-*Analysis of data*
* Collaborative Planning-*Targeted Plans for Re-teaching, reinforcing, extending*
* Formal and Informal Observations-Post Conference, *Written/Oral feedback*
* Walk-Throughs- *Written/Oral Feedback*
* Peer Observations-*Feedback*
* Learning Walks-*Feedback*
* Data Utilization Mtg-*Analysis of specific strengths and weaknesses*

 .\* LMS can keep a running list of databases used with each grade level. | Pre-InitiationInitiationX EvolvingSustaining**Challenges**   **Barriers**   **Next Steps** Continuous implementation |

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| **Goal 1: High Student Achievement** |
| **Measurable Objective by Subgroup:** The number of presenters for Career Day will increase by 15% allowing for each class to hear a minimum of four presentations. |
| **Strategy # 4.** In order to significantly improve **Career Development and Graduation/Promotion**: Beltsville Academy will host a Career Day in which presenters from a variety of professions will explain how elementary school, middle school, high school prepared them for college and career pathways.  |
| **Key Performance Indicators to support stated objectives and strategies:** College/Career Readiness-increase percent of graduates who are college and/or career ready |
| **Activities to Support Strategy #4** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| **Students** will engage in opportunities to enhance their awareness of various career opportunities. The activities will include an annual career day in which guest speakers will present from a variety of career pathways; MS students will have the opportunity to complete job applications; participate in a resume writing session; and complete a mock interview.  **Teachers**-During each unit of study, teachers will make explicit connections between the curriculum and its direct correlation to future careers. In preparation for Career Day, teachers will guide students to complete interviews, research projects and/or persuasive essays about preferred careers. **Library Media Specialist-**The LMS will help to promote interest in the Career Day. The LMS will aid in advertising the event on the school website. The LMS will also construct and carry out an online survey of the careers they would like to see presented and the questions they would like to ask presenters. (21CL- 2.1.5)*(Role: Program Administrator and Instructional Partner)* **Professional Development**Guidance Counselors will co-plan with teachers in order to provide suggestions for embedding career development into the core subjects. **Systemic Support** funding for volunteers luncheon, thank you certificates, and school correspondences/fliers.   **Implementation Date:** April 2013 – May 2013   | **Lead person responsibility****Administrators**Rashida Edwards-PrincipalLeslie Lowe-Assistant PrincipalRonald Creek-Assistant PrincipalShawn Hintz-Assistant Principal**Guidance Counselors**Chandra WatsonDiane BryantJulie Canty-Warrick**Classroom Teachers****Media Specialist*** **Provide books and technology focused on careers**
* **Co-plan with guidance counselors and teachers to support curriculum**
* **Foster students’ interests for career day by using technology tools**
* **Provide authentic learning experiences**

  | **How will this strategy be monitored? Include the process and tool.** Career Day Feedback from Students, Parents, Presenters, StaffResearch Projects- Rubric ScoresCareer Day- Parent Volunteer Sign In Sheet  LMS will provide documentation to school leaders throughout the project | Pre-InitiationInitiationX EvolvingSustaining**Challenges**   **Barriers**   **Next Steps**Continuous implementation |

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| **Goal 5:** **Strong Community Partnerships** |
| **Measurable Objective by Subgroup:** The school will increase parent involvement by 10% at all events by the end of the 2012 school year. |
| **Strategy #5.** In order to improve **Parent Engagement/Community Involvement** the school will increase methods of communication and increase the number of opportunities for parents to be involved with their children at school.  |
| **Key Performance Indicators to support stated objectives and strategies:** Family and Community-increase the number of parents who are members of the PTA |
| **Activities to Support Strategy #5** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| **Students will*** Students will participate in quarterly family nights at Chick-Fil-A.
* Students will participate in PTA sponsored family events such as: monthly PTA meetings, Scholastic Book Fair Night, Movie Night, Winter Holiday Party, and Spring Picnic.
* Students will participate in a family Fitness Fun Run in the spring of 2012.
* Students will encourage parents to participate in Parent Email Drive in order to win a class party. Email database will be used to strengthen communication between home and school.

