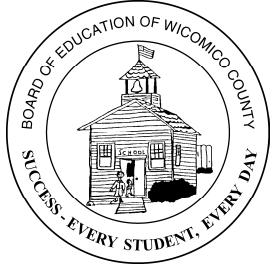


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FRUITLAND PRIMARY SCHOOL



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 PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

Our mission at Fruitland Primary School is to educate our students so that they achieve at 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
- experience a safe environment in which to grow

BELIEF STATEMENT:

- All students can learn and experience success.
- All students should be challenged to reach his or her full potential.
- Each student is a valued individual with unique physical, social, emotional, cultural and intellectual needs.
- Students learn in a variety of ways and should be provided with differentiated instruction to support their learning.
- Children have the right to learn in a safe environment, fostering positive relationship and mutual respect.
- Teachers, staff, administration, parents, students and the community share the responsibility of promoting our school's mission.

**FRUITLAND PRIMARY SCHOOL
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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	89.0	50.7	YES	83.9	57.0	YES	87.1	63.5	72.7	YES	78.2	
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	72.7	NA	78.2	
Asian	66.7	NA	NA	100.0	NA	NA	100.0	36.3	72.7	YES	78.2	
African American	80.0	39.9	YES	66.7	46.0	YES	71.1	54.7	72.7	YES	78.2	
White	92.5	48.4	YES	89.3	55.2	YES	92.6	61.1	72.7	YES	78.2	
Hispanic	100.0	3.9	YES	66.7	NA	YES	83.3	23.4	72.7	YES	78.2	
FARM	83.3	43.1	YES	67.9	50.5	YES	75.8	57.4	72.7	YES	78.2	
Special Education	76.9	25.9	YES	55.0	39.9	YES	70.0	45.7	72.7	YES	78.2	
ELL	0.0	NA	NA	50.0	NA	NA	100.0	NA	72.7	NA	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	83.8	55.7	YES	81.8	61.4	YES	85.8	67.2	76.1	YES	80.9	
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.1	NA	80.9	
Asian	100.0	NA	NA	100.0	NA	NA	100.0	41.2	76.1	YES	80.9	
African American	74.3	45.3	YES	57.6	50.8	YES	68.9	58.8	76.1	YES	80.9	
White	86.0	53.5	YES	89.3	59.7	YES	91.6	64.9	76.1	YES	80.9	
Hispanic	100.0	10.3	YES	66.7	NA	YES	83.3	28.9	76.1	YES	80.9	
FARM	72.9	48.4	YES	64.2	55.1	YES	69.4	61.4	76.1	YES	80.9	
Special Education	46.2	31.6	YES	65.0	44.9	YES	60.0	50.2	76.1	YES	80.9	
ELL	100.0	NA	NA	50.0	NA	NA	100.0	NA	76.1	NA	80.9	

**FRUITLAND PRIMARY SCHOOL
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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	94.9 - Met	95.3 - Met	95.8 - Met	95.9 - Met	95.4 - 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 PRIMARY SCHOOL
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ACHIEVEMENT TARGETS:

- For 2011, we will increase the percentage of students at proficient/ advanced in reading to 83.6% as measured by the Reading MSA.
- For 2011, we will increase the percentage of students at proficient/ advanced in math to 85.7% as measured by the Math MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

READING GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in reading 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	94	96				
African American	80	85				
Asian	100	100				
Hispanic	80	85				
White	99	99				
FARM	85	87				
ELL	NA	NA				
Special Education	85	87				

**FRUITLAND PRIMARY SCHOOL
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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	94	96				
African American	87	90				
Asian	100	100				
Hispanic	90	92				
White	96	98				
FARM	90	92				
ELL	NA	NA				
Special Education	83.3	85				

During the 2009-10 school year, we will increase grade 1 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	98	99				
African American	97	98				
Asian	NA	NA				
Hispanic	100	100				
White	98	99				
FARM	96	97				
ELL	NA	NA				
Special Education	80	84				

**FRUITLAND PRIMARY SCHOOL
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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	50	53				
African American	29	36				
Asian	78	80				
Hispanic	NA	NA				
White	55	58				
FARM	34	41				
ELL	NA	NA				
Special Education	0	10				

