

***Mattaponi Elementary School***

***School Improvement Plan***

***2006-2007***

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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**

## Section I: Executive Summary

### Introduction

Mattaponi Elementary is a traditional comprehensive school located in southern Prince George's County in Upper Marlboro, Maryland. Mattaponi's vision is a community committed to children. Everyone is connected, capable and counted upon to interact positively and respectfully to achieve the highest potential and to enrich the learning environment of our school. Mattaponi is currently not in school improvement. The school hours of operation are 7:45-3:15 for staff, and 8:15-2:25 for students. We provide a breakfast program for our students each morning. There are three lunch shifts: 11:25-11:50; 11:55-12:20; and 12:25-12:50. The Reading/Language Arts schedule provides a minimum of 150 minutes of instruction for grades K-1, 120 minutes for grades 2-5, and 90 minutes for sixth grade. Additionally, all students will be engaged in a 60 minute uninterrupted instructional block for mathematics. The remainder of the school day consists of the integration of social studies, science and health into the reading/language arts and math curriculums, and P.E. and music on alternating days. All classrooms are self-contained, with teachers and grade levels providing differentiated instruction in reading and math according to the instructional needs of the students.

### School Demographics

As of June 9, 2006, Mattaponi Elementary School's enrollment was 451 students. There were 239 males and 212 females. This population is comprised of 356 African American students, 26 Caucasian students, 52 Hispanic/Latino students, 14 Asian/Pacific Islander students and 3 American Indian/Alaskan Native students.

The school's population reflects cultural diversity. Mattaponi Elementary is steeped in tradition and touts a commitment to excellence that has been developed by an outstanding staff, supportive parents and successful students. The staff sets high expectations for students. Everyone is connected, capable and counted upon to interact positively and respectfully to achieve the highest potential and to enrich the learning environment of our school. The teaching staff at Mattaponi is stable and experienced. Out of 31 teachers on staff (including specialists), only 6 teachers are non-tenured. 27 teachers hold Advanced Professional Certification, 3 hold Standard Professional Certification, and one teacher is provisionally certified.

### Major initiatives and how these efforts will improve student performance.

Our School Improvement Team has prioritized reading, writing, and mathematics as the data based content areas for improvement. After a thorough analysis of all available test data, we have decided to continue our "Common Threads" approach to the instructional program. Increases in MSA, SRI, and benchmark scores indicate that this approach has resulted in significant academic achievement for our students. We recognize that what we do as a team, we do well. These "Common Threads" include:

- Reading "Common Threads" – a focus on effective reading comprehension strategies balanced with necessary phonics instruction and quality literature. Reciprocal teaching strategies and other research-based comprehension strategies are utilized with all struggling readers. All staff members will be familiar with Emergent Reading Strategies in order to meet the needs of our special education, FARMS, and ELL students. This year reading staff development will continue to focus on developing effective independent seatwork for our students who are reading too far below grade level to access grade level materials. Additionally, we will continue to emphasize effective comprehension strategies using the work of Stephanie Harvey and Anne Goudvis to guide our staff development sessions. We will increase the use of job-embedded professional development opportunities, pulling on the expertise of a kindergarten teacher who is also trained as a reading recovery teacher. We will videotape her lessons with emergent readers for the purpose of sharing her strategies with primary and intermediate teachers who work with significantly BGL readers, including our ELL and Special education student population.
- Writing "Common Threads" – a focus on weekly BCRs and ECRs including modeling and instructional feedback, across all curricular areas. We will develop a bank of exemplary, satisfactory, and unsatisfactory writing prototypes for students to utilize and self-assess their work. An identified priority will be differentiated instruction for our special education, FARMS, and ELL students.

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- Mathematics “Common Threads” – a focus on problem solving strategies at all grade levels, along with a focus on weekly BCRs and ECRs. A continued priority will be differentiated instruction for our special education, FARMS, and ELL students. During the 2005-2006 school year, we continued the school wide use of daily timed tests and increased “spiraling” of the core indicators. MSA data suggests that the use of these strategies was effective. We will extend the use of these strategies to all appropriate grade levels.