  **Teachers will** provide materials, resources, and plans for parent volunteers to utilize. Assistance provided by the volunteer may take place in the classroom or at a PBIS event. Teachers will embed volunteer involvement in their lesson planning process to insure curriculum alignment with the volunteer services. Staff will encourage parental involvement by joining the PTA, sending monthly newsletters, using sync-mail call outs, hosting finger printing services, creating a parent feedback box, and providing after-work conferencing hours. **Library Media Specialist:** will work to have parents become interested in volunteering in the school. He/she will be responsible for creating signage to advertise volunteer opportunities. The LMS can also ask for parent volunteers to work in the library. In the library, parents can help students select independent reading books for check out, reshelf books and to work one on one with students to read. (21CL-2.1.5)* Social networking can be used to communicate with parents and organize the event. (21CL- 4.1.8)

*(Role: Instructional Partner, Program Administrator)***Professional Development** Teachers will engage in on-going article discussions that focus on the parent engagement and community involvement. Teachers will engage in professional **Systemic Support** SOR Funds for Student Incentives, Newsletter supplies, classroom supplies. **Implementation Date** August 2012 – June 2013  | **Lead person responsibility****Administrators**Rashida Edwards-PrincipalLeslie Lowe-Assistant PrincipalRonald Creek-Assistant PrincipalShawn Hintz-Assistant Principal**PTA Exec Board****Classroom Teachers****Media Specialist*** **Provide opportunities for parents and students to visit library and participate in activities**
* **Foster love for literature for parents and students**
* **Provide ideas an strategies for parents to foster students use of books and technology**
* **Develop learning opportunities for parents about technology and information literacy skills**
 | **How will this strategy be monitored? Include the process and tool.** Volunteer Sign In SheetsParent Feedback-Feedback BoxParent Survey FeedbackAttendance at School Events-Sign In SheetsTeacher Survey-Teacher FeedbackStudent Survey-Student Feedback .LMS will provide documentation to school leaders throughout the project. | Pre-InitiationInitiationX EvolvingSustaining**Challenges**   **Barriers**     **Next Steps** Continuous implementation |

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| **Goal 1: High Student Achievement** |
| **Measurable Objective by Subgroup:** The Special Education subgroup will increase reading proficiency from 73% to 90% by March 2012 on the Maryland School Assessment. |
| **Strategy # 6.** In order to significantly improve Special Education Scores in Reading, students will participate in differentiated small group reading instruction.  |
| **Key Performance Indicators to support stated objectives and strategies:** MSA-increase the percent of students scoring proficient and advanced |
| **Activities to Support Strategy #6** | **Person Responsible** | **Monitoring** | **Level of Implementation** |
| Students will:Students will reinforce targeted reading skills identified from FAST once a week during 50 minute technology class using iStation and other instructionally appropriate computer-based activities.Middle school students will participate in weekly Intervention/Enrichment groups that will emphasize targeted skills identified through student data analysis. Teachers willTeachers will analyze student data during weekly collaborative planning meetings and quarterly data utilization meetings. Teachers will create targeted instructional plans for Below Grade Level Students, On Grade Level Students, and Above Grade Level Students.Teachers will develop and administer assessments on a 4 week cycle and analyze student data to identify areas of mastery and remediation. **Library Media Specialist:** will work with special education teachers and students to select grade and ability appropriate texts. The LMS will also work with reading specialists as well as special education teachers to incorporate reading comprehension strategies. (21CL- 1.1.6)(*Role: Teacher, Instructional Partner)* Professional DevelopmentSpecial Education teachers will participate in book study to increase their understanding of co-teaching models. Co-teaching model will be determined based on specific needs of students.Teachers will be encouraged to participate in SIOP training to plan effective lessons for all learners. Systemic Support: On-going support from SEIS **Implementation Date** August 2012 | **Lead person responsibility****Administrator*** Supervise instruction
* Give timely feedback
* Collect and analyze student data
* Identify Professional development opportunities

**Reading Specialists*** Model Best Practices
* Co-plan w/teachers
* Instruct small group

 **Classroom Teachers*** Provide Instruction
* Plan for Small Groups
* Administer Assessments
* Participate in PD

 **Media specialist*** **Co-plan with teachers**
* **Collaborate with teachers to support curriculum and IEP, 504, or other needs.**
* **Support learning with use of technology tools to aid students in learning**
* **Provide ideas for technology tools to help support students learning**
* **Support and oversee the use of iStation technologies**
 | **How will this strategy be monitored? Include the process and tool.** * SRI, DRA, Tests, FAST-*Analysis of data*
* Collaborative Planning-*Targeted Plans for Re-teaching, reinforcing, extending*
* Formal and Informal Observations-Post Conference, *Written/Oral feedback*
* Walk-Throughs- *Written/Oral Feedback*
* Peer Observations-*Feedback*
* Learning Walks-*Feedback*
* Data Utilization Mtg-*Analysis of specific strengths and weaknesses***.**

  * LMS will check in with special educators at least once a month.
 | Pre-InitiationInitiationX EvolvingSustaining**Challenges**   **Barriers**   **Next Steps**Continuous implementation |

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