

Greenbelt Elementary School

School Improvement Plan

2009-2010

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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.

Prince George's County Public Schools

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 reviewed, evaluated and refined 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 make 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 *Voluntary State Curriculum*.

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Section I. Executive Summary

A. School Overview

Greenbelt Elementary School is a comprehensive, neighborhood school that is located in the historic, planned community of Greenbelt, Maryland. It offers a safe, rigorous, enriched, and highly structured program that focuses on high levels of student achievement for students in Pre-Kindergarten through Grade 6. Our students attend class from 9:00 a.m. to 3:25 p.m. Our classes follow objectives and schedules in accordance with the Voluntary State Curriculum (VSC) and county curriculum guidelines for time spent on reading and language arts, mathematics, science, social studies, P.E. and music. Our student population consists of 635 diverse learners. Of this total, approximately 98% of our students reside in Greenbelt, and 2% of our students attend with "special transfer" permission. Our diverse student racial population is comprised of; 54% African-American; 20% White; 14% Asian; 8% Hispanic; and 4% American Indian/Alaskan Native. Our male learners represent 52% of our student body, while females represent 48%. Of our total population, 11% of our students actively receive ESOL services, 6% receive Special Education services, 14% receive Talented and Gifted services, 38% of our children receive Free and Reduced Meals (FARMS) program services, and 7% participate in our Before and After School Extended Learning Program (BASELP).

Some key instructional elements include departmentalized 5th and 6th grades, Instrumental Music for 4th through 6th grades, Reading Recovery for 1st graders, TAG in the Regular Classroom (TRC), classroom computers, Interwrite Interactive Whiteboards, two dedicated computer labs, Imagination Station for selected students with special needs, a school-wide Accelerated Reader program, and inclusion for ESOL students and Special Education as well as using SPIRE as a special education intervention. We will also be implementing the Maryland Artist Teacher Institute (MATI) Program at our school this year. Teachers will be integrating elements of art (theater, music, dance, poetry, puppetry, and visual arts) into classroom instruction as well as after-school activities including chorus. A MATI team attended a week long training session this summer and will be assisting classroom teachers in setting goals and lesson plans that are consistent with the MATI program. We will continue a school-wide focus on the consistent use of the Institute For Learning (IFL) strategies in all academic areas with a specific focus on Mathematics.

Greenbelt Elementary School again met Adequate Yearly Progress (AYP) goals on the Maryland Schools Assessment (MSA) in Reading/Language Arts, Mathematics, and attendance, for the 2008-2009 school year. These goals have been met for seven consecutive years. In 2008, the PGCPSS Board of Education recognized the school as an "Exemplary School" for scoring 80.4% overall proficient in Reading on the MSA. Parents were notified of our progress through articles in local newspapers, the school's website, and during the annual GES Back to School Night.

Greenbelt Elementary has a principal, assistant principal, and a 100% highly qualified instructional staff. There are twenty eight classroom teachers, six Creative Arts teachers, two Special Education teachers, two ESOL teachers, one Reading Specialist, one part-time Reading Recovery teacher, one Media Specialist, three Pre-Kindergarten paraprofessionals, and one Special Education paraprofessional. In addition to our professional staff, there is an array of support staff that serves in the main office, technology lab, cafeteria, health room, Pre-Kindergarten classrooms, and in the Special Education and custodial departments. One part-time parent liaison and a part-time Pupil Personnel Worker provide assistance with the development and continuity of a productive home-school relationship. There is also a fully staffed Before and After School Extended Learning Program (BASELP) on site that services 43 students.

B. Major Initiatives and School-wide Reform Strategies for Targeted Subgroups

Greenbelt Elementary School is proud that students in all subgroups met the Adequate Yearly Progress (AYP) goal on the Maryland School Assessment (MSA) for Reading/Language Arts and Mathematics, and without safe harbor or confidence interval adjustments. All major initiatives and strategies will be implemented to support the advancement of more basic students into the proficient category, and more proficient students into the advanced category on the MSA.

Mathematics:

To strengthen weaknesses in Mathematics, our school-wide Mathematics strategy this coming year will continue to use the "Math Stars" Program emphasizing the use of various forms of computer assisted instruction (CAI), such as First In Math/Math 24, and the Time on Appropriate Practice Method (TAP) to enable all students to master both functional and higher level mathematics skills that are part of their grade level curriculum. By using STAR Math diagnostic testing and re-

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testing, the “Math Stars” program can measure the skill level and progress of individual students, sub groups, classes and grade levels at any given time. STAR Math diagnostic tests will be given to all new students (Grades 2-6) as a pre-test in September as a baseline. The June scores will serve as a baseline for returning students. Students will be retested on an as needed basis to monitor progress. Students have home Internet access to United Streaming, and First In Math/Math 24 websites. Classroom teachers monitor at-home student progress by using the First In Math management system. A team of Grade 6 students will also prepare for and participate in the MATHATHON program, and we are hoping to have an after-school Math Club in the computer lab.

Reading/Language Arts:

To strengthen weaknesses in the area of Reading/Language Arts, we will continue to use the highly successful school-wide Accelerated Reader Program as an extension of the PGCPs curriculum in all grades, and the data from the use of this program is integrated into the quarterly data utilization process. The Imagination Station computer program will again be used with special education students. We are continuing to focus on writing this year by using the BCR/ECR format per the CFPG. The inclusion format will continue to be used with special needs students, and the “Tag in the Regular Classroom” (TRC) program will continue to be implemented by trained instructors. TRC activities include tiered learning, cross-grouping when appropriate, independent study, extended Media Center/ Technology Lab time, Write-a-Book and Junior Great Books programs. The Reading Specialist will be working with targeted sub-groups on a regular basis, doing “Soar to Success” with Grades 3-4, “Jacobs Ladder” with Grade 2 TAG, and small group instruction with a below grade level Grade 2 reading group.

Science:

As a part of the preparation for the MSA Science test, Greenbelt Elementary will continue to engage all students in weekly activities implementing the PGCPs Science CFPG in all grades. Appropriate materials will continue to be used in Grades K-5 including Science Expository Tests and Science Units and Assessments with the FFMY United Streaming component. All students in Grades K-6 will participate in a scientific investigation led by their classroom teacher using the scientific method in order to construct a class Science Fair project. All students in Grades 3-6 are required to complete an individual Science Fair project, and Grade 6 students will participate in the Science Bowl. Both United Streaming and Safari Montage will be used in all classrooms to enhance science instruction. Staff will receive continuous professional development on strategies effective in all curriculum areas and with all sub groups including the use of differentiated Instruction in small groups in an inclusion setting, centers that align with the VSC, guided instruction, independent instruction, integrating technology, and co-teaching and collaborative planning.

Subgroups:

Even though all subgroups continue to meet the Annual Measurable Objective (AMO), Greenbelt Elementary continues to analyze multiple data to carefully monitor the progress of all students scoring BASIC on the MSA, and/or Below Grade Level (BGL) or Low Proficient (LP) on other assessments. Data for the Limited English Proficient (ESOL) students and Talented and Gifted (TAG) students are monitored on an ongoing basis so that instructional strategies can be adjusted for maximum student achievement. On staff are 2 ESOL teachers, 2 full time SPED teachers, a .5 Speech teacher, and a full time SPED paraprofessional. Collectively, they service our students and provide on-going assessments and instruction in an “inclusion setting” of all our students with special needs.

The subgroup strategies we will continue to use include differentiated instruction for all students with a focus on small group instruction within the classroom, student led instructional centers that align with the VSC, teacher guided instruction with explicit modeling, independent instruction, use of appropriate technology, Accountable Talk, Clear Expectations, co-teaching and collaborative planning, emphasizing math vocabulary particularly with ESOL and SPED students, and more goal setting based upon data, with a re-teach and assessment plan. The new Performance Matters program along with EDUSOFT will enable teachers to generate and interpret testing data to better inform instruction and increase the achievement of all students. Staff servicing special needs students will meet monthly to review IEPs and evaluate student progress using such data as running records, Accelerated Reader Reports, FIRST IN MATH/MATH 24 online reports, data for “iStation,” STAR testing results, formative assessments, PGCPs Math Unit Assessments, SRI and DRA results, textbook chapter and unit test results, and performance tasks. Furthermore, all students inclusive of our subgroups will fully participate in all our major

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initiatives that include The Accelerated Reader program, "Math Stars," First in Math/Math 24, and Tag in the Regular Classroom.

ESOL/LEP- Each year our ESOL population continues to grow. Due to this growth, a focus has been placed on an increase in collaboration amongst the ESOL teachers that provide pull-out services and the classroom teacher, vocabulary usage and immediate interventions through the use of computer programs and flexible grouping, starting in the early grades. Our Limited English Proficient students scored on the Reading/Language Arts portion of the MSA a proficiency average of 78.9% in 2008 declined to 75.0% in 2009. On the Mathematics portion of the MSA, ESOL students averaged a proficiency rate of 63.2% in 2008 that improved to 68.8% in 2009. We will continue to focus on math vocabulary usage, hands on learning opportunities, small group learning, and Extended Learning Opportunities based upon data.

SPED: In MSA Reading, the number of Special Education students that scored proficient improved from 72.7% in 2008 to 84.0% in 2009. In Mathematics, the SPED students scoring proficient decreased for the 3rd year from 54.5% in 2008 to 52.0% in 2009. The data for our SPED population supports the continuation of the inclusion model as the best way to meet the needs of our Special Education students. A continuing emphasis will be placed on improving math skills through the use of differentiated instruction that provides hands-on learning, remediation of basic skills, learning centers, computer programs, and small group learning. Opportunities for collaborative planning and articulation between the SPED teachers and classroom teachers will be provided weekly to plan appropriate instruction delivery. We will also be initiating in 2009-2010 the S.P.I.R.E. program as a Special Education intervention. Sequenced, multi-sensory instruction gradually moves students through a developmental process from emergent levels of literacy to early reading, and on to accomplished and fluent reading. S.P.I.R.E. is a total language approach integrating spoken language with reading and written expression.

MSA Basic and Below: Overall fewer students scored basic on both the 2009 MSA Reading and Math Tests. However, the percentage of sixth graders that scored basic on both tests showed an increase, while the third graders showed a 3% decrease in Reading, and no change in Mathematics. The progress of students scoring basic on the Practice MSA, Unit Assessments, SRIs and DRAs, will continue to be carefully monitored. In Reading, instruction will be differentiated to provide targeted students with small group and individual instruction, consumables and decodables when warranted, and pull-out assistance from the Reading Specialist. In Mathematics, students will receive differentiated instruction and remediation to include basic skill development for mastery, small group and individual practice. Students will be re-taught the skills based upon the Voluntary State Curriculum's (VSC) indicators followed by a re-assessment of skills. Students that are deemed "at risk" will be encouraged to participate in after school programs that will be developed as the year progresses including a Math Challenge, and an after-school Math Club. On Thursdays during the school day, Grade 6 teachers will adopt a "FAST" regrouping program to improve student achievement reflecting differentiated and flexible grouping to remediate students with deficiencies in math and reading, and provide TAG enrichment.

