

## School Improvement Plan 2011-2012

### Action Steps

#### Academic Achievement – Reading

#### School: Folger McKinsey Elementary

**Goal:** By the end of the 2011-2012, 100% of Folger McKinsey Elementary School students will score proficient or advanced on the Maryland School Assessment (MSA).

**Long Range 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:** At the end of the 2010-2011 school year, 99.3% of Folger McKinsey’s third, fourth and fifth grade students scored proficient/advanced on Reading MSA. Also, 77% of white students, \*% of African-American, 66.7% of Hispanic students, 52.4% of Special Education students and 22.2% of FARMS students scored advanced. There is a gap in the performance level of advanced in all student groups.

\*too few students in the student group

**Annual Objective:** By the end of the 2011-2012 School year 100% of Folger McKinsey’s third, fourth and fifth grade students will score proficient on MSA. Also, 79% of all student groups will score advanced.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
<b>Treasures</b> -Implement school-wide reading program for whole group and differentiated small group instruction. EQ	Administration Reading Teachers	-Classroom teachers -Sp Ed Teachers -Reading Teachers	- AACPS Professional Development -On-going school based PD	-Plan Books -Observations -Reading Meetings -Walk-throughs	On-going until June 2012
<b>Treasures Technology</b> -enhance differentiated instruction and increase student engagement by implementing Treasures Technology EQ	Master Code Holder	-Classroom teachers -Sp Ed Teachers -Reading Teachers	-Staff Development -Team Planning -Master Code Holder	-Plan Books -Observations -Walk-throughs	On-going until June 2012
<b>Thinking Maps</b> -continue to incorporate Thinking Maps into instruction EQ	-Thinking Map Team -Administration	Classroom teachers -Sp Ed Teachers -Reading Teachers	On-going Thinking Map Training	-Plan Books -Observations -Walk-throughs	On-going until June 2012

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<b>Gain Awareness of Common Core Standards</b> -Familiarize the staff with Common Core Standards MCCSC	CCC Team	Implement 2012-2013	-Staff Development	-Agenda Item for Staff Development	On-going until June 2012
Establish school-wide BCR expectations (EQ)	Reading Team + BCR committee	Classroom Teachers, Special Educators, Reading Resource Teachers	Time for BCR Committee to meet to establish expectations, consistency and rubrics	Benchmark Data, MSA Data, student samples	On-going until June 2012
Continue three group differentiation model in Reading, intervention when appropriate (EQ)	Reading Team	Classroom Teachers, Special Educators, Reading Resource	None	Plan books, observations, walk-throughs	On-going until June 2012
Comprehension Toolkit (EQ)	Reading Team	Classroom Teachers, Special Educators, Reading Resource	All Staff Development provided by the company	Benchmark Data, Observations, Walk-throughs, Grade group minutes	On-going until June 2012
Refine school-wide writing program across the curriculum K-5 (EQ)	Reading Team	Classroom Teachers, Special Educators, Reading Resource	Staff Input and Review, Staff Development	Writing Folders, Observations, Walk-throughs, Grade group minutes	On-going until June 2012

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**Academic Achievement - Math  
School: Folger McKinsey Elementary**

**Goal:** By the end of the 2011-2012, 100% of Folger McKinsey Elementary School students will score proficient or advanced on the Maryland School Assessment (MSA).

**Long Range 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:** At the end of the 2010-2011 school year, 99.3% of Folger McKinsey’s third, fourth and fifth grade students scored proficient/advanced on Math MSA. Also, 82% of white students, \*% of African-American, 75% of Hispanic students, 52.4% of Special Education students and 16.6% of FARMS students scored advanced. There is a gap in the performance level of advanced in all student groups.

