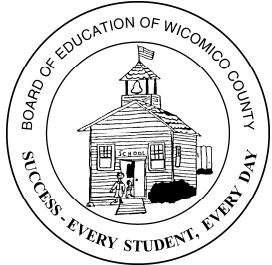


BOARD OF EDUCATION OF WICOMICO COUNTY



John E. Fredericksen, Ph.D.
Superintendent of Schools

101 Long Avenue
P.O. Box 1538
Salisbury, MD 21802-1538

410-677-4400
FAX 410-677-4444
www.wcboe.org

Mark S. Thompson
President
L. Michelle Wright
Vice President
Tyrone A. Chase, Ph.D.
Susan A. Hitch
Robin H. Holloway
Ronald O. Willey

BEAVER RUN ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

Beaver Run School will strive to meet the educational needs of all children in our community.

BELIEF STATEMENT:

- Beaver Run School will teach students to be confident, responsible, self-directed and lifelong learners.
- Beaver Run School will provide a safe and orderly environment to promote an academic atmosphere that is conducive to foster the needs of all children.
- A successful Beaver Run student will be able to recognize his/her academic and social strengths in order to promote self-growth.
- An effective classroom is one in which a positive attitude and perception about learning motivates and challenges all students to work to their full potential.
- A good school staff member is one who strives to make a difference in a child's academic, social and emotional well being. He/she puts forth the initiative to see that all children are given the opportunity to succeed.
- An effective school faculty is one that shares the responsibility to foster and advance the school's mission.
- A quality instructional program provides a variety of opportunities that actively engage the students in the learning process to accommodate the learning styles of all children.
- Beaver Run will be an active partner with the Wicomico County Judy Center Partnership.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades K-2	50.9	56.4	61.8	67.3	72.7	78.2	83.6	89.1	94.6	100
Math - Grades K-2	57.0	61.8	66.5	71.3	76.1	80.9	85.7	90.4	95.2	100

Reading Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	80.5	50.2	YES	79.6	57.0	YES	82.5	63.3	72.7	YES	78.2
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	72.7	NA	78.2
Asian	80.0	2.0	YES	100.0	NA	YES	75.0	NA	72.7	NA	78.2
African American	77.3	45.3	YES	75.7	52.3	YES	73.0	57.4	72.7	YES	78.2
White	85.5	43.8	YES	85.3	52.1	YES	94.9	56.9	72.7	YES	78.2
Hispanic	71.4	11.2	YES	50.0	16.2	YES	72.7	36.0	72.7	YES	78.2
FARM	75.3	47.6	YES	74.8	55.0	YES	77.1	60.3	72.7	YES	78.2
Special Education	83.3	34.5	YES	46.2	42.7	YES	58.8	43.2	72.7	YES	78.2
ELL	80.0	2.0	YES	75.0	NA	YES	62.5	29.7	72.7	YES	78.2

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	83.5	55.3	YES	80.3	61.4	YES	79.1	66.2	76.1	YES	80.9
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.1	NA	80.9
Asian	100.0	8.4	YES	66.7	NA	YES	40.0	23.9	76.1	YES	80.9
African American	81.8	50.5	YES	71.4	56.9	YES	73.0	61.4	76.1	YES	80.9
White	83.6	49.0	YES	89.7	56.7	YES	93.3	61.0	76.1	YES	80.9
Hispanic	85.7	17.4	YES	83.3	22.1	YES	54.5	40.9	76.1	YES	80.9
FARM	79.8	52.8	YES	74.8	59.4	YES	74.5	64.3	76.1	YES	80.9
Special Education	66.7	40.0	YES	65.4	47.7	YES	58.8	47.8	76.1	YES	80.9
ELL	80.0	8.4	YES	75.0	NA	YES	44.4	37.2	76.1	YES	80.9

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	94.8 - Met	94.8 - Met	95.2 - Met	95.3 - Met	94.9 - Met

*In Safe Harbor

AYP Status								
	Met AYP	Safe Harbor (See detail above)	Requires Local Attention	School Improvement		Corrective Action	Restructure	
				Yr 1	Yr 2		Yr 1	Yr 2
2002-2003	YES							
2003-2004	YES							
2004-2005	YES							
2005-2006	YES							
2006-2007	YES							
2007-2008	YES							
2008-2009	YES							

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

READING GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	90% at or above expectation	Maintain 90%				
African American	90%	Increase by 5% or one student				
Hispanic	92%	Increase by 3% or one student				
White	90%	Increase by 3% or one student				
FARM	88%	Increase by 5% or one student				
ELL	91%	Increase by 5% or one student				
Special Education	56%	Increase by 3% or one student				

- Data shows 81% of students scored at expectation on standard 3.A.3.c – sequence the important events.
- GOAL- We will increase the number of our students at expectation or above expectation to 84% for standard 3.A.3.c.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67%	70%				
African American	60%	Increase by 5% or one student				
Hispanic	59%	Increase by 3% or one student				
White	77%	Increase by 3% or one student				
FARM	62%	Increase by 5% or one student				
ELL	63%	Increase by 5% or one student				
Special Education	54%	Increase by 3% or one student				

- Data shows 58% of students were at expectation on standard 2.A.3.e-Recognize similarities and differences.
- GOAL- We will increase our score for standard 2.A.3.e to 62% at or above expectation.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	30% at or above expectations	35%				
African American	17%	20%				
Hispanic	23%	Maintain 23% or better				
White	50%	55%				
FARM	24%	27%				
ELL	20%	23%				
Special Education	33%	35%				

- Data shows 39% of students were at expectation on standard 3.A.2.b.-Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning.
- GOAL- We will increase our score 42% at or above expectation for standard 3.A.2.b. Classroom teachers and students will be using National Geographic magazines in order to promote this skill. First grade students will be introduced to these to help second grade to meet this goal and second grade will continue to use them to reinforce this skill.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	41%	Increase by 3%				
African American	35%	Increase by 5%				
Hispanic	25%	Increase by 3%				
White	55%	Increase by 3%				
FARM	36%	Increase by 5%				
ELL	20%	Increase by 3%				
Special Education	24%	Increase by 3%				

- Data shows 37% of students are at expectation for standard 2.A.2.d-Use organizational aids when reading.
- GOAL- We will increase our score to 40% for standard 2.A.2.d.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	94%	Maintain 94%				
African American	90%	Maintain 90% or better				
Hispanic	100%	Maintain 100%				
White	97%	Maintain 97% or better				
FARM	93%	Maintain 93% or better				
ELL	100%	Maintain 100%				
Special Education	80%	Maintain 80% or better				

- Data show 88% of students are at expectation for standard 6.A.1.h- compare and order whole numbers up to 99 using terms such as: greater than, less than, equal to.
- **GOAL-** We will increase students at expectation to 90% for standard 6.A.1.h.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	90%	90% or better				
African American	87%	Maintain 87% or better				
Hispanic	92%	Continue with 92%				
White	91%	Maintain 91%				
FARM	88%	90%				
ELL	100%	Maintain 100%				
Special Education	90%	Maintain 90%				

- Data shows 84% of our students are at expectation for standard 6.C.1.c- Identify the concept of inverse operation to addition and subtraction.
- GOAL- We will maintain at least the 84% at or above expectation on standard 6.C.1.c.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	74%	77%				
African American	68%	70%				
Hispanic	66%	72%				
White	84%	86%				
FARM	69%	70%				
ELL	75%	Maintain 75% or better				
Special Education	73%	75%				

- Data show 60% of students scored at expectation on standard 6.A.1.h -Compare and order whole numbers up to 99 using terms such as: greater than, less than, equal to.
- GOAL- We will increase student performance to 64% for standard 6.A.1.h.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	73%	75%				
African American	60%	65%				
Hispanic	83%	Maintain 83%				
White	86%	Maintain 86%				
FARM	71%	75%				
ELL	88%	Maintain 88%				
Special Education	80%	Maintain 80%				

- Data shows 63% of students are at expectation for standard 6.A.3.a-Determine the value of a given set of same currency up to \$1.
- GOAL- We will increase our percentage of students to 66% for standard 6.A.3.a.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 5 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	81%	84%				
African American	74%	77%				
Hispanic	75%	76%				
White	89%	90%				
FARM	78%	80%				
ELL	88%	Maintain 88%				
Special Education	67%	70%				

- Data shows students struggled in the area of 3.A.1.a- read a calendar to identify days of the week and months of the year. 78% of students scored at expectation.
- GOAL- We will increase the number of students or above expectation to 80% for standard 3.A.1.a.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in Math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	79%	Maintain 79% or better				
African American	68%	70%				
Hispanic	84%	Maintain 84% or better				
White	92%	Maintain 92% or better				
FARM	75%	77%				
ELL	80%	Maintain 80% or better				
Special Education	78%	80%				

- Data shows 45% of students are at expectation for 1.A.1.c Recognize a function table as a relationship between numbers
- GOAL- We will increase our score to 50% for standard 1.A.1.c.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Math</u> as measured by Math Benchmark 2as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	74%	76%				
African American	67%	70%				
Hispanic	77%	Maintain 77% or better				
White	84%	Maintain or better				
FARM	72%	75%				
ELL	70%	73%				
Special Education	44%	50%				

- Data shows 73% of students scored at expectation for standard 6.A.1.g-identify the place value of a digit in whole numbers up to 999.
- GOAL- We will increase our score to 75% of students at expectation for standard 6.A.1.g.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Math</u> as measured by Math Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	62%	65%				
African American	53%	55%				
Hispanic	39%	42%				
White	80%	Maintain 80% or better				
FARM	57%	60%				
ELL	18%	21%				
Special Education	33%	35%				

- Data shows 45% of students are at expectation on standard 6.A.1.b-List multiple representations for a number.
- GOAL- We will increase student performance to 48% for standard 6.A.1.b.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Math</u> as measured by Math Benchmark 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	86%	Maintain 86% or better				
African American	81%	Maintain 81% or better				
Hispanic	92%	Maintain 92% or better				
White	91%	Maintain 91% or better				
FARM	84%	Maintain 84% or better				
ELL	100%	Maintain 100%				
Special Education	76%	Maintain 76% or better				

- Data shows 66% of students are at expectation for 3.A.1.b-Tell time in intervals of 5 minutes using an analog clock.
- GOAL- We will increase our score to 70% of our students scoring at or above expectation for telling time to intervals of 5 minutes using an analog clock.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>Math</u> as measured by Math Benchmark 5 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	77%	Maintain 77%				
African American	72%	75%				
Hispanic	92%	Maintain 92%				
White	80%	Maintain 80%				
FARM	77%	80%				
ELL	90%	Maintain 90%				
Special Education	70%	73%				

- Data shows students struggled in the area of 6.C.1.c- subtract whole numbers with no more than 2 digits in the minuend or the subtrahend. 68% of the students were at expectation.
- GOAL- We will increase our scores to 72% for standard 6.C.1.c.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ATTENDANCE GOAL:

During the 2009-10 school year, we will increase/maintain the percentage of student attendance to (at or above) 94%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students						
African American						
Asian						
Hispanic						
White						
FARMS						
Special Education						
LEP						

- Every grade level will be at or above 94% for the year.