TAG: The majority of our Talented and Gifted students continue to score well on the MSA and other assessments. In order to foster achievement at even higher levels, two teachers at every grade level will be trained in to incorporate TAG instruction in the regular classroom. A TAG committee will continue to focus on grouping, differentiated instruction, and provide ongoing acceleration and enrichment for this population.

C. Attendance:

Attendance data revealed that the school made AYP in attendance for 2009 with an average attendance rate of 96.7%. This shows an increase in average daily attendance rates since 2008 of 0.8 %. In the Third Quarter of 2009, Greenbelt Elementary was recognized by the Prince George's County Board of Education for achieving significant gains in Average Daily Attendance for FY2009. Attendance rates for the past three years indicate ongoing improvement of 94.8 % in 2007, 95.9 % in 2008, and 96.7% in 2009. All subgroups made AYP for attendance and all exceeded our 2009 objective of 95% or higher as well as the 2009 AMO target of 94%.

For six consecutive years we have exceeded the AYP attendance objective. Attendance data revealed that all subgroups exceeded the targeted attendance rate in 2008 with an average attendance rate of 95.9%. Attendance rates for the past three years are: 94.8% in 2007, 95.9% in 2008, and % in 2009. The student mobility rate in 2007-2008 was 21.6%.

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Increasing the attendance rate continues to be a focus with special attention paid to preventing habitual tardiness. Reasons for absences and tardiness will be requested from parents, and accurately recorded by both the attendance secretary and classroom teachers. An attendance committee will meet monthly to evaluate progress. Interventions for unexcused absences or excessive tardiness will include the following actions: (1) When ever a child is absent or tardy 3 or more times in one week, the classroom teacher must contact the parent and speak with them about this issue. (2) The Attendance Secretary will send letters to parents of students with six or more unexcused absences or excessive tardiness, requesting that the parent contact the school within 48 hours of receiving the letter. (3) The parent liaison and/or school counselor will meet with parents to determine if the school can help with issues contributing to such absenteeism. (4) The pupil personnel worker (PPW) may follow-up with a home visit if appropriate. (5) In addition, our School Resource Officer will be asked to investigate students who are identified as loitering in the community during school hours. Ongoing prevention strategies will include the promoting of parent involvement, class and grade level awards, and recognition.

D. Safe and Orderly Environment:

Greenbelt Elementary continues to focus on fostering and maintaining a school climate that is supportive of teaching and learning, in a safe and orderly environment. During school year 2008-2009, Greenbelt Elementary adopted a new school-wide discipline plan, the Positive Behavioral Intervention and Supports (PBIS) Initiative. The implementation and use of PBIS has made a dramatic difference in the number of discipline referrals. Suspension data revealed a significant decrease from 11% in 2008 to 7.6% in 2009. In 2008, there were 225 (37.4% of population) Discipline Referrals, in 2009 this number decreased to 92 (15% of the population). The use of PBIS will continue to be utilized during the 2009-2010 school year. SWIS In-house referral forms will continue to be used and recorded before a PS-74 discipline referral is issued. Staff members will continue to be trained in the use of Second Step and PBIS, along with the use of teacher responsibility charts, and the training of some fifth and sixth graders as Peer Mediation leaders. In addition to PBIS initiatives, repeat offenders will receive behavior charts and/or a referral to the School Instructional Team for the development of an Individual Functional Behavior Plan to decrease behavior issues. During the school year, Grades 1, 3 and 5 participate in Drug Abuse Resistance Education (D.A.R.E.), while Grade 6 participates in Gang Resistance Education and Training (G.R.E.A.T.). Both programs are led by our school resource police officer in conjunction with the Greenbelt Police Department.

Class meetings will continue to be held school-wide, on a regular basis, to discuss student and teacher concerns. Positive behavior, such as social skills, excellent work habits and perfect attendance, will be recognized during Honor Roll assemblies. Student input regarding the social environment is discussed monthly through the Greenbelt Advisory Board (G.A.B.). The G.A.B. includes representatives from each class who plan school-wide activities including Hoops for Hearts, Pennies for Patients, and various school spirit days. Twice each year, in August and January, the principal and professional school counselor will hold assemblies for students to review the PGCPs Student Code of Conduct. Every student and parent must sign acknowledgement that the Code of Conduct has been reviewed at home. In addition, an Internet Usage Permission Form that outlines acceptable on-line behavior must be signed as well. To maintain a safe environment in the event of an emergency, all staff members receive training at the start of the school year that includes a complete review of the Greenbelt Elementary School Emergency Plan.

E. Parental Involvement :

Our parent liaison program that was implemented last year has been highly successful. There is a .5 parent liaison on staff, and with the assistance of the part-time pupil personnel worker (PPW), there has been an increase in parental involvement, with a marked increase in participation of ESOL parents. The School Communication System, the Greenbelt Elementary School Website, Monday Folders, Agenda Books, a weekly "Greyhound Gazette" newsletter, continue to provide information related to school system initiatives and school based programs.

Various activities such as Pre-Kindergarten and Kindergarten Orientation, Back to School Night, Walk Your Child to School on the First Day, Parent Science Night, American Education Week, National Walk Your Child to School Day, Science Fair Open House, and a Grandparents Breakfast will continue throughout the year to specifically support parent involvement. Parents and other family members currently serve in the cafeteria, provide mentoring and tutoring, assist in the Media

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Center, and support special activities such as Read Across America, D.A.R.E. Essay Contests, Career Day, Science Fair, Honor Roll, musical presentations, and various PTA initiatives and programs. Parents are also part of the School Planning and Management Team (SPMT) as well as School Improvement planning and evaluation. Parents meet with the staff at the beginning and end of each school year to discuss the School Improvement Plan and additional ways to differentiate instruction, and suggest specific initiatives that they would like included in the instructional program.

Greenbelt Elementary has a very active PTA that provides supplemental funds for instructional materials, student incentives and professional development for the MATI program. The PTA specifically supports events that include the Labor Day Festival Book Sale Booth, the Spring Fair, the Multicultural Dinner, special assembly programs, the sponsorship of 2 students at summer Patrol Camp, landscape maintenance, assistance at Family Math/MSA Nights/Book Fairs, and donating supplies to Teacher Appreciation Week .

F. Community Partnerships:

In addition to parent involvement, our community partnerships are vital to our success. For more than a decade, a strong component of our educational program has been an extensive volunteer program coordinated by a member of the Greenbelt community that mainly involves tutoring selected students in Math and Reading during the school day. Students from the University of Maryland at College Park also support our instructional program through student teaching in our classrooms, and mentoring of select at risk students, through the "Black Male Initiative" (BMI) and "Sisters of Unity and Love" (SOUL initiative). Students from Eleanor Roosevelt High School assist in classrooms as interns in a Child Growth and Development/Parenthood Education 2 Training Program. The City of Greenbelt takes an active role in supporting education in the community, through The ACE Committee, which is affiliated with the Greenbelt City Council. The ACE Committee has an ongoing relationship with our school, promoting reading and writing activities and incentives as well as recognition of both student and staff achievement in their annual awards ceremonies. The Greenbelt Arts Center and the Greenbelt Association for the Visual Arts support after school club activities, and the Greenbelt Police Department is responsible for the D.A.R.E. and G.R.E.A.T. programs at our school. Our school is also supported by a business partnership with the Greenbelt Sunoco Gas Station. The Greenbelt News Review also publicizes school activities and the accomplishments of both students and staff on a regular basis. Our school will also be involved in a partnership with the National Park Service (NPS) Greenbelt Park that will enhance the active school curriculum with the assistance of Greenbelt Park resources that may include such programs as environmental education, national park history programs, and outdoor safety and education.

G. Strategies to Attract (and Retain) Highly Qualified Teachers

Greenbelt Elementary School has a low teacher turn-over rate. The majority of our turn-over is due to retirement or relocation. The recruitment of highly qualified teachers is done through PGCPs New Teacher Job Fairs, and Teacher Transfer Consortiums. All teachers new to the building receive a same-grade-level mentor, and are encouraged to participate in the GES mentoring program that meets monthly to share ideas, best practices and problem solving strategies. This program allows us to continue our tradition of a high retention rate, and will continue yearly for all teachers less experienced and/or new to the school.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Greenbelt Elementary School**

A. Data Form

Goal 1

By 2013-2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Objective 1.1

Continue to strengthen curriculum, instruction, and assessment in all content areas.

Goal 2

All English Language Learners (ELL) will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

Objective 2.1

Continue to strengthen curriculum, instruction, and assessment in all content areas provided to English Language Learners.

Two Year Goal

All students (in the aggregate*) in Greenbelt Elementary School will meet the MSDE intermediate goal for 2010 in reading on the Maryland School Assessment.
*(*Aggregate comprises all students whose performance is included in AYP calculations.)*

Annual Measurable Objective (2008-2009 School Year)

Reading

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a X, did not meet AYP.
(Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective Milestone

70 percent of the students in grades 2-6 will perform at or above grade level on the Scholastic Reading Inventory (SRI) and scheduled Prince George's County reading assessments.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2009-2010 Maryland School Assessment.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Greenbelt Elementary School**

Two Year Goal

All students (in the aggregate*) in Greenbelt Elementary School will meet the MSDE intermediate goal for 2010 in mathematics on the Maryland School Assessment.
(*Aggregate comprises all students whose performance is included in AYP calculations.)

Annual Measurable Objective (2008-2009 School Year)

Mathematics

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a X, did not meet AYP.
 (Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective Milestone

70 percent of the students in grades 2-6 will achieve a satisfactory score (70% or above) on scheduled Prince George's County mathematics assessments.

Annual Measurable Objective Evaluation

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2009- 2010 Maryland School Assessment.

Goal 4:

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 4.1

Objective 4.1: Ensure that schools establish and maintain a positive climate that nurtures students and supports learning.

A. By June 2010, the number of discipline referrals will decrease from 92 in June 2009 to 60.

B. By June 2010, the number students suspended will decrease from 48 in June 2009 to 38.

C. By June 2010, attendance will increase from 96.7 % in June 2009 to 96.9 % or higher.

Objective 4.1 Milestone

A. At the end of each month, the percent of students receiving discipline referrals will decrease 1% below the same month of the previous year(s).

B. At the end of each month, the number of students suspended will decrease by 1% below the same month of the previous year(s).

