Somerset Elementary School
(2013 – 2014)

Student and Stakeholder Focus

As a result of root cause analysis it was determined that students need all teachers to provide increased opportunities;

- For students to demonstrate thinking and academic success skills in all content areas through small group instruction and daily checks for understanding
- For daily purposeful student to student discourse in all areas

Faculty and Staff Focus

Focus Staff Development on:

- Thinking and academic success skills to include implementation, resources, modeling and assessment.
- Targeted professional development on questioning, question starters, and discourse strategies.
- Small group instruction and differentiation in reading, math and spelling.
- Strengthening the word study program through vocabulary and spelling.
- Promoting a school environment that fosters a community of thinkers whereby staff will learn how to:
  o Develop intellectual tools that will enable students to become competent critical thinkers;
  o Infuse critical thinking challenges into daily practice.

Leadership

Vision: The vision of Somerset Elementary School is to prepare students to think critically and creatively, problem solve collaboratively, take intellectual risks, use technology effectively, and skillfully communicate thoughts and ideas in a diverse, globally connected world.

Mission: Our mission at Somerset Elementary is to foster a nurturing and stimulating learning environment where students develop into responsible and productive citizens ready for a diverse and changing world.

The vision, mission, core values and expectations will be shared through grade level communications and with the school community through the TIN and SIP Meetings.

All staff will monitor progress through staff meetings, data meetings, and group managed time.

Strategic Planning

Based on the analysis of our data on student achievement, the priority goals for our SIP are:

- To increase our students' capacity to thinking critically, problem solve, and demonstrate proficiency in all Thinking and Academic Success Skills.
- Increase the number of students moving from proficient to advanced on MSA by 5% in all subgroups.

Process Management
See attached [Action Plan](#) pages

- Monitor instructional practices (formal and informal observations, instructional look for form).
- Data chats and Kid Talk Meetings – individual and grade level
- Team scoring of mClass BCR's in grades K-2, and formative assessments at all grade levels.
- Develop intervention plans for students who have not reached proficiency in reading and math.
- Thinking and academic success skill training that include best practices for instruction.
- Monitor implementation of daily guided small group instruction.

2012-2013 Performance Results

MSA Reading 12-13' Target: 88.91%				
Subgroup	Gr. 3	Gr. 4	Gr. 5	Total
All	≥95%	≥95%	≥95%	≥95%
MU	**	**	**	**
Asian	**	≥95%	≥95%	≥95%
Af. Am.	**	**	**	92.3%
White	≥95%	≥95%	≥95%	≥95%
Hispanic	**	**	**	94.4%
FARMS	**	**	**	91.7%
Sp. Ed.	**	90%	**	88.2%
LEP	**	≥95%	**	84%

MSA Math 12-13' Target: 87.42%				
Subgroup	Gr. 3	Gr. 4	Gr. 5	Total
All	≥95%	≥95%	≥95%	≥95%
MU	**	**	**	**
Asian	**	≥95%	≥95%	≥95%
Af. Am.	**	**	**	92.3%
White	≥95%	≥95%	≥95%	≥95%
Hispanic	**	**	**	94.4%
FARMS	**	**	**	91.7%
Sp. Ed.	**	90%	**	88.2%
LEP	**	≥95%	**	84%

Measurement, Analysis and Knowledge Management

- Thinking and Academic Success Skills Quarterly Monitoring
- BCR's
- Formative assessments for Standards Based Teaching & Learning/Curriculum 2.0
- mClass and Fountas & Pinnell
- Anecdotal records
- MAP-R/Map-M/Map-P
- WIDA-Access
- Words Their Way

Somerset Elementary School Action Plan
(2013 – 2014)

Based on the analysis of our data on student achievement, the priority goals for our SIP are:

- To increase our students' capacity to thinking critically, problem solve, and demonstrate proficiency in all Thinking and Academic Success Skills.

- Increase the number of students moving from proficient to advanced on MSA by 5% in all subgroups.

Action Steps	Person(s) Responsible	Resources Needed	Monitoring Tools/ Data Points	Monitoring Date and by Whom	Results\Next Steps
1. Provide professional development on creating consistent formative assessments and scoring procedures that include Thinking and Academic Success Skills.	Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Grade level teachers Leadership Team	Curriculum 2.0 and other curriculum resources TASS Framework and reference sheet TASS Posters	Informal/formal observations Standards Based Teaching and Learning Gradebook (Pinnacle) Data chat grid Professional development agendas Assessments/ Exit cards	Kid Talk Meetings Quarterly at Data Chats and Weekly at Team Meetings Monthly at Staff Meetings Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS	
2. Provide professional development on Thinking and Academic Success Skills to: - share resources - model instructional practices - provide opportunities for vertical collaboration	Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Grade level teachers Leadership Team	Curriculum 2.0 and other curriculum resources TASS Framework and reference sheet TASS Posters	Informal/formal observations Standards Based Teaching and Learning Gradebook (Pinnacle) Professional development agendas	Kid Talk Meetings Quarterly at Data Chats and Weekly at Team Meetings Monthly at Staff Meetings Kelly Morris, Principal Maureen Turner, AP	

9.17.13

			Assessments/ Exit cards	Brooke Flores, SDT Colleen Leleck, RS	
3. Provide professional development to enhance instruction on the Words Their Way (WTW) spelling and vocabulary program	Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Grade level teachers Leadership Team Reading Committee	Curriculum 2.0 and other curriculum resources WTW books and spelling inventories Developing supplemental activities and games for WTW	MSA, MAP-R, mClass data Summative and formative assessments Professional development agendas WTW inventories Reading response journals Writing samples	Weekly at Team Meetings Monthly at Staff Meetings Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS	
4. Provide professional development for differentiated instruction in guided reading groups, math groups, and word study groups that reflects: • Vocabulary development • Student discourse • Questioning & question starters • Text complexity & close reading • UCARE	Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Grade level teachers Leadership Team Reading Committee	Curriculum 2.0 and other curriculum resources Jan Richardson's *The Next Step in Guided Reading* for new teachers Text complexity resources	MSA, MAP-R, MAP-M, MAP-P mClass data Summative and formative assessments Student work samples Professional development agendas	Quarterly at Data Chats and Weekly at Team Meetings Monthly at Staff Meetings Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Classroom Teachers	

		F&P Prompting Guide Words Their Way Books Math Enrichment materials Drexel Math Forum UCARE framework			
5. Promoting a school environment that fosters a community of thinkers whereby staff will learn through professional development to: ○ Develop intellectual tools that will enable students to become competent critical thinkers; ○ Infuse critical thinking challenges into daily practice.	Kelly Morris, Principal Maureen Turner, AP Colleen Leleck, RS Grade level teachers Leadership Team Reading Committee	Curriculum 2.0 and County Curriculum Resources TASS framework and reference sheet F&P Prompting Guide Math Enrichment materials Drexel Math Forum Bloom's Taxonomy	MSA, MAP-R, mClass data Summative and formative assessments Student work samples Professional development agendas	Weekly at Team Meetings Monthly at Staff Meetings Kelly Morris, Principal Maureen Turner, AP Brooke Flores, SDT Colleen Leleck, RS Classroom Teachers	

9.17.13