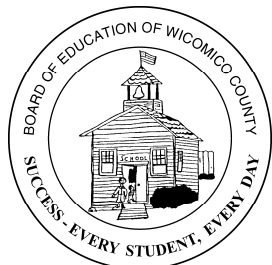


BOARD OF EDUCATION OF WICOMICO COUNTY



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FRUITLAND INTERMEDIATE 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.

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

Our mission at Fruitland Intermediate School is to educate our students so that they achieve their highest levels of learning.

Our goal is to provide an educational climate in which each student will:

- develop a desire to learn,
- develop a positive self-image,
- receive opportunities to be challenged, and
- experience a safe environment and positive school culture in which to grow.

BELIEF STATEMENT:

- All students can learn.
- We will provide a supportive learning environment and challenging curriculum that will direct each student toward his or her fullest potential.
- We will respect the diversity of each individual as it relates to culture and learning styles.
- We will support and implement the values as approved by the Wicomico County Board of Education.
- Parents or guardians should be intimately involved in the education of their child(ren).
- Our school will welcome and encourage parental and community involvement.
- We believe in the school-based decision making process.
- A commitment to the continuous improvement of our school is necessary in order to enable our students to become self-directed, life-long learners.

**FRUITLAND INTERMEDIATE 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 3-5	57.8	62.5	67.2	71.8	76.5	81.2	85.9	90.6	95.3	100
Math - Grades 3-5	53.6	58.8	63.9	69.1	74.2	79.4	84.5	89.7	94.8	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	81.5	60.5	YES	84.4	65.5	YES	83.0	70.5	76.5	YES	81.2	
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2	
Asian	85.7	19.0	NA	100.0	16.4	YES	100.0	41.4	76.5	YES	81.2	
African American	67.4	53.9	YES	68.0	59.3	YES	67.3	65.3	76.5	YES	81.2	
White	85.9	59.2	YES	89.4	64.2	YES	89.0	69.1	76.5	YES	81.2	
Hispanic	100.0	24.7	YES	100.0	34.5	YES	84.6	44.2	76.5	YES	81.2	
FARM	69.8	55.8	YES	72.6	61.6	YES	70.5	67.2	76.5	YES	81.2	
Special Education	62.5	47.0	YES	61.4	55.4	YES	65.5	60.8	76.5	YES	81.2	
ELL	75.0	NA	NA	100.0	16.4	YES	85.7	32.4	76.5	YES	81.2	

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	83.0	57.1	YES	82.1	62.5	YES	83.5	68.0	74.2	YES	79.4	
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4	
Asian	100.0	14.7	NA	100.0	12.1	YES	100.0	37.9	74.2	YES	79.4	
African American	68.5	50.3	YES	63.3	56.2	YES	68.5	62.6	74.2	YES	79.4	
White	87.2	55.8	YES	87.9	61.3	YES	89.3	66.5	74.2	YES	79.4	
Hispanic	100.0	20.5	YES	100.0	30.7	YES	84.6	40.8	74.2	YES	79.4	
FARM	72.2	52.3	YES	72.1	58.6	YES	68.2	64.6	74.2	YES	79.4	
Special Education	55.0	43.3	YES	61.4	52.2	YES	58.2	58.0	74.2	YES	79.4	
ELL	75.0	NA	NA	100.0	12.1	YES	75.0	31.6	74.2	YES	79.4	

**FRUITLAND INTERMEDIATE 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	95.2 - Met	95.4 - Met	95.9 - Met	95.3 - Met	95.5 - 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							

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in **reading** to 85.9 % as measured by the Reading MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in **math** to 84.5% as measured by the Math MSA.
- For 2010, we will maintain the percentage of student attendance at or above 94%.

READING GOALS:

Grade 3:

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	84.3%	82.8%	72.7		78.2		83.6	
African American	71.4%	67.9%	72.7		78.2		83.6	
Asian	66.7%	100%	72.7		78.2		83.6	
Hispanic	83.3%	100%	72.7		78.2		83.6	
White	90.4%	87.1%	72.7		78.2		83.6	
FARM	78%	68%	72.7		78.2		83.6	
ELL	0%	100%	72.7		78.2		83.6	
Special Education	58.3%	43.8%	72.7		78.2		83.6	

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 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	37%	45%				
African American	16.7%	27%				
Asian	37.5%	40%				
Hispanic	20%	25%				
White	48.9%	60%				
FARM	27.6%	34%				
ELL	0%	50%				
Special Education	11.2%	15%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>main idea</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	51.8%	60%				
African American	35.7%	44%				
Asian	50.0%	75%				
Hispanic	40%	50%				
White	60.7%	70%				
FARM	41.4%	51%				
ELL	-%	-%				
Special Education	27.8%	37%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 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	65%	75%				
African American	46.6%	56%				
Asian	100%	100%				
Hispanic	40%	45%				
White	71.8%	82%				
FARM	46.7%	50%				
ELL	100%	100%				
Special Education	50%	55%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>Drawing conclusions about character traits</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	37.9%	47%				
African American	18.6	28%				
Asian	50.0	75%				
Hispanic	40.0%	50%				
White	36.5%	47%				
FARM	23.3%	33%				
ELL	33.3%	43%				
Special Education	33.3%	43%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>reading</u> as measured by Reading 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	56%	66 %				
African American	34.9%	50%				
Asian	87.5%	88%				
Hispanic	25%	50%				
White	65.4 %	75%				
FARM	42.4%	50 %				
ELL	66.7%	100%				
Special Education	27.8%	50%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>connections between text features and main idea</u> as measured by Reading 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	35%	41%				
African American	23%	30%				
Asian	25%	50%				
Hispanic	0%	50%				
White	44%	50%				
FARM	27%	33%				
ELL	0%	50%				
Special Education	33%	38%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	84.8%	83.7%	80.8		84.6		88.5	
African American	72.7%	68.3%	80.8		84.6		88.5	
Asian	100%	100%	80.8		84.6		88.5	
Hispanic	100%	100%	80.8		84.6		88.5	
White	87.5%	89.4%	80.8		84.6		88.5	
FARM	71.4%	71%	80.8		84.6		88.5	
ELL	100%	66.7%	80.8		84.6		88.5	
Special Education	75%	53.3%	80.8		84.6		88.5	