C. At the end of each month, the daily average attendance of students will increase by .02%.

Objective 4.1 Evaluation

A. PGCPs summary reports of discipline referrals will document an aggregate decrease of 7 in the number of students receiving discipline referrals for each ESEA subgroup.

B. PGCPs summary reports of the number of students suspended will document a decrease of 10 in the number of students suspended.

C. School system data will document the average daily attendance rate for students as 96.9% or higher.

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Greenbelt Elementary School**

**B. Reading Data Overview
1. Reading Data Charts**

MSA Reading (K-5 Configuration)			
AMO	2007	2008	2009
Target	67.2%	71.8%	76.5%
School	n/a	n/a	n/a

MSA Reading (K-6 Configuration)			
AMO	2007	2008	2009
Target	67.5%	72.1%	76.8%
School	75.8%	80.1%	82.7%

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
3	All	73.2%	70.8%	81.9%
	Am In	--	--	--
	Asian	100%	85.7%	100
	Af Am	64.2%	63.4%	69.2
	White	86.7%	81.3%	93.3
	Hispanic	83.3%	71.4%	--
	FARM	74.1%	64.7%	73.3
	Spec Ed	n/a	42.9%	--
	LEP	n/a	57.1%	100

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
4	All	83.6%	84.3%	85.7%
	Am In	--	--	--
	Asian	100%	100%	100
	Af Am	80%	78.8%	82.9
	White	92.9%	100%	93.3
	Hispanic	n/a	66.7%	75.0
	FARM	80.8%	83.3%	82.9
	Spec Ed	100%	80%	83.3
	LEP	n/a	80%	80.0

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
5	All	65.1%	82.1%	85.9%
	Am In	--	--	--
	Asian	91.7%	80%	66.7
	Af Am	56.5%	81.8%	39.1
	White	80%	83.3%	83.3
	Hispanic	20%	83.3%	16.7
	FARM	57.1%	79.4%	34.3
	Spec Ed	n/a	100%	80.0
	LEP	n/a	80%	16.7

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
6	All	82.4%	80.2%	75.3%
	Am In	--	--	--
	Asian	n/a	100%	66.7
	Af Am	82%	73.7%	77.2
	White	92.3%	87.5%	80.0
	Hispanic	62.5%	n/a	57.1
	FARM	76%	69.0%	63.9
	Spec Ed	n/a	n/a	60.0
	LEP	n/a	n/a	40.0

-- = no students in description na = too few students for AYP rules

School Reading Assessments (by percent)

	Formative			Unit #1			Unit #2			Unit #3			Practice MSA		
	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	29%	45%	26%	67%	33%	0%	74%	23%	3%	45%	43%	11%	20%	39%	41%
4	52%	31%	17%	0%	100%	0%	59%	28%	13%	50%	39%	11%	23%	36%	41%
5	44%	33%	23%	69%	29%	2%	50%	39%	11%	21%	46%	32%	29%	36%	35%
6	49%	35%	16%	n/a	n/a	n/a	80%	20%	0%	100%	0%	0%	31%	50%	19%

B = Basic; P = Proficient; A = Advanced

Scholastic Reading Inventory (SRI) – by percent

Grade	Basic		Proficient		Advanced	
	Jan 09	May 09	Jan 09	May 09	Jan 09	May 09
2	31.94%	31.51%	52.78%	43.83%	15.28%	24.66%
3	26.03%	19%	58.90%	48%	15.07%	33%
4	21%	25%	43%	49%	36%	26%
5	14.6%	16%	53.93%	54%	31.47%	30%
6	19.05%	28%	57.14%	57%	23.81%	15%

Basic = At Risk, Basic 1, Basic 2
Proficient = Low Proficient, Proficient, High Proficient

ELO Data (Reading)

Grade	Pre-Test		Post-Test	
	# of students	% Proficient	# of students	% Proficient
2				
3				
4		N/A		
5		(no funding)		
6				

NA = not applicable if school does not have an ELO program

**Developmental Reading Assessment (DRA)
(percent of students)**

Grade	BGL			OGL			AGL		
	Oct 08	Jan 09	May 09	Oct 08	Jan 09	May 09	Oct 08	Jan 09	May 09
K	60%	3.3%	16.5%	15%	22%	64.8%	25%	74.7%	18.7%
1	37%	22.1%	14.6%	23.6%	34.7%	25%	36.4%	43.2%	60.4%
2	16.4%	13.7%	14.9%	24.6%	19.1%	12.2%	59%	67.2%	72.9%

**Section II: Evidence of Need
(Comprehensive Needs Assessment)
Greenbelt Elementary School**

2. Narrative (MSA) –

Greenbelt Elementary School is currently identified as a school not in improvement.

Reading performance data on the 2009 MSA report card indicate that 82.7 % of students were proficient compared to 80.1 % in 2008 (earning recognition by the Board of Education as an Exemplary School for Reading) and 75.8% in 2007. All subgroups met the Annual Measurable Objective (AMO) for reading and all subgroups met the Adequate Yearly Progress (AYP) without the need of confidence intervals or safe harbor. The subgroups that met the Annual Measurable Objective (AMO) for reading include:

- FARMS
- SPECIAL EDUCATION
- ESOL
- AFRICAN AMERICAN
- ASIAN HISPANIC
- ASIAN
- WHITE

Based upon administrative “learning walks” and informal observations, it is evident that students are engaged in meaningful tasks, objectives are posted and aligned with curriculum frameworks, and there is evidence of clear expectations for students, academic rigor, accountable talk and socializing intelligence. As a result of collaborative planning and pacing at weekly grade level and quarterly data utilization meetings, teachers are utilizing quantitative data from testing on an ongoing basis and able to identify and meet the needs of their students effectively. Language Arts lesson plans are discussed and strategies are shared to assist with planning, pacing and implementing flexible grouping.

3. Analysis of Reading Data

a. List overall strengths for reading (aligned to appropriate VSC indicators)

1. Use context to determine word meanings (1-D-3 Obj. A)
2. Draw conclusions or make generalizations about the text (1-E4 Obj. D)
3. State and support main ideas and messages (2-A-4 Obj. C)
4. Identify and analyze the characters (3-A-1 Obj. D)
5. Analyze how sensory language contributes to meaning (3-A-7 Obj. D)

b. List overall weaknesses for reading (aligned to appropriate VSC indicators)

1. Identify and explain how sound elements of poetry contribute to meaning (3-A-4 Obj. C)
2. Identify and analyze the organizational patterns of text (2-A-3 Obj. A)
3. Identify and explain the author’s/text purpose and intended audience (2-A-4 Obj. A)
4. Distinguish between fact and opinion (2-A-4 Obj. H)
5. Identify and explain the contributions of text features to meaning (2-A-2 Obj. F)

c. List contributing factors for each area below.

1. Implementation of Curriculum

- a. Since the curriculum is not differentiated at the county level, teachers need more training to differentiate it at the classroom level.
- b. Experienced teachers and new teachers do not have enough time to collaborate in order to develop a curriculum that is meaningful and appropriate for all students.
- c. Students have oral and written communication deficiencies, and we need funding and class time to integrate a graduated writing program such as “Write Traits” into the curriculum of all grade levels.

**Section II: Evidence of Need
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- d. Extensive technology based resources including the “Accelerated Reader Program” (Activity #2) and “iStation” support the language arts curriculum for both students and staff.
- e. Both students and staff are highly motivated.

2. Staff Expertise

- a. Our staff is 100% highly qualified.
- b. Teachers new to the school receive formal in-house mentoring by teachers who have been at Greenbelt a significant amount of time..
- c. Teachers need more training in explicit modeling skills for language arts (i.e. Think Alouds and “I do, we do, you do”) and doing this requires additional time and support from administration in terms of funding.
- d. IFL training on the principles of learning presented on a regular basis at bi-monthly staff meetings.
- e. Plan the first learning walk on “Active Literacy in the Classroom” to occur in mid-October, and have two subsequent walks in Quarters 2 and 4.

3. Instructional Organization

- a. Quarterly grade level data utilization/pacing meetings.
- b. Effective use of the inclusion model for ESOL and SPED.
- c. Weekly collaborative planning for all grade levels.
- d. School master schedule supports VSC/PGCPS curriculum guidelines.
- e. Support programs including Reading Recovery, “iStation,” and the extensive use of volunteer reading tutors and mentors are available for designated students on a regular basis.

4. Parent and Community Involvement

- a. Active PTA with regularly scheduled meetings.
- b. Community partnerships include the Goddard Space Flight Center, Greenbelt Sunoco Gas Station, Greenbelt Public Library, Police Department, and Arts Center.
- c. Bilingual communication services available for parents (weekly newsletters, school website, the SchoolMax Family Portal, and School Communication System)
- d. Parent workshops with childcare provided
- e. Semi-annual book fairs

5. School Climate

- a. Effective discipline and attendance plans.
- b. High attendance and punctuality rates among staff.
- c. Students on time and attend school regularly.
- d. Staff and students are highly motivated.
- e. Students are recognized on a regular basis for academic achievement, excellent behavior and outstanding attendance.

d. Next Steps

Based on the data analysis and contributing factors, explain the proposed actions (next steps in reading) to support targeted subgroups/grade levels. Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB.

**Section II: Evidence of Need
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Greenbelt Elementary School**

Next Steps for Reading:	Targeted Subgroups/Grade Levels:
Continue a grouping guideline that teachers will use as they group students for the next school year.	All subgroups
During collaborative meetings use data for monitoring students who are not making adequate progress in language arts. The grade level team will identify interventions in order to improve instructional levels.	All subgroups
All students, parents, teachers, and the principal will sign a compact through which all groups agree to accept responsibility for student success.	All subgroups
Implement the Maryland Artist Teacher Institute (MATI) Program at our school this year. Teachers will be integrating elements of art (theater, music, dance, poetry, puppetry, and visual arts) into classroom instruction. A MATI team attended a week long training session this summer and will be assisting classroom teachers in setting goals and lesson plans in reading/language arts that are consistent with the MATI program.	All subgroups
Continue the new PBIS school-wide discipline plan allowing teachers to teach without so many discipline problems-therefore increasing instructional time, and improving student work habits and communication to parents about their child's reading work and behavior grades.	All subgroups
Foster a school-wide focus on IFL Advancing and Assessing questioning strategies to facilitate higher level thinking in language arts.	All subgroups
Continue assigning "Job Alike" mentors to teachers new-to-the-building to provide support and enhance their ability to deliver reading/language arts instruction effectively.	All subgroups
Give a reading assessment as soon as possible to all new students to facilitate appropriate placement according to the student's instructional level.	All subgroups

**Section II: Evidence of Need
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Greenbelt Elementary School**

**C. Mathematics Data Overview
1. Mathematics Data Charts**

MSA Mathematics(K-5 Configuration)			
AMO	2007	2008	2009
Target	63.9%	69.1%	74.2%
School	n/a	n/a	n/a