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	76	80				
African American	56	62				
Asian	89	90				
Hispanic	NA	NA				
White	83	88				
FARM	66	76				
ELL	NA	NA				
Special Education	14	24				

**FRUITLAND PRIMARY SCHOOL
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During the 2009-10 school year, we will increase grade 2 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	81	85				
African American	65	75				
Asian	89	90				
Hispanic	NA	NA				
White	86	90				
FARM	67	77				
ELL	NA	NA				
Special Education	55	65				

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 Unit 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	95.8	98				
African American	93	97				
Asian	100	100				
Hispanic	100	100				
White	96	98				
FARM	92	95				
ELL	75	83				
Special Education	86	91				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit 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	93.7	95				
African American	80	88				
Asian	100	100				
Hispanic	100	100				
White	96	97				
FARM	85	90				
ELL	75	85				
Special Education	86	92				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit 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	82.6	86				
African American	65	75				
Asian	100	100				
Hispanic	90	93				
White	87	90				
FARM	75	80				
ELL	75	80				
Special Education	67	75				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit 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	82	85				
African American	68	78				
Asian	NA	NA				
Hispanic	80	86				
White	82	87				
FARM	73	78				
ELL	25	35				
Special Education	60	70				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit 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	96	97				
African American	90	94				
Asian	NA	NA				
Hispanic	100	100				
White	97	98				
FARM	94	96				
ELL	NA	NA				
Special Education	100	100				

**FRUITLAND PRIMARY SCHOOL
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Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 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	93	95				
African American	83	93				
Asian	100	100				
Hispanic	NA	NA				
White	96	98				
FARM	93	95				
ELL	NA	NA				
Special Education	100	100				

During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 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	83	88				
African American	60	70				
Asian	100	100				
Hispanic	NA	NA				
White	89	90				
FARM	71	81				
ELL	NA	NA				
Special Education	100	100				

**FRUITLAND PRIMARY SCHOOL
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During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 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	80	83				
African American	60	70				
Asian	100	100				
Hispanic	NA	NA				
White	85	87				
FARM	74	80				
ELL	NA	NA				
Special Education	83	85				

During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 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	95	96				
African American	86	90				
Asian	100	100				
Hispanic	NA	NA				
White	98	99				
FARM	84	89				
ELL	NA	NA				
Special Education	88	89				

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During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 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	88	90				
African American	68	78				
Asian	100	100				
Hispanic	NA	NA				
White	95	96				
FARM	81	85				
ELL	NA	NA				
Special Education	100	100				

ATTENDANCE GOAL:

For 2010, 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	95.9					
African American	96.4					
Asian	96.9					
Hispanic	95.8					
White	95.5					
FARM	95.2					
ELL	95.2					
Special Education	95.0					

**FRUITLAND PRIMARY SCHOOL
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OTHER GOALS:

- During the 2009-10 school year, we will improve our school environment by decreasing the number of referrals for “not following school rules” by 20% from the 2008-09 rate.

PLC GOAL BASED ON A READING STANDARD:

During the 2009-10 school year, we will increase grade 1 students’ proficiency on 3A3c Sequence Important Events 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	93	95				
African American	85	90				
Asian	100	100				
Hispanic	90	93				
White	93	95				
FARM	84	90				
ELL	75	80				
Special Education	100	100				

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During the 2009-10 school year, we will increase **grade 1** students' proficiency on **2.A.3.e – Develop knowledge of organizational structure of informational texts to understand what is read (similarities and differences)** 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	94	96				
African American	82	87				
Asian	100	100				
Hispanic	80	85				
White	92	95				
FARM	88	90				
ELL	75	80				
Special Education	83	85				

During the 2009-10 school year, we will increase **grade 1** students' proficiency on **2.A.4.b Identify main idea and messages** 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	96	97				
African American	89	94				
Asian	NA	NA				
Hispanic	90	91				
White	98	99				
FARM	92	95				
ELL	NA	NA				
Special Education	80	84				

**FRUITLAND PRIMARY SCHOOL
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During the 2009-10 school year, we will increase **grade 1** students' proficiency on **6.C.1.c – Identify the concept of inverse operation to addition and subtraction** as measured by Math Unit 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	91	93				
African American	93	95				
Asian	100	100				
Hispanic	100	100				
White	90	95				
FARM	90	95				
ELL	75	85				
Special Education	100	100				

