DR. RAYNER BROWNE ELEMENTARY SCHOOL #025
1000 North Montford Avenue
Baltimore, Maryland 21205

SCHOOL PROFILE

School Demographics
Dr. Rayner Browne Elementary School (DRBES), located in east Baltimore near the Johns Hopkins Hospital Complex, was named Reconstitution-Eligible in January 1998. DRBES achieved Status II recognition in January 2002, due to three years of continuous improvement. The school serves one hundred ninety-five students in pre-kindergarten through fifth grade. The population is one hundred percent (100%) African American. Thirty-four of these students receive special education services. Ninety-five and six tenths percent (95.6%) of the students qualify for federally subsidized meals based on data collected in November 2001. This high poverty index designated the school as Provision II, qualifying all students for free breakfast, lunch and after school snacks, as well as school-wide Title I services.

The DRBES staff is composed of the principal, two academic coaches, one full day pre-kindergarten teacher, one full day kindergarten teacher, two instructional assistants, eight first through fifth grade classroom teachers, three special education resource teachers, a full time social worker and a part time guidance counselor. The instructional staff’s teaching experience range from one to thirty-four years. Ten of the fifteen teachers have three or less years teaching experience. Eight teachers hold a professional certificate in the field of education and seven currently hold provisional certificates. Five are enrolled in a certification program. Three of the provisional teachers completed the requirements for certification in May 2002, two additional teachers completed requirements in December 2002. Four continue to pursue qualifying Praxis scores and completion of course requirements toward certification. Instead of an assistant principal, a full time social worker was added to the model during the 2001-2002 school year to provide direct assistance and support to regular and special education students and support families with critical social needs. A part-time music teacher, full time physical education teacher and a full time librarian provide resource services. Additional support staff include an instructional associate, social worker, speech pathologist, school psychologist, and a special education technical support person provide clerical support to the special education Child Study Team, as well as a nurse, a full time health practitioner, three food service workers, a non-instructional aide, a secretary, and two full-time and two part-time custodians.

The community surrounding the school was unfortunately referred to as “Zombie Land” by a community person during an interview for a Baltimore Sun series written several years which chronicled the devastation in the community due to the criminal element fueled by poverty, absentee landlords, and the effects of the drug culture. This community is one of a few which has also been identified as having the highest lead levels in the city. In addition, the Eastern District is reported to have the highest incidents of violence and crime reportedly due to drug trafficking.

The goal of the principal and SIT is to make DRBES an oasis in this community in spite of the conditions of the outside world, without ignoring the issues which directly impact the success of the students and their families. The principal’s vision is to develop the school into a Community Resource Center, where students, parents, and community members can receive needed services during and beyond the school day. The School Improvement Plan and Annual Update reflect this vision and goal.
Major School Changes Since 1998 – 1999

- SIT supported the administrators recommendation to only hire non-certified teachers who agree to participate in a teacher certification program through a partnership with the Urban Teacher Education Project Site Support.
- Implementation of full day pre-kindergarten and kindergarten programs
- Annual Dr. Rayner Browne Week – a week long celebration in honor of Dr. Grafton Rayner Browne and the achievements of students, parents and staff
- A full time social worker was added to the model in place of the budgeted assistant principal. While this decision, directly impacts the amount of work on the principal’s part it was felt that the needs of the school and community would be better met through the services of a social worker trained in identifying resources to assist families with personal and social needs impacting student attendance and achievement. In addition, the social worker would be directly involved in the parent and community involvement component.
- Semi-annual Job and Community Resource Fair and Annual Career Day- provides opportunities for students, parents and community members to be exposed to job training opportunities, career information, and community resources
- A part-time Guidance Counselor assigned to the school due to the administrator's request for support from the Office of Suspension Services to support improved decision making and reduction in acts of violence.
- Improved student achievement as documented by Status II recognition, due to three years of improvement on MSPAP.
- Implementation of the School Food Pantry Program; provided emergency food assistance and incentives for parent volunteers. Recognized for successful Food Pantry program.
- Implemented the MSDE "Positive Behavioral Interventions and Supports program to improve school climate through increased on task behavior. Recognized as a 2003 Exemplar School.

Partnerships

- Urban Teacher Education Program/Project Site Support – Johns Hopkins University and University of Maryland Baltimore County
- MCI
- Center for Poverty Solutions (Maryland Food Bank)
- Immediate Action Sub-Committee
- Family League of Baltimore City, Inc.
  