MSA Mathematics (K-6 Configuration)			
AMO	2007	2008	2009
Target	60.9%	66.5%	72.1%
School	75.4%	74.6%	73.2%

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
3	All	75.6%	75%	80.6%
	Am In	--	--	--
	Asian	100%	100%	86.7
	Af Am	64.2%	65.9%	71.8
	White	93.3%	93.8%	93.3
	Hispanic	100%	57.1%	--
	FARM	70.4%	58.8%	66.7
	Spec Ed	n/a	57.1%	--
	LEP	n/a	71.4%	83.3

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
4	All	74.6%	79.5%	83.1%
	Am In	--	--	--
	Asian	100%	100%	85.7
	Af Am	68.9%	73.1%	80.5
	White	85.7%	94.1%	100
	Hispanic	n/a	66.7%	62.5
	FARM	69.2%	73.3%	77.1
	Spec Ed	87.5%	20%	50.0
	LEP	n/a	60%	80.0

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
5	All	68.7%	74.6%	67.4%
	Am In	--	--	--
	Asian	83.3%	100%	100
	Af Am	67.4%	70.5%	60.0
	White	75%	83.3%	80.0
	Hispanic	20%	66.7%	66.7
	FARM	60%	64.7%	60.6
	Spec Ed	n/a	100%	28.6
	LEP	n/a	80%	40.0

Grade	Subgroup	Percent Proficient		
		2007	2008	2009
6	All	78.4%	70.9%	63.0%
	Am In	--	--	--
	Asian	n/a	80%	83.3
	Af Am	74%	68.4%	59.6
	White	100%	81.3%	80.0
	Hispanic	62.5%	n/a	42.9
	FARM	80%	59.5%	52.8
	Spec Ed	n/a	n/a	60.0
	LEP	n/a	n/a	40.0

-- = no students in description
na = too few students for AYP rules

School Mathematics Assessments (by percent)

	Formative			Unit #1			Unit #2			Unit #3			Practice MSA		
	B	P	A	B	P	A	B	P	A	B	P	A	B	P	A
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	28%	38%	34%	30%	47%	23%	57%	31%	12%	55%	31%	13%	23%	51%	27%
4	18%	61%	21%	43%	36%	21%	43%	49%	9%	56%	28%	16%	28%	37%	34%
5	40%	38%	23%	65%	31%	4%	58%	30%	12%	77%	17%	6%	44%	30%	26%
6	38%	54%	9%	62%	35%	4%	55%	32%	13%	66%	22%	12%	55%	37%	9%

B = Basic; P = Proficient; A = Advanced

ELO Data (Mathematics)

Grade	Pre-Test		Post-Test	
	# of students	% Proficient	# of students	% Proficient
2				
3				
4		N/A		
5		(no funding)		
6				

NA = not applicable if school does not have an ELO program

**Section II: Evidence of Need
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Greenbelt Elementary School**

2. Narrative (MSA) –

Greenbelt Elementary School is currently identified as a school not in improvement.

Math performance data on the 2009 MSA report card indicate that 73.2 % of students were proficient compared to 74.6 % in 2008 and 75.4 % in 2007. All subgroups met the Annual Measurable Objective (AMO) for reading and all-subgroups met the Adequate Yearly Progress (AYP) without the need of confidence intervals or safe harbor. The subgroups that met the Annual Measurable Objective (AMO) for mathematics include:

- FARMS
- SPECIAL EDUCATION
- ESOL
- AFRICAN AMERICAN
- ASIAN HISPANIC
- ASIAN
- WHITE

Based upon administrative “learning walks” and informal observations, it is evident that students are engaged in meaningful tasks, objectives are posted and aligned with curriculum frameworks, and there is evidence of clear expectations for students, academic rigor, accountable talk and socializing intelligence. As a result of collaborative planning and pacing at weekly grade level and quarterly data utilization meetings, teachers are utilizing quantitative data from testing on an ongoing basis and able to identify and meet the needs of their students effectively. Mathematics lesson plans are discussed and strategies are shared to assist with planning, pacing and implementing flexible grouping.

3. Analysis of Mathematics Data

a. List overall strengths for math (aligned to appropriate VSC indicators)

1. Interpret line graphs (4-B-1 Obj. B)
2. Compare, order, and describe whole numbers (6-A-1 Obj. D)
3. Identify factors (6-B-1 Obj. C)
4. Read, write, and represent integers (6-A-1 Obj. B)
5. Multiply fractions and mixed numbers and express in simplest form (6-C-1 Obj. B).

b. List overall weaknesses for math (aligned to appropriate VSC indicators)

1. Identify or describe angle relationships (2-C-1 Obj. C)
2. Multiplying decimals (6-C-1 Obj. C)
3. Interpreting line plots (4-B-1 Obj. A)
4. Calculating area and perimeter (3=C-1 Obj. B)
5. Determining median, mode and range (4-B-2 Obj. A)

c. List contributing factors for each area below.

1. Implementation of Curriculum

- a. Since the curriculum is not differentiated at the county level, teachers need more training to differentiate it at the classroom level.
- b. Experienced teachers and new teachers do not have enough time to collaborate in order to develop a curriculum that is meaningful and appropriate for all students.
- c. Students have oral and written communication deficiencies to express an understanding of mathematical processes, and we need funding and class time to integrate a graduated writing program such as “Write Traits” into the curriculum of all grade levels.

**Section II: Evidence of Need
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Greenbelt Elementary School**

- d. Extensive technology based resources including the First in Math and Math Essentials software enhance the “Math Stars” program (Activity #4) and support the mathematics curriculum for both students and staff.
- e. Both students and staff are highly motivated.

2. Staff Expertise

- f. Our staff is 100% highly qualified.
- g. Teachers new to the school receive formal in-house mentoring by teachers who have been at Greenbelt a significant amount of time..
- h. Teachers need more training in explicit modeling skills for mathematics (i.e. Think Alouds and “I do, we do, you do”) and doing this requires additional time and support from administration in terms of funding.
- i. IFL training on the principles of learning presented on a regular basis at bi-monthly staff meetings.
- j. Plan the first learning walk to occur in mid-October, and have two subsequent walks in Quarters 2 and 4.
- k. Monthly math in-services on developing more rigor when creating and completing word problems.

3. Instructional Organization

- f. Quarterly grade level data utilization/pacing meetings.
- g. Effective use of the inclusion model for ESOL and SPED.
- h. Weekly collaborative planning for all grade levels.
- i. School master schedule supports VSC/PGCPS curriculum guidelines.
- j. Support programs including First in Math and the extensive use of volunteer math tutors and mentors are available to designated students on a regular basis.
- k. Data coaches create data sheets for at a glance view of all formative assessments.

4. Parent and Community Involvement

- f. Active PTA with regularly scheduled meetings.
- g. Community partnerships include the Goddard Space Flight Center, Lockheed Martin, Greenbelt Sunoco Gas Station, Greenbelt Public Library, Police Department, and Arts Center.
- h. Bilingual communication services available for parents (weekly newsletters, school website, the SchoolMax Family Portal and School Communication System)
- i. Parent workshops with childcare provided
- j. Semi-annual book fairs

5. School Climate

- l. Effective discipline and attendance plans.
- m. High attendance and punctuality rates among staff.
- n. Students on time and attend school regularly.
- o. Staff and students are highly motivated.
- p. Students are recognized on a regular basis for academic achievement, excellent behavior and outstanding attendance.

d. Next Steps

Based on the data analysis and contributing factors, explain the proposed actions (next steps in mathematics) to support targeted subgroups/grade levels. Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB.

**Section II: Evidence of Need
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Greenbelt Elementary School**

Next Steps for Mathematics:	Targeted Subgroups/Grade Levels:
Continue a grouping guideline that teachers will use as they group students for the next school year.	All subgroups
During collaborative meetings use data for monitoring students who are not making adequate progress in mathematics. The grade level team will identify interventions in order to improve instructional levels.	All subgroups
All students, parents, teachers, and the principal will sign a compact through which all groups agree to accept responsibility for student success.	All subgroups
We will also be implementing the Maryland Artist Teacher Institute (MATI) Program at our school this year. Teachers will be integrating elements of art (theater, music, dance, poetry, puppetry, and visual arts) into classroom instruction. A MATI team attended a week long training session this summer and will be assisting classroom teachers in setting goals and lesson plans in mathematics that are consistent with the MATI program.	All subgroups
Continue the new PBIS school-wide discipline plan allowing teachers to teach without so many discipline problems-therefore increasing instructional time, and improving student work habits and communication to parents about their child's math work and behavior grades.	All subgroups
Foster a school-wide focus on IFL Advancing and Assessing questioning strategies to facilitate higher level thinking in mathematics.	All subgroups
Continue assigning "Job Alike" mentors to teachers new-to-the-building to provide support and enhance their ability to deliver mathematics instruction effectively.	All subgroups
Give a math assessment as soon as possible to all new students to facilitate appropriate placement according to the student's instructional level.	All subgroups

**Section II: Evidence of Need
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D. School Climate Data Overview

1. Attendance/Suspension Data Charts

Attendance Data

Year	Percent
2007	94.8
2008	95.9
2009	96.7

Attendance Data Disaggregated by Subgroups

Subgroups	2007	2008	2009
	Percent of Students	Percent of Students	Percent of Students
Am In	--	--	--
Asian	96.4	96.7	97.0
Af Am	94.8	95.9	96.8
White	94.0	95.3	95.9
Hispanic	93.8	95.8	96.8
FARM	94.6	95.8	96.4
Spec Ed	93.8	95.2	95.8
LEP	95.8	96.4	96.9

Suspension Data

Year	Total Enrollment	Number of Students Suspended	Percent of Enrollment Suspended
2007	558	19	3.5%
2008	601	67	11%
2009	621	48	7.6%

Narrative –

Attendance data revealed that the school made AYP in attendance for 2009 with an average attendance rate of 96.7%. This shows an increase in average daily attendance rates since 2008 of 0.8 %. In the Third Quarter of 2009, Greenbelt Elementary was recognized by the Prince George’s County Board of Education for achieving significant gains in Average Daily Attendance for FY2009. Attendance rates for the past three years indicate ongoing improvement of 94.8 % in 2007, 95.9 % in 2008, and 96.7% in 2009. All subgroups made AYP for attendance and all exceeded our 2009 objective of 95% or higher as well as the 2009 AMO target of 94.0 % .

Suspension data revealed a significant decrease from 3.5% of total enrollment in 2007 and 11% in 2008 to 7.6% in 2009. In 2007 there were 99 Discipline Referrals, 18% of total enrollment. In 2008 there were 225 Discipline Referrals, which was 37.4% of all students. In 2009 there were 92 Discipline Referrals, which is 15% of all students---a significant improvement that we feel reflects the effectiveness in this past year of our new school-wide PBIS initiative.