\*too few students in the student group

**Annual Objective:** By the end of the 2011-2012 school year 100% of Folger McKinsey’s third, fourth and fifth grade students will score proficient on MSA. Also, 84% of all student groups will score advanced.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Monthly student data meetings by grade on a rotating schedule through MSA (EQ) After MSA, vertical meetings K-1, 2-3, 4-5 K, 1-2, 3-4, 5-MS	Administration	Classroom Teachers	Benchmarks, 2011 MSA, Topic Tests and Pre-Assessments Data	Meeting Calendar	On-going until June 2012

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<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/ Staff Development Needed</b>	<b>Monitoring Procedure/ Evidence</b>	<b>End Date/Check off when completed</b>
Expand use of M2 and M3 in grades 2-5 by compacting district curriculum for advanced learners and in an exploratory manner for all students (EQ)	Classroom Teachers	Administration, Classroom Teachers	Staff training on implementation for on-grade and below grade level students	Pre-assessments and topic tests data	On-going until June 2012
Model and incorporate Thinking Maps into daily math instruction when appropriate while providing support to identified student groups (EQ)	Math Instructors	Math Instructors	Thinking Maps binder, Blackboard (Bb) thinking map community	Student samples	June 2012
Utilize various technology resources (SMART Notebook, Senteos, virtual manipulatives, Discovery Streaming, Study Jams) to accelerate/accommodate learning styles and skill levels of students (EQ)	E-Coach Clerical staff support	Classroom teachers	Training which includes opportunities for practice	Folder of Smartboard websites/lessons	June 2012
Refine Math Days (Fun, Hands-on Math Activity Days) (EQ)	Administration, Grade Level Teams	Grade Level Teams, Volunteers	Budget to buy materials; planning time	Observations; student journals	By the end of the 4 <sup>th</sup> quarter 2012
Got Math? Homework Incentive Program to improve facts (EQ)	TDT Math Resource	Classroom Teachers, volunteers, peer lunch bunch	Budget for celebrations	Student charts Fastt Math documentation	October-February 2012

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**Academic Achievement - Science  
School: Folger McKinsey Elementary**

**Goal:** By the end of the 2011-2012, 100% of Folger McKinsey Elementary School students will score proficient or advanced on the Maryland School Assessment (MSA).

**Long Range 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:** At the end of the 2010-2011 school year, 97.4% of Folger McKinsey’s fifth grade students scored proficient/advanced on Science MSA. Also, 36.7% of white students, and \*% of Special Education students scored advanced. There is a gap in the performance level of advanced in all student groups. There are too few students in other student groups for measurement. \*indicates too few students in the student group.

**Annual Objective:** By the end of the 2011-2012 School year 100% of Folger McKinsey’s third, fourth and fifth grade students will score proficient on MSA Science. Also, 40% of all student groups will score advanced.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Utilize hands-on experiments to increase real world connections using grade appropriate science materials EQ	Administration Science Lead	Classroom Teachers	Materials	Walk-throughs Plan Books	On-going until June 2012
Integrate and plan STEM Program to connect the science, technology, engineering, math within grade 3-5 science curriculum EQ /MCCSC	Administration Science Lead E-Coach	Classroom Teachers	Lesson, materials, grade4-level planning	Walk-throughs Plan Books Display of student projects	On-going until June 2012

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Develop and plan our outdoor education classroom to promote green initiatives	Administration Environmental Committee	Classroom Teachers	Arlington Echo Resource	Committee meeting minutes	On-going until June 2013
Incorporate Thinking Maps into daily science instruction to provide differentiation and support for all learners EQ	Administration Thinking Maps Team Reading Resource	Classroom Teachers	Thinking Maps Binder	Walk-throughs	On-going until June 2012
Incorporate <i>United Streaming</i> resources in classroom instruction (EQ)	Administration, E-coach, Grade Group Chairs,	Classroom Teachers	Refresher in-service from Technology Department, E-Coach	Observations, walk-throughs	On-going until June 2012
Work to incorporate technology and hand held instruments into daily instruction (EQ)	Administration E-Coach Technology Committee	Classroom Teachers	Training by Technology Department	Check-out log	On-going until June 2012
Organize professional development in order to plan and establish a school-wide Environmental Science Fair EQ	Administration Science Lead Environmental Committee	Classroom Teachers	Poster Boards (?) Training PTO Funds? Assembly?	Professional Development Agenda Environmental Science Fair	On-going until the Env. Fair date
Develop, create and utilize scientific method posters (primary and intermediate versions) to support all learners EQ	Administration Science Lead Environmental Committee	Classroom Teachers	\$\$ for supplies	Walk-throughs	Completed by October 2011

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**Safe & Supportive**  
**School: Folger McKinsey Elementary**

**Goal:** By the end of the 2011-2012, 100% of Folger McKinsey Elementary School students will score proficient or advanced on the Maryland School Assessment (MSA).