Reading/Language Arts and Mathematics are the highest areas of concentration at Mattaponi Elementary School. So that Social Studies instruction is not minimized, teachers will integrate these subjects with reading and mathematics. While our MSA scores for our FARMS and special education students increased significantly, they continue to be our most at-risk subgroups. Therefore, we will focus on differentiated instruction in all core subject areas, with a particular emphasis on BCRs and ECRs. Since the school met AYP in all areas in 2005-2006, all staff will continue to provide a rigorous instructional program to increase student achievement and optimally challenge students' higher level thinking skills. The staff will continue to attend in-school and county professional staff development sessions featuring research-based reading/language arts and mathematics skills/strategies to enhance student learning. Since reading comprehension is a necessity in all content areas, teachers will focus their attention on improving their instructional delivery of reciprocal teaching, BCRs, ECRs, stance questions, and Emergent Reading Strategies for our BGL readers. Teachers model the format for writing an adequately written BCR or ECR using rubrics shared with the students, and then utilize the rubric to assess the written response with the students. Teachers will instruct students modeling examples of exemplary, satisfactory and unsatisfactory work. Also, teachers provide differentiated instruction in both reading/language arts and mathematics. The principal, assistant principal, reading specialist, math EC and selected staff members will provide demonstration lessons and co-teaching opportunities for novice educators or veteran teachers as needed. Two staff members have been designated as the Mentor Liaisons for new teachers, one for the primary grades and one for the intermediate grades, and will attend professional development sessions this summer to provide the needed support for novices. Mattaponi is an ESOL Center for Region IV for students who live in the southern end of the county. Forty-three ESOL students are currently enrolled at Mattaponi. The ESOL teacher works hand-in-hand with classroom teachers and specialists to insure that these students transition into the classroom and excel academically.

Additionally, we will implement the new Science Curriculum Frameworks, utilizing the new science text series, in the coming year. The Principal, Assistant Principal, Reading Specialist and Science Coordinator received instruction on the new series during the summer of 2006. Selected teachers will receive county training during the fall of 2006. The reading specialist will work with the classroom teachers to insure that teachers are instructing expository text indicators using the science reading materials. The administrative team will conduct formal and informal classroom observations to ensure the implementation of the science program.

### **Subgroups**

#### **African-American**

MSA scores for 2006 indicate that we have made significant strides in minimizing the gap between African-American students and White students. During the 2006-2007 school year, we will continue to focus on effective reading comprehension strategies balanced with necessary phonics instruction and quality literature. Reciprocal teaching strategies and other research-based comprehension strategies are utilized with all struggling readers, including our African-American population. All staff members will be familiar with Emergent Reading Strategies in order to meet the needs of our special education, FARMS, and ELL students, many of whom are African-American. This year reading staff development will focus on developing effective independent seatwork for our students who are reading too far below grade level to access grade level materials. Additionally, we will focus on effective comprehension strategies, using the work of Stephanie Harvey and Anne Goudvis as a tool for staff development. In mathematics, we will focus on problem solving strategies at all grade levels, along with a focus on weekly BCRs and ECRs. An identified priority will be differentiated instruction for our special education, FARMS, and ELL students, many of whom are African-American. During the 2005-2006 school year, we continued the use of daily timed tests, “Mental Math”

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and increased “spiraling” of the core indicators. MSA data suggests that the use of these strategies was effective. We will continue to utilize these strategies in the coming year. In addition, we will again seek funding to implement our after-school extended learning opportunities, focusing this year on our FARMS population, many of whom are African-American.

### **Special Education**

During the 2006-2007 school year, we will continue our special education program, which focuses on an effective use of the inclusion model, double doses of directed reading instruction, preventive and proactive behavior modification plans when needed, and staff development sessions focused on our at-risk learners. In reading, we will continue to focus on effective reading comprehension strategies balanced with necessary phonics instruction and quality literature. Reciprocal teaching strategies and other research-based comprehension strategies are utilized with all struggling readers. All staff members will be familiar with Emergent Reading Strategies in order to meet the needs of our special education, FARMS, and ELL students. This year reading staff development will focus on effective reading comprehension strategies, utilizing the work of Stephanie Harvey and Anne Goudvis. In mathematics, we will focus on problem solving strategies at all grade levels, along with a focus on weekly BCRs and ECRs. An identified priority will be differentiated instruction for our special education, FARMS, and ELL students. During the 2005-2006 school year, we continued the use of daily timed tests, “Mountain Math”, “Mental Math” and increased “spiraling” of the core indicators. MSA data suggests that the use of these strategies was effective. We will continue the use of these strategies in the coming year. In addition, we will again seek funding to implement our after-school extended learning opportunities, focusing this year on our FARMS population, many of whom are also part of our Special Education population.

### **Limited English Proficient**

Mattaponi was identified for the first time as an ELL center for the 2004-2005 school year. 43 students are currently identified as ELL students. During the 2006-2007 school year, we will focus on double doses of directed reading instruction, and staff development sessions focused on our at-risk learners. In particular, we will focus on the effective use of seatwork for those students who are reading too far below grade level to access grade level materials. For our first year ELL students, teachers at the intermediate level need to be proficient with Emergent Reading Strategies, particularly in the area of phonics and decoding. In reading, we will continue to focus on effective reading comprehension strategies balanced with necessary phonics instruction and quality literature. Reciprocal teaching strategies and other research-based comprehension strategies are utilized with all struggling readers. All staff members will be familiar with Emergent Reading Strategies in order to meet the needs of our special education, FARMS, and ELL students. This year reading staff development will focus on developing effective independent seatwork for our students who are reading too far below grade level to access grade level materials. In mathematics, we will focus on problem solving strategies at all grade levels, along with a focus on weekly BCRs and ECRs. An identified priority will be differentiated instruction for our special education, FARMS, and ELL students. During the 2005-2006 school year, we continued the use of daily timed tests, “Mental Math” and increased “spiraling” of the core indicators. MSA data suggests that the use of these strategies was effective. We will extend the use of these strategies to all appropriate grade levels. In addition, we will again seek funding to implement our after-school extended learning opportunities, focusing this year on our FARMS population, many of whom are also part of our ELL population. Additionally, we will increase parental involvement through the use of parents workshops to provide strategies for parents to work with their children at home. School, grade level and classroom newsletters will be translated into native languages when possible.