Based upon “walk-throughs” and informal observations and an in-school discipline survey in 2009, students, parents, and teachers still feel that Greenbelt Elementary School has a safe and orderly environment where students can come to school ready and willing to learn. This is also evident in our consistently high attendance rates and significant gains on the Maryland School Assessments over the past 7 years. It is hoped that our new

**Section II: Evidence of Need
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school-wide discipline plan implemented in the fall of 2008, the Positive Behavioral Intervention and Supports (PBIS) Initiative along with our continued use of the Second Step program, will continue to support this positive trend of decreasing suspension and discipline referral rates, making our school climate even more safe, drug-free and conducive to learning.

3. Analysis of School Climate Data

a. List overall strengths for attendance and suspensions.

1. Parent Liaison's daily face to face monitoring when students arrive to keep track of tardy students and encourage those who arrive on time.
2. Daily announcements of classes with perfect attendance and certificates of recognition for perfect/excellent attendance at quarterly assemblies.
3. School communication calls when students are tardy or absent, and the SchoolMax Family Portal showing real-time attendance for each student .
4. Three student groups from the University of Maryland are part of an effective mentoring program at our school that provides positive role models for students with behavioral problems and promotes academic success.
5. The effectiveness of last year's implementation of our PBIS Initiative included a rewards program for positive behavior involving a "student store" where "positive behavior points" could be redeemed on a weekly basis, and this "school store" program will be continued.

b. List overall weaknesses for attendance and suspensions.

1. Suspensions still involve many repeat offenders from a small population
2. Communication with a small group of parents about the issue of habitual tardiness and illegal absences continues to be challenging.
3. A small portion of our parents are disengaged with the academic program and social aspects of our overall school program.

c. List contributing factors for both attendance and suspensions.

1. A lack of parental support from parents with the academic program and social aspects of our overall school program.
2. A significant percentage of students who were suspended or had referrals were again new to our building this past year.
3. The attendance committee meets monthly to review tardy and unexcused absences, and to recognize attendance at quarterly honor roll assemblies.
4. The P-team conducts a reentry conference after a child is suspended to develop behavior plans which are then monitored by the team.

d. Next Steps

Based on the data analysis and contributing factors, explain the proposed actions (next steps) to support targeted subgroups. Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB.

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Next Steps for Attendance & Suspensions	Targeted Subgroups for Attendance (where applicable)
Attendance Committee monthly meetings will continue to be held to discuss tardiness and chronic absences.	All Subgroups
School-wide monthly incentives for best attendance percentage of primary and intermediate classes and daily perfect attendance announcements..	All Subgroups
The school-wide PBIS discipline plan along with Second Step and the “school store” rewards program, will continue to be implemented in a consistent way by total staff.	All Subgroups
The SchoolMax Family Portal and School Communication System will be used to communicate with parents about chronic tardiness and absenteeism as well as behavior and academic problems.	All Subgroups
A system of “face-to-face” daily contact and communication at arrival and dismissal will continue to be directly monitored by school staff.	All Subgroups
Code of Student Conduct assemblies for Grades K-6, and behavior contracts will be signed by and filed for students in Grades 2-6.	All Subgroups
Continue involving the Black Male Initiative (BMI), Leaders in Action, and Sisters of Unity and Love“ in our program mentoring selected students.	Intermediate African American students

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(Comprehensive Needs Assessment)
Greenbelt Elementary School**

E. Staffing Overview Chart

Prince George's County Public Schools Staffing Overview Chart for 2009 - 2010 School Year
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School: Greenbelt Elementary School

Date: September 2009

Principal: Kimberly S. Seidel

Please complete the staffing information.

Number of Teachers As of January 2008	Certified Early Childhood Teachers (K - 3) SY 2009-2010	Years of Experience of Teachers 2009-2010		*Number of Highly Qualified Teachers SY 2009-2010	Projected Need for Certified Teachers 2009-2010	
	NUMBER of Teachers with:	0-5 years	4	17	1	
	APC Certification	12	6-10 years			3
	Standard Certification	4	11-15 years			3
	TOTAL	17	16+ years			2
Number of Teachers As of January 2008	Certified Elementary Teachers (1 - 6 & middle school) SY 2009-2010	Years of Experience of Teachers 2009-2010		*Number of Highly Qualified Teachers SY 2009-2010	Projected Need for Certified Teachers 2009-2010	
	NUMBER of Teachers with:	0-5 years	7	9		
	APC Certification	7	6-10 years			2
	Standard Certification	2	11-15 years			3
	TOTAL	9	16+ years			4
Number of Teachers As of January 2008	Certified Special Education Teachers SY 2009-2010	Years of Experience of Teachers 2009-2010		*Number of Highly Qualified Teachers SY 2009-2010	Projected Need for Certified Teachers 2009-2010	
	NUMBER of Teachers with:	0-5 years	1	2		
	APC Certification	1	6-10 years			1
	Standard Certification	1	11-15 years			
	TOTAL	2	16+ years			

*Indicates teacher is assigned in the area of certification.

**Section II: Evidence of Need
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DO NOT COPY & PASTE THE SYSTEMIC NON-NEGOTIABLES.

"Systemic Non-Negotiables" should not be replicated in your school-specific activities but used together with Section III B, Activities for Improved Subgroup Performance, to represent the full action plan of school improvement plan activities.

**Section III B: Activities for Improved Subgroup Performance
Early Learners (Grades 1 and 2)**

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Activity #1	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.2, 1.1.4 Students will be engaged in the following activities to strengthen the academic program for early learners.</p> <p>These activities will occur both daily and weekly as appropriate.</p> <p>The specific area of focus will be using classroom computers more effectively as learning centers. Early learners will use computers to strengthen their reading, writing and mathematical skills.</p> <p>Strategies will include flexible grouping, interventions as necessary, and a differentiated curriculum that meets the needs of all students at their appropriate academic level.</p> <p>Teachers will plan computer assisted lessons to meet the needs of individual learners, deliver instruction, and monitor and assess performance daily. The remediation of K-2 special needs students will continue to be enhanced by the use of "iStation" software.</p> <p>Professional development for these activities will include an in-service for teachers on the various installed early learning software programs available on students' classroom computers and the preparation of teacher manuals with directions for the use of each program.</p> <p>Implementation Timeline: October 2009-June 2010</p>	<p>Why action was selected: Based on analysis of DRA, other testing data, audit findings, and classroom observations, it has been determined that there is a weakness in both mathematical skills and in the area of informational and creative writing throughout the entire student population, and this deficiency needs to be addressed as early as possible.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: "Mapping the Development of Early Reading Skills with STAR Early Literacy" See <http://research.renlearn.com></p>	<p>Subgroups/Grade Levels: K – 2 All Subgroups</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE primary goals for 2009-2010 in language arts and math. At a minimum 10% decrease will be attained in the number of students scoring below grade level (BGL) on the DRA or Basic on the SRI. We will also use the STAR Early Literacy Test in the third quarter to measure progress and readiness levels for K students.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Integrating these activities for each student into the minimum daily VSC scheduling guidelines. • Consistent and continuous implementation. 	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities.</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Pre-K - 2 Classroom Teachers • Lisa Hazel, Reading Specialist • Maribel Estepa, Media Specialist • Wendy Geagan, Technology Liaison* • Special Education Staff <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Support from Area 1 Staff • Provide resources such as appropriate PC software for Pre-K and Grade 2 classroom computers. • Help maintaining the "refresh" iMacs placed in Pre-K-through Grade 1 classrooms. • Early Childhood Office 	<p align="center">SOR Classroom Teacher Supplies \$22,928.</p>

**Section III B: Activities for Improved Subgroup Performance
Reading/Language Arts**

Activity # 2	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 1 and2 Objective: 1.1, 2.1 Strategy: 1.1.2, 1.1.3, 1.1.4, 2.1.1 Enhance and strengthen the academic instruction of reading by providing all students in grades 1-6 and selected kindergarteners with the opportunity to participate in the Accelerated Reader Program. Students will be required to read a teacher-designated amount of books each quarter to improve student achievement.</p> <p>Students will be engaged in motivational, self-selected reading opportunities at their grade level.</p> <p>Specific areas of focus will be reading for both information and pleasure of both expository and narrative text.</p> <p>This activity will occur daily and complement the <i>“reading for at least 20 minutes each night”</i> initiative</p> <p>The classroom teacher will monitor student participation and progress.</p> <p>Professional development for this activity will include in-house workshops to review and teach the book selection, quiz taking, and management system.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: Based on analysis of MSA, data inquiry post assessments and additional county reading assessments and other testing data, audit findings, and classroom observations, it has been determined that participation in the Accelerated Reader Program improves a student’s skills in Reading significantly as well as enhancing the desire to read both for information and pleasure.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: “The Accelerated Reader Program, Reading Achievement, and Attitudes of Students with Learning Disabilities” <http://ericir.syr.edu/Eric/></p>	<p>Subgroups/Grade Levels: Grades 1-6 and designated Kindergarteners. All subgroups including TAG</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in reading. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Drop off in participation by students in Grades 5-6. • Students reading below their appropriate reading range. • Developing an attractive incentive program and ways to manage the reading choices of students reading a year or more above grade level. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Maribel Estepa, Media Specialist,* and Wendy Geagan, Technology Liaison <p>will in-service staff, monitor the A.R. program and do the quarterly testing, data collection and analysis.</p> <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Fund the purchase additional A.R. books and the appropriate comprehension tests with an emphasis on acquiring more books with multicultural themes as well as books of special interest to older boys. 	<p align="center">SOR</p> <p align="center">Library Books \$5000.</p> <p align="center">Awards & Recognition \$1000.</p>

**Section III B: Activities for Improved Subgroup Performance
Reading/Language Arts/Mathematics**

Activity # 3	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal: 1 and 2 Objective: 1.1, 2.1 Strategy: 1.1.2, 1.1.3, 2.1.1 Enhance and strengthen the academic instruction of Reading and Mathematics by providing students opportunities to respond to a brief or extended constructed response (BCR/ECR) to communicate their understanding of reading and mathematical concepts in writing in order to improve student achievement.</p> <p>Students will be engaged in written communication using BCR/ECR format as written in the curriculum framework progress guides.</p> <p>Specific areas of focus will be learning to express an understanding of mathematical processes and what has been read in writing as well as the ability to use a rubric.</p> <p>This activity will occur weekly with documentation collected quarterly.</p> <p>The teacher will use the gradual release of responsibility model (i.e. Think Alouds and "I do, we do, you do").</p> <p>Students and teacher will first review the rubric in order for students to know the criteria for success.</p> <p>Professional development for the activity will include training on writing original BCRs and scoring, interpreting and modeling the rubric for a BCR/ECR.</p> <p>Implementation Timeline: September 2009 – June 2010</p>	<p>Why action was selected: Based on analysis of MSA, data inquiry post assessments and additional county reading and math assessments and other testing data, audit findings, and classroom observations, it has been determined that our students need more instruction in the writing process and as early as possible.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: Fountas and Pinnel (2007)</p>	<p>Subgroups/Grade Levels: Grades 2-6 All subgroups including TAG</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in reading and math. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Integrating these activities into the minimum daily VSC scheduling guidelines • Finding time to do a "Day 6" review of results. • Lack of high interest testing materials will foster the use of teacher created materials. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Lisa Hazel, Reading Specialist* and Testing Coordinator, and Brian Weeks, Math EC will help monitor data collection and student progress in this program. <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Provide workshops on creating original BCRs and teaching the effective use of rubrics in writing BCR/ECR's. 	