SCHOOL CLIMATE GOALS:

- We will decrease the total number of referrals by 5% and the number of students with multiple referrals will be decreased.

PARENT INVOLVEMENT GOALS:

- During the 2009-2010 we had a total of 2,471 visitors to different events throughout the year plus an additional 209 parents in for star student luncheons. We will increase the number of visitor in by 3% for the 2009-2010 school year.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																					
AYP Status	<ul style="list-style-type: none"> All students over the past years have met AYP. 																						
Reading/English – Benchmark assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall Students scored 90% at or above expectation on Reading Benchmark 1. Students scored well on standard 1.D.2.a (sort grade-appropriate words with or without pictures into categories) Students scored 94% at or above on this skill. Students also scored 96% at or above on standard 3.A.3a (Identify the elements of a story, including character, setting, problem and solution) Students struggled in the area of 3.A.3.c (sequence the important events), 19% was below level. <table border="1" data-bbox="445 792 1184 935"> <thead> <tr> <th>Grade 1</th> <th>Benchmark – September 2008</th> </tr> </thead> <tbody> <tr> <td>At or Above Expectations</td> <td>90%</td> </tr> <tr> <td>Below Expectations</td> <td>10%</td> </tr> </tbody> </table>	Grade 1	Benchmark – September 2008	At or Above Expectations	90%	Below Expectations	10%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 90% on this benchmark. All sub groups under Ethnicity did well. Both African American and Whites both scored 10% below expectations, where as Hispanic population scored 8% below. Special Education students scored 44% below expectations as compared with 12% for FARMS and 14% of Limited English students. <table border="1" data-bbox="1213 773 1957 1336"> <thead> <tr> <th>Grade 1 Population</th> <th>Benchmark –September 2008</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>10% below 90% At or above expectation</td> </tr> <tr> <td>White</td> <td>10% below 90% at or above expectation</td> </tr> <tr> <td>Hispanic</td> <td>8% below 92% at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>12% below 88% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>44% below 56% at or above expectation</td> </tr> <tr> <td>Limited English</td> <td>14% below 86% at or above expectation</td> </tr> </tbody> </table>		Grade 1 Population	Benchmark –September 2008	African Americans	10% below 90% At or above expectation	White	10% below 90% at or above expectation	Hispanic	8% below 92% at or above expectation	FARMS	12% below 88% at or above expectation	Special Education	44% below 56% at or above expectation	Limited English	14% below 86% at or above expectation
Grade 1	Benchmark – September 2008																						
At or Above Expectations	90%																						
Below Expectations	10%																						
Grade 1 Population	Benchmark –September 2008																						
African Americans	10% below 90% At or above expectation																						
White	10% below 90% at or above expectation																						
Hispanic	8% below 92% at or above expectation																						
FARMS	12% below 88% at or above expectation																						
Special Education	44% below 56% at or above expectation																						
Limited English	14% below 86% at or above expectation																						

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
Reading/English – Benchmark assessment #1 (Continued)	<p>Grade 2</p> <ul style="list-style-type: none"> Overall students scored 30% at or above expectation on Reading benchmark 1. Students struggled in the area of 3.A.2.b (identify and explain the elements of the story including the problem, sequence of events, and the solution to the problem. Students scored 61% below expectation on this skill. Students scored 54% below expectation on standard 3.A.6.a (recognizing the main idea or message of the text). Students scored 75% on both areas of 1.B.2.b (compound words, contractions and inflectional ending) and 1.D.2.b (identify common antonyms, synonyms, and homophones to increase vocabulary) <table border="1" data-bbox="445 727 1184 873"> <thead> <tr> <th>Grade 2</th> <th>Benchmark –October 2008</th> </tr> </thead> <tbody> <tr> <td>At or Above Expectation</td> <td>30%</td> </tr> <tr> <td>Below Expectation</td> <td>70%</td> </tr> </tbody> </table>	Grade 2	Benchmark –October 2008	At or Above Expectation	30%	Below Expectation	70%	<p>Grade 2</p> <ul style="list-style-type: none"> Overall a high percentage of students in all Special programs scored well below expectation and the same holds true for all sub groups under Ethnicity. There was a 32% gap between African American and White students. <table border="1" data-bbox="1213 545 1953 1110"> <thead> <tr> <th>Grade 2</th> <th>Benchmark – October 2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>82% below 17% at or above expectation</td> </tr> <tr> <td>White</td> <td>50% below 50% at or above expectation</td> </tr> <tr> <td>Hispanic</td> <td>58% below 23% at expectation</td> </tr> <tr> <td>FARMS</td> <td>76% below 24% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>67% below 33% at expectation</td> </tr> <tr> <td>Limited English</td> <td>80% below 20% at expectation</td> </tr> </tbody> </table>	Grade 2	Benchmark – October 2008	African American	82% below 17% at or above expectation	White	50% below 50% at or above expectation	Hispanic	58% below 23% at expectation	FARMS	76% below 24% at or above expectation	Special Education	67% below 33% at expectation	Limited English	80% below 20% at expectation
Grade 2	Benchmark –October 2008																					
At or Above Expectation	30%																					
Below Expectation	70%																					
Grade 2	Benchmark – October 2008																					
African American	82% below 17% at or above expectation																					
White	50% below 50% at or above expectation																					
Hispanic	58% below 23% at expectation																					
FARMS	76% below 24% at or above expectation																					
Special Education	67% below 33% at expectation																					
Limited English	80% below 20% at expectation																					

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
Reading/English – Benchmark assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 67% at or above expectation. Students struggled in areas of 2.A.3.e (similarities and differences), where 43% of students scored below expectation. Students scored 33% below expectation in area 1.E.4.a (describe what the text is about) Students did well with reading of sight words 1.C.2.c where 96% scored at or above expectation. <table border="1" data-bbox="445 570 1184 711"> <thead> <tr> <th>Grade 1</th> <th>Benchmark - February</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>67%</td> </tr> <tr> <td>Below expectation</td> <td>33%</td> </tr> </tbody> </table>	Grade 1	Benchmark - February	At or above expectation	67%	Below expectation	33%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> There is a 19% difference between African American students and white students that scored at or above. <table border="1" data-bbox="1213 448 1953 1008"> <thead> <tr> <th>Grade 1</th> <th>Benchmark - February</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>41% below 58% at or above expectation</td> </tr> <tr> <td>White</td> <td>23% below 77% at or above expectation</td> </tr> <tr> <td>Hispanic</td> <td>42% below 59% at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>39% below 61% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>39% below 61% at or above expectation</td> </tr> <tr> <td>Limited English</td> <td>38% below 63% at or above expectation</td> </tr> </tbody> </table>	Grade 1	Benchmark - February	African American	41% below 58% at or above expectation	White	23% below 77% at or above expectation	Hispanic	42% below 59% at or above expectation	FARMS	39% below 61% at or above expectation	Special Education	39% below 61% at or above expectation	Limited English	38% below 63% at or above expectation
Grade 1	Benchmark - February																					
At or above expectation	67%																					
Below expectation	33%																					
Grade 1	Benchmark - February																					
African American	41% below 58% at or above expectation																					
White	23% below 77% at or above expectation																					
Hispanic	42% below 59% at or above expectation																					
FARMS	39% below 61% at or above expectation																					
Special Education	39% below 61% at or above expectation																					
Limited English	38% below 63% at or above expectation																					

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
Reading/English – Benchmark assessment #2 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall students scored 42% at or above expectation. Students did well in the area of 1.D.2.b (identifying and explaining common antonyms, synonyms, homophones to increase vocabulary) Students scored 88% at or above expectation. Students scored 63% below expectation on 2.A.2.d (using organizational aids when reading) and students scored 44% below expectation on 3.A.6.a (recognizing the main idea or the message of the text) <table border="1" data-bbox="445 630 1184 773"> <thead> <tr> <th>Grade 2</th> <th>Benchmark- February</th> </tr> </thead> <tbody> <tr> <td>At or Above Expectation</td> <td>42%</td> </tr> <tr> <td>Below Expectation</td> <td>58%</td> </tr> </tbody> </table>	Grade 2	Benchmark- February	At or Above Expectation	42%	Below Expectation	58%	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall students scored 58% on benchmark. All sub groups scored low. There was an 18% difference in African American students who scored at or above expectation as compared to whites. Limited English students scored 20% at expectation with none scoring above expectation. <table border="1" data-bbox="1213 578 1955 1143"> <thead> <tr> <th>Grade 2</th> <th>Benchmark - February</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>64% below 37% at or above expectation</td> </tr> <tr> <td>White</td> <td>45% below 55% at above expectation</td> </tr> <tr> <td>Hispanic</td> <td>75% below 25% at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>63% below 37% at or above</td> </tr> <tr> <td>Special Education</td> <td>76% below 24% at or above expectation</td> </tr> <tr> <td>Limited English</td> <td>80% below 20% at expectation</td> </tr> </tbody> </table>	Grade 2	Benchmark - February	African American	64% below 37% at or above expectation	White	45% below 55% at above expectation	Hispanic	75% below 25% at or above expectation	FARMS	63% below 37% at or above	Special Education	76% below 24% at or above expectation	Limited English	80% below 20% at expectation
Grade 2	Benchmark- February																					
At or Above Expectation	42%																					
Below Expectation	58%																					
Grade 2	Benchmark - February																					
African American	64% below 37% at or above expectation																					
White	45% below 55% at above expectation																					
Hispanic	75% below 25% at or above expectation																					
FARMS	63% below 37% at or above																					
Special Education	76% below 24% at or above expectation																					
Limited English	80% below 20% at expectation																					