During the 2009-10 school year, we will increase grade 4 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	39%	49%				
African American	16%	26%				
Asian	100%	100%				
Hispanic	100%	100%				
White	44.1%	48%				
FARM	18.2%	28%				
ELL						
Special Education	17.6%	27%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>text features to main idea</u> (2.A.2.f) 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	39%	49%				
African American	24%	34%				
Asian	50%	54%				
Hispanic	100%	100%				
White	43%	48%				
FARM	23%	33%				
ELL						
Special Education	12%	22%				

During the 2009-10 school year, we will increase grade 4 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	38%	48%				
African American	12%	22%				
Asian	50%	55%				
Hispanic	50%	55%				
White	44.6%	49%				
FARM	20.5%	30%				
ELL	0%	20%				
Special Education	5.9%	15%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>text features</u> (2.A.6.b) 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	33%	43%				
African American	16%	26%				
Asian	50%	54%				
Hispanic	0%	20%				
White	39%	44%				
FARM	27%	37%				
ELL	0%	20%				
Special Education	12%	22%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by Reading 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	55%	60%				
African American	20.8%	30%				
Asian	50.0%	55%				
Hispanic	33.3%	43%				
White	65.4 %	70%				
FARM	38.6%	48%				
ELL	0%	25%				
Special Education	13.3%	23%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in (2.A.4.c) <u>main idea</u> as measured by Reading 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	33 %	38%				
African American	8%	20%				
Asian	100%	100%				
Hispanic	67%	72%				
White	37%	47%				
FARM	14%	24%				
ELL	0%	50%				
Special Education	13%	23%				

Grade 5:

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	71.4%	82.9%	76.1		80.9		85.7	
African American	52.9%	60%	76.1		80.9		85.7	
Asian	100%	100%	76.1		80.9		85.7	
Hispanic	50%	100%	76.1		80.9		85.7	
White	80%	89.4%	76.1		80.9		85.7	
FARM	60%	75%	76.1		80.9		85.7	
ELL	0%		76.1		80.9		85.7	
Special Education	33.3%	60%	76.1		80.9		85.7	

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 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	59%	65%				
African American	32.6%	42%				
Asian	100%	100%				
Hispanic	75%	80%				
White	70.7%	75%				
FARM	39.4%	49%				
ELL	0%	25%				
Special Education	28.6%	38%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>Main Idea</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	59.0%	62%				
African American	52.3%	62%				
Asian	100.0%	100%				
Hispanic	75.0%	80%				
White	60.5%	65%				
FARM	47.8%	55%				
ELL	0.0%	25%				
Special Education	50.0%	57%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 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	53%	60%				
African American	20.5%	30%				
Asian	0%	50%				
Hispanic	75%	80%				
White	68.6%	75%				
FARM	25.4%	35%				
ELL	0%	25%				
Special Education	21.4%	31%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>Inferring</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	74.3%	77%				
African American	51.1%	61%				
Asian	100.0%	100%				
Hispanic	87.5%	92%				
White	85.4%	88%				
FARM	57.4%	67%				
ELL	0.0%	25%				
Special Education	35.7%	45%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by Reading 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	57%	65%				
African American	26.7%	36%				
Asian	100%	100%				
Hispanic	71.4%	75%				
White	72.5 %	75%				
FARM	33.3%	43%				
ELL	0%	25%				
Special Education	21.4%	31%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>Identify and explain the main idea</u> as measured by Reading 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	39%	49%				
African American	24.4%	34%				
Asian	0%	50%				
Hispanic	42.9%	50%				
White	47%	52%				
FARM	30%	40%				
ELL	50%	50%				
Special Education	21%	31%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MATH GOALS:

Grade 3:

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	81.9%	80.2%	76.1		80.9		85.7	
African American	71.4%	57.1%	76.1		80.9		85.7	
Asian	100%	100%	76.1		80.9		85.7	
Hispanic	100%	100%	76.1		80.9		85.7	
White	84.3%	87.1%	76.1		80.9		85.7	
FARM	74%	64%	76.1		80.9		85.7	
ELL	100%	100%	76.1		80.9		85.7	
Special Education	33.3%	50%	76.1		80.9		85.7	

During the 2009-10 school year, we will increase grade 3 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	47%	52%				
African American	31.7%	37%				
Asian	100%	100%				
Hispanic	40%	60%				
White	50.6%	55%				
FARM	32.1%	37%				
ELL	100%	100%				
Special Education	16.7%	20%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in subtracting numbers using a variety of strategies 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	48.9%	54%				
African American	26.8%	32%				
Asian	87.5%	92%				
Hispanic	40.0%	50%				
White	56.6%	62%				
FARM	35.7%	41%				
ELL	66.7%	72%				
Special Education	22.2%	27%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in math 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	85%	90%				
African American	72.1%	75%				
Asian	100%	100%				
Hispanic	80%	80%				
White	90.6%	93%				
FARM	71.7%	75%				
ELL	100%	100%				
Special Education	77.8%	80%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in representing and analyzing numeric patterns using skip counting 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	87.9%	93%				
African American	76.7%	81%				
Asian	100.0%	100%				
Hispanic	80.0%	90%				
White	92.9%	96%				
FARM	76.7%	83%				
ELL	100.0%	100%				
Special Education	83.3%	86%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in math 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	73%	85%				
African American	55.8%	70%				
Asian	100%	100%				
Hispanic	75%	75%				
White	78.7 %	85%				
FARM	55.2%	65%				
ELL	100%	100%				
Special Education	66.7%	75%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in estimate and determine the perimeter of geometric figures and pictures on a grid 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	42%	50%				
African American	42 %	50%				
Asian	88%	90%				
Hispanic	76%	80%				
White	36%	44%				
FARM	43%	50%				
ELL	100%	100%				
Special Education	50%	55 %				

Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in math as measured by the Math MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	86.1%	88.9%	76.0		80.8		85.6	
African American	72.7%	80.5%	76.0		80.8		85.6	
Asian	100%	100%	76.0		80.8		85.6	
Hispanic	100%	100%	76.0		80.8		85.6	
White	89.3%	91.8%	76.0		80.8		85.6	
FARM	75.5%	82.3%	76.0		80.8		85.6	
ELL	100%	66.7%	76.0		80.8		85.6	
Special Education	68.8%	73.3%	76.0		80.8		85.6	

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 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	54%	60%				
African American	28%	38%				
Asian	100%	100%				
Hispanic	100%	100%				
White	59%	63%				
FARM	32.6%	40%				
ELL						
Special Education	25%	35%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>interpreting line graphs</u> (4.B.1.b) 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	59%	63%				
African American	44%	54%				
Asian	100%	100%				
Hispanic	100%	100%				
White	61%	64%				
FARM	56%	62%				
ELL						
Special Education	44%	54%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 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	50%	60%				
African American	30.8%	40%				
Asian	100%	100%				
Hispanic	100%	100%				
White	53.6%	60%				
FARM	37%	45%				
ELL	100%	100%				
Special Education	17.6%	27%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>determine area</u> (3.C.1.b) 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	43%	50%				
African American	54%	58%				
Asian	100%	100%				
Hispanic	100%	100%				
White	37%	47%				
FARM	43%	50%				
ELL	100%	100%				
Special Education	35%	45%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 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	76%	82%				
African American	54.2%	64%				
Asian	100%	100%				
Hispanic	66.7%	72%				
White	82.3 %	87%				
FARM	60%	70%				
ELL	100%	100%				
Special Education	60%	65%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (7.B.1.d) <u>Use methods of proof</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	34%	39%				
African American	12.5%	22%				
Asian	50%	55%				
Hispanic	33%	38%				
White	40%	45%				
FARM	22%	27%				
ELL	0%	50%				
Special Education	20%	25%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 5:

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	80.4%	74.8%	70.6		76.5		82.4	
African American	61.8%	48.6%	70.6		76.5		82.4	
Asian	100%	100%	70.6		76.5		82.4	
Hispanic	100%	100%	70.6		76.5		82.4	
White	88%	81.7%	70.6		76.5		82.4	
FARM	75.6%	62.5%	70.6		76.5		82.4	
ELL	100%		70.6		76.5		82.4	
Special Education	50%	33.3%	70.6		76.5		82.4	

During the 2009-10 school year, we will increase grade 5 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	41%	51%				
African American	14.6%	24%				
Asian	0%	10%				
Hispanic	7%	17%				
White	51.8%	53%				
FARM	22.2%	30%				
ELL	0%	10%				
Special Education	7.1%	15%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>interpret quotients and remainders</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	43.5%	53%				
African American	26.2%	36%				
Asian	0%	50%				
Hispanic	75.0%	85%				
White	50.0%	60%				
FARM	29.7%	39%				
ELL	0%	25%				
Special Education	21.4%	30%				

During the 2009-10 school year, we will increase grade 5 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	41%	51%				
African American	18.2%	28%				
Asian	0%	10%				
Hispanic	62.5%	63%				
White	52.4%	54%				
FARM	28.8%	35%				
ELL	0%	10%				
Special Education	15.4%	22%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>add and subtract proper fractions and mixed numbers with answer in simplest terms</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	43.7%	53%				
African American	22.2%	32%				
Asian	100.0%	100%				
Hispanic	50.0%	60%				
White	54.3%	64%				
FARM	31.3%	41%				
ELL	0%	25%				
Special Education	46.2%	56%				

During the 2009-10 school year, we will increase grade 5 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	32%	42%				
African American	6.7%	16%				
Asian	0%	50%				
Hispanic	57.2%	65%				
White	44.3 %	50%				
FARM	14.1%	24%				
ELL	0%	50%				
Special Education	7.1%	17%				

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>Measure a single angle and angles in regular polygons</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	36%	46%				
African American	20%	30%				
Asian	0%	50%				
Hispanic	42.9%	47%				
White	44.3%	50%				
FARM	21.1%	31%				
ELL	0%	50%				
Special Education	7.1%	17%				

ATTENDANCE/GRADUATION RATE GOAL:

For 2010, we will maintain the percentage of student attendance 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						
FARM						
ELL						
Special Education						

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL CLIMATE GOALS:

- During the 2009-10 school year, we will decrease the number of classroom incidence referrals as measured by a 25% reduction in office referrals due to classroom incidences from the 2008-09 rate.

PARENT INVOLVEMENT GOALS:

- During the 2009-10 school year, we will increase parent attendance in family reading and math nights to 50% from the 2008-2009 rate of 27%.