**Section III B: Activities for Improved Subgroup Performance
Mathematics**

*Activity #4	Justification	Specific Targetd Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 1 and 2 Objective: 1.1, 2.1 Strategy: 1.1.3, 1.1.4, 2.1.2 Enhance and strengthen the academic instruction of mathematics by providing all students the opportunity to participate in the "Math Stars" program that emphasizes the use of various forms of CAI (computer assisted instruction) to enable all students to master both functional and higher thinking MSA math skills presented in their grade level curriculum to improve student achievement. Students will be engaged in both the technology lab and classrooms using a variety of math software and Internet math activities</p> <p>Specific areas of focus will be for both remediation and enrichment. This activity will occur on both a daily and weekly basis, depending upon the specific CAI activity involved.</p> <p>The classroom teacher and other school staff will fully participate in facilitating these activities as well as monitor the FIRST IN MATH at-home component.</p> <p>Professional development for the activity will include in-house training in First in Math, Math Essentials, Excel, Power-Point, United Streaming, and Safari Montage.</p> <p>Implementation Timeline: October 2009 – June 2010</p>	<p>Why action was selected: Based on analysis of MSA, data inquiry post assessments and additional county mathematics assessments and other testing data, audit findings, and classroom observations, it has been determined that the "Math Stars" program is highly motivating for student achievement. Progress is easily tracked through management software, and classroom teachers can adjust the program as necessary to increase student achievement.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: "Scientific-Based Research Study Conducted by WestEd Evaluates the First In Math® Online Mathematics Program" See: http://www.firstinmath.com/visitor_ed_CSnationaISD.asp</p>	<p>Subgroups/Grade Levels: Grades 1-6 and designated Kindergarteners. All subgroups including TAG</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Participation at home in the FIRST IN MATH program. • Integrating regular computer lab time around the minimum daily VSC scheduling guidelines. • Additional training of classroom teachers in the FIRST IN MATH management system. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Assistant Principal Denise Bush • Wendy Geagan, Technology Liaison,* and Brian Weeks, Math EC, will in-service staff and monitor the "Math Stars" activities as well as do the quarterly testing, data collection and analysis. <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Provide additional FIRST IN MATH site licenses to accommodate Third Grade and designated students in Grades 2 and 6. 	<p align="center">SOR Classroom Teacher Supplies \$22,928.</p>

**Section III B: Activities for Improved Subgroup Performance
Science**

Font Size = Arial Narrow 9 point **ONLY**

*Activity #4	Justification	Specific Targetd Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 1 and 2 Objective: 1.1, 2.1 Strategy: 1.1.2,1.1.3, 2.1.2 Greenbelt Elementary will continue to engage students in daily activities implementing the PGCPs Science CFPG in all classrooms.</p> <p>Appropriate materials will continue to be used in Grades K-5 including Science Expository Tests and Science Units and Assessments with the FFMY United Streaming component as well as a variety of non-fiction library books supporting the science curriculum..</p> <p>All students in Grades 3-6 are required to complete an individual Science Fair project. All students in Grades K-6 will participate in a scientific investigation led by their classroom teacher using the scientific method to construct a class Science Fair project.</p> <p>Both United Streaming and Safari Montage will be used in all classrooms to enhance science instruction.</p> <p>Staff will receive professional development in using effective reading strategies for teaching the science materials.</p> <p>Implementation Timeline: September 2009-June 2010</p>	<p>Why action was selected: Based on analysis of MSA, data inquiry post assessments and additional county science assessments, unit tests, and other testing data, audit findings, and classroom observations, it has been determined that our students need more instruction in understanding the scientific process---particularly in the area of reading science materials and understanding the specialized vocabulary.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: <u>Improving Reading Skills in the Science Classroom:</u> Glencoe/McGraw-Hill (http://www.glencoe.com/sec/teachingtoday/subject/reading_skills.phtml)</p>	<p>Subgroups/Grade Levels: Grades 2-6 All subgroups including TAG are instructed in science according to the allotted time mandates.</p> <p>All Grade 5 students will be involved in the preparation and administration of the on-line testing for the 2010 Maryland School Assessment/Science.</p> <p>We hope to sponsor a Science Bowl team, and provide Make-It-and-Take-It and Science Experiments nights.</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in science. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> Integrating these activities into the minimum daily VSC scheduling guidelines. Lack of parental support for science nights and projects. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> Kimberly Seidel, Principal Assistant Principal Denise Bush Vanessa Zanin, Science Chair Lisa Hazel, Reading Specialist/Testing Coord. <p>List Specific Responsibilities:</p> <ul style="list-style-type: none"> Share information with staff from county workshops. Plan and organize evening science events. Coordinate the Science Fair Coordinate the MSA Grade 5 Science testing <p>How school system will support the activity:</p> <ul style="list-style-type: none"> Provide additional training in using effective reading strategies for integrating the teaching of science with language arts and technology. 	<p>Classroom Teacher Supplies \$22,928.</p>

**Section III B: Activities for Improved Subgroup Performance
Extended Learning Opportunities (ELO)
Reading and Mathematics**

Activity #6	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 1 and 2 Objective: 1.2, 2.1 Strategy: 1.1.3,1.1.4,2.1.1,2.1.2</p> <p>Students will be engaged in an extended learning program (ELO) known as "After School Achievers," that will enhance and strengthen their academic skills. Based on the evidence of need, the program will focus on the following areas: reading and mathematics.</p> <p>Specific areas of focus will further include reading comprehension, main idea, supporting details, making inferences, addition, subtraction, multiplication, division, fractions, decimals, geometry, and measurement.</p> <p>Teachers will work in small groups to deliver individualized and intensive instruction with Grade 3-6 ESOL students as well as others scoring Basic or below on MSA and Benchmark tests. Students will meet with teachers for 2 hours twice each week.</p> <p>Professional development training for participating teachers on the ELO curriculum will be provided prior to the implementation of the program.</p> <p>Implementation Timeline: November 2009-February 2010</p>	<p>Why action was selected: Based on analysis of MSA, county assessments and other testing data, audit findings, and classroom observations, it has been determined that our ESOL and SPED students and any others scoring Basic or below on the MSA and Benchmark tests are in the greatest need of additional support and time in the areas of math and reading.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>Research-based support: "The Impact of After-School Programs: Interpreting the Result of Four Recent Evaluations" See: http://www.wtgrantfoundation.org/usr_doc/After-school_paper.pdf</p>	<p>Subgroups/Grade Levels: Grades 3-6 Students scoring Basic or Below on MSA and Benchmark tests. ESOL, SPED</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in reading and mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Obtaining an ELO grant and if these funds are not available, then supporting an in-house program using emoluments and volunteers. • Providing transportation for all ELO participants. • Obtaining the participation of our "golden band" students in this program. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Lisa Hazel, Reading Specialist* and ELO Coordinator, will write the proposal, conduct the in-service and monitor the ongoing ELO program. <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Provide Materials and Guidelines. • Fund Transportation and Instruction. 	<p>Emoluments \$12,000.</p>

**Section III B: Activities for Improved Subgroup Performance
Strategies to Attract (and Retain) Highly Qualified Teachers**

Activity #7	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source
<p>Goal: 3 Objective: 3.1, 3.2 Strategy: 3.1.2, 3.2..2</p> <p>Recruit, hire, train and assign well-qualified staff for teaching and paraprofessional positions through an aggressive outreach program.</p> <p>Because all our teachers are highly qualified, teachers new to the school will be our focus this year and participate in a mentoring/coaching program that will support and enhance their ability to deliver instruction effectively at Greenbelt Elementary.</p> <p>Teachers new to the school will be paired with "Job Alike" mentors.</p> <p>Professional development will include workshops on programs unique to GES as well as others presented either by Area 1 or the county .</p> <p>Implementation Timeline: August 2009-June 2010</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that teachers new to a school and less experienced teachers benefit from an experience with a mentor/coach.</p> <p>Schools may include other supporting data (below) as appropriate.</p> <p>100% of our teaching staff is fully certified, but 4 teachers are new to our school.</p> <p>Research-based support: Meeting the Highly Qualified Teacher's Challenge: The Secretaries Annual Report on Teacher Quality (2002) Teachers Observing Teachers: A Professional Development Tool for Every School by Michele Israel, <u>Education World</u> (2006)</p>	<p>Subgroups/Grade Levels: Pre-K - 6 Teachers, Specialists and Paraprofessionals</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in reading and mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Scheduling • At times, certification renewal issues can impede the hiring and retention process. • Time for additional training • Time for mentoring 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Assistant Principal Denise Bush • Lisa Hazel, Reading Specialist* will in charge of the staff mentoring program and will coordinate all aspects of this activity. <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Human Resources Department Teachers • Reviewing certification renewal packets in a timely and more effective manner. 	<p align="center">SOR</p> <p>PT Instructional Salaries/ Subs. and Workshops \$12,000.</p>

