

**Prince George's County Public Schools**

***Gladys Noon Spellman Elementary School***

***School Improvement Plan Executive***

**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

1. **High Student Achievement** – students will receive education that is rigorous, engaging, and relevant to the future.
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.
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.
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.
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

Gladys Noon Spellman (GNS) is located in the metropolitan town of Cheverly. The community is one of the early suburban communities established outside the city of Washington, D.C. and is located just inside the beltway on the Eastern flank of the city. The town's demographics represent an almost even mix of established Empty Nesters, young blue collar/service families and young mid-scale suburban couples and singles.

The population is slightly predominated by African Americans 50%, with White 10% and Hispanic, African and Asian making up the remaining population. The student enrollment is 425. However, for the upcoming school year 2010-2011, there will be an increase in approximately 120 students due to a boundary change. Spellman ES will continue to be a School Choice receiving school so we will enroll students whose parents have opted for this school choice under NCLB.

School is staffed with 100% highly qualified teachers and assigned to their areas of certification. 75% of the staff have APC certification; 24% of the staff have a Standard certificate; 19% (4 teachers) are non-tenured. All 3 paraprofessionals at GNS are also highly. Three positions purchased with Title I funds (Grade 3, Grade 4, and Grade 5) are highly qualified. If it becomes necessary, when students are being instructed by a long-term substitute for 20 or more days, the parents/guardians will be notified promptly in writing.

Gladys Noon Spellman is a comprehensive school wide Title I school. It is the vision of GNS to create a positive academic environment in which teachers, students, parents, and faculty are working collaboratively towards a common goal that will instill a love of learning that involves ALL students. For the last three consecutive years, GNS has made Adequate Yearly Progress (AYP) and is not a school in improvement.

### B. School Vision

### C. Major Strategies for Increased Achievement

#### Strategy #1: Mathematics/Algebra

1. In order to significantly improve mathematics instruction
  - a. Grades Kindergarten - 2<sup>nd</sup> will receive instruction from research based programs as an intervention for mastery of skills.
  - b. Grades 3-6<sup>th</sup> will receive differentiated instruction from the following programs:
  - c. Study Island, MSA Finish line, MSA Coach, First in Math, Mind Point Quiz Show & Hands-on Learning Manipulatives
  - d. Implement intervention programs with targeted groups of students through differentiated instruction and the Extended Learning Program: ESOL, Special Education & Basic (level 2) and Proficient (level 1)
  - e. Teachers will receive professional development on how to implement and monitor the research-based interventions: Journaling in Mathematics and Using symbols, pictorial representations in Mathematics, Flexible Grouping, Differentiated Instruction, Problem Solving Strategies, Interwrite Gallery, Turning Point & Math Solutions

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

2. In order to significantly improve reading instruction.
  - a. Students will engage in small group instruction in, conference with their teachers, participate in researched-based reading programs with a focus on reading comprehension and fluency, engage in word study activities using *Words Their Way*, participate in an after school ELO program, write a text to self connection after reading, and engage in computer programs such as Study Island, Waterford, I Station & Ticket to Read.
  - b. Teachers will engage in researched-based interventions (I Station, Study Island & Early Literacy) that will improve fluency, comprehension, and vocabulary, engage students in word study activities using *Words Their Way*, work with students in the area of RELA in an after school ELO program, engage in computer programs such as Study Island, Waterford, I Station & Ticket to Read, provide reading

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selections that can be related to students' experiences, and use leveled readers for small group instruction (HM & Mondo).

- c. Teachers will receive professional development on flexible grouping, differentiated instruction, problem-solving strategies, Interwrite Gallery, Turning Point, and Math Solutions.

### Strategy #3: Science

3. In order to significantly improve science instruction.
  - a. Students will be engaged in high quality, hands-on science lessons that are aligned with the VCS using Study Island, Science Bowl Dioramas and Mind Point Quiz Show.
  - b. Students will be utilizing reading strategies to better comprehend the science text.
  - c. Teachers will collaboratively plan with other science teachers to provide hands-on science experiments utilizing the "fishbone" strategy of long range planning.
  - d. Teachers will receive professional development on Fishbone Collaborative Planning to better long range plan, utilize the 5 day science schedule, workshop for Science Fair Projects and parent orientation night for STEM fair.