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																
Math/Algebra – Benchmark assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall grade 1 had 94% of their students at or above expectations. Students scored 100% on standard 1.B.1.a (represent numeric quantities using concrete and pictorial representations and operational symbols(+,-) with whole numbers to 20 Students struggled in the area of comparing and ordering whole numbers up to 99 using terms such as: greater than, less than, equal to, standard 6.A.1.h - 12% of our students scored below expectation. <table border="1" data-bbox="445 678 1184 821"> <tr> <td>Grade 1</td> <td>Benchmark – September 2008</td> </tr> <tr> <td>At or Above Expectation</td> <td>94%</td> </tr> <tr> <td>Below Expectations</td> <td>6%</td> </tr> </table>	Grade 1	Benchmark – September 2008	At or Above Expectation	94%	Below Expectations	6%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 94% at or above expectation on Benchmark 1. There was a small gap between African American students and White students. And Hispanic population and FARM population scored well. <table border="1" data-bbox="1213 506 1953 808"> <tr> <td>Grade 1 Population</td> <td>Benchmark –September 2008</td> </tr> <tr> <td>African Americans</td> <td>10% scored below expectation</td> </tr> <tr> <td>White</td> <td>3% scored below expectation</td> </tr> <tr> <td>Hispanic</td> <td>92% scored at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>93% scored at or above expectation</td> </tr> </table>	Grade 1 Population	Benchmark –September 2008	African Americans	10% scored below expectation	White	3% scored below expectation	Hispanic	92% scored at or above expectation	FARMS	93% scored at or above expectation
Grade 1	Benchmark – September 2008																	
At or Above Expectation	94%																	
Below Expectations	6%																	
Grade 1 Population	Benchmark –September 2008																	
African Americans	10% scored below expectation																	
White	3% scored below expectation																	
Hispanic	92% scored at or above expectation																	
FARMS	93% scored at or above expectation																	

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #1 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall grade 2 scored 79% at or above expectation on Benchmark 1. Students scored highest with the following standards, 6.C.1.a (demonstrate proficiency with addition and subtraction basic facts using a variety of strategies), 94% at or above expectations, 6.C.1.d (Solve word problems based on addition or subtraction situations), 97% of the students scored at or above expectations. Students scored 55% below expectation on standard 1.A.1.c Recognize a function table as a relationship between numbers. <table border="1" data-bbox="445 678 1184 821"> <tr> <td>Grade 2</td> <td>Benchmark – September 2008</td> </tr> <tr> <td>At or Above Expectation</td> <td>78%</td> </tr> <tr> <td>Below Expectation</td> <td>21%</td> </tr> </table>	Grade 2	Benchmark – September 2008	At or Above Expectation	78%	Below Expectation	21%	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall our special program students scored lower across the grade level with Benchmark 1. African American students scored 32% below expectation compared to white students who placed only 7% below expectations. This is a much larger academic gap; which must be closed. <table border="1" data-bbox="1213 537 1955 1016"> <tr> <td>Grade 2</td> <td>Benchmark –September 2008</td> </tr> <tr> <td>FARMS</td> <td>25% below expectation 75% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>22% below expectation 78% at or above expectation</td> </tr> <tr> <td>African Americans</td> <td>32% below expectation 69% at or above expectation</td> </tr> <tr> <td>White</td> <td>7% below expectation 92% at or above expectation</td> </tr> <tr> <td>Hispanic</td> <td>15% below expectation 84% at or above expectation</td> </tr> </table>	Grade 2	Benchmark –September 2008	FARMS	25% below expectation 75% at or above expectation	Special Education	22% below expectation 78% at or above expectation	African Americans	32% below expectation 69% at or above expectation	White	7% below expectation 92% at or above expectation	Hispanic	15% below expectation 84% at or above expectation
Grade 2	Benchmark – September 2008																			
At or Above Expectation	78%																			
Below Expectation	21%																			
Grade 2	Benchmark –September 2008																			
FARMS	25% below expectation 75% at or above expectation																			
Special Education	22% below expectation 78% at or above expectation																			
African Americans	32% below expectation 69% at or above expectation																			
White	7% below expectation 92% at or above expectation																			
Hispanic	15% below expectation 84% at or above expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #2	<p><u>Grade1</u></p> <ul style="list-style-type: none"> Overall First grade students scored 90% on Benchmark 2. Students did well on standard 6.A.1.k (count forward and backward starting with numbers other than one) , only 94% of students scored at or above level. Students struggled in the area of identifying the concept of inverse operation to addition and subtraction, standard 6.C.1.c, 16% of students scored below expectation. <table border="1" data-bbox="445 597 1184 740"> <thead> <tr> <th>Grade 1</th> <th>Benchmark – November 2008</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>90%</td> </tr> <tr> <td>Below expectation</td> <td>10%</td> </tr> </tbody> </table>	Grade 1	Benchmark – November 2008	At or above expectation	90%	Below expectation	10%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 90% on Math Benchmark 2. Once again there was not a large gap between African Americans and White students, yet still there was a gap. <table border="1" data-bbox="1213 477 1953 954"> <thead> <tr> <th>Grade 1</th> <th>Benchmark –November 2008</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>12% below expectation 87% at or above expectation</td> </tr> <tr> <td>White</td> <td>9% below expectation 91% at or above expectation</td> </tr> <tr> <td>Hispanic</td> <td>8% below expectation 92% at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>13% below expectation 88% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>10% below expectation 90% at or above expectation</td> </tr> </tbody> </table>	Grade 1	Benchmark –November 2008	African Americans	12% below expectation 87% at or above expectation	White	9% below expectation 91% at or above expectation	Hispanic	8% below expectation 92% at or above expectation	FARMS	13% below expectation 88% at or above expectation	Special Education	10% below expectation 90% at or above expectation
Grade 1	Benchmark – November 2008																			
At or above expectation	90%																			
Below expectation	10%																			
Grade 1	Benchmark –November 2008																			
African Americans	12% below expectation 87% at or above expectation																			
White	9% below expectation 91% at or above expectation																			
Hispanic	8% below expectation 92% at or above expectation																			
FARMS	13% below expectation 88% at or above expectation																			
Special Education	10% below expectation 90% at or above expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #2 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall percentage of students that scored at or above expectation was 74% Students scored 94% at or above expectation on standard 6.A.1.f (express whole numbers up to 999 using expanded form up to 999). Students struggled in three areas. Students scored 27% below expectation on standard 6.A.1.g (Identify the place value of a digit in whole numbers up to 999) and they scored 26% below level on both 6.A.3a (determine the value of a given set of mixed currency up to \$10.00) and 6.B.1.a (Build and describe models of even and odd numbers using concrete materials, and discuss the models) <table border="1" data-bbox="445 688 1184 833"> <thead> <tr> <th>Grade 2</th> <th>Benchmark- November 2008</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>74%</td> </tr> <tr> <td>Below expectation</td> <td>26%</td> </tr> </tbody> </table>	Grade 2	Benchmark- November 2008	At or above expectation	74%	Below expectation	26%	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> There was a much larger gap between African Americans and White students. Special education students scored low compared to other students. <table border="1" data-bbox="1213 477 1953 954"> <thead> <tr> <th>Grade 2</th> <th>Benchmark-November 2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>34% below expectation 67% at or above expectation</td> </tr> <tr> <td>White</td> <td>23% below expectation 84% at or above expectation</td> </tr> <tr> <td>FARMS</td> <td>28% below expectation 72% at or above expectation</td> </tr> <tr> <td>Special Education</td> <td>56% below expectation 44% at or above expectation</td> </tr> <tr> <td>Limited English</td> <td>30% below expectation 70% AT expectation</td> </tr> </tbody> </table>	Grade 2	Benchmark-November 2008	African American	34% below expectation 67% at or above expectation	White	23% below expectation 84% at or above expectation	FARMS	28% below expectation 72% at or above expectation	Special Education	56% below expectation 44% at or above expectation	Limited English	30% below expectation 70% AT expectation
Grade 2	Benchmark- November 2008																			
At or above expectation	74%																			
Below expectation	26%																			
Grade 2	Benchmark-November 2008																			
African American	34% below expectation 67% at or above expectation																			
White	23% below expectation 84% at or above expectation																			
FARMS	28% below expectation 72% at or above expectation																			
Special Education	56% below expectation 44% at or above expectation																			
Limited English	30% below expectation 70% AT expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #3	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 74% at or above expectation on Math Benchmark 3. Students scored 92% at or above expectation on standard 6.C.1.b (solve a given word problem based on addition or subtraction). Student also scored 91% on standard 6.C.1.a (develop strategies for addition and subtraction based on facts such as counting back, counting on making tens, doubles and doubles plus one) . Students struggled 6.A.1.h (compare and order numbers up to 99 using terms such as greater than and less than and equal to. <table border="1" data-bbox="445 659 1184 802"> <thead> <tr> <th data-bbox="445 659 814 704">Grade 1</th> <th data-bbox="814 659 1184 704">Benchmark- January 2009</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 704 814 750">At or above expectation</td> <td data-bbox="814 704 1184 750">74%</td> </tr> <tr> <td data-bbox="445 750 814 802">Below expectation</td> <td data-bbox="814 750 1184 802">26%</td> </tr> </tbody> </table>	Grade 1	Benchmark- January 2009	At or above expectation	74%	Below expectation	26%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> There was a much larger gap between African Americans and White students. The gap was a 16% difference between the two races. 73% of special education students scored at or above expectations on Benchmark 3. <table border="1" data-bbox="1213 506 1955 984"> <thead> <tr> <th data-bbox="1213 506 1583 552">Grade 1</th> <th data-bbox="1583 506 1955 552">Benchmark 3- January 2009</th> </tr> </thead> <tbody> <tr> <td data-bbox="1213 552 1583 639">African Americans</td> <td data-bbox="1583 552 1955 639">68% at or above expectations 32% below expectations</td> </tr> <tr> <td data-bbox="1213 639 1583 727">Whites</td> <td data-bbox="1583 639 1955 727">84% at or above expectations 17% below expectations</td> </tr> <tr> <td data-bbox="1213 727 1583 815">Special education</td> <td data-bbox="1583 727 1955 815">73% at or above expectations 27% below expectations</td> </tr> <tr> <td data-bbox="1213 815 1583 902">FARMS</td> <td data-bbox="1583 815 1955 902">69% at or above expectations 30% below expectations</td> </tr> <tr> <td data-bbox="1213 902 1583 984">Hispanic</td> <td data-bbox="1583 902 1955 984">66% at or above expectations 33% below expectations</td> </tr> </tbody> </table>	Grade 1	Benchmark 3- January 2009	African Americans	68% at or above expectations 32% below expectations	Whites	84% at or above expectations 17% below expectations	Special education	73% at or above expectations 27% below expectations	FARMS	69% at or above expectations 30% below expectations	Hispanic	66% at or above expectations 33% below expectations
Grade 1	Benchmark- January 2009																			
At or above expectation	74%																			
Below expectation	26%																			
Grade 1	Benchmark 3- January 2009																			
African Americans	68% at or above expectations 32% below expectations																			
Whites	84% at or above expectations 17% below expectations																			
Special education	73% at or above expectations 27% below expectations																			
FARMS	69% at or above expectations 30% below expectations																			
Hispanic	66% at or above expectations 33% below expectations																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #3 (Continued)	<p>Grade 2</p> <ul style="list-style-type: none"> Overall students scored 62% on Benchmark 3. 93% of students scored 93% on standard 6.C.1.b (add no more than 3 whole numbers addends with no more than 2 digits in each addend and the sum of no more than 100). Students struggled in the area of telling time with intervals of 5 minutes using an analog clock. 56% of students scored below expectation for this standard. Another area of concern was standard 6.A1.b (list multiple representation of a number). <table border="1" data-bbox="445 678 1184 821"> <thead> <tr> <th>Grade 2</th> <th>Benchmark- January 2009</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>62%</td> </tr> <tr> <td>Below expectation</td> <td>38%</td> </tr> </tbody> </table>	Grade 2	Benchmark- January 2009	At or above expectation	62%	Below expectation	38%	<p>Grade 2</p> <ul style="list-style-type: none"> There was another large academic gap between African American students and white students. African American students scored 53% at or above expectation whereas; White students scored 80% at or above expectation. Special education students scored 33% at or above expectation, and FARMS were 57% at or above expectation. These are academic gaps that need to be closed. <table border="1" data-bbox="1213 618 1955 1096"> <thead> <tr> <th>Grade 2</th> <th>Benchmark 3 – January 2009</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>53% at or above expectation 47% below expectation</td> </tr> <tr> <td>Whites</td> <td>80% at or above expectation 20% below expectation</td> </tr> <tr> <td>Hispanic</td> <td>38 % at or above expectation 62% below expectation</td> </tr> <tr> <td>Farms</td> <td>57% at or above expectation 43% below expectation</td> </tr> <tr> <td>Special Education</td> <td>33% at or above expectation 67% below expectation</td> </tr> </tbody> </table>	Grade 2	Benchmark 3 – January 2009	African Americans	53% at or above expectation 47% below expectation	Whites	80% at or above expectation 20% below expectation	Hispanic	38 % at or above expectation 62% below expectation	Farms	57% at or above expectation 43% below expectation	Special Education	33% at or above expectation 67% below expectation
Grade 2	Benchmark- January 2009																			
At or above expectation	62%																			
Below expectation	38%																			
Grade 2	Benchmark 3 – January 2009																			
African Americans	53% at or above expectation 47% below expectation																			
Whites	80% at or above expectation 20% below expectation																			
Hispanic	38 % at or above expectation 62% below expectation																			
Farms	57% at or above expectation 43% below expectation																			
Special Education	33% at or above expectation 67% below expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																					
Math/Algebra – Benchmark assessment #4	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Over all students scored 73% at or above expectation. Students did well in the area of standard 6.A.1.d (Use the numbers of 5 and 10 as anchors in relationship to other numbers), 99% of students scored at or above expectation on this standard. 84% of students scored at or above expectation on standard 6.C.1.a (develop strategies of addition and subtraction basic facts such as counting on, counting back, making ten, doubles and doubles plus one. Students did well on this same standard on Benchmark 3. Students struggled in the area of 6.A.3.a (Determine the value of a give set of same currency up to \$1.00) Students also struggled with 1.A.1.a (Represent and analyze numeric patterns using skip counting by multiples of 2 and 10 starting with any whole number, and using manipulative and the 100 chart). <table border="1" data-bbox="445 821 1184 964"> <thead> <tr> <th>Grade 1</th> <th>Benchmark 4- February 2009</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>73%</td> </tr> <tr> <td>Below expectation</td> <td>27%</td> </tr> </tbody> </table>	Grade 1	Benchmark 4- February 2009	At or above expectation	73%	Below expectation	27%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> African Americans scored 60% at or above expectation compared to white students that scored 86%. When compared with Hispanic students which scored 83 % at or above expectation. Special education students scored 80% at or above expectation, where as FARMS scored 71% at or above. ELL students scored 88% at expectation, no one in this sub group scored above expectation. <table border="1" data-bbox="1213 649 1953 1211"> <thead> <tr> <th>Grade 1</th> <th>Benchmark 4- February 2009</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>60% at or above expectation 40% below expectation</td> </tr> <tr> <td>Whites</td> <td>86% at or above expectation 14% below expectation</td> </tr> <tr> <td>Hispanics</td> <td>83% at or above expectation 17% below expectation</td> </tr> <tr> <td>Special education</td> <td>80% at or above expectation 20% below expectation</td> </tr> <tr> <td>FARMS</td> <td>71% at or above expectation 29% below expectation</td> </tr> <tr> <td>ELL</td> <td>88% at expectation 13% below</td> </tr> </tbody> </table>		Grade 1	Benchmark 4- February 2009	African Americans	60% at or above expectation 40% below expectation	Whites	86% at or above expectation 14% below expectation	Hispanics	83% at or above expectation 17% below expectation	Special education	80% at or above expectation 20% below expectation	FARMS	71% at or above expectation 29% below expectation	ELL	88% at expectation 13% below
Grade 1	Benchmark 4- February 2009																						
At or above expectation	73%																						
Below expectation	27%																						
Grade 1	Benchmark 4- February 2009																						
African Americans	60% at or above expectation 40% below expectation																						
Whites	86% at or above expectation 14% below expectation																						
Hispanics	83% at or above expectation 17% below expectation																						
Special education	80% at or above expectation 20% below expectation																						
FARMS	71% at or above expectation 29% below expectation																						
ELL	88% at expectation 13% below																						

