

Morningside Elementary School

School Improvement Plan

2006-2007

Ezekiel Bloyce, Principal

Phone: 301-817-0544

Fax: 301-817-0956

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

The vision of Morningside is to move from “good to great” with a student centered focus and a sustained emphasis on professional staff development to increase and sustain student achievement for all demographic groups. Morningside Elementary School is located in Suitland, Maryland, less than half mile from Andrews Air Force Base. Morningside has an enrollment of 206 students, 200 of whom were transferred from Benjamin D. Foulois Elementary School due to boundary changes. The organizational structure of the day starts with an uninterrupted reading block, starting from 7:45 AM – 10 AM. Non-classroom teachers support teachers during the reading block. Each week teachers are provided with a one-hour planning time. Physical Education and Music are scheduled “back to back”. Students are provided with instruction in Media, Computer, and Guidance. A Positive Behavior Intervention Support (PBIS) program helps support and foster a positive school climate that is conducive to effective teaching and learning. There is a culture of collaboration, positive relationships and a sense of community that exists at Morningside ES. The parents and school board were notified of the school's status of improvement by letter, pre-school parent orientation, Back to School Night, PTA, and Parent MSA Night. Morningside Elementary School made AYP for the 2005-2006 school year, with all subgroups exceeding the Annual Measurable Objectives. However, the school maintain its “school improvement status”, having being in school improvement for four years. The school's current “in school improvement status” is designated “corrective action”.

The staff and administration of Morningside Elementary are very confident the **MAJOR INITIATIVES** delineated below, supported by ongoing effective staff development will ensure that our students will once again perform proficiently on the 2007 MSA; and Morningside will meet AYP. Meeting AYP in two consecutive years will allow us to exit “in school improvement”. The **MAJOR INITIATIVES** reflect the corrective actions that will be implemented to ensure that Morningside exit “in school improvement status” by meeting AYP in 2007.

There will be a laser-like focus on science instruction to ensure that students perform well on the science components of MSA. A science coordinator has been designated to assist with the science program and provide instructional support for all teachers. Teachers will attend all system-wide training in the science program. This will be reinforced by ongoing school-based staff development in the teaching of science. Teachers will utilize the results gathered from ongoing science assessments to adjust and modify instruction.

School Demographics

Morningside Elementary School will offer a PreK-6 curriculum to about 206 students for the 2006-2007 school year; there are 103 male students and 103 female students. The demographic composition of the student body is: 180 African American students (87.5%), 19 Whites (9.2%), 5 Hispanics (2.0%), 1 Indian (0.5%) and 1 Asian (0.5%). Approximately 25% of the students reside in the adjacent neighborhood and walk to school. The remaining 75% of the students are bused in from two surrounding housing complexes. Sixty-eight percent of the student body qualifies for free and reduced meals (FARM). Seven percent of the student body qualifies for Special Education Services. It is anticipated that many of our incoming students will reside in the neighboring communities. The Pre-Kindergarten to Sixth Grade educational program at Morningside Elementary is supported by 13 regular classroom teachers, 2 Special Education teacher, 1 Paraprofessional, 1 Mathematics Resource Specialist, 1 Reading Specialist, 1 Testing Coordinator, 1 Technology Coordinator, a Media Specialist, a Guidance Counselor, and a Health Aide. Additionally, there are 3 half-time positions – Physical Education, Music, and a Speech Pathologist. An Assistant Principal ably supports the Principal and staff. Assisting with the day-to-day operation of the school are two secretaries. Ninety-eight percent of the teachers are fully certified, with 30% of them holding Advanced Professional Certificate. Except for Pre-Kindergarten and First grade where there is one class each respectively; there are two classes per grade level from second grade through the sixth grade. There is a Before and Aftercare Program that provides care and a well-structured educational program for students who need it. For the past four years, several community and businesses have supported our school by providing educational supplies, monetary donation, and mentoring and tutorial services to our students. Among these businesses are Office of Naval Intelligence, Maryland Building Industry Association and Science Services of Washington, D.C. These businesses have given technology support to the PTA and annually provide Thanksgiving baskets to our students, Christmas Gifts, and by sponsoring Family Science Night, Family Math Night, Second Cup of Coffee, Family Social Hour, Book, Bear, and Blanket, and Family

Section I. Executive Summary

MSA Night. A new PTA is being established to support our new student body. Activities are planned to build positive and collaborative relationships among parents, community and staff. There will be a sustained effort to increase parental involvement.

Major initiatives and how these efforts will improve student performance.