### **FARMS (Free and Reduced Meals Students)**

While data indicates that our FARMS population is our most at-risk population, 2006 MSA scores indicate that we have made progress in increasing the academic achievement of these students. During the 2006-2007 school year, we will continue to focus on effective reading comprehension strategies balanced with necessary phonics instruction and quality literature. Reciprocal teaching strategies and other research-based comprehension strategies are utilized with all struggling readers, including our FARMS population. All staff members will be familiar with Emergent Reading Strategies in order to meet the needs of our special education, FARMS, and ELL students. This year

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reading staff development will continue to focus on developing effective independent seatwork for our students who are reading too far below grade level to access grade level materials. Additionally, we will focus on effective reading comprehension strategies, utilizing the work of Stephanie Harvey and Anne Goudvis. In mathematics, we will focus on problem solving strategies at all grade levels, along with a focus on weekly BCRs and ECRs. An identified priority will be differentiated instruction for our special education, FARMS, and ELL students. During the 2005-2006 school year, we continued the use of daily timed tests, "Mountain Math", and increased "spiraling" of the core indicators. MSA data suggests that the use of these strategies was effective. We will extend the use of these strategies to all appropriate grade levels. In addition, we will again seek funding to implement our after-school extended learning opportunities, focusing this year on our FARMS population. We will obtain a list of FARMS students from the Food and Nutrition Office to ensure that the school/staff is meeting the needs of this targeted subgroup.

### Safe and Orderly Environment

The staff at Mattaponi Elementary believes in a shared expectation of courtesy, respect, and responsibility at all grade levels for all students. Every adult in the building is responsible for all students. We maintain a school-wide discipline plan that is proactive and preventive in nature. We address concerns before they become problems through the use of class meetings, the regular review of the Student Code of Conduct, positive interactions with parents, and collaborative interventions for our students. Our principal, counselor, pupil personnel worker, special education teachers, and specialists develop action plans and behavior modification programs as needed. Our entire staff works together to promote a safe and orderly environment in a school climate supportive of teaching and learning.

In 2005-2006, the School Improvement Team implemented a school-wide discipline plan. The school utilizes three pre-referral forms before documenting inappropriate behaviors on a PS74 in an effort to reduce the PS74 referral rate and suspension rate. Parameters are clearly defined for "time-outs" and school suspensions. For the 2005-2006 school year, there were 6 students suspended and 3 additional students who received PS-74s. Though parent visitation and volunteerism is strongly encouraged at the school, the staff will more closely monitor traffic in the building by checking for building passes and enforcing the sign in/sign out policy. We will purchase and install camera monitors for selected hallway areas in August 2006.

Mattaponi has traditionally had excellent attendance rates. For the 2005-2006 school year, we had an attendance rate of 96.4%. We will continue to monitor attendance closely. The assistant principal will review attendance records on a monthly basis, highlighting students in need of intervention. For students missing four or more days per quarter, the assistant principal will send letters home and/or make phone calls to parents. Parents will be advised of the importance of daily attendance on academic achievement. Students highlighted with chronic absenteeism and/or tardiness will be monitored closely. Selected students will receive phone calls home every time they are absent/tardy. Additionally, for selected students whose parents have transportation difficulties, the assistant principal will call home and pick up the children if needed. The PPW will be included in this process as needed. For the coming school year, parents of students with a history of excessive absences will be contacted to make action plans to minimize absences.

### Parent Involvement

The school has a very active PTO that recruits parent volunteers. Parents are actively involved in all aspects of the school day. Parent volunteers assist teachers with reading to students, providing individual reinforcement within the classroom, and helping with a variety of classroom tasks. Mattaponi Elementary has several parents and a community member utilized as monitors to help with the children at recess and cafeteria. The PTO has provided incentive programs to encourage student achievement. They generously boost the morale of the entire staff at Mattaponi by providing resources, time, and many activities that let teachers know that they are appreciated. The larger Upper Marlboro community and businesses help our school in many ways. They offer their services to assist in fundraising efforts, and providing resources for special events. Additionally, they participate in school events such as Career Day, Math/Science Night and the Volunteer Tea. For the coming year, we will implement grade level biweekly newsletters from grade level teams and/or individual teachers. Parent and school partnerships will be strongly

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encouraged and improved communication emphasized. The school will provide parent and community workshops on selected topics of interest during PTO meetings and at other designated times.