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #4 (Continued)	<p>Grade 2</p> <ul style="list-style-type: none"> Overall students scored 86% at or above expectation on Math benchmark 4. 89% of students scored at or above expectation on standard 6.A.1.f (express whole numbers up to 999 using expanded form) Students scored 87% on the following two standards. Students also did well on standard 6.A.1.g (identify the place value of a digit in whole numbers up to 999) and 6.C.1.b (add no more that 3 whole number addends with no more than 2 digit in each addend and a sum of no more than 100). Students struggled with the final 2 standards. 34% scored below expectation on standard 3.A.1.b (tell time in intervals of 5 minutes using an analog clock). This was an increase from the last benchmark where 56% of students were below. So we did see some improvements. Students scored 22% below on standard 6.C.1.d(solve word problems based on addition or subtraction situations) <table border="1" data-bbox="445 850 1184 993"> <thead> <tr> <th data-bbox="445 850 814 896">Grade 2</th> <th data-bbox="814 850 1184 896">Benchmark- February 2009</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 896 814 941">At or above expectation</td> <td data-bbox="814 896 1184 941">86%</td> </tr> <tr> <td data-bbox="445 941 814 993">Below expectation</td> <td data-bbox="814 941 1184 993">14%</td> </tr> </tbody> </table>	Grade 2	Benchmark- February 2009	At or above expectation	86%	Below expectation	14%	<p>Grade 2</p> <ul style="list-style-type: none"> There was a smaller achievement gap between African Americans and whites on this benchmark. African Americans scored 81% at or above expectation where as 91% of Whites scored at or above, and 92% of Hispanics scored at or above expectation. Special education students did better on this benchmark also with 76% of students scoring at or above and FARMS scored 84% at or above. All students seemed to improve on this benchmark test. <table border="1" data-bbox="1213 678 1955 1156"> <thead> <tr> <th data-bbox="1213 678 1583 724">Grade 2</th> <th data-bbox="1583 678 1955 724">Benchmark-February 2009</th> </tr> </thead> <tbody> <tr> <td data-bbox="1213 724 1583 813">African Americans</td> <td data-bbox="1583 724 1955 813">81% at or above expectation 19% below</td> </tr> <tr> <td data-bbox="1213 813 1583 902">Whites</td> <td data-bbox="1583 813 1955 902">91% at or above expectation 10% below</td> </tr> <tr> <td data-bbox="1213 902 1583 992">Hispanic</td> <td data-bbox="1583 902 1955 992">92% at or above expectation 8% below</td> </tr> <tr> <td data-bbox="1213 992 1583 1081">FARMS</td> <td data-bbox="1583 992 1955 1081">84% at or above expectation 15% below</td> </tr> <tr> <td data-bbox="1213 1081 1583 1156">Special Education</td> <td data-bbox="1583 1081 1955 1156">76% at above expectation 24% below</td> </tr> </tbody> </table>	Grade 2	Benchmark-February 2009	African Americans	81% at or above expectation 19% below	Whites	91% at or above expectation 10% below	Hispanic	92% at or above expectation 8% below	FARMS	84% at or above expectation 15% below	Special Education	76% at above expectation 24% below
Grade 2	Benchmark- February 2009																			
At or above expectation	86%																			
Below expectation	14%																			
Grade 2	Benchmark-February 2009																			
African Americans	81% at or above expectation 19% below																			
Whites	91% at or above expectation 10% below																			
Hispanic	92% at or above expectation 8% below																			
FARMS	84% at or above expectation 15% below																			
Special Education	76% at above expectation 24% below																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #5	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall students scored 81% at or above expectation. Students struggled in the area of 6.A.3.a (determine the value of a given set of same currency up to \$1.00) Students did extremely well in the area of 3.A.1.b (tell time in intervals of hours and half-hours using an analog clock). 99% of students were at or above grade level. <table border="1" data-bbox="445 568 1184 711"> <thead> <tr> <th>Grade 1</th> <th>Benchmark 5</th> </tr> </thead> <tbody> <tr> <td>At or above expectation</td> <td>81%</td> </tr> <tr> <td>Below expectation</td> <td>19%</td> </tr> </tbody> </table>	Grade 1	Benchmark 5	At or above expectation	81%	Below expectation	19%	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> African Americans and Hispanic students both scored around the same 75% at or above expectation whereas, whites scored 89% at or above expectation. FARMS students scored 78%. Special education students scored the lowest with 67% of students at expectation. <table border="1" data-bbox="1213 586 1953 1102"> <thead> <tr> <th>Grade 1</th> <th>Benchmark- March 2009</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>74% at or above expectation 25% below expectation</td> </tr> <tr> <td>Whites</td> <td>89% at or above expectation 25% below expectation</td> </tr> <tr> <td>Hispanics</td> <td>75% at or above expectation 25% below expectation</td> </tr> <tr> <td>FARMS</td> <td>78% at or above expectation 22% below expectation</td> </tr> <tr> <td>Special Education</td> <td>67% at or above expectation 33% below expectation</td> </tr> </tbody> </table>	Grade 1	Benchmark- March 2009	African Americans	74% at or above expectation 25% below expectation	Whites	89% at or above expectation 25% below expectation	Hispanics	75% at or above expectation 25% below expectation	FARMS	78% at or above expectation 22% below expectation	Special Education	67% at or above expectation 33% below expectation
Grade 1	Benchmark 5																			
At or above expectation	81%																			
Below expectation	19%																			
Grade 1	Benchmark- March 2009																			
African Americans	74% at or above expectation 25% below expectation																			
Whites	89% at or above expectation 25% below expectation																			
Hispanics	75% at or above expectation 25% below expectation																			
FARMS	78% at or above expectation 22% below expectation																			
Special Education	67% at or above expectation 33% below expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math/Algebra – Benchmark assessment #5 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall students scored much better on this benchmark with 77% at or above expectation. Students struggle with 6.C.1.d (solve addition and subtraction word problems). Students did well in the area of place value 6.A.1.g, <table border="1" data-bbox="445 505 1184 649"> <thead> <tr> <th data-bbox="445 505 814 553">Grade 2</th> <th data-bbox="814 505 1184 553">Benchmark- April</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 553 814 602">At or above expectation</td> <td data-bbox="814 553 1184 602">77%</td> </tr> <tr> <td data-bbox="445 602 814 649">Below expectation</td> <td data-bbox="814 602 1184 649">23%</td> </tr> </tbody> </table>	Grade 2	Benchmark- April	At or above expectation	77%	Below expectation	23%	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Students overall scored 77% at or above expectation this is the same amount that the sub group FARMS scored. African Americans scored below this with 72% at or above. Where as Whites scored 80% at or above expectation. This is a smaller achievement gap than we have seen before in other benchmarks. <table border="1" data-bbox="1213 537 1955 1015"> <thead> <tr> <th data-bbox="1213 537 1583 586">Grade 2</th> <th data-bbox="1583 537 1955 586">Benchmark -April</th> </tr> </thead> <tbody> <tr> <td data-bbox="1213 586 1583 672">African Americans</td> <td data-bbox="1583 586 1955 672">72% at or above expectation 28% below expectation</td> </tr> <tr> <td data-bbox="1213 672 1583 758">Whites</td> <td data-bbox="1583 672 1955 758">80% at or above expectation 20% below expectation</td> </tr> <tr> <td data-bbox="1213 758 1583 844">Hispanic</td> <td data-bbox="1583 758 1955 844">92% at or above expectation 8% below expectation</td> </tr> <tr> <td data-bbox="1213 844 1583 930">FARMS</td> <td data-bbox="1583 844 1955 930">77% at or above expectation 23% below expectation</td> </tr> <tr> <td data-bbox="1213 930 1583 1015">Special Education</td> <td data-bbox="1583 930 1955 1015">70% at or above expectation 30% below expectation</td> </tr> </tbody> </table>	Grade 2	Benchmark -April	African Americans	72% at or above expectation 28% below expectation	Whites	80% at or above expectation 20% below expectation	Hispanic	92% at or above expectation 8% below expectation	FARMS	77% at or above expectation 23% below expectation	Special Education	70% at or above expectation 30% below expectation
Grade 2	Benchmark- April																			
At or above expectation	77%																			
Below expectation	23%																			
Grade 2	Benchmark -April																			
African Americans	72% at or above expectation 28% below expectation																			
Whites	80% at or above expectation 20% below expectation																			
Hispanic	92% at or above expectation 8% below expectation																			
FARMS	77% at or above expectation 23% below expectation																			
Special Education	70% at or above expectation 30% below expectation																			