**FRUITLAND INTERMEDIATE 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"> • Met AYP in all areas. 	<ul style="list-style-type: none"> • Met AYP in all areas.
Reading – MSA (elementary/middle schools)	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • We have decreased the number of students scoring basic. The number of students scoring advanced has also decreased. 77.6% of our students scored proficient in 2008. <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • We have maintained the number of students scoring advanced. We have decreased the number of students scoring basic by 10% and increased the number of students scoring proficient by 10%. <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • We have maintained the number of students scoring proficient. We have decreased the number of students scoring basic and increased the number of students scoring advanced. The percentage of students in 5th grade scoring advanced in 2008 was 41.5% and these same students scored 18.1% in 4th grade. 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • There is a 20% gap between African American and White students. There is a 46% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 25%. The gap had significantly decreased to 10% in 2007. <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • There is a 22% gap between African American and White students. There is a 34% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 23%. <p><u>5th grade</u></p> <ul style="list-style-type: none"> • There is a 29% gap between African American and White students. There is a 25% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 11.9%. In 2008 the gap was significantly decreased from 20% to 11.9%.
Reading – Benchmark assessment #1	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • 38% of our students scored at or above expectation. Students scored lowest on connections between and among ideas that lead to a new understanding (62%) and poetry form including lines and stanzas (62%). At least 75% of students performed at expectation in the following areas: digraphs (79%), words in context (90%), and multiple meaning words (82%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • 38% of our students scored at or above expectation. Students scored lowest on the connections between text features and main idea and/or the reader’s understanding (61%), connections between and among characters (62%), and main idea (57%). At least 75% of students performed at expectation in the following areas: long and short vowels (89%), words in context (84%), multiple meaning words (84%), and cause/effect relationships (77%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • Overall performance gaps in meeting expectation exist between African American and White students (32% gap), between Special Education and regular education students (30% gap), and between FARM and non-FARM students (15% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • Overall performance gaps in meeting expectation exist between African American and White students (27% gap), between Special Education and regular education students (24% gap), and between FARM and non-FARM students (36% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
	<p><u>5th Grade</u></p> <ul style="list-style-type: none"> 58% of our students scored at or above expectation. Students scored lowest on connections between text features and meaning (47%). At least 75% of students performed at expectation in the following areas: antonyms and synonyms (90%), words in context (81%), roots and base words (83%), make connections to the text from prior knowledge and experiences (84%), main idea (79%), and making inferences (79%). 	<p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (37% gap), between Special Education and regular education students (33% gap), and between FARM and non-FARM students (40% gap).
<p>Reading – Benchmark assessment #2</p>	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> 65% of our students scored at or above expectation. Students scored lowest on prefixes and suffixes (59%) and conclusions about character traits (68%). At least 75% of students performed at expectation in the following areas: R-controlled vowels (81%), antonyms, synonyms, homophones, and homographs (94%), words in context (92%), multiple meaning words (82%), roots and base words (79%), implied information from the text (84%), using graphic aids (79%), identify specific words and phrases that contribute to meaning (78%), elements of a story (88%), and identify setting and mood (75%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> 38% of our students scored at or above expectation. Students scored lowest on summarizing and paraphrasing (70%) and connections between effectiveness of format and text features (67%). At least 75% of students performed at expectation in the following areas: vowel patterns (96%), diagraphs (77%), words in context (93%), multiple meaning words (91%), prefixes and suffixes (82%), main ideas and supporting details (75%), and connections between text features and main ideas (79%). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> 53% of our students scored at or above expectation. Students scored lowest on making generalizations (51%) and characteristics of functional documents (56%). At least 75% of students performed at expectation in the following areas: antonyms and synonyms (88%), words in context (85%), multiple meaning words (82%), making inferences (75%), cause and effect relationships (78%), and identify and explain poetic elements (78%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (24% gap), between Special Education and regular education students (17% gap), and between FARM and non-FARM students (29% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (32% gap), between Special Education and regular education students (37% gap), and between FARM and non-FARM students (29% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (49% gap), between Special Education and regular education students (36% gap), and between FARM and non-FARM students (55% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Reading – Benchmark assessment #3</p>	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> 56% of our students scored at or above expectation. Students scored lowest on connections between text features and the main idea and / or the reader’s understanding (65% below expectations) At least 75% of students performed at expectation in the following areas: antonyms and synonyms (89%), words in context (86%), multiple meaning words (84%), use word structures to determine the meaning of words (83%), identify and explain what is not directly stated (78%), and identify and explain story elements (84%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> 55% of our students scored at or above expectation. Students scored lowest on connections between text features and the main idea (54% below expectations), main idea (67%) At least 75% of students performed at expectation in the following areas: initial and final consonant blends (80%) irregular and consonant sounds (89%) diphthongs (91%) antonyms, synonyms, homophones, and homographs (82%) above level words in context (88%), multiple meaning words (81%), prefixes and suffixes (81%), stated or implied information from the text (86%), conclusions about character traits (80%) and connections among characters and events (76%). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> 57% of our students scored at or above expectation. Students scored lowest on analyze characterization (75% below expectation) and identify and explain the main idea (61%). At least 75% of students performed at expectation in the following areas: identify and explain relationships between and among words (93% at or above expectation), use context to determine the meanings of words (93%), use word structure to determine the meanings of words (84%), draw conclusions or make generalizations (80%), identify and explain specific words or phrases that contribute to the meaning of the text (80%), and identify and explain relationships between and among characters, settings, and events (81%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (30% gap), between Special Education and regular education students (33% gap), and between FARM and non-FARM students (24% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (44% gap), between Special Education and regular education students (48% gap), and between FARM and non-FARM students (26% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (45.8% gap), between Special Education and regular education students (39.9% gap), and between FARM and non-FARM students (47.3% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – SRI	<ul style="list-style-type: none"> • October: Overall, our percentile ranking was 42.77. The percentile in grade 3 was 29.48, grade 4 was 37.33, and grade 5 was 39.80. • February: Overall, our percentile ranking was 42.77, which was an increase of 7.45. The percentile in grade 3 was 36.19, which was an increase of 6.71. The percentile in grade 4 was 42.74, which was an increase of 5.41. The percentile in grade 5 was 49.1, which was an increase of 9.91. 	<ul style="list-style-type: none"> • October: The percentile for white students (40.07) is 16.31 higher than that of African American students (23.76) The percentile of Non FARMS (43.49) is 18.88 higher than that of FARMS (24.61) The percentile of Regular Education students (38.83) is 26.54 higher than that of Special Educations students (12.29). • February: The percentile for white students (48.42) is 18.77 higher than that of African American students (29.65) The percentile of Non FARMS (51.38) is 20.10 higher than that of FARMS (31.28) The percentile of Regular Education students (46.44) is 28.28 higher than that of Special Educations students (18.16) Although all student groups performed better on the second administration, the achievement gaps have widened.
Math – MSA	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • We increased our number of students scoring advanced and basic. The number of students scoring advanced has significantly decreased since 2004. <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • The number of students scoring advanced has steadily increased. The number of students scoring basic has decreased. <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • The number of students scoring advanced and basic has steadily increased. 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • There is a 30% gap between African American and White students. There is a 35% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 28%. The gap had significantly decreased in 2007. <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • There is an 11% gap between African American and White students. There is a 27% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 12%. <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • There is a 34% gap between African American and White students. There is a 45% difference between our special education and regular education students. The gap between our FARM and non-FARM students is 19%. In 2007 the gap significantly decreased.