Will maintain a 95% positive response rate on an annual climate survey.

**Long Range 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:** During the 2011-2012 school year, Folger McKinsey will continue to maintain an atmosphere for maximum student achievement through adherence to the code of conduct and respectful student behavior.

**Annual Objective:** By the end of the 2011-2012 School year all of our students, will feel safe and supported at school.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Character Education <ul style="list-style-type: none"> <li>• Morning Announcements</li> <li>• Teachable Moments</li> <li>• Guidance Lessons</li> <li>• Website (EQ)</li> </ul>	Professional School Counselor, Classroom teachers, Administrators	Staff	School-wide student generated posters	Morning announcements, Communications from counselor	On-going until June 2012
Social Skills Groups (EQ)	Professional School Counselor, Special Educators	Professional School Counselor, Special Educators	None	Lesson plans	On-going until June 2012

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Develop online safety strategies for teachers to utilize proper procedures which emphasize professional etiquette and ethics	E-Coach	E-Coach and Technology Committee	E-Coach/Staff Development w/ AACPS resource staff	Agenda	June 2012
Develop and establish a monthly rewards and incentives program highlighting students who demonstrate positive behaviors to include Golden Shoe Award in PE, a rewards program for individuals (raise the bar, establishing new routines and expectations for behavior) EQ	Formation of a Committee to develop and establish standards and rewards	Collaborative effort from teachers, staff members, etc. of who we highlight.	\$\$\$ Summer Stipend (?)	Improved behavior in communal areas of school (hallways, cafeteria, bathrooms)  Referral data	June 2012
Online Safety Digital Citizenship (EQ)	E- Coach	Social Studies Teachers, classroom teachers	Staff Development in Digital Citizenship	On-line monitoring of student completion	November 2011

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**Community Engagement  
School: Folger McKinsey Elementary**

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**Long Range 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:** During the 2011-2012 school year Folger McKinsey will continue to maintain an atmosphere for maximum student achievement through positive home/school relationships.

**Annual Objective:** By the end of the 2011-2012 school year Folger McKinsey will increase parent participation and knowledge through the use of our website.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Promote home/school communication through <i><b>The Blast</b></i> for each grade level; provide hard copy or phone call to those who do not have access to the internet. (EQ)	Grade groups, Team Leaders	Webmaster	None	Email inbox	On-going until June 2011
Introduce economics and business from a family to state level to enhance social studies curriculum culminating in school-wide "JA In A Day" (Junior Achievement)	Team Leaders, grade groups, parents	Teachers JA Staff	Parent Training PTO Volunteers	Observation of student performance	Training- September 2011 JA In a Day – October 2011

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Career Enhancement of the Curriculum: Utilize community professionals to incorporate real- life experiences in various curriculum areas and units of study EQ	Counselor Team Leaders Parents Community Professionals	Counselor Team Leaders	Create a data base of speakers through survey; community Professionals to make presentations	Plan books Volunteer Hours sign-in	On-going until June 2012
Continue mentoring opportunities between FMES students and CBMS students EQ	Counselor, Community Engagement Committee	Counselor and select staff	Communication with Middle/High School	Documentation by this committee	On-going until May 2012
O.W.L. (Organization Worth Learning) Binders: Design and utilize a grade specific binder system to enhance executive function and organizational skills EQ	Teachers Students Parents	Classroom Teachers	Hole-punchers Plastic sleeves	Home-school communication, Back to School Night Item, School Store shopping list, observation	On-going until June 2012