Section III B: Activities for Improved Subgroup Performance Attendance

Activity #8	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source																																												
<p>Goal: 4 Objective: 4.1 Strategy: 1.2 In order to reach our June 2010 goal of an average attendance rate of 96% or higher, we will continue to implement a school-wide plan at to increase daily attendance rates and decrease habitual tardiness and absenteeism among our student population. This attendance plan will include Attendance Committee monthly meetings, school-wide attendance incentives and awards for students and classes with perfect attendance, and develop interventions for any potentially truant students that may include the pupil personnel worker, counselor, parent liaison and other community resources as well as face to face daily contact between school staff and arriving parents and students. The School Communication System will also be used to inform parents about attendance concerns in a timely fashion.</p> <p>Professional development will include further training of office staff in the SchoolMax SIS program.</p> <p>Implementation Timeline: August 2009-June 2010</p>	<p>Why action was selected: Based on analysis of MSA and the SchoolMax SIS program, all our subgroups made AYP for attendance in 2009 with an average attendance rate of 96.7% compared to 95.9 in 2008.</p> <p>School data supporting action: Put Attendance data here.</p> <table border="1" data-bbox="499 467 919 803"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> <tr> <th></th> <th>Percent of Students</th> <th>Percent of Students</th> <th>Percent of Students</th> </tr> </thead> <tbody> <tr> <td>Am In</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Asian</td> <td>96.4</td> <td>96.7</td> <td>97.0</td> </tr> <tr> <td>Af Am</td> <td>94.8</td> <td>95.9</td> <td>96.8</td> </tr> <tr> <td>White</td> <td>94.0</td> <td>95.3</td> <td>95.8</td> </tr> <tr> <td>Hispanic</td> <td>93.8</td> <td>95.8</td> <td>96.8</td> </tr> <tr> <td>FARM</td> <td>94.6</td> <td>96.0</td> <td>96.4</td> </tr> <tr> <td>Spec Ed</td> <td>93.8</td> <td>95.2</td> <td>95.8</td> </tr> <tr> <td>LEP</td> <td>95.8</td> <td>96.4</td> <td>96.9</td> </tr> <tr> <td>School</td> <td>94.8</td> <td>95.9</td> <td>96.7</td> </tr> </tbody> </table> <p>Research-based support: "The Interface Between Attendance, Academic Achievement, and Equal Educational Opportunity" See: http://www.gseis.ucla.edu/courses/edlaw/attendance.pdf</p>		2007	2008	2009		Percent of Students	Percent of Students	Percent of Students	Am In	--	--	--	Asian	96.4	96.7	97.0	Af Am	94.8	95.9	96.8	White	94.0	95.3	95.8	Hispanic	93.8	95.8	96.8	FARM	94.6	96.0	96.4	Spec Ed	93.8	95.2	95.8	LEP	95.8	96.4	96.9	School	94.8	95.9	96.7	<p>Subgroups/Grade Levels: All Grades Pre-K – 6 SPED and Hispanic subgroups</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals:</p> <p>All students in the aggregate will meet MSDE intermediate goals for 2009-2010 in attendance. By June 2010 our average attendance will continue to be 96% or higher.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Lack of Parental Support • Occasionally late buses • Chronic Tardiness • Limitations of the new SchoolMax SIS program to track attendance accurately. 	<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Attendance Secretary • Denise Bush, Assistant Principal* • Anne Haber, Parent Liaison • Robyn Jones, PPW <p>• Monitor student absences and tardiness, and develop interventions when appropriate.</p> <p>• Implement Incentive plans for improved attendance</p> <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Making a part-time pupil personnel worker available on a weekly basis and/or as needed. 	<p align="center">SOR Awards & Recognition \$1000.</p>
	2007	2008	2009																																													
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**Section III B: Activities for Improved Subgroup Performance
Strategies to Increase Parental Involvement**

Activity #9	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source															
<p>Goal: 7 Objective: 2.1, 7.1 Strategy: 2.1.3, 7.1.1 To enhance parent, family, and community involvement to support improved student achievement through our mentoring program that includes parent volunteers, business partnerships, and community volunteers. Greenbelt parents are also encouraged to be involved not only at school but also to actively support their child's education at home. The school will continue to increase participation by inviting parents to evening activities, parent teacher conferences, and all other school-wide activities. The school will also ensure that parents receive ongoing communication on various topics by way of the Greenbelt Greyhound, various bi-lingual fliers/ memos, agenda books and Friday folders, and through the School Communication System, phone calls, post cards, emails and the SchoolMax Family Portal.</p> <p>Professional development includes monthly parent liaison meetings sponsored by the county.</p> <p>Implementation Timeline: August 2009-June 2010</p>	<p>Why action was selected: Based on analysis of MSA, other testing data, audit findings, and classroom observations, it has been determined that most successful students have parents who are actively involved in their child's educational process.</p> <p>School data supporting action: Use Parent Participation information from the following activities:</p> <ul style="list-style-type: none"> • Back to School Night • PTA meetings • National Walk to School Day • Family Science and Math Nights • American Education Week visits • Science Fair • Honor Roll Assemblies • Multicultural Dinner • Spring Fair • Grandparents Breakfast • Tag Nights • After School Clubs • Musical Presentations • School Beautification Projects <p>Research-based support: "Why do some schools do better?" on-line at www.edsource.org</p>	<p>Subgroups/Grade Levels: All Grades Pre-K – 6 All subgroups including TAG</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: As a reflection of improved parent involvement, all students in the aggregate will meet MSDE intermediate goals for 2009-2010 in reading and mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Addressing the lack of parent involvement with students having attendance and behavior problems by the use of immediate re-entry conferences as well as acquainting parents with the PBIS positive discipline approach to resolving behavior issues. • Daytime events may be a problem for working parents. <p align="center">Parent Participation Information</p> <table border="1" data-bbox="940 995 1350 1161"> <thead> <tr> <th>Date</th> <th>Activity</th> <th># of Participants</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Date	Activity	# of Participants													<p>School-based person/department responsible for implementation and monitoring:</p> <ul style="list-style-type: none"> • Kimberly Seidel, Principal • Denise Bush, Assistant Principal • Office Staff • Anne Haber, Parent Liaison* • Robyn Jones, PPW <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Provide Pupil Personnel Worker • Continue to fund parent liaison positions 	<p align="center">SOR PT Instructional Salaries/ Subs. and Workshops \$12,000.</p>
Date	Activity	# of Participants																	

Section IV A: Management System

School: Greenbelt Elementary AREA: I

A. Management System (SPMT)

- | | |
|-------------------------------------|---|
| 1. Kimberrly Seidel, Principal | 11. Lisa Holinsworth, Gr. 5 Chair |
| 2. Denise Bush, Assistant Principal | 12. Beth Novick, Gr. 6 Chair |
| 3. Rita Sayer, Pre-K Chair | 13. Lisa Mackey Hazel, Reading Specialist/Testing |
| 4. Robyn Godfrey, K Chair | 14. Minchun Hou, ESOL Chair |
| 5. Natalie Ewalt, Gr. 1 Chair | 15. Angela Payne, SPED Chair |
| 6. Joanna Kueffner, Gr. 2 Chair | 16. Brian Weeks, Math EC |
| 7. Juanita Malone, Gr. 3 Chair | 17. Wendy Geagan, Technology Liaison |
| 8. Maribel Estepa, Media Specialist | 18. Anne Haber, Parent Liaison |
| 9. David Manfredi, P.E. | 19. Brigid Willson, Parent/PTA ???? |
| 10. Stephanie Katz, Gr. 4 Chair | 20. Donna Behe, Counselor |

The SPMT will manage and monitor the implementation of the SIP throughout the year by holding SPMT meetings on the 3rd Wednesday of each month. Monitoring the plan is also done at grade level team meetings, collaborative planning meetings, and especially at quarterly data utilization meetings to ensure that the activities in the SIP are being implemented; that instruction is in line with the VSC and MSDE Content Standards; and that planning and pacing adjustments are based on reliable data. SIT meetings are also held weekly to assess the needs of the SPED population. The Quarterly Monitoring Tool will be reviewed and finalized at the quarterly Data U meetings as follows: Oct. 28-29, 2008, Jan. 27-28, 2009, Apr. 15-16, 2009, and May 28-29, 2009.

SPMT subcommittees convene to discuss various issues addressing student performance and participation. The established subcommittees are:

- | | | |
|----------------------------------|-------------------|-------------------------------|
| 1. MATI-Instructional Leadership | 6. AV/Media | 11. PBIS |
| 2. Sunshine | 7. Safety Patrols | 12. Multicultural |
| 3. Fundraiser | 8. WGES | 13. Testing |
| 4. Yearbook | 9. Career Day | 14. School Improvement (SBMT) |
| 5. Web Page | 10. Science Fair | 15. Google Calendar |

Monthly SPMT meetings throughout the school year will occur on the following dates: *(List the specific date for each month.)*

August	n/a
September	9/15/2009
October	10/20/2009
November	11/17/2009
December	12/15/2009

January	1/19/2010
February	2/16/2010
March	3/16/2010
April	4/20/2010
May	5/18/2010
June	6/15/2010

Section IV A: Management System

The SPMT will review, complete, and upload the quarterly monitoring tool to the School Improvement e-org Blackboard site on the following dates.

1st Quarter: Nov. 14, 2009 **2nd Quarter:** Feb. 13, 2010 **3rd Quarter:** May 2, 2010 **4th Quarter:** TBA

List the methods for sharing internal information with all stakeholders.

1. Collaborative Planning
2. E-mails
3. School Blackboard and Website
4. Monthly PTA Meetings
5. Weekly Newsletter
6. PTA Executive Board Meetings
7. School Communication System
8. SchoolMax (SIS)
9. Monthly SPMT Meetings

List the means by which parents and community members will receive information discussed at SPMT meetings.

1. PTA Meetings
2. Back to School Night
3. School Website
4. Newsletters
5. School Communication System

List the procedures the principal and SPMT will use to ensure that all assessed content standards are taught prior to scheduled state exams.

1. Quarterly Data Utilization and Pacing Meetings
2. Notes from Collaborative Planning and Grade Level Team Meetings
3. Monitoring Tools
4. Formal Observations
5. Walk -Throughs

Identify the title or position of the person responsible for maintaining the school's accountability portfolios: Kimberly Seidel, Principal; Lisa Hazel Mackey; Wendy Geagan, Technology Liaison.