**FRUITLAND INTERMEDIATE 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>3rd Grade</u></p> <ul style="list-style-type: none"> 48% of our students scored at or above expectation. Students scored lowest on the constructed response section (79% below expectation) and subtracting numbers using a variety of strategies (51% below expectation). At least 75% of students performed at expectation in the following areas: find the missing number in a number sentence using operational symbols (77%) and compare, order, and describe whole numbers with or without using relational symbols (79%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> 54% of our students scored at or above expectation. Students scored lowest on the constructed response section (56% below expectation) and interpreting line graphs (41% below expectation). At least 75% of students performed at expectation in the following areas: determine equivalent expression (78%), determine elapsed time and end time (78%), interpret line plots (85%), compare the value of sets of mixed currency (77%), identify factors (83%), and adding whole numbers (86%). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> 41% of our students scored at or above expectation. Students scored lowest on the constructed response section (64% below expectation) and interpreting quotients and remainders mathematically and in the context of a problem (56%). At least 75% of students performed at expectation in the following areas: interpret and compare data in line plots (80%), dividing whole numbers (77%), and multiplying decimals (77%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (17% gap), between Special Education and regular education students (36% gap), and between FARM and non-FARM students (25% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (32% gap), between Special Education and regular education students (33% gap), and between FARM and non-FARM students (32% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (38% gap), between Special Education and regular education students (39% gap), and between FARM and non-FARM students (36% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math/Algebra – Benchmark assessment #2</p>	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> 85% of our students scored at or above expectation. Students scored 80% or above on all standards which included: represent and analyze numeric patterns using skip counting (91% at expectation), represent and analyze numeric patterns using skip counting (88% at expectation), determine the value of a given set of mixed currency (91% at expectation), represent multiplication and division basic facts using number sentences, pictures, and drawings (86%), present mathematical ideas using words, symbols, visual displays, or technology (83%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> 50% of our students scored at or above expectation. Students scored lowest on the constructed response section (80% below expectation), determining area (57%), and dividing whole numbers (54%). At least 75% of students performed at expectation in the following areas: complete a function table using a one operation rule (79%), generate a rule for the next level of the growing pattern (85%), generate a rule for a repeating pattern (95%), identify and describe angles in relationship to another angle (79%), describe solid geometric figures by the number of edges, faces, or vertices (77%), compare a plane figure to surfaces of solid geometric figure (82%), identify and describe the results of translations, reflections, and rotations (79%), estimate and determine length and height (78%), and determine perimeter (90%). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> 41% of our students scored at or above expectation. Students scored lowest on the constructed response section (67% below expectation), represent unknown quantities with one unknown and one operation (58%), and add and subtract proper fractions and mixed numbers with answers in simplest form (56%). At least 75% of students performed at expectation in the following areas: apply a given two operation rule for a pattern (79%), determine the value of algebraic expressions with one unknown and one operation (85%), find the unknown in an equation with one operation (78%), represent decimals and mixed numbers on a number line (82%), and identify a common multiple and the least common multiple (81%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (17% gap), between Special Education and regular education students (8% gap), and between FARM and non-FARM students (24% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (22% gap), between Special Education and regular education students (38% gap), and between FARM and non-FARM students (21% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (35% gap), between Special Education and regular education students (28% gap), and between FARM and non-FARM students (24% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math/Algebra – Benchmark assessment #3</p>	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> 73% of our students scored at or above expectation. Students scored lowest on estimate and determine the perimeter of geometric figures and pictures on a grid (58% below expectations). At least 75% of students performed at expectation in the following areas: represent and analyze growing patterns (94%), represent and analyze repeating patterns (99%), represent proper fractions on a number line (80%), identify and describe the results of a slide, flip and turn (87%), measure the length of objects and pictures (83%), estimate and determine the area of a figure (93%), and read, write, and represent fractions as part of a set (95%). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> 76% of our students scored at or above expectation. Students scored lowest on using methods of proof (66% below expectations). At least 75% of students performed at expectation in the following areas: represent mixed numbers and proper fractions on a number line (86% at or above expectation), express the probability as a fraction (82%), read, write, or represent proper fractions of a single region using symbols, words, or models (95%), read, write, or represent proper fractions of a set which has the same number of items as the denominator using symbols, words, or models (96%), compare, fractions and mixed numbers with or without using the symbols greater than, less than, or equal to (91%), compare, order, and describe decimals with or without using the symbols greater than, less than, or equal to (88%), add and subtract proper fractions and mixed numbers (88%), and add 2 decimals (92%). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> 32% of our students scored at or above expectation. Students scored lowest on the constructed response section (85% below expectation), identify, describe, and draw angles, parallel line segments, and perpendicular line segments (77%), measure a single angle and angles in regular polygons (64%). At least 75% of students performed at expectation in the following areas: identify polygons within a composite figure (79% at or above expectation), determine possible outcomes of independent events (78%), and make predictions and express the probability as a fraction (82%). 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (30% gap), between Special Education and regular education students (18% gap), and between FARM and non-FARM students (29% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (30% gap), between Special Education and regular education students (18% gap), and between FARM and non-FARM students (29% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> Overall performance gaps in meeting expectation exist between African American and White students (47.6% gap), between Special Education and regular education students (27.7% gap), and between FARM and non-FARM students (34.4% gap).