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																																	
Math - YPP data	<p><u>Grade 1</u></p> <table border="1"> <tr><td>Mastery</td><td>29.1</td></tr> <tr><td>Partial Mastery</td><td>40.9</td></tr> <tr><td>Non Mastery</td><td>27.8</td></tr> <tr><td>Undetermined Mastery</td><td>2.2</td></tr> </table> <p><u>Grade 2</u></p> <table border="1"> <tr><td>Mastery</td><td>24.4</td></tr> <tr><td>Partial Mastery</td><td>46.1</td></tr> <tr><td>Non-Mastery</td><td>25.7</td></tr> <tr><td>Undetermined Mastery</td><td>3.9</td></tr> </table>	Mastery	29.1	Partial Mastery	40.9	Non Mastery	27.8	Undetermined Mastery	2.2	Mastery	24.4	Partial Mastery	46.1	Non-Mastery	25.7	Undetermined Mastery	3.9																																		
Mastery	29.1																																																		
Partial Mastery	40.9																																																		
Non Mastery	27.8																																																		
Undetermined Mastery	2.2																																																		
Mastery	24.4																																																		
Partial Mastery	46.1																																																		
Non-Mastery	25.7																																																		
Undetermined Mastery	3.9																																																		
Student Attendance	<ul style="list-style-type: none"> Monthly attendance rate has been declining each month. <table border="1"> <thead> <tr> <th>Monthly Attendance</th> <th>Overall %</th> </tr> </thead> <tbody> <tr><td>Sept. 08</td><td>95.5</td></tr> <tr><td>Oct. 08</td><td>95.82</td></tr> <tr><td>Nov. 08</td><td>95.46</td></tr> <tr><td>Dec. 08</td><td>94.82</td></tr> <tr><td>Jan. 09</td><td>93.36</td></tr> <tr><td>Feb. 09</td><td>92.17</td></tr> </tbody> </table> <ul style="list-style-type: none"> Overall we are still above the 94% required and have maintained this for the past 3 years. 	Monthly Attendance	Overall %	Sept. 08	95.5	Oct. 08	95.82	Nov. 08	95.46	Dec. 08	94.82	Jan. 09	93.36	Feb. 09	92.17	<table border="1"> <thead> <tr> <th></th> <th>Pre-K</th> <th>K</th> <th>1st.</th> <th>2nd.</th> </tr> </thead> <tbody> <tr><td>Sept 08</td><td>95.34</td><td>95.95</td><td>95.16</td><td>95.45</td></tr> <tr><td>Oct. 08</td><td>95.21</td><td>95.5</td><td>95.48</td><td>96.71</td></tr> <tr><td>Nov 08</td><td>94.85</td><td>95.48</td><td>94.84</td><td>96.52</td></tr> <tr><td>Dec 08</td><td>93.05</td><td>95.37</td><td>93.80</td><td>95.91</td></tr> <tr><td>Jan 09</td><td>89.63</td><td>93.34</td><td>93.42</td><td>94.96</td></tr> <tr><td>Feb 09</td><td>91.86</td><td>90.60</td><td>92.13</td><td>94.75</td></tr> </tbody> </table> <ul style="list-style-type: none"> We will be implementing the Arts integration program in the first grade with hopes to increase daily attendance. 		Pre-K	K	1 st .	2 nd .	Sept 08	95.34	95.95	95.16	95.45	Oct. 08	95.21	95.5	95.48	96.71	Nov 08	94.85	95.48	94.84	96.52	Dec 08	93.05	95.37	93.80	95.91	Jan 09	89.63	93.34	93.42	94.96	Feb 09	91.86	90.60	92.13	94.75
Monthly Attendance	Overall %																																																		
Sept. 08	95.5																																																		
Oct. 08	95.82																																																		
Nov. 08	95.46																																																		
Dec. 08	94.82																																																		
Jan. 09	93.36																																																		
Feb. 09	92.17																																																		
	Pre-K	K	1 st .	2 nd .																																															
Sept 08	95.34	95.95	95.16	95.45																																															
Oct. 08	95.21	95.5	95.48	96.71																																															
Nov 08	94.85	95.48	94.84	96.52																																															
Dec 08	93.05	95.37	93.80	95.91																																															
Jan 09	89.63	93.34	93.42	94.96																																															
Feb 09	91.86	90.60	92.13	94.75																																															