MSA data or 2006 indicates that 76% of our students performed at the proficient level, with 24% scoring at the basic level. Vocabulary and comprehension skills are generally two areas in which our students are challenged. 81% of students scored at his proficient level in mathematics, with 19% performing at the basic level. Through ongoing professional staff development, teachers will strengthen their instructional skills in teaching reading, vocabulary development, and comprehension strategies. Several resources, such as "Write Source" and "Options Language" will be purchased to help teachers build their students reading and comprehension skills. In an effort to solicit and encourage parental help in this aim, homework packets emphasizing reading, vocabulary, and comprehension skills will be sent home weekly. Teachers will continue to focus on writing constructed responses (BCR) in both reading and mathematics. Teachers will continue to focus on basic computation, problem solving, and measurement skills in mathematics. Teachers will be involved in ongoing professional staff development activities, which will on focus strategies for developing vocabulary, comprehension skills, whole and small group instruction, modeling the writing of excellent Bars, and developing and executing effective lessons. A diagnostic –prescriptive approach will be used to monitor student progress. There will be a rigorous analysis of achievement data to inform instruction. Scholastic Reading Inventory (SRI) results, benchmark scores, teacher recommendations and Individualized Education Plans (IEPs) will be taken into account when inviting students to participate in our Extended Day Program. The Extended Day Program will enroll approximately 100 students.

Subgroup

The school does not have a Limited English Proficient (LEP) subgroup at this time. The subgroups-- African American, White, Hispanic and Special Education----being targeted, will be invited to participate in an Extended Day Program. Additionally, a Saturday Program will be implemented to target all subgroups with students performing on the basic level in reading and math. Small group and individualized instruction will be used to help all students strengthen their reading, vocabulary and comprehension skills. We will utilize trained mentors and tutors, working in collaboration with classroom teachers, to work with selected students who need additional instructional support in reading and mathematics. The Reading Specialist will meet with selected students daily to provide instruction in reading. The Math Coordinator will also provide individualized instruction to selected students. "Help" or instructional packets will be sent home to parents so that they can help and support their children in reading and math. Special Education students at Morningside Elementary have consistently met Annual Yearly Progress for the past three years since the inception of MSA. In order to ensure continued success in this area, teachers will be involved in a professional staff development activity on the opening day of school in August, in which topics of collaboration between the special education teacher and the regular education, student accommodations/modifications, differentiated instruction, and developing 504 Plans will be explored. Special education students will continue to receive small group instruction in reading and math. The special education teachers and the regular education teachers will work together to ensure that all Individualized Education Plans (IEPs) are properly implemented. Progress Reports for special education students will be sent home to parents quarterly. The special education resource teachers will implement a combined program of providing services to students in the general education classroom and the instructional resource room.

Safe and Orderly Environment

For the 2004-2005 school year, Morningside Elementary School did not meet the Annual Yearly Progress (AYP) requirement in attendance of 93.2%. A plan has been developed to ensure that AYP is met in attendance for the 2005—2006 school year. Daily phone calls will be made to parents whose students are tardy or absent. Incentive programs will be implemented to ensure that the school meets or exceeds the required yearly attendance of 94%. Classes with perfect attendance will be recognized weekly. Quarterly perfect attendance certificates will be given to students with perfect attendance. Students with perfect attendance and improved attendance will have their pictures taken and displayed on the Perfect Attendance Bulletin Board. Discipline referrals will be reviewed monthly. Letters

Section I. Executive Summary

will be sent to parents of students with chronic attendance concerns. Sign-in sheets will be used to document parent and community involvement. Analysis of PS-74 referrals indicates that the most recurring reason for referrals was fighting. Lessons from the Second Step program will be implemented to help students learn conflict resolution strategies, empathy and anger management skills. The PBIS (Positive Behavior Intervention Support) will be implemented school-wide. There will be a great emphasis and focus on three important values—Responsibility, Respect and Being Ready (the three Rs) with the purpose of reducing discipline referrals and suspensions. Student behavior will be improved through the use of PBIS lessons. Teachers will utilize a variety of classroom management strategies to maintain and promote good classroom behavior. Ongoing professional staff development will help build teacher capacity in both instruction and classroom management.

In compliance with the School Improvement Requirements of NCLB and COMAR, the Morningside school community, teachers, parents and community partners were notified of the school's status in improvement as Year 3/Corrective Action in September 2006. Subsequent discussions and communication have included an explanation of what the identification means, the corrective action option that the school has chosen, including major initiatives from the school improvement plan to address low achievement of the special education subgroup, and an explanation of how they can become involved in addressing the academic issues that led to the identification. The corrective action plan for Morningside School will include: - On-going scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve academic achievement of low-performing students, -Provision of additional instructional time through extended learning opportunities, during creative arts, after and before and/or Saturday school programs for targeted students, - Technical assistance from the regional school improvement specialist and/or regional school improvement resource teacher and the Department of School Improvement and Accountability.

Parent Involvement

This year, the PTA will function effectively as a parent organization. There will be a parent representative on the School Planning and Management Team (SPMT), thus giving parents a voice in the overall governance of the school. Involvement will be documented by sign-in sheet for SPMT, PTA and The School Improvement Team signature sheet. A monthly newsletter will be sent home to parents, keeping them informed of all events and curriculum and instructional matters. Parents will be invited to participate in our "Second Cup of Coffee" event which will be held every month in the mornings, with the purpose of having parents interact with the staff over a cup of coffee and pastries. Once per month there will be "Movie Night" when parents and students come to the school and enjoy a movie and popcorn together. We will continue the partnerships developed with the Office of Naval Intelligence, Builders' Industry Association and Science Services to support the students and staff at Morningside.