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math – YPP (elementary/middle schools)	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • 44.8% of students are at mastery level, 24.6% of students are at partial mastery level, and 30.6% of students are at non-mastery level. <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • 29.8% of students are at mastery level, 27.9% of students are at partial mastery level, and 41.5% of students are at non-mastery level. <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • 23.1% of students are at mastery level, 26.4% of students are at partial mastery level, and 49.7% of students are at non-mastery level. 	<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist in students meeting mastery between African American and White students (11.6% gap). <p><u>4th Grade</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist in students meeting mastery between African American and White students (9.4% gap). <p><u>5th Grade</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist in students meeting mastery between African American and White students (15.1% gap).
Science (grade 5 and 8 schools)	<ul style="list-style-type: none"> • 53.1% scored proficient • 44% basic 	<ul style="list-style-type: none"> • There is a 35% gap between African American and White students. There is a 46% gap between special education and regular education. • There is a 21% gap between FARM and non-FARM.
Student Attendance	<ul style="list-style-type: none"> • Our attendance is consistently above the 94% standard. 	<ul style="list-style-type: none"> • All subgroups are consistently meeting the 94% standard. • FARM group is consistently closer to the 94% standard. • Special Education group in 2008 was close to the 94% standard. • ELL has not had enough students to create a subgroup.
Office Referrals	<ul style="list-style-type: none"> • As of April 30, 2009 FIS has a total of 121 referrals. 97 were office referrals and 24 of the recorded referrals were for the bus. Many are repeat offenders in class and on the bus. 	<ul style="list-style-type: none"> • Many of the 97 referrals were repeat offenders. In addition, the number of African American students referred to the office exceeded the number of students of all other subgroups.

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> • In school and out of school suspensions total 50 for the 2008 – 2009 school year. In school suspensions were predominately due to disrespect toward teachers and fighting (44). OSS suspensions were predominately for fighting (6). 	<ul style="list-style-type: none"> • ISS susp for AA students = 34/77.18% • ISS susp for Wh students = 10/22.70% • OSS susp for AA students = 4/66.64% • OSS susp for Wh students = 2/33.32% • Totals show that African American students have a higher suspension rate compared to white students. • SPED susp for AA students out of school = 3/ 100%; WH students = 0% • SPED susp for AA students in school = 7/100%; WH students = 0% • Special Ed suspensions are African Americans and repeat offenders. • OSS by gender M = 4/66.64 F 2/33.32% • ISS by gender M = 81.72 % (36) F = 18.16% (8) • African American males have a higher suspension rate compared to all subgroups.
Parent Involvement	<ul style="list-style-type: none"> • 27% of invited parents attended the family reading and math night. 	<ul style="list-style-type: none"> • 19% of our invited White families attended, 33% of our invited African American families attended.

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Math: line plots, adding whole numbers, determining the value of mixed currency, patterns
 - Reading: words in context, digraphs, multiple meaning words, antonyms/synonyms
2. Describe any trends in the areas of strength.
 - In all grade levels the number of students scoring basic in reading has decreased.
 - In all grade levels the number of students scoring advanced in math has increased.
3. Describe areas of need that exist through most or all data sources or grades.
 - Math: constructed responses
 - Reading: character traits, text features, main idea
4. Describe any trends in the areas of need.
 - In both math and reading the achievement gap is a concern. African American students are consistently outscored by white students, FARMS are outscored by non FARMS, and special education students are outscored by general education students.