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Office Referrals	<ul style="list-style-type: none"> • Total School Referrals: 147 referrals (as of 4/6/09) <ul style="list-style-type: none"> ○ Number of Students: 62 students accounting for those 147 referrals ○ Number of Students with one referral: 108 students ○ Number of Students with multiple referrals: 39 students ○ 402 Physical attacks on other students 704 class disruptions are the two areas where a majority of the referrals are coming from. 	<ul style="list-style-type: none"> • Referrals by Grade: This data is as of 2/19/09 with 88 referrals being counted. <ul style="list-style-type: none"> ○ First Grade: 29% of referrals were first graders (8% of all first grade) ○ Second Grade: 39% of referrals were second graders (11% of all second grade) ○ Kindergarten: 24% of referrals were kindergartners (6% of all kindergarten) ○ Pre-Kindergarten: 9% of referrals were pre-kindergartners (6% of all pre-kindergarten) • Referrals by Gender: <ul style="list-style-type: none"> ○ Boys: 78% of referrals were boys (11% of all boys) ○ Girls: 22% of referrals were girls (3% of all girls) • Referrals by Race: <ul style="list-style-type: none"> ○ African American: 71% of referrals were by African Americans (11% of all African Americans) ○ Caucasian: 24.5% of referrals were by Caucasians (5% of all Caucasians) ○ Hispanic: 4.5% of referrals were by Hispanics (4% of all Hispanics)
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> • In school suspensions have not been utilized this year. • Out of school suspensions as of 4/9/09 are 37. It is a 6.9% suspension rate. With 10 students being repeat offenders. 	<ul style="list-style-type: none"> • The data shows that 7 students that have received out of school suspensions were African American and 3 students were White. • Beaver Run will promote a positive behavior program to address the needs of our most at risk students. (CAR)
School Climate – Other	<ul style="list-style-type: none"> • We are using preventative referrals to help keep students out of the office and in the classroom. These are being very helpful with documentation purposes also. • Our in-school suspension staff is being used in a pro-active way. 	<ul style="list-style-type: none"> • We are working on decreasing the number of referrals for African American males with additional special education support, we are utilizing our in school suspension person and creating functional behavior plans. • We will be implementing the Arts integration to help reduce the number of disruptive students in the classroom.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Parent Involvement	<ul style="list-style-type: none"> • Beaver run has had 2,471 visitors for the 2008-2009 school year. • We have had the following activities: <ul style="list-style-type: none"> ○ Family Fun Night ○ Open Gym ○ Family Fun Night At The WELC ○ Round Up Reading Night ○ Kindergarten Valentine Rotation Day ○ Kindergarten Snow Day Fun ○ AEW ○ Back To School Night ○ Open House ○ Mcnosh Family Reading Night ○ Multicultural Fashion Show ○ Country Fair For PTA ○ December Sing -A- Long 	<ul style="list-style-type: none"> • There is no disaggregated data at this time.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
2. Describe any trends in the areas of strength.
3. Describe areas of need that exist through most or all data sources or grades.
 - Students at Beaver Run struggle with comparing whole numbers up to 99 using greater than, less than and equal to.
 - Students also struggle with use of text features in non-fiction text.
 - Teachers are not comfortable using edusoft independently to create assessments, and using Edusoft data to form differentiated instructional groups.
4. Describe any trends in the areas of need.
 - One area of concern with first grade is students continue to struggle throughout the year with comparing numbers with greater than and less than or equal to.
 - Whereas second grade struggles with main idea and details along with sequence of events.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

TITLE I INFORMATION:

Beaver Run Elementary School's current FARM percentage is 75.26%. The School wide program provides support services for all students. Support is given in the areas of reading and mathematics. Three School wide Support highly qualified teachers, Mindy Craft, Linda Truitt and Rosemarie Leonard plan, create and teach support lessons to Kindergarten, first and second grade students both in the classroom and a pull out small groups. The instructional Para-professionals also instruct utilizing the plans written for him or her. Based on data shared at management team meeting (3 per year) students are rotated in and out of small groups as needed. The selection process is based on Leveled Reading Passages, report card grades, Benchmark assessments and teacher recommendation. Students targeted for grade 2 small group supports are selected from those that score in the EFG to CD range on the LRP for remediation and for enrichment based instruction it is based on teacher recommendation and observation. Grade 1 students scoring at AB/Below on the LRP are selected for remediation and for enrichment it is also based on teacher recommendation and observation. Kindergarten students are based on teacher's initial assessments at the beginning of the school year. Math selection for the small group support in grades 1 and 2 are based on the results of the class performance, Math Benchmarks, teacher recommendation and report card grades. These resource support teachers meet with the classroom teachers on a regular basis to plan the targeted skills for the following week.

Six other School wide support assistants strengthen reading and math instruction in the classrooms, lowering the student-to-teacher ratio.

Reading Insures Success for Everyone (R.I.S.E.) is a one-on-one tutorial program that is utilized for a specific group of students, such as students in grades 1 and 2 that are reading significantly below level. Selection of students is based on the Leveled Reading Passages, previous retention and teacher recommendation. The School wide support teachers and instructional support assistants instruct these students. Their progress is reviewed quarterly and mid-year with the administration of the Leveled Reading Passages.

We provide in-service training for new teachers informing them about ways to use their assistants and how the plans for them are to be written and submitted to administration at the end of each month. School wide support assistants meet with the School wide support teachers to discuss the responsibilities they fulfill in and how they are to work with students and give written feedback to classroom teachers. School wide support teachers oversee their feedback in their plans.

A School wide Open House is held early each year to distribute information about our program to parents. We will join with the PBIS Muffins for Moms, Donuts for Dads and Granola for grandparents program to share information about our school wide support program. Two Family Fun Nights are held each year. A fall night is planned for grades 1 and 2. In the spring we conduct a

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

family night for 3 year old, Pr-K and Kindergarten. At these family nights, activities, games, books, self-help pamphlets and projects are explained to parents. Then they may keep these and use them with their children.

Parent Advisory Committee meetings are held the first Tuesday of each month at 9:15a.m.to meet and discuss ways our School wide program works and suggestions to make improvements. We met several times throughout this year to write the new Parent/School Compact.

In the fall, we involved students with the Leadership Team in conjunction with Salisbury University’s football team.

Other School wide activities included the Math Olympics, which is a culminating activity for Maryland Math Month which allows students to apply the skills they have learned throughout the year at various stations. Literacy Day is a celebration at which the selection of winners of a writing contest shares their poems and stories. This year we also participated in the “Hit the Books!” program in which many of our students read books, made a school banner and attended the Shorebirds game.

To ensure students are taught by highly qualified teachers and qualified paraprofessionals, we will work collaboratively with Central Office staff by:

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8)
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22)
- Providing on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 13.7)
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13.9)
- All of the high poverty elementary schools in Wicomico County are also Title I schools. Therefore, in addition to the efforts directed at all schools in the district, the Title I Supervisor works closely with building administrators to monitor the highly qualified status of teachers in these schools. Ensuring teachers in high poverty schools are highly qualified is a top priority when staffing changes are requested or required in both elementary and secondary schools. All content supervisors work collaboratively with the Directors of Elementary Education, Secondary Education, and Human Resources to determine the best placement of teachers.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

- Beaver Run Elementary is a PD school with Salisbury University. We encourage our interns once graduated to apply to our school and continue to work in our schools.
- Beaver Run offers new teachers a mentor their first year of teaching along with the county level mentor.
- Although we are an older facility that has limited resources for technology, we continue to purchase technology on our own and provide support to the teachers with training on technology through the use of our TRTs.
- Beaver Run administration is very supportive to teachers who want to attend conferences and workshops to better enhance their knowledge.
- We are a PBIS school that teaches Character Education, teaching the children how to be a good citizen helps us to appeal to applicants.
- Staff is encouraged to write grants to help build up our classroom libraries and supplies again this is helpful in retaining of teachers.
- The team work and support that is provided at Beaver Run is a big plus to working here.

Beaver Run Elementary School accepts the Wicomico County Board of Education's family involvement policy and has aligned its school-level parent involvement plan accordingly.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will thoroughly plan and implement daily lessons aligned with content standards and Voluntary State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. • Teachers will provide small group instruction, based on students’ needs, daily to accelerate student learning in Reading through the use of materials at the students’ instructional level such as Leveled Readers, Phonics Library, I Love Reading books, Vocabulary Readers, novels, etc. • Teachers will focus on the core of Reading instruction: phonemic awareness, vocabulary development, phonics, comprehension, fluency. These facets of reading are all interrelated. Teachers will utilize the Daily 5/Literacy Framework. • Teachers will provide differentiated instructional strategies such as small group/one-on-one instruction and/or Cooperative Learning strategies to accelerate student learning in Reading. Teachers will no longer be using workbooks; in place of these teachers will use classroom libraries and other supplemental activities for practice and reinforcement. To accelerate student learning in Math teachers will use a variety of materials at the students’ instructional level, such as manipulatives, Re-teach/Practice/Enrich pages, Leveled Problem Solver, etc. Technology will be used in Reading and Math in order to enhance lessons and student learning, such as Education City, Nettekker and Eduplace. • School wide resource teachers collaborate, plan and provide one-on-one and small group instruction daily to accelerate student learning in reading and math through the use of RISE, small group instruction, in the form of remediation and enrichment. • Special Education teachers collaborate, consult, and co-teach with classroom teachers daily to provide instruction that will accommodate IEP requirements for all Special Education students. • ELL teachers collaborate and plan with classroom teachers and instruct students on a one-on-one or small group basis. • All instructional assistants will be provided with daily written plans from their cooperating teacher(s). Plans should include: objective/skill, instructional strategies, targeted students, and time/date. All assistants will be responsible for providing feedback for each student they work with. • Teachers will develop listening skills by using the following strategies: sentence dictation during the Spelling test, read alouds with student interaction (designated times), Math warm up activities, discussion of current events, theme related topics, personal interests, and directed conversation. • Monthly Themes will create multiple learning opportunities connected to content areas including Reading, Math, Writing, Art, P.E. and Music. (Refer to Appendix A.) • First grade teachers will be piloting the program integrating the Arts to enrich learning and promote greater student involvement throughout all subject areas. (This will increase motivation and decrease behavioral issues.) 	2

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • Administration and teachers will use scheduled Grade Level PLC and School wide PLC meetings to examine formative and summative student assessment data. <ul style="list-style-type: none"> ○ Reading Benchmark Assessments (from Edusoft) ○ HM Leveled Reading Passages ○ Math Benchmark Assessments (from Edusoft) ○ Focus on long term goals for Math and Reading Benchmarks ○ Teacher-Created Assessments ○ Student Work Samples ○ Writing Portfolios ○ YPP (Yearly Progress Pro) Data ○ Primary Talent Development Program ○ Work Sampling System for PK/K • Teacher/Team Planning Meetings will be held once a week to examine student work, assessment data, and plan instruction to foster a Professional Learning Communities. Use faculty meeting to focus on professional development that enhances student development. (PK teachers from WELC will be invited to BRS Kindergarten Team Planning Meetings once per quarter to discuss the progress of their students.) • Teacher will use all data to track individual students for regrouping of students according to their needs (enrichment, intervention). Specific attention will be given to demographic groups in order to close the achievement gap. • Teachers will use Leveled Reading Passages (given in September and April to students in grades 1 and 2, given only in April to grade K) to gather data to target level of instruction for their students and monitor growth. • Teachers will meet with the Administrators, PD Reading Coach, and School wide Resource Teachers to establish reading groups using formative and summative data. 	2