During the 2009-10 school year, we will increase **grade 1** students' proficiency on **6.A.3.a – Determine the value of a given set of same currency up to \$1** as measured by Math Unit 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	76	81				
African American	68	75				
Asian	100	100				
Hispanic	60	70				
White	79	83				
FARM	71	75				
ELL	25	35				
Special Education	60	65				

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During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>3.A.2.b Identify and explain how text features such as illustrations, punctuation and print features contribute to meaning</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	55	60				
African American	43	52				
Asian	67	68				
Hispanic	NA	NA				
White	47	55				
FARM	38	44				
ELL	NA	NA				
Special Education	25	35				

During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>3.A.6.a Main Idea or Message of the Text</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	76	80				
African American	49	50				
Asian	89	91				
Hispanic	NA	NA				
White	63	73				
FARM	66	72				
ELL	NA	NA				
Special Education	63	70				

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During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>2.A.4.g Summarize the text or a portion of the text</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	50	53				
African American	41	48				
Asian	22	30				
Hispanic	NA	NA				
White	56	59				
FARM	36	43				
ELL	NA	NA				
Special Education	22	30				

During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>6.A.3.a Determine the value of a given set of mixed currency up to \$10.00</u> as measured by Math Unit 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	82	86				
African American	57	67				
Asian	100	100				
Hispanic	NA	NA				
White	86	87				
FARM	70	75				
ELL	NA	NA				
Special Education	63	68				

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During the 2009-10 school year, we will increase **grade 2** students' proficiency on **3.A.1.b Telling time in intervals of 5 minutes using an analog clock** as measured by Math Unit 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	79	84				
African American	61	70				
Asian	89	91				
Hispanic	NA	NA				
White	85	87				
FARM	64	73				
ELL	NA	NA				
Special Education	50	60				

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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 have met AYP for the past five years. 	<ul style="list-style-type: none"> • Each subgroup has met AYP for the past five years.
Reading- Benchmark Assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 99% of the total student population was at or exceeding expectation on the first benchmark. Students performed at expectation at 93% or higher on each objective. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> • 3A2b Identify text features and how they contribute to meaning (45%) • 2A4d Drawing Conclusions (62%) • 3A6a Main Idea (63%) • Students performed best on: <ul style="list-style-type: none"> ○ 1B2b Compound words, inflectional endings (95%) ○ 1B2c Identify and explain common antonyms, synonyms, homophones to increase vocabulary skills (92%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students with 14% more African American students performing below expectation. • 50% of ELL students scored below expectations. However, there are only 4 students in that subgroup. • 15% of African Americans and 20% of Hispanics scored below expectation in comparison to 1% of the white population. • 12% of FARM students scored below expectation in comparison to 0% on Non-FARM students • 95% of the regular education students scored at/exceeding expectation, while Special Education was at 100% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 54% of White students performed at/exceeding expectation in comparison to 29% of African American students • 78% of Asian students performed at/exceeding expectation. However, there are only 9 students in that subgroup • 100% of Special Education (8 students in this subgroup) students performed below expectation as compared to 47% of Regular Education students • 34% of FARM students are at/exceeding expectation compared to 59% of Non FARM students

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Reading – Benchmark Assessment #2</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 94% of the student population was at or exceeding expectation on the second benchmark. • Three objectives were below 90%. They were: <ul style="list-style-type: none"> • 1E4a Describe what the text is about • 2A3e Recognize similarities and differences • 3A3b Identify character traits and actions <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> • 2A2d Use organizational aides when reading (62%) • 3A6a Recognize main idea or messages of text (77%) • 1E4b Identify and explain what is directly stated in text (82%) • Students performed best on: <ul style="list-style-type: none"> ○ 1D2b Identify/explain common antonyms, synonyms, and homophones to increase vocabulary skills (96%) ○ 1B2a Use phonics to decode words (94%) ○ 1B2b Break compound words and contractions and inflectional endings into known parts (93%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 90% of African American students and 90% of Hispanic students (subgroup of 2 students) scored at/exceeding expectation compared to 96% of White students • 100% of the Asian students scored at/exceeding expectation. However, there are 2 students in this subgroup. • 17% of Special Education students are scoring below expectation compared to 5 % of Regular Education students • 92% of FARM students scored at/exceeding expectation compared to 97% of Non FARM students <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 55% of African American students and 50% of Hispanic students (subgroup of 2 students) scored at/exceeding expectation compared to 82% of White students • 89% of the Asian students scored at/exceeding expectation. However, there are 9 students in this subgroup. • 88% of Special Education students are scoring below expectation compared to 21% of Regular Education students • 65% of FARM students scored at/exceeding expectation compared to 82% of Non FARM students