**FRUITLAND INTERMEDIATE 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 plan and implement daily lessons aligned with the Voluntary State Curriculum utilizing research- based instructional materials and strategies to meet the needs of diverse learners. • Teachers will assess student progress in meeting content standards at the objective level using formative assessments on a daily basis. • Teachers will modify instructional strategies and/or pacing based on formative assessment results on a daily basis. • Teachers will provide small group instruction (flex groups) daily to accelerate student learning in Reading through the use of materials at the students’ instructional level such as novels, leveled readers, etc. • Teachers will provide differentiated instruction daily to accelerate student learning in Math through the use of materials at the students’ instructional level and flex grouping. (i.e- manipulatives, Reteach/Practice/ Enrich pages, Leveled Problem Solver, etc.). • Teachers will provide a written plan for paraprofessionals to provide one-on-one and small group instruction to accelerate student learning in reading and/or math through the use of materials at the students’ instructional level. • Special Education teachers and paraprofessional will collaborate and co-teach with classroom teachers daily to provide instruction that will accommodate IEP requirements for all Special Education students. • TAD teachers will serve as a resource to the classroom teachers to provide enrichment activities for highly-able learners. • Three teachers and an administrator will attend the Gifted and Talented Conference in October and share the information with the staff 	2
<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"> • Administrators, Teachers, Professional Development Coaches will participate in quarterly grade level instructional team meetings to examine student performance data. • Grade level teams will review and analyze student learning data to identify strengths and areas of need at weekly and quarterly meetings. • Grade level teams will develop strategies to address areas of need for teacher implementation. • PLCs will be organized by grade level content centered teams. 	2

**FRUITLAND INTERMEDIATE 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"> • Teachers will engage students in the use of before, during and after reading strategies as indicated in the Voluntary State Curriculum. • Teachers will utilize explicit instructional strategies (I Do, We Do, You Do) in daily instruction. • Teachers will utilize critical thinking questioning in their daily instruction to aid comprehension and support student thinking at higher levels of cognitive demand. • Teachers will utilize informational periodicals such as Time For Kids, National Geographic, Weekly Reader, StoryWorks, or other nonfiction materials to have students read, use, and identify the characteristics of nonfiction materials. 	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 develop a variety of daily formative assessments which assess the daily lesson objective. These assessments will include questions that require students to go beyond the literal level. • Teachers will provide opportunities for students to be exposed to multiple genres that mirror the rigors of MSA. 	4
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Administrators, Teachers, Reading Intervention Teacher, and PD coaches will examine student work, SRI scores, Benchmark Assessments, and daily assessments to identify needed interventions and establish instructional needs. (per district-wide schedule for Grade Level Instructional Meetings) • Reading Professional Development Coach and Reading Intervention Teacher will assist teachers with data analysis. • The Reading Intervention Teacher will utilize data to identify small groups of students in need of additional instruction and will provide appropriate instruction to accelerate student achievement in reading. • Teachers will use formative assessment data to determine whether students have made adequate progress towards instructional goals and to match students to instructional leveled text. 	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"> • Refer to A1 • Teachers will utilize data analysis and interpretation of graphs and charts in Science and Social Studies, as well as utilize higher level questioning in all classes. • Teachers will model problem solving strategies and provide opportunities for all students to be actively engaged in problem solving activities (logical reasoning, patterns, etc) in all subject areas on an ongoing basis. 	2

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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 utilize chapter assessments and county level benchmark assessments. • Teachers will utilize constructed responses (BCR Booklets), selected response questions, YPP, etc. • Teachers will utilize daily formative assessments which match the daily teaching objective and incorporate higher level thinking skills. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • See A2 • Administrators, Teachers, and PD coaches will examine student work, YPP scores, cumulative test data, chapter tests, and daily assessments to identify needed interventions and establish instructional needs. (per district-wide schedule for Grade Level Instructional Meetings) • The Math Professional Development Coach will assist teachers with data analysis. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Teachers will integrate technology into their lessons a minimum of once per cycle. (i.e. United Streaming, software applications, interactive websites, Handheld PDA's, and/or Turning Point). • The Technology Resource Teacher will provide professional development to the faculty on use, care, and integration of the technology. • Teachers will utilize on-line subscriptions for the planning of lessons (Ed Helper, Reading A-Z) 	16
<p>A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. (Intermediate grades only)</p> <ul style="list-style-type: none"> • See A1 • See A4 	2
<p>A11 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 during grade level meetings, faculty meetings, and /or professional days to improve teacher skills in technology integration for improved student achievement. 	2
<p>A12 Promote self-selected, independent reading</p> <ul style="list-style-type: none"> • Utilize Accelerated Reader On-line to encourage independent reading throughout the year. • The AR committee chaired by the Media Specialist will oversee the implementation of a school-wide reading incentive program. • Evaluate the success of the school-wide reading incentive program by examining student participation rates. • Students at all levels will participate daily in self selected reading time at their independent reading level during the 90 minute block. 	3

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
B1 Review and analyze student attendance data <ul style="list-style-type: none"> • The Instructional Leadership Team will identify areas of need using student attendance data as provided by administration. 	9
B2 Promote student attendance <ul style="list-style-type: none"> • The Home Liaison will make home visits as necessary to promote positive attendance. • Full time paraprofessional will operate “Students Offered Success” (SOS) room during the school day to provide students with behavioral concerns an alternative to an out of school suspension. While in the room, students will continue with their instructional program. Classroom teachers will provide paraprofessional with daily plans for each student in SOS • One class per grade level will be recognized weekly for best attendance by receiving the attendance seagull to hang in the classroom during the following week • Administrators will schedule Student Services Team meetings to discuss student progress, attendance, and behavioral patterns of students identified with concerns. (on-going as needed) • Implement PBIS program to improve attendance. 	9

**FRUITLAND INTERMEDIATE 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"> • Assistant Principal will maintain a listing of student behavior data. • Instructional Leadership Team and PBIS Team will identify areas of need using student behavior data as provided by the Assistant Principal. 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Administrators will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Administrators and staff will conduct safety drills as mandated. • Administrators and staff will conduct a tabletop Crisis Drill biannually. • Teachers will display Emergency/Crisis codes by the door in all classrooms. 	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"> • The Developmental Assets posters will be placed around the building • Opportunity for all staff members to be involved in In-House Mentoring • Accelerated Reader will be used to promote a love of reading • Information for the parents will infused in the monthly newsletter. • The agendas will be used to promote home-school communication • PBIS will promote positive values and reinforce boundaries and expectations • Teachers will be visible in the hallway/doorway during transition times to interact and promote positive identity. 	9