### Strategy #4: Parent Engagement/Community Involvement

4. In order to significantly improve parent engagement.
  - a. Students will be able to share with their parents academic information regarding their progress in school. This information will be indicator specific and go beyond that of report card or progress reports.
  - b. Teachers will provide parents with academic information about their students progress in class.
  - c. Grade K and 1: Literacy Assessment Template (explaining data and information about their child/children) Grade 2-6: Math and Reading Assessment Data to include what the students' strengths and weaknesses. Additionally, how the parents can help at home to address deficits.
  - d. Office staff will utilize the school's "call out system" to inform parents of school events.
  - e. Teachers will receive professional development on how to conduct "Make and Take" workshops and "What can I do at Home?" workshop for parents

### Strategy #5: Career Development and Graduation/Promotion

5. In order to significantly improve career development and graduation/promotion.
  - a. Pre K to grade K will conduct a Pre-K and K orientation overview of the program as well as the components of the curriculum through parent workshops and interactive student/parent meetings with continuous home school connections with the uses of Yellow Communication Folders.
  - b. Pre K students will visit grade K classes prior to the end of the school year.
  - c. Articulation from Pre K to grade K and grade K to grade 1 will occur to plan for the 2011-2012 school year.
  - d. Elementary to middle school transition: GNSSES will provide academic and social transitioning activities for sixth grade students.
  - e. Placement cards will be completed through parent meetings and academic information for accurate scheduling for grade 7 students.

## D. Attendance/Climate and Culture

1. Safe and Orderly Environment –
  - a. At Gladys Noon Spellman, teaching and learning can only take place in a safe and orderly school climate. To ensure that the environment is supportive of teaching and learning, we have adopted a "no tolerance policy" for fighting, bullying, and disrespect. Spellman will adopt for the 2010-2011 school year Positive Behavior Intervention Systems (PBIS). The focus of this system will be to establish a common language and expectations for all students and staff. At Spellman we commend safe and orderly conduct with recognition, awards, and praise.
  - b. Other strategies in specific to the plan include:

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- Analyze monthly suspension and behavior referral reports by grade, gender, and race in order to ensure fair and equitable handling of disciplinary procedures to guarantee the rights of every student in the school.
  - Provide all GNS students with an appropriate review of the student's Code of Conduct at the beginning of the year. This will be presented by the counselor and the PPW.
  - All students in grades 2 through 6 will sign the Code of Conduct contract/ Home School Compact. This contract will be kept on file by the guidance counselor and utilized in parent/student conferences.
  - Establish daily behavior charts to be signed by teacher, parent and administration for students who need additional monitoring with expected behaviors.
  - Continued collaborative planning to address all student concerns and to plan for SIT meetings as necessary.
2. School Governance and Management System
- a. Our America Choice leadership team (principal, assistant principal, literacy and math coaches, English speakers of other languages (ESOL) and SPED chairs, math (elementary coordinator) EC, primary and intermediate teachers) meets twice per month to set up the instructional direction/curriculum concerns of the school. Its purpose is to examine student data and make decisions and provide strategies in the best interest of the child. The team also measures growth and decides where students should be per assessments documented. Collaborative teams meet bi-weekly with administration. The teams examine data for their team and look at students from a social, emotional and academic standpoint. If the team decides that a student is in need of additional help, a date is set for a school instructional team meeting for further strategies and additional aid. School intervention team (SIT) meetings are held on the 4th Tuesday of every month during teaching planning. Otherwise this time is used for staff development and lesson planning. Staff meetings at GNS are held the 1<sup>st</sup> Wednesday of every month. The purpose of these staff meetings is to share pertinent information regarding instruction, provide systemic updates, and/or conduct professional development. This is an on-going process through the school year. The school planning and management team (SPMT) meets the 3<sup>rd</sup> Tuesday of every month to establish local grade level concerns such as student instruction/safety and to provide a conduit for in-house school concerns which are then disseminated to the individual teams. Any faculty member or stakeholder may attend. Both of these meetings are held in the morning prior to student arrival. The dates for SPMT for the 2010-2011 school year are: September 21, October 19, December 21, January 18, February 15, March 22, and May 17. Teachers at GNS also support the efforts of their school's parent-teacher association (PTA). Many have children who attend GNS and they encourage other parents in the community and actively participate in the school functions they provide throughout the year.