

## **Section I. Executive Summary**

### **Introduction**

Francis T. Evans Elementary School, situated at Andrews Air Force Base, is a comprehensive K-5 elementary school located in southern Prince George's County, Maryland. The school day for students is from 7:45 a.m. to 1:55 p.m. Kindergarten students attend all-day sessions in classes of 20-24 students. Primary students in grades one through two average 22 students. In the 2004-2005 school year, intermediate class size will average 25 students. Kindergarten and first grade students receive 150 minutes of reading/language arts instruction daily, and second through fifth grade students receive 120 minutes per day of reading/language arts instruction. All K-5 students receive 60 minutes of daily mathematics instruction, which allows students more opportunities for hands-on instruction using manipulatives to aid understanding of key mathematical concepts and ideas. The longer instructional blocks in both content areas also allow for students' working in small, flexible groupings to reinforce skill attainment and writing experiences. In addition to instruction in social studies and science, students receive music, physical education, and media instruction by specialists in each of the areas. Special education service is provided through either inclusion instruction, and/or pullout programs for special education students. Talented and gifted students receive pullout instruction.

### **School Demographics**

Student enrollment for the 2003-2004 school year was 480. The student population was composed of 74.2% African American, 2.6% Hispanic, 17.8% Caucasian, 3.2% Asian, and 2.2% American Indian or Alaskan Native. Of this population, 54.5% were males, and 45.5% females. The number of students receiving free and reduced-priced lunch was 163. The 2003-2004 professional staff at Francis T. Evans Elementary School consisted of twenty (20) classroom teachers, and one each of the following specialists/administrators: reading specialist, media specialist, registered nurse, music teacher, physical education teacher, guidance counselor, part-time Reading Recovery teacher, assistant principal, and principal. Of the professional learning community at Francis T. Evans Elementary School, 60% hold Advanced Professional certificates. The Parent Teacher Association (PTA) holds monthly meetings. Notices are sent home regarding exact dates, times, and agenda items. All parents and teachers are strongly encouraged to join and participate in the PTA educational events, fundraisers, and socials which serve to benefit students, teachers, parents, and the community. Francis T. Evans Elementary School also partners with Andrews Air Force Base as a means of connecting families, the school, and the community.

### **Major initiatives**

The mission of Francis T. Evans Elementary School is to ensure that all students master essential elements of the curriculum and that all students are provided a safe and orderly environment. Over the past five years, students have consistently maintained satisfactory to excellent attendance. However, there is a need for overall student improvement to make and maintain Adequate Yearly Progress in reading and mathematics. Maryland School Assessment priority need areas include the Free and Reduced Meals subgroup, grade three white males in mathematics, African American males in grade five mathematics, and grades three and five African American and white males in reading. Student progress in reading and mathematics will be supported in the 2004-2005 school year by monitoring the implementation of the curriculum frameworks, pacing for each content area through biweekly long-range planning, discussions at grade level meetings, adherence to the required reading and mathematics instructional minutes as outlined in the block schedule, the teaching of reading strategies in science and social studies, and the use of data to drive instruction. Teachers will participate in quarterly data utilization meetings to analyze existing assessment data in order to monitor instructional impact and to adjust instruction as needed. Teachers will engage students in instructional tasks that utilize different strategies to help provide students with more opportunity to analyze the problem and to utilize the four processes of mathematics. Student progress will be shared with parents and appropriate practice materials will be provided to parents in order to support at-home parent

involvement in student mathematics learning experiences. Students will be assessed using multiple-choice questions in combination with constructed response type questions that are aligned with question types found on the MSA. Teachers will provide opportunities for students to record their mathematical thinking in student journals. Samples of student writing for students in grades three, four, and five will be submitted monthly to the principal for review. Students will be involved in mathematics centers to support individual needs. Continued utilization of manipulatives in the delivery of normally-occurring mathematics instruction will aid students in developing skills, seeing patterns, and making connections in measurement, geometry, and statistics. Manipulatives will be used individually and in small-group settings, with the teacher facilitating, guiding, modeling, asking questions, and assisting student understanding. In reading, students will be engaged in a daily rigorous language arts curriculum aligned with the Maryland Voluntary State Curriculum. Skill strengthening will occur through student engagement in and use of higher-order thinking/questioning strategies, cooperative learning approaches, and real world experiences. All K-5 (subgroup and non-subgroup) students will be required to read nightly for 20 minutes.

### **Safe and Orderly Environment**

Francis T. Evans continues to strive to provide a safe and orderly climate to promote a positive learning environment. The school has in place many strategies to improve student achievement that will be continued and enhanced. Improving student social development will help to ensure a safe and orderly environment. Continuation of a school-wide discipline plan, which includes a character education program component, will help students develop strategies for handling anger, impulsivity, and respecting one another. Selected fourth grade students will be trained in peer mediation procedures and conduct peer mediation as a strategy for resolving student conflicts. The program will be organized and implemented by the guidance counselor who will be available during selected recess periods to monitor the mediations. The guidance counselor will maintain a list of all mediations. The administrative team will participate in conducted staff development activities to ensure consistent implementation of the Code of Student Conduct and the school-wide discipline plan. Students will be provided an appropriate review of the Code of Student Conduct biannually. The county attendance policy will also be implemented. The school secretary will make attendance calls home, and send attendance notifications to parents. Students will be encouraged to attend school and classes daily and on time. The assistant principal will prepare a monthly update on attendance in the school newsletter.