**FRUITLAND INTERMEDIATE 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>C4 Improve school climate.</p> <ul style="list-style-type: none"> • Students will recite the school pledge every morning. • Paraprofessional will operate “Students Offered Success” (SOS) room during the school day to provide students with behavioral concerns an alternative to an out of school suspension. While in the room, students will continue with their instructional program. Classroom teachers will provide paraprofessional with daily plans for each student in SOS. • SOS Paraprofessional will run the program as outlined in the SOS guidelines. • SOS Paraprofessional and Educational Support Advisor will be utilized work with students proactively to minimize negative behavior. • Guidance Counselor will conduct regular meetings with students whose behavior is an obstacle for success, recording data to indicate any correlation between counseling sessions and referrals. 	7
<p>C5 Promote positive values and behaviors through the PBIS program.</p> <ul style="list-style-type: none"> • All faculty and staff will continue with the implementation of the PBIS program • During the first week of school, there will be a school-wide focus on the PBIS values and behavior expectations. This will be revisited throughout the year on a regular basis. • Students receive a PBIS guidelines and expectations informational sheet that will be shared with parents and signed by both parties. 	7

**FRUITLAND INTERMEDIATE 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"> • Teachers will communicate daily homework and other important information to students and parents by having students record assignments in their agenda. (daily) • Administration will publish a monthly newsletter to parents. • Monthly newsletter will include a confirmation from the parent that they read the newsletter. Students returning the confirmation will have their name placed in a drawing for lunch with an Administrator. • Guidance Counselor will solicit involvement from the community to provide mentors for identified students. • Home-School liaison will maintain a daily log of calls and visits and will submit the information for administration to review. • Administration will hold 2 Family and Reading Math Nights for targeted children based on reading and math needs. 	6

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

PROFESSIONAL DEVELOPMENT PLAN:

School:	<u>Fruitland Intermediate School</u>	
Title of program(s):	<u>Differentiated Instruction</u>	
Beginning Date:	<u>August 2009</u>	Ending Date: <u>August 2010</u>
Contact person:	<u>Tracy Hayes / Kristina Gosnell</u>	<u>ILT Chair/Principal</u>
	Name	Position/Title

A. Establishing the Need for the Proposed Professional Development

1. Referencing your needs assessment, identify the student learning needs that the professional development will address.

- Decrease achievement gap between White and African American students, FARMS and Non FARMS, and Special Ed and Regular Ed students in reading and math through differentiated instruction
- Increase students reading levels through the use of independent reading and writing as an alternative to the use of practice books and worksheets
- Decrease the achievement gap in math by meeting the needs of diverse learners.
- Create a climate where learning can occur while racial and ethnic differences are celebrated and respected.

**FRUITLAND INTERMEDIATE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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).

- In order to observe differentiation in practice and obtain strategies to implement at Fruitland Intermediate, we will visit a school with similar demographics which has been successful in closing the achievement gap and making gains on MSA through the use of differentiated instruction.
- The Literacy PD Coach will provide on-going professional development on implementing the “Daily Five” within the reading / language arts block.
- The Math PD Coach will provide ongoing professional development in differentiating instruction within the math block.
- Administration will conduct a PD day based on the books “How to Teach Children Who Don’t Look Like You” and “Courageous Conversations About Race.”

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

- Staff will gain knowledge on how to implement best practices in differentiated instruction. This will enable us to decrease the achievement gap between our subgroups.
- Teachers will learn ways to utilize the classroom library as an instructional tool to increase student achievement in reading.
- Teachers will learn strategies to meet the needs of all learners in math. This may include how to form and assess flexible groups, use manipulatives effectively, raise the level of questioning in math, and time to create materials for use in reinforcing specific math concepts.
- Teachers will further enhance skills from the cultural competency training done during the 2008 – 2009 school year and gain more strategies to help meet the needs of learners from various cultures.

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

- A1, A2, A3, A6
- A1, A3, A12
- A1, A6
- A1, A2, A3, A6

**FRUITLAND INTERMEDIATE 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
School visits to observe best practices and differentiation in reading and math	Content knowledge and quality teaching Diverse learning needs Collaboration	Observation Small group presentations Discussion	ILT members All teachers All teachers	Principal	Yes After observing in another school, ILT team members will present strategies to PLCs. Teachers will then implement these strategies and discuss at PLC meetings.
PD for reading teachers to learn about independent activities that can replace the reading workbook	Content knowledge and quality teaching Collaboration	Large group presentation Demonstrations	Reading teachers	Literacy Coach	Yes After an initial session in August, the Literacy Coach will work with teachers at PLC meetings and provide model lessons as needed.
PD for math teachers for planning differentiated lessons for math	Content knowledge and quality teaching Collaboration	Large group presentation Discussion	Math teachers	Math PD Coach	Yes After an initial session in August, the Math Coach will work with teachers at PLC meetings and provide follow up training and support as needed.
Cultural Diversity Training	Diverse Learning Needs	Large group presentation Discussion	All teachers	Administration	Yes After an initial session, follow up will be conducted at faculty meetings throughout the school year.

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

- The principal, assistant principal, and ILT members will be involved in the planning and evaluation activities described in the professional development plan.

**FRUITLAND INTERMEDIATE 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?
School visits to observe best practices and differentiation in reading and math				
PD for reading teachers to learn about independent activities that can replace the reading workbook				
PD for math teachers for planning differentiated lessons for math				
Cultural Diversity Training				

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.