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • PD Coaches will continue to demonstrate strategies at BRS and in the PK classrooms at the WELC based on the needs determined through the Professional Learning Communities. • Teachers will utilize the strategies developed through the PLC. • Teachers will continue to utilize effective strategies to use when reading and writing in the content area for information during Reading (when applicable), Science and Social Studies. Skills that will be developed are: writing, main idea, text features, and vocabulary development. • Teachers will instruct students on how to interact with informational text by incorporating Weekly Reader and Science Weekly magazines into Reading, Social Studies, and or Science lessons: <ul style="list-style-type: none"> ○ <u>WEEKLY READER/SCIENCE INSERT</u> <ul style="list-style-type: none"> ▪ Kindergarten: 8 classes X 25 students X \$ 5.98= 1,196.00 ▪ First Grade: 8 classes X 25 students X \$4.98 =996.00 ▪ Second Grade: 7 classes X 25 students X \$4.98 = 871.50 ▪ Total for Weekly Reader and Science insert =\$3063.50 • <u>National Geographic Magazine-</u> <ul style="list-style-type: none"> ○ First Grade: 8 classes X 25 students X \$2.25 = \$450.00 ○ Second Grade 7 class X25students X 3.55 = 621.25 ○ Total for National Geographic Magazine =\$1,071.25 • The Judy Center will fund the National Geographic Weekly magazine: <ul style="list-style-type: none"> ○ Pre-Kindergarten: 4 classes X 25 ○ Kindergarten: 8 classes X 25 	2
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Teachers will utilize the theme skill assessments given by the series. Result will be discussed at the grade level PLC meetings. Teachers will complete data sheet in order to track student progress. Reports will be viewed one week after test is administered. 	4

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Teachers may utilize Reading Counts. • The Media Specialist will maintain the data base for Reading Counts. • Media Specialist will continue to provide her services to students and teachers at WELC. • Teachers, administrators, and PD coaches will examine student performance data from a variety of sources (Benchmark tests, Edusoft data, HM Leveled Reading Passages, MMSR, and Work Sampling to inform instruction. Based on the outcomes of the data reviewed, instruction will be targeted to meet the academic needs of the students.) 	4
<p>A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Teachers will incorporate a variety of manipulatives to enhance daily instruction. • Teachers will utilize Draw It! Write about it! Booklet provided by the county. • Teachers will use the edusoft reports to identify student needs to drive instruction. 	2
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers will use Brief Response activities (MATH Draw It! Write About It!) Relative to the targeted areas chosen from the assessment data. (See A7.) • Teachers will prepare and incorporate a selected response, constructed response or exit ticket activity into Math lessons. • Teacher will administer Math Chapter test provided by county. Results will be shared at grade PLC meetings. Teachers will complete data sheet in order to track student progress. Reports will be viewed one week after test is administered. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Teachers, administrators and PD coaches will examine student performance data from a variety of sources (Benchmark data, Math chapter test) to inform instruction. Based on the outcomes of the data reviewed, instruction will be targeted to meet the academic needs of the students. • Daily Math lessons in Grades 1 and 2 will include a Problem of the Day/Warm Up that encompasses mathematical operations, problem solving, word problems, and logic/reasoning. Kindergarten teachers will incorporate Problem of the Day. • Teachers will incorporate Calendar Math Activities during daily lessons. 	4

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Classroom teachers and YPP Instructor will provide training for students to access mathematics instruction using the laptop lab. Students will complete 2 tests per cycle along with additional practice. • Classroom teachers will utilize United Streaming to instruct their students in a technical instructional media. • Instructors will access the Houghton Mifflin website www.Eduplace.com to enhance the reading curriculum. • Teachers will utilize Education City, Nettekker and new classroom lap tops and existing classroom desktops to enhance lessons and motivate student learning. • The school will continue to obtain addition technology (lap tops, LCD projectors, palms, iPods, document cameras or technology bundles) to plug our students into learning. 	16
<p>A10 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • The Technology Resource Teacher will provide professional development in integrating technology to enhance student achievement that may be held during Faculty Meetings and/or classroom demonstrations. • The Technology Resource Teacher will provide teachers with an inventory and sign-out sheet of the technology software, equipment such as: digital cameras, scanners, laptops, LCD projectors, document cameras, and Palms. • The Technology Resource Teacher will provide data access training for Edusoft data, training on Education City, Nettekker, and United Streaming. 	2

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A11 Implement activities in Reading and Math to foster a home-school connection to improve student achievement.</p> <ul style="list-style-type: none"> • Families will be provided high frequency word cards which are found in our Reading series and used daily in the classroom. • Families will be provided additional resources which can be found on our Home school web page. • Students will be selected to participate in the STARS (21st Century Grant) after school program to accelerate learning in reading, develop good homework habits, improve daily school attendance and build a positive self-esteem. (BRS may provide services to a limited number of students under this program.) • Classroom and School wide Resource Teachers will recommend students for the Summer School program to strengthen Reading and Math skills. The administration approves and signs the students' forms. • School wide Resource Teachers will hold Family Reading & Math Nights to engage parents and students in activities to accelerate student learning. • Administration and School wide Resource Teachers will conduct monthly Parent Advisory Council (PAC) meetings for collaboration of ways to improve student achievement. The Parent Involvement policy is shared at the PAC meeting. • Administration will copy and distribute the PAC to each classroom. These compacts will be utilized during parent teacher conferences. Parents will be asked to sign or initial the compact after it is reviewed during a parent teacher conference. • School wide Resource Teachers will schedule Parent Workshops to provide parents with specific strategies to help their child at home. • Parents will be represented on the Instructional Leadership Team to bring the perspective of parents to the decision-making process to improve student learning. 	<p>3 6</p>
<p>A12 Provide information and activities to assist families with transitions from grade to grade and for first entry into school, including inviting all families to Open House activities prior to the opening of school in August.</p> <ul style="list-style-type: none"> • Curriculum and expectations for the school year are shared by teachers at Open House and Back to School Night. • Correspondence is sent to all BRS families from the principal prior to the beginning of the school year and to the WELC administration. • Quarterly "Evenings with the Principal" will be set up by the administration from BRS and WELC. • WELC articulates with Kindergarten BRS teachers. 	<p>6</p>

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data</p> <ul style="list-style-type: none"> • Identify areas of need using student attendance data as provided by the vice principal. • Principal, Vice Principal and ILT will identify and discuss areas of need using student attendance data as provided by administration. 	9
<p>B2 Provide recognition to improve student attendance in order to achieve the annual target of 94%.</p> <ul style="list-style-type: none"> • Teachers will display a classroom attendance flag for daily 100% attendance. • Administration recognizes best grade level attendance monthly with the use of tracking the data on an attendance bulletin board (different theme each month) classroom with highest attendance is visited by Bucky Beaver stuffed mascot. • The classroom with the highest attendance for the month receives a bonus activity period. • Administration recognizes the students with perfect attendance for the entire year with special rewards. 	9
<p>B3 Provide interventions to reduce the percentage of students with excessive absences.</p> <ul style="list-style-type: none"> • HSL will use student data management systems to identify frequent absences and tardy students. • HSL will maintain a Daily Log to record and report contacts. • HSL will send a letter to parents/guardians after 3 consecutive absences. • HSL will serve the students at the WELC to address attendance issues. • The Student Support Team will meet to discuss and create possible solutions for chronic/excessive absences. • Wicomico County Mentoring Program mentors keep a log of times they have met with student(s). They share the log and progress with the School Counselor. • Parent Link, an automated calling system, is being utilized to communicate daily attendance with parents and guardians. • The Judy Center Service Coordination Meeting for PK/K will be held once per month on the second Friday on each month. 	9

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C1 Review and analyze student behavior data.</p> <ul style="list-style-type: none"> • The Vice Principal/PBIS Chair person will provide specific student behavior data monthly to improve student behavior. • The Positive Behavior, Interventions and Support Team (PBIS) will meet monthly to review student behavior data, collected from school and the bus, to develop strategies to help individual students as well as school wide behavioral needs. • The Instructional Leadership Team (ILT) will meet three times yearly to review student behavior data and plan devised by the PBIS. • PBIS proposes a club for our behaviorally at risk students to develop social/personal skills. • The PBIS team will plan/implement individualized behavior plans/strategies for students with multiple referrals. 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Review, revise and share the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Conduct evacuation drills as mandated. • Conduct tabletop Crisis Drill in October 2009 and again in April 2010 • Crisis kits are in place in each pod. <ul style="list-style-type: none"> ○ Administration set up the crisis kits, which will include: evacuation plans, walkie-talkies, flashlights, a first aid kit and a blanket. ○ Teachers will update the class list monthly and place in the crisis kit. 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Components of Character Education will be included in daily teaching, announcements, Principal’s Hotline, classroom displays and communications. • Parent link is activated to reach out to parents to keep them informed of upcoming events in the school. • Staff members will receive continued training with PBIS. • Staff members will continue to recognize students exhibiting positive behavior by awarding tickets to shop at the School Store. • Pods will present a Days of Peace plan in September to the administration. Students’ efforts to achieve monthly and/or 100 days of peace will be recognized. • The School Counselor will work with students in an individual or small group setting to develop positive behavior strategies for students at BRS and WELC. • The S.T.A.R room (Stop, Think and Redirect) will be utilized for students whose behavior interferes with student learning. • The Home School Liaison will attend BFF meetings monthly to work with community agencies. • Beaver Run Administration will utilize the New Transitions program 	9

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority D: Engage parents in taking an active role in their child’s daily educational program.</i>	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • The Principal provides a monthly communication in the form of the Beaver Run Broadcaster to inform parents of events, presentations and learning tips. WELC notifications, information, and events are included. • A Beaver Run homepage will be maintained to advertise upcoming events and activities, with a link to the WELC. • Classroom Teachers will provide school to home communication through the use of Student Agendas and Parent Link. • Beaver Run School Staff and parents work together to improve communication through the Parent Teacher Association. <ul style="list-style-type: none"> ○ August -(Thursday) -- Open House---3:00-6:00 PM ○ September -(Monday)--Back to School Night- Rotations (classroom visitation, technology presentation, and special areas, each on lasting for half hour) –6:00 PM ○ November -(Monday)---PTA Bingo night—6:00 PM (including the WELC) ○ December - (Monday)--- PTA Sing Along-- (N/R)—6:00 PM ○ February- (Monday)—PTA Open Gym night—6:00 PM (including the WELC) ○ March -(Monday)—PTA Movie night—6:00PM (including the WELC) ○ May-(Monday)-- Showcase of Learners—6:00 PM • BRS/WELC will utilize the Parent Link (automated calling system) to enhance communication with parents. 	6

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

- Arts integration-
 - First grade will pilot the Arts integration program.
 - According to our behavior data we will see less behavioral problems, students will be more engaged in their learning across all curricular areas.
 - We anticipate more students being at or above grade level than the previous year.
 - Lesson will involve the multiple intelligences to insure all learning styles are addressed.

