

**POINTERS RUN School
SCHOOL IMPROVEMENT PLAN 2011 – 2012**

PERFORMANCE RESULTS
MARYLAND REPORT CARD
([HTTP://WWW.MDREPORTCARD.ORG/RSCHOOL.ASPX?K=13AAAA](http://www.mdreportcard.org/rschool.aspx?K=13AAAA))



SCHOOL IMPROVEMENT TEAM

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

SCHOOL SYSTEM GOALS

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

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

School System Expectations

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

SCHOOL VISION/MISSION

VISION

Our vision is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world.

MISSION

The Pointers Run community works to ensure quality learning through quality teaching and community collaboration.

AREAS FOR FOCUSED IMPROVEMENT

Kindergarten

Reading – Phonemic Awareness
Math – Number Development

Grade 1

Reading – Vocabulary
Math – Number Sense

Grade 2

Reading – Reading stamina
Math – Computational Fluency

Grade 3

Reading – Vocabulary
Math – Computational Fluency

Grade 4

Reading - Comprehension
Math – Problem Solving

Grade 5

Reading - Vocabulary
Math – Problem Solving

ESOL

Reading – Literacy
Math – Vocabulary

Special Education

Reading – Fluency
Math – Computation Fluency

NEEDS ASSESSMENT

Based on our recent 3rd 4th and 5th grade MSA test scores, students in the student groups of ELL, FARMS and Spec. Ed. did not meet the AMO of 85.9% in Reading and 84.5% in Math. As a school, we looked at our strategies currently in place to assist these student groups. In this review, we determined that we would purposefully and deliberately, focus more on:

- *Improving and developing a stronger vocabulary base for students
- *Monitor the transition to the Common Core at all grade levels, and check for understanding as Professional Development is provided
- *Continue with regular collaborative planning at the team level while focusing on collecting and analyzing data to improve instruction

By implementing these strategies, we hope to see the percentage of students in these student groups scoring proficient or advanced to increase to 90.6% in Reading and 89.7% in Math - to meet the 2012 MSA AMO.

HIGH LEVERAGE STRATEGIES

I. Improving and developing a stronger vocabulary base

Grades 2 and 4 have been selected to continue the research-based vocabulary program to target improved understanding of vocabulary words across all areas. Karen Brown PRES reading specialist at our differentiated staff development meetings will provide teachers of these grades with monthly professional development. By the close of SY 2011-2012 all grade level teachers at PRES will have been professionally trained in this vocabulary program.

Measure of Success:

- 1) Students will gain a greater understanding of vocabulary terms
- 2) Students are able to apply the strategies and skills across all areas
- 3) Increased word study scores on both local and state assessments

II. Monitor the transition to the Common Core

All grades will receive monthly support from a HCPSS based RST and MST. PRES will provide an exit ticket aimed at evaluating and assessing the effectiveness of the training. Using the data from the exit tickets PRES ITL's, administration and HCPSS support staff will construct the next staff development based on strengths and gaps in understanding

Measure of Success:

- 1) End of the year satisfaction survey demonstrating significant relevant learning with regard to the common core.
- 2) Provide summary of exit tickets with relevant and meaningful feedback for the RST and MST to be used for future presentations

III. Collecting and Analyzing data to improve instruction

Teachers will engage in professional development meetings on a monthly basis to discuss best practices in collection and analysis of student data. Specific emphasis will be on targeting student data that reveals the need for prescriptive re-teaching strategies and monitoring of student progress

Measure of Success:

- 1) Provide a data collection tool to demonstrate student progress
- 2) Provide ongoing professional development based on teacher/staff needs
