

**Fulton Elementary School
SCHOOL IMPROVEMENT PLAN 2011 – 2012**

**PERFORMANCE RESULTS
MARYLAND REPORT CARD**

(HTTP://WWW.MDREPORTCARD.ORG/RSCHOOL.ASPX?K=13AAAA)



SCHOOL IMPROVEMENT TEAM

The school improvement team (SIT) leads the school community in making the school a positive place in which teaching and learning can thrive. It is a group of people who reflect the diversity of the school community who work in conjunction with the school administration to develop comprehensive plans for each school.

SCHOOL SYSTEM GOALS

Goal 1: Each child, regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

School System Expectations

- Know your students and the differentiated supports in place to ensure their success
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Have a process in place for continuously monitoring student progress
- Develop a relationship with students and their families

SCHOOL VISION/MISSION

Vision

All students will demonstrate success in every subject area through their collaborative efforts with staff members and the community in order to become happy and productive members of society.

Mission

- We will provide a safe and nurturing learning environment where students and community members are valued and respected.
- We will meet the social, emotional, and academic needs of our students and provide them with the tools for learning, including the skills, encouragement, and enthusiasm to become lifelong learners.
- All students will meet or exceed Howard County achievement standards.

AREAS FOR FOCUSED IMPROVEMENT

<p>Kindergarten <i>Reading-</i> Integrated Language Arts <i>Math-</i> Number Sense</p>	<p>Grade 4 <i>Reading-</i> Vocabulary and reader response <i>Math-</i> Concept development and computational fluency</p>
<p>Grade 1 <i>Reading-</i> Word Study, fluency & decoding strategies <i>Math-</i> Number Sense</p>	<p>Grade 5 <i>Reading-</i> Integrated reading and writing, genre studies <i>Math-</i> Concept development and computational fluency</p>
<p>Grade 2 <i>Reading-</i> Word Study, decoding & comprehension strategies <i>Math-</i> Computational fluency</p>	<p>ESOL <i>Reading-</i> Auditory memory & discrimination skills</p>
<p>Grade 3 <i>Reading-</i> Integrated reading and writing <i>Math-</i> Computational fluency</p>	<p>Special Education Effective co-teaching models, increased inclusion</p>

NEEDS ASSESSMENT

The School Improvement Team analyzed data from a variety of sources, such as: Maryland School Assessment (MSA) for Grades. 3-5, Stanford-10 for Grade 2, report card instructional levels, Local Reading Assessments I, II, III, and Local Mathematics Assessments parts I, II, III in order to determine the needs for the Goal 1 SIP.

For the Goal 2 SIP, the School Improvement Team analyzed data on student attendance, suspension data, and climate data.

HIGH LEVERAGE STRATEGIES

I. Data Conversations

Teachers engage in a monthly reading data conversation and a monthly math data conversation to review and analyze student data and to plan instructional interventions for students who are not meeting with success.

Measure of Success:

1. Minutes of meetings
2. Collected data indicates student improvement
3. Quarterly assessment results show an increase in percentages of proficient and advanced students.

II. Inclusive Education

A co-teaching model will be utilized to align special education instruction with general education instruction. Culturally responsive teachers will appropriately differentiate instruction to meet all students' needs, especially with reference to student groups that have achieved basic scores on prior assessments.

Measure of Success:

1. Improved performance of special education students on local reading and math assessments
2. Proficient or advanced performance of all student groups on SAT-10 and MSA reading and math

III. Math Facts Proficiency

Students will demonstrate memorization with automaticity of grade-appropriate math facts through the use of Strategies at Work, FASTMath, and First in Math.

Measure of Success:

1. MSA Math and local assessment performance
2. Pre and post test data from Strategies at Work, FASTMath, and First in Math

IV. Vocabulary Development and Communication

In both reading and math, students will improve oral and written communication skills. Students will create satisfactory or advanced responses to Higher Order Thinking questions, and write well-developed, grade – appropriate responses to BCRs and ECRs. Strategies used will include: Word of the Day, 6+1 Writing Traits, and implementation of the HCPSS Writing Instructional Resource Guide.

Measure of Success:

1. Increased student scores on BCRs and ECRs
2. Pre and post test data on Word of the Day
3. Teacher data on student responses to Higher Order Thinking questions

V. Words Their Way: The implementation of Words Their Way in grades 1-5 will increase reading fluency, decoding, and encoding strategies.

Measure of Success:

1. 100% of teachers in grades 1-5 implementing Words Their Way on a weekly basis
2. 100% of students in grades 1-5 using the fluency, decoding, and encoding strategies learned in the WTW program.