

**Prince George's County Public Schools**

***Francis T. Evans Elementary School***

***School Improvement Plan Executive Summary***

**2010-2012**

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***Mission***

***The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.***

***This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.***

## Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement, and monitor, a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be monitored, and updated regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades PreK-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups reach or exceed the Annual Measurable Objective Targets and the school makes adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as the *Bridge to Excellence in Public Schools Act* and the *State Curriculum*.

### PGPCS Goals for 2010-2011

- Goal 1: High Student Achievement** – students will receive education that is rigorous, engaging, and relevant to the future.
- Goal 2: Highly-Effective Teaching** – teachers who are effective will have students that are engaged and excited about learning; able to communicate what they have learned; and can demonstrate high performance on standardized tests and other academic measures.
- Goal 3: Safe and Supportive Schools** – schools will have a safe school environment in which students and teachers are able to focus on instruction without distractions, and staff will provide the highest level of customer service in both schools and offices.
- Goal 4: Efficient and Effective Operations** – the school system will perform non-instructional operations as efficiently and effectively as possible, and will continue to streamline processes and become efficient in all areas.
- Goal 5: Strong Community Partnerships** – the school system will strengthen its existing public and private partnerships and aggressively seek opportunities to establish new partnerships with parents, businesses, government, and community leaders who are willing to assist us in meeting our student achievement goals.

## Executive Summary

### A. Demographics

Situated at Andrews Air Force Base in southern Prince George's County, Maryland

Student enrollment and subgroup information

- 548 students (2010)
- 69% African-American
- 10% Hispanic
- 17% Caucasian
- 2% Asian
- 2% American Indian or Alaskan Native

Staff experience and certification (2010)

- Years-range from one to 30-plus years
- Certification-65%-Advanced Professional, 30%-Standard Professional, 5%-Resident Teachers

Francis T. Evans Elementary Schools is not in improvement.

### B. School Vision

We envision that the Francis T. Evans learning community will provide a welcoming atmosphere that will work collaboratively to focus on the whole child. We will provide a climate of mutual respect in a learning environment that will cultivate life-long learners using research-based instructional approaches that promote rigor of content and delivery.

### C. Major Strategies for Increased Achievement

#### Strategy #1: Mathematics/Algebra

1. In order to significantly improve **Mathematics/Algebra** for FARM's/Special Ed/African Americans and other students, teachers will differentiate instruction by
  - a. Identifying on-going small group development
  - b. Utilizing explicit modeling, concrete representation-abstract instruction
  - c. Utilizing graphic organizers/mnemonic and visual queuing
  - d. Participating in on-going professional development to incorporate/increase academic rigor for addition/subtraction
  - e. Training in the utilization of student samples to guide classroom instruction
  - f. Hands-on approach to problem solving through manipulatives
  - g. Increasing cognitive demand through the use of enhanced questioning strategies
  - h. Disaggregating assessment results in order to design instruction to meet specific student needs

#### Strategy #2: Reading/English Language Arts

2. In order to significantly improve **Reading/English Language Arts** for FARM's and other students, teachers will differentiate instruction by
  - a. Utilizing small group literacy groups
  - b. Utilizing leveled readers to increase decoding ability
  - c. Continuing to use Word Work (K-2) and BWTL (2-5) and *Comprehension Toolkit Strategies*
  - d. Participating in professional development provided by the Danielson Group (Framework for Teaching) to enhance Doman 3, Questioning Strategies and Discussion techniques.
  - e. Disaggregating assessment results in order to design instruction to meet specific student needs.
  - f. Continuation of supplemental support and intervention groups
  - g. Increasing cognitive demand through the use of enhanced questioning strategies

## Executive Summary

### Strategy #3: Reading/English Language Arts (Grades 3-5)

3. In order to significantly improve **Reading/English Language Arts** for students Grade 3-5 in all identified subgroups, teachers will build reading comprehension through higher level questioning strategies by
  - a. *Utilizing Comprehension Toolkit Strategies*
  - b. Participating in professional development provided by the Danielson Group (Framework for Teaching) to enhance Doman 3, Questioning Strategies and Discussion techniques.
  - c. Rewriting lessons that provide higher level thinking to engage students in important questions

### Strategy #4: Science

4. In order to significantly improve **Science** for FARM's/Special Education/African Americans and other students, teachers will differentiate instruction by
  - a. Increased focus on question interpretation
  - b. Increased project based assignments designed to meet the needs of specific students
  - c. Disaggregating assessment results in order to design instruction to meet specific student needs
  - d. Increased use of Study Island as a whole class study tool as well as an individual student study tool
  - e. Increasing cognitive demand through the use of enhanced questioning strategies

### Strategy #5: Parent Engagement/Community Involvement

5. In order to significantly improve **Parent Engagement/Community Involvement** the school will
  - a. Work in conjunction with PTA Board of Directors to publish and advertise upcoming events
  - b. Provide parent workshops in reading, mathematics, and science
  - c. Ensure parents receive on-going communication (grade level/school newsletters, and "call outs")
  - d. Collect data on parental participation, i.e. sign in sheets, parent training evaluations, feedback from surveys, etc.
  - e. Encourage parental involvement through membership in the PTA

### Strategy # 6: Career Development and Graduation Promotion

6. In order to significantly improve **Career Development and Graduation/Promotion** the school will
  - a. Ensure by grade 5 that each student will develop an PLP (Personal Learning Plan)
  - b. Continue building Career Awareness by conducting annual Career Awareness Day
  - c. Provide professional development to teachers through videos, hand-outs, etc. to support the implementation of the career development instructional program
  - d. Monitor attendance daily to identify students who need additional support (through School Based Counselor, Administrator, PPW, and/or Health Services).
  - e. Prepare and submit student records to enhance the articulation with the receiving Middle School
  - f. Identify students experiencing difficulties for possible review in testing

## D. Attendance/Climate and Culture

1. Safe and Orderly Environment –
  - a. The discipline plan consists of 5 steps: First Offense (verbal warning), one check (Time Out), two checks (out of class time out, conference with child, call home, recess loss, etc.), three checks-(no recess, documentation form, parent/teacher/student conference, etc.), fourth incident (end of checks, refer to administrator, possible PS-74 and intervention, conference, etc.)
  - b. Implement a school-wide attendance plan that recognizes classes with perfect daily attendance by 8:00am. Classes will receive a letter each ay to spell out the word "EVANS." Classes with perfect daily attendance will be "celebrated" on the morning WFTE-TV announcements/broadcasts.
2. School Governance and Management System
  - a. Decisions are made within the SBMT(School-Based Management Team)
  - b. Information is shared through Common Planning Time, daily announcements, grade level meetings, minutes from meetings, staff meetings, Notes from the Principal's Desk, emails, WFTE Broadcast, etc.
  - c. SBMT meetings are held the first Wednesday of every month. (Sept 1; Oct. 6; Nov. 3; Dec. 1; Jan. 5; Feb. 2, Mar. 2; Apr. 6; May 4; and Jun 1)