2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified (e.g., using root cause analysis to examine student data; using content-based instruction to address student skills with reading for information).

- Beaver Run's Professional Learning Communities will receive professional development on the use of:
 - Edusoft training will be provided to faculty during staff meetings, all of the components practiced and shared with all teachers during meetings, so they may use Edusoft more effectively.
 - The Daily 5: Fostering Literacy Independence in the Elementary Grades by Gail Boushey & Joan Moser will continue to be implemented in the classroom with additional support from the PD Reading Coach.
 - Teachers will receive training on the Comprehension Tool Kit in August.
 - All teachers of Reading will implement strategies learned during August in service.
 - Teacher will receive training on appropriate warm up activities, exit tickets and use of Draw It! Write about it booklets.
- Through the use of these professional developments, students will increase their comprehension and story element skills/summarization skills.
- Through this professional development, teachers will increase their knowledge on Edusoft's abilities and use it accordingly.
- Teachers will receive training on additional PBIS strategies to help those students most at risk.
- A team of teachers and administration will attend a conference (MATI) in July. This team will provide training and information to the first grade teachers throughout the 2009-2010 school year.
- The entire first grade team level will attend a workshop which is county sponsored in August. We will oversee many hands on activities. At that time teachers will network with local area teachers that are integrating the arts.
- Brandy Terrill will provide additional workshops, modeling of lessons and support to first grade teachers.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?

- Reading-
 - Utilizing the ideas and strategies from the Daily 5 book and the Comprehension Tool Kit we will increase our PLC's knowledge of delivery methods in the areas of reading and writing.
- Math-
 - Teachers will strengthen number concepts (greater than, less than and equal to), money and function table concept through the use of daily warm up activities, exit tickets and Draw It! Write about It! Booklets.
- Edusoft Training-
 - Teachers will strengthen their knowledge and implement the various applications of Edusoft and various technologies.
- PBIS-
 - Teachers will receive training on bullying, classroom disruptions, and to prevent and deal with physical attacks. (redirecting techniques)
- Arts Integration-
 - Teachers will work towards enhancing lessons and increasing student knowledge of the world around them through the arts.
 - Students will gain appreciation of the arts through the program.

4. What action step(s) in the school improvement plan does the professional development address?

- A2
- A3
- A5
- A7
- A8
- A9
- A10
- A6
- All action steps will be addressed through the arts.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
Reading- Daily 5	Content Knowledge and quality teaching, Diverse learning needs	Large Group, PLC, Demonstration of lessons, and Observations of lessons.	Entire Staff	Administration PD coach teachers	Yes, Faculty meetings and observations
Math- Number concepts, exit tickets, and Draw It, Write about it!	Content knowledge and quality teaching	Large Group, PLC, Observations of lessons with feedback	Entire Staff	Administration PD coach teachers	Yes, Faculty meetings and observations
Edusoft	Research-based, collaboration	Discussion study groups and Feedback to participates on mastery of new knowledge and skills and review of student work and planning instructional improvement	Classroom teachers	MIS and team leaders	Yes, faculty meetings and PLC meetings
PBIS	Collaboration	Large group, and discussion study groups, analyze monthly data, review of current program.	Entire staff	PBIS team	Yes, monthly meetings

5. Briefly describe how principals and other school leaders will be involved in the activity or program.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

APPENDIX A:

Monthly themes create multiple learning opportunities connected to content areas
Including Reading, Math, Writing, Art, P.E. and Music.

August ~ Theme: *New Beginnings*

- Open House for students and family to see our school and meet our staff will be held the week before school starts.
- Volunteer Sign Up coordinated by our Volunteer Coordinator
- Professional Development will be set up by administration at Beaver Run and WELC.
- A PBIS rotation will be set up to teach the children the rules and expectations at Beaver Run, parents will be invited in to help with these rotations.

September ~ Theme: *Building a Community in Our School*

- Setting up Writing Portfolios: these hold a collection of each student's writings throughout the year. The two required pieces of writing are sent to the next grade level for the following year: a **narrative** (story) and an **expository** (informational) writing.
- "Super Star Writers" a monthly writing initiative will be introduced by the Vice Principal.
- Leadership Training and Varsity Club Lunches at SU gives students an opportunity to demonstrate leadership qualities. Students will share, through writing, their experience of the day. There will be follow-up provided by Beth Sheller.
- Parent Workshop (September 2009 at 2 PM) will be organized and presented by Title 1 Resource Teachers, School Counselor, and Home-School Liaison
- Back to School Night will be held on in September.
- Muffins for Moms/Grand moms and Doughnuts for Dads/Granddads is an opportunity, coordinated by our PTA, to increase parental involvement with academics and schoolwide activities. The Planning Committee will meet prior to the date to plan this activity.
- Bag Breakfast will be given to the Bus Drivers in September to promote PBIS.
- Benefits for Butterflies (WELC) will be held on September 2009 with BRS Principal/K teacher.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

October ~ Theme: *The Great Outdoors*

- Family Fun Night (Thursday, October 2009) for grades 1 and 2 give parents and students an opportunity to practice educational activities and games created and directed by the Title 1 Resource Teachers.
- As a Schoolwide celebration of the great outdoors our PTA will coordinate and set up the Country Fair on October 24, 2008.

November ~ Theme: *Communities of the World*

- Book Fair (November 2009) will be held in our Media center.
- A Multicultural Fashion Show will be held on November 18, 2008 to give students an opportunity to depict the dress of people of the world. WELC students in PK will be involved. Planning and practice meetings will include WELC teachers and students.)
- Assemblies presented by the “Kids on the Block” group will teach grade 2 students strategies to help them interact with others in their world.
- Assemblies presented by “I Can Choose” will present to grade 1.
- “Organ Annie” will be presented to grade 2.
- A Retired Educators Day, November 2009, is a time to recognize and thank people, who at one time, were part of our world at Beaver Run. Kindergarten students perform skits and songs.
- During the Food Drive, to benefit local families, the Math PD Coach will oversee the graphing of the items collected. A results display will be put in the hallway. (The WELC will be included in this project.)

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

December ~ Theme: *Pay it forward- Learning to Give Back*

- The School wide sings along, on Monday, December 2009 at 6:30 PM. It will be an evening in which students, teachers and parents engage in reading, singing and enjoying songs. PTA will provide assistance and refreshments. (Our Music teacher will continue to organize the Winter Music Program at the WELC.)
- Students and Staff will continue to participate in the Holiday Food Drive.
- Students and Staff will participate in a clothing drive, Holiday meal drive and holiday gift drive, a wrapping celebration will be held to conclude the events.

January ~ Theme: *Science Month*

- Teachers will do a rotation during the month based on a Science topic.
- Health Career Puppets presentations will be coordinated by our School Counselor.

February ~ Theme: *Have a Heart*

- Jump Rope for Heart is an activity, promoted by our P.E. Instructors, to raise awareness of the need for having a healthy heart. Students will eat healthy snacks (provided by our PTA), make food collages, learn to measure their heart rate and encourage them to keep a daily diary of their healthy habits. (WELC will be invited to the Jump Rope assembly.)
- Students will write “Acts of Kindness” cards for people at our local nursing homes and the students at WELC.
- Administration will send our written notes to students who are “Caught Having a Heart” for others.

**BEAVER RUN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

March ~ Theme: *March Madness*

- “Hit the Books” Reading program (Shorebirds/Sylvan Learning) will give our students (and WELC students) an incentive to read/or listen to books.
- PTA will sponsor a Movie Night/Book Swap.
- PTA meeting will be held on March 2010 at 6:30 PM.
- Pre Kindergarten/ Kindergarten Family Fun Night will be held on Thursday, March 2010 at 5:30 PM. Title 1 Resource Teachers/WELC teachers will create, distribute and play educational games, activities. Books will also be given to students attending.

April ~ Theme: *Math Month*

- The Title 1 Math Resource Teacher will provide a Problem of the Day for each grade level to solve each day during the month of April. A drawing and reward will be given at the end of each day.
- Students will demonstrate their math skills during the Math Olympics on April 29-May 1, 2009.
- The PTA will coordinate a Dinner/Talent Show on Friday, April 17, 2009. Students’ talents will be showcased in the form of singing, dancing, performing Readers’ Theatre, creating placemats, menus, and invitations. A committee from BRS will work with the PTA to organize this event.

May ~ Theme: *Literacy Fair*

- Book authors will be invited to come to share their literary works and ideas of how to write.
- A Showcase of Learners will be held on May 2010 at 6:30 PM.
- Students will attend a “Book Bistro” on May 2010 during this time students will share a favorite book using strategies learned during the Daily 5 instruction.
- Winning authors of the student writing contest will be featured during the Literacy Day assembly on May 22, 2009.
- An “Evening with the Principal” set for May 2010, will encourage parents from BRS and WELC to discuss school-related topics. This evening will be set up by the administrators at BRS and WELC.
- The Children’s Librarians from the Wicomico County Free Library will present programs telling about their Summer Reading Program.
- Spelling Bee will be initiated by grade 2 teachers.