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Reading- Benchmark Assessment #3</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 98% of the student population was at or exceeding expectation on the third benchmark. • All benchmark objectives were 90% or higher: • 1A1b Compare one-syllable words (90%) • 1B2b Decode words with letter combinations, digraphs, blends, and special vowel patterns (98%) • 1C2c Read sight words (99%) • 1D2a Sort grade-appropriate words (99%) • 2A4b Identify main ideas and messages (96%) • 3A3a Identify story elements (99%) • 3A3c Sequence the important events (99%) <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 81% of the student population was at or exceeding expectation on the third benchmark. • Students performed lowest on: <ul style="list-style-type: none"> ○ 2A4g Summarize the text or portion of the text • Students performed best on: <ul style="list-style-type: none"> ○ 3A3a Identify and explain story elements (92%) ○ 1E4c Identify and explain what is not stated in the text (95%) ○ 2A3d Recognize cause/effect relationships (87%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 97% of African American students and 100% of Hispanic students scored at/exceeding expectation compared to 98 % of White students • 20% of Special Education students are scoring below expectation compared to 4 % of Regular Education students • 96% of FARM students scored at/exceeding expectation compared to 1% of Non FARM students <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 65% of African American students scored at/exceeding expectation compared to 86 % of White students • 45% of Special Education students are scoring below expectation compared to 17 % of Regular Education students • 67% of FARM students scored at/exceeding expectation compared to 89% of Non FARM students

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math – Benchmark Assessment Unit 2</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 94% of the total population was at or exceeding expectations. • All objectives were 91% or higher. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 82% of the total population was at or exceeding expectations. • 6 of 8 standards were 91% or higher. • The other two were as follows: <ul style="list-style-type: none"> ○ 6A3a Determine the value of a given set of currency up to \$10 (80%) ○ 6B1a Build and describe models of even and odd numbers using concrete materials (84%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 86% of African American students and 100% of Hispanic students (subgroup of 10 students) scored at/exceeding expectation compared to 96% of White students • 100% of the Asian students scored at/exceeding expectation. However, there are 2 students in this subgroup. • 100% of Special Education students are scoring at/exceeding expectation compared to 94 % of Regular Education students • 88% of FARM students scored at/exceeding expectation compared to 99% of Non FARM students <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 60% of African American students and 100% of Hispanic students (subgroup of 2 students) scored at/exceeding expectation compared to 89% of White students • 100% of the Asian students scored at/exceeding expectation. However, there are 9 students in this subgroup. • 76% of Special Education students are scoring at/exceeding expectation compared to 83 % of Regular Education students • 71% of FARM students scored at/exceeding expectation compared to 90 % of Non FARM students

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math – Benchmark Assessment Unit 4</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 80% of the total population was at or exceeding expectations. Two of the objectives were 91% or higher. Four others fell below 91%. <ul style="list-style-type: none"> ○ 6C1a – Develop strategies for + and – basic facts ○ 1A1a Represent and analyze numeric patterns using skip counting by multiples of 2 and 10 ○ 6A3a – Determine the value of a given set of currency up to \$1.00 ○ 6A1f – Express whole numbers up to 99 using expanded form <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 95% of the total population was at or exceeding expectations. Four standards were 92% or higher. • The lowest performing area was: <ul style="list-style-type: none"> ○ 3A1b Tell time in intervals of 5 minutes using an analog clock. (79%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • 68% of African American students and 80% of Hispanic students (subgroup of 10 students) scored at/exceeding expectation compared to 82% of White students • 100% of the Asian students scored at/exceeding expectation. However, there are 2 students in this subgroup. • 60% of Special Education students are scoring at/exceeding expectation compared to 81 % of Regular Education students • 73% of FARM students scored at/exceeding expectation compared to 85% of Non FARM students <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • 86% of African American students and 100% of Hispanic students (subgroup of 1 student) scored at/exceeding expectation compared to 98% of White students • 100% of the Asian students scored at/exceeding expectation. However, there are 9 students in this subgroup. • 88% of Special Education students are scoring at/exceeding expectation compared to 96 % of Regular Education students • 94% of FARM students scored at/exceeding expectation compared to 95% of Non FARM students