  District Court of Baltimore, Division of Juvenile Services  
  Baltimore City Department of Recreation and Parks  
  Baltimore City Department of Social Services  
  University of Maryland School of Social Work  
  Baltimore Mental Health Systems  
  Maryland Mentoring Partnership  
  Johns Hopkins University – Kennedy Krieger
- National Sorority of Phi Delta Kappa, Inc.  Gamma Chapter
- NAMIC (After-School Childcare Provider)
- Ray Lewis Foundation
- Coalition for Community Schools

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Dr. Rayner Browne Elementary School #025
Challenges

Attendance Data (State Attendance Standard - Satisfactory 94% Excellent 96%)

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<tbody>
<tr>
<td></td>
<td>90.2%</td>
<td>91.5%</td>
<td>92.5%</td>
<td>94.7%</td>
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<tr>
<td>1999 - 2000</td>
<td>92.9%</td>
<td>92.8%</td>
<td>91.1%</td>
<td>91.2%</td>
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The chart reflects the overall attendance data reported by BCPSS and MSDE grade 1-5.

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<tr>
<td>92.9%</td>
<td>92.7%</td>
<td>94.5%</td>
<td>90.2%</td>
<td>90.6%</td>
<td>91.1%</td>
<td>93.9%</td>
<td>92.0%</td>
<td>90.5%</td>
<td>80.2%</td>
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The chart reflects school collected (SASI) schoolwide attendance data for each month during the 2002 - 2003 SY.

The attendance at DRBES has been a serious challenge for many years. We have implemented a comprehensive attendance monitoring and incentive program, however several families continue to be out of compliance with the compulsory attendance laws.

- The Attendance Committee conducts monthly parenting sessions and school-based hearings for families with unsatisfactory attendance.
- Six families have been referred for District Court action after numerous attempts to provide assistance and support at the school and system levels.
- Daily calls are made to homes, as well as home visits. Certified letters are mailed to schedule attendance conferences and hearings.
- A large percentage of absences are attributed to short and long term disciplinary removals. In many cases where students are removed for up to three days, parents do not return them or come for conferences to discuss the incidents or work with our school to assist their child with behavioral issues.
- New partnership with the Family League of Baltimore City, Inc. resulted in a critical resource for the school. The Department of Social Services now provides a direct linkage to Family Preservation services. DRBES was given twenty slots for the most truant students (families). Three families are currently receiving direct intervention services through the Helping Families Stay Together Initiative. These direct referrals will be processed through the school-based Student Support Team (SST).
- Monthly attendance incentives are given to students and classes who meet the satisfactory attendance goal 94%; Parents and staff members are rewarded for their support of the attendance goals; Parents are included in a monthly drawing; Students meeting the Excellent Attendance standard (96%) were taken to Six Flags Amusement Park in June as a result of a generous contribution from Whiting and Turner made possible through the efforts of Senator Nathaniel McFadden.

Parent and Community Involvement Data

<table>
<thead>
<tr>
<th>Activity</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>PTA Membership</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Back to School Night</td>
<td>36</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Family Fun and Learning Night</td>
<td>22</td>
<td>18</td>
<td>16</td>
<td>26</td>
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<tr>
<td>Report Card Conferences</td>
<td>46</td>
<td>26</td>
<td>36</td>
<td>NA</td>
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<td>Job and Community Resource Fair</td>
<td>56*</td>
<td>NA</td>
<td>NA</td>
<td>45</td>
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Chart represents the number of parents/families or community members participating in the activities indicated.

*The majority of participants represented community people.
The chart above reflects the level of parental and or community participation during this school year. Further analysis indicates that the majority of parents involved participate consistently. We serve an average of ten families each month through the Food Pantry Volunteer Service Program. Parents and community members receive bags of groceries and household products for their involvement in the school. In addition, parents who attend CST and or SST meetings and FFLN activities are given items from the food pantry. A number of families are provided emergency food assistance through the pantry as well.

**Facilities**
The administrator and SIT continue to struggle with facilities issues. The building is in need of major renovation and capital improvements. The quality of custodial services has been inadequate to meet the daily cleaning needs and major projects required to ensure a safe, healthy learning environment for students and staff. The Facilities Department does respond to emergency requests for services, however, the team assigned to provide daily cleaning services does not. The SIT and Climate Committee communicates concerns with the team regularly to address maintenance concerns and cleaning services.

**Major Initiatives**
With full participation of all stakeholders, DRBES will continue to demonstrate commitment to increased student achievement. Based on analysis of the data the following priorities have been identified:

- Increased achievement for all students in Reading, Language, Mathematics, and Core Knowledge.
- Implement a comprehensive professional development program to increase staff competencies in instructional delivery to all students, student support, and classroom management.
- Increased attendance for all students.
- Continuation of the full time social work position, increased collaboration with the school-based mental health partnership, and community and city agencies will provide support for students and parents having adjustment, social and compliance difficulties.
- Increased family and community support of and participation in the instructional program through the School/Family/Community Partnership initiatives.
- Create a community school as a strategy that organizes shared responsibility for the learning of all students and builds strong families through community support and resource enhancement.