Discuss measures the school will take to include teachers in decisions regarding the analysis and use of academic assessments: Quarterly Data Utilization and Pacing Meetings involve all members of the teaching staff, and monthly SPMT meetings are "open" for any staff member to attend. Professional Development is also provided in the use of Performance Matters, Edusoft, Curriculum Frameworks, VSC and MSDE Content Standard

Section IV B: Monitoring Tool

PLEASE NOTE:

The Monitoring Tool has been redesigned and will be submitted as a separate document on Nov. 14, 2009

Section V. Professional Development Calendar
Goal 3: All employees will be highly qualified. Highly skilled and effective

Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
Goals 1,2 and 3	Maryland Arts Training Institute Workshop <ul style="list-style-type: none"> Integrating the arts into all areas of the academic curriculum. All subgroups targeted	July 12	To be determined	MATI Team	All staff	School-wide program 2009-2010
Goals 1,2 and 3	Teaching Literacy across the Curriculum with 21 st Century Technologies: <ul style="list-style-type: none"> Exploring YouTube and Wikis Digital story technology Smartboard Applications All subgroups targeted	July		Lisa Holinsworth and Joanna Stelzer	All staff	
Goals 1,2 and 3	Positive Behavioral Interventions and Support (PBIS) Training <ul style="list-style-type: none"> Role of Support Coach Role of School Team Implementation Issues All subgroups targeted	July 14-15	Improved School Climate Data	Donna Behe, PBIS Behavior Support Coach, and school team members	All Staff	Additional in-house staff training
Goals 1,2 and 3	Reviewing SchoolMax Teacher Tools <ul style="list-style-type: none"> Assignments & Grading Taking Attendance Grade Publishing Family Portal Issues All subgroups targeted	August 19	Successful Creation of Progress Reports	Elisabeth Smith & Wendy Geagan	All classroom teachers Pre-K -6	Bi-quarterly preparation of "report cards" and "progress reports"
Goal 1, 2, and 3	Managing the Accelerated Reader Program in the Classroom: <ul style="list-style-type: none"> Guidelines Book Selection and Testing All subgroups targeted	September 11	Achievement Scores	Media Specialist Tech Liaison	GES Staff 2-6	Quarterly Pacing and Data Utilization
Goals 1,2 and 3	IFL and Learning Walks <ul style="list-style-type: none"> Supporting Rigorous Mathematics Teaching and Learning Expectations & Schedule All subgroups targeted	Monthly	Successful Learning Walk	Kimberly Seidel, Principal	All Staff	Topic for a Future Learning Walk

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Goals 1, 2 and 3	Managing FIRST IN MATH in the Classroom: <ul style="list-style-type: none"> • The Sequence to Follow • Password Rules and Consequences. • Management System • Internet Access Issues All subgroups targeted	September	Achievement Scores	Wendy Geagan	GES Staff Grades 2-6	Quarterly Pacing and Data Utilization
Goals 1,2 and 3	Positive Behavior Interventions and Support (PBIS) Training <ul style="list-style-type: none"> • Understanding PBIS Expectations • Teaching Matrix • Incentives & Agreement • Integrating Second Step All subgroups targeted	September	Improved School Climate Data	Donna Behe, Counselor	All staff	Quarterly evaluation of the effectiveness of this program
Goals 1,2 and 3	IFL and Learning Walks <ul style="list-style-type: none"> • Active Literacy in the Classroom • Expectations & Schedule All subgroups targeted	September 22	Successful Learning Walk	Kimberly Seidel, Principal	All Staff	Learning Walk on October 14
Goals 1,2 and 3	Standards for Implementing the Pre-K/K Validation/Accreditation Process: <ul style="list-style-type: none"> • Orientation • The Self-Appraisal Phase • The Validation Phase • The Validation Ratings and Exit Conference All subgroups targeted	September 25	Successfully completing the MSDE Accreditation/Validation Program	MSDE Division of Early Childhood Development Early Learning Branch (E. Kaplan)	Pre-K and Kindergarten Classroom Teachers and Staff	On-going
Goals 1,2 and 3	Edusoft Training <ul style="list-style-type: none"> • Creating Answer Sheets • Accessing Reports • Grouping and Data Analysis All subgroups targeted	September 25	Successful Creation of Reports for Data Utilization Purposes	Lisa Hazel Mackey	Teachers for Grades 3-6	Quarterly Pacing and Data Utilization

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Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
Goals 1,2 and 3	Reading Room Open House <ul style="list-style-type: none"> • Available Materials • Lesson Planning All subgroups targeted	Sept. 4		Lisa Hazel Mackey	All Classroom Teachers and Specialists	
Goals 1, 2 and 3	Using the Interwrite Interactive Learning System: <ul style="list-style-type: none"> • Exploring the functions, features, and tools to prepare, present, save and share lessons created on the Interwrite Workspace. All subgroups targeted	TBA	Able to Use This Technology in the Classroom		Classroom Teachers Grades 4 and 6	Further Training as More Boards are Purchased
Goals 1,2 and 3	DRA Workshops <ul style="list-style-type: none"> • Giving and Scoring DRAs • Analyzing DRA Data All subgroups targeted	September	Successful Use of Results for Data Utilization Purposes	Lisa Hazel Mackey	Teachers for Grades K-2	Quarterly Pacing and Data Utilization
Goal 1, 2, and 3	BCR/ECR Workshop: <ul style="list-style-type: none"> • Writing BCR/ECRs and scoring, interpreting and modeling a rubric for a BCR/ECR. • Assessing student samples All subgroups targeted	TBA		Dave Alhadeff		
Goals 1,2 and 3	Training forTAG in the Regular Classroom (TRC): <ul style="list-style-type: none"> • Differentiated Instruction • Enrichment and Acceleration • Tiered and Open ended Assignments TAG subgroup targeted	TBA	Effective TRC Classroom Teachers	Tag Office Staff	Lisa Hazel	Ongoing Mentoring of TRC Staff
Goals 1,2 and 3	Using "Math Essentials" in the Classroom <ul style="list-style-type: none"> • Access & Program Management • Lesson Planning All subgroups targeted	October		Wendy Geagan, Technology Liaison	All Classroom Teachers and Specialists	

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Goals 1,2 and 3	Maryland Arts Training Institute Workshop <ul style="list-style-type: none"> • Bringing Literature to Life: Reading Comprehension through Drama • Using Drama in the Classroom • Role of Teacher • Planning All subgroups targeted	September 25	To be determined	MATI Team (Lenore Blank Keller)	All staff	School-wide program 2009-2010
Goals 1,2 and 3	Using the Microsoft Office Suite in the Classroom and Labs with Students: <ul style="list-style-type: none"> • Excel • PowerPoint • Word All subgroups targeted	Oct. 25	Achievement Scores	Grace Davila Coates	Elementary Math Contacts	Additional Training Planned
Goal 1, 2, and 3	Basic Macintosh i-Mac Training for student usage in Early Learner Classrooms: <ul style="list-style-type: none"> • Software Usage • Computer Centers • CAI Lesson Planning All subgroups targeted	TBA	Achievement Scores	Technology Liaison	K-2 Teachers	Quarterly Pacing and Data Utilization
Goals 1,2 and 3	Using United Streaming, Safari Montage and Google Earth in the Classroom <ul style="list-style-type: none"> • Use of the DLP Projector and Document Camera • Access & Program Management • Lesson Planning All subgroups targeted	TBA		Maribel Estepa, Media Specialist	All Classroom Teachers and Specialists	
Goals 1,2 and 3	Performance Matters Training <ul style="list-style-type: none"> • Navigation • Accessing Reports • iFiltering and Reports All subgroups targeted	Sept. 25	Successful Creation of Reports for Data Utilization Purposes	Lisa Mackey Hazel	Teachers for Grades 3-6	Quarterly Pacing and Data Utilization

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Bridge to Excellence Master Plan Goal	Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
Goals 1,2 and 3	Job Alike Mentors Workshop <ul style="list-style-type: none"> • The Art of Successful Mentoring • Mentoring as Relationship • Scheduling Mentoring during the School Day • The Art of Constructive Criticism All subgroups targeted	TBA	Mentors for Teachers New to the School	Staff Development	Lisa Hazel	
Goals 1, 2, and 3	Using Data to Refine Reading Groups <ul style="list-style-type: none"> • • • Targeted subgroup(s):	November		Lisa Hazel Mackey	Classroom Teachers K-2	
Goals 1, 2 and 3	Managing FIRST IN MATH in the Classroom: <ul style="list-style-type: none"> • The Sequence to Follow • Password Rules and Consequences. • Management System • Internet Access Issues All subgroups targeted	October	Achievement Scores	Wendy Geagan	GES Staff Grades 2-6	Quarterly Pacing and Data Utilization
Goals 1,2 and 3	Imagination Station Workshop <ul style="list-style-type: none"> • Understanding this on-line program focusing on Language Arts Skills • Data and Skills management in the classroom. SPED Subgroups	TBA	Achievement Scores	i-Station Staff	Grades K-3 teachers with SPED Students	Quarterly Pacing and Data Utilization

Section VI. FY 2010 Budget Plan Worksheet

Budget Line Item Number	Master Plan Goal	SIP Page Number	Description	SOR	School Improvement	Title I	Other
5214	7		PT Support/Instructional Hourly Wages	17385			
5135	1,2,3	26,27,29	PT Instructional Salaries/Subs. and Workshops	12000			
			Classroom Teacher and/or Support Position(s)				
			Rental of Charter Buses (Not School System)				
			Transportation (School Activity – Yellow Bus Only)				
			Outside Printing				
			In-House Printing				
			Textbooks				
5521	1,2	22	Library Books	5000			
5562	1,2,3	21,24,25	Classroom Teacher Supplies	22928			
5571	1,2,7	22,28	Awards & Recognition	1000			
			Staff Development Supplies				
			Food and Food Products (No Catering)				
			Registration Fees				
			Local/Non-Local Travel				
			Travel (Lodging) Non-Local				
			Travel (Meals) Non-Local				
			Registration Fees				
			Dues, Subscriptions				
			Field Trip Expenses – Admissions				
			Instructional Computers				
5562	1,2,3	1	Educational Communication Equipment	5000			

Section VII. School Improvement Team Signature Roster

The name and title of each member of the SIT should be typed, and then signed and dated on the signature sheet.

Plan Submittal Sheet for School Improvement Plan Update for 2009-2010

School/Number: Greenbelt Elementary/ 21106

Date of Submittal: September 30, 2009 Telephone Number: 301-513-5911

We, the undersigned members of the School Improvement Team, have reviewed and approved the attached Annual Update.

<u>Name</u>	<u>Title</u>	<u>Signature</u>	<u>Date</u>
<u>Kimberly Seidel</u>	<u>Principal</u>	_____	_____
<u>Amy Hansen</u>	<u>Parent</u>	_____	_____
<u>Anne Haber</u>	<u>Parent Liaison</u>	_____	_____
<u>David Lange</u>	<u>Community/Business Partner</u>	_____	_____
<u>Brigid Willson</u>	<u>PTA Officer</u>	_____	_____
<u>Denise Bush</u>	<u>Assistant Principal</u>	_____	_____
<u>Wendy Geagan</u>	<u>Technology Liaison/SIP Manager</u>	_____	_____
<u>Angela Payne</u>	<u>SPED Chair</u>	_____	_____
<u>Lisa Mackey Hazel</u>	<u>Reading Specialist/Testing Coord.</u>	_____	_____
<u>MinChun Hou</u>	<u>ESOL Teacher</u>	_____	_____
<u>Brian Weeks</u>	<u>Grade 6 Teacher/Math EC</u>	_____	_____
<u>Vanessa Zanin</u>	<u>Grade 6 Science Coordinator</u>	_____	_____
<u>Beth Novick</u>	<u>Grade 6 Teacher/TAG Coordinator</u>	_____	_____
<u>Donna Behe</u>	<u>Counselor</u>	_____	_____
<u>Dara Case</u>	<u>Music Teacher/MATI</u>	_____	_____

Plan approved by Area I Director: _____ Signature Date

Section VIII. Addendum