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Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - The one common strength amongst first and second graders in reading falls within General Reading Processes. Students are able to identify and explain common antonyms, homophones, and inflectional endings. These skills all help to increase a student's vocabulary. We were disappointed in being unable to identify a common strength related to comprehension.
 - Due to the nature of the math benchmarks having separate skills in grades 1 and 2, we were unable to identify a common strength.
2. Describe any trends in the areas of strength.
 - White students outperformed African American Students at the objective level for the above stated strength. Special Education Students scored lower than Regular Education Students. Non-FARM students scored higher than FARM students.
3. Describe areas of need that exist through most or all data sources or grades.
 - When analyzing reading benchmark data across grades one and two, several areas of need present themselves. These areas include finding the main idea and identifying/explaining how text features and organizational aids contribute to meaning. These areas are highlighted when student are exposed to both informational and literary texts.
 - The one common area of need in Math is determining the value of a given set of currency.
4. Describe any trends in the areas of need.
 - Upon closer analysis of subgroup data of the above needs, it is noted that African American students consistently are outperformed by White students. Special Education Students perform lower than Regular Education Students. Non-FARM students consistently score higher than FARM students.

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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 deliver lessons to students derived from the Voluntary State Curriculum and Wicomico County instructional guides. Lesson objectives will be posted and referred to during the course of the lesson. Instruction will be delivered at the individual student instructional level based on student performance data (e.g., County Benchmark Assessments, theme skills test, HM Leveled Reading Passages, Kindergarten Skills Matrix, & MMSR). Teachers will employ a variety of flexible grouping strategies on a daily basis during the Reading and Math blocks. Flexible grouping and student membership in flex groups will be based on students’ needs as reflected by formative classroom data. Lessons will be planned and implemented so that all students participate in whole class instruction and small groups of direct instruction, guided instruction, and independent work. • Teachers will have the opportunity to participate in an on-line course, “Instruction for Diverse Learners”, that will be on the D2L platform. One staff member will facilitate the course and all others who complete the assigned modules will receive 3 MSDE credits. Faculty meetings, professional development days, and PLCs will serve as a venue to discuss successes and concerns in meeting all students’ needs through differentiation. • Special Education teachers co-plan weekly and co-teach lessons as needed with the regular education teachers to meet the needs of all students. • Teachers will provide written plans for, and direct paraprofessionals in conducting small group instruction centered on the needs of every student based on student performance data. Teachers will ensure that children at every instructional level will spend an equitable amount of small group instructional time with the teacher. Paraprofessionals will have experience working with groups of children at all instructional levels. • Teachers will implement the Primary Talent Development program to encourage divergent and creative thinking for all students. Teachers will implement the module lessons and activities between January and April. Grade level “community” areas will document student learning through photographs and student produced artifacts. A portfolio of exemplars will be kept for each child to be sent to the next grade (K-1). • Pre-K and K teachers will plan for and implement opportunities for students to engage in constructive play to collect data for MMSR and as an initial step toward achieving MSDE Early Childhood Validation. <ol style="list-style-type: none"> 1. Teachers and staff will deliver instruction and maintain environments that reflect culturally competence. 	2

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<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"> • Professional Learning Communities will meet regularly to examine assessment data (e.g., County Reading and Math Benchmark Assessments, theme skills test, HM Leveled Reading Passages, & MMSR). Teachers will review formal and informal data along with student created artifacts to inform instructional directions. • Administrators will develop the duty and master schedules in order to maximize flexibility and common planning time for grade level teams to meet in Professional Learning Communities. PLC teams will meet and collaborate at least once per month about planning instruction, incorporating strategies learned during Professional development sessions, and discuss student performance relative to formative and summative assessment (e.g., County Reading and Math Benchmark Assessments, theme skills test, HM Leveled Reading Passages, & MMSR). Teachers will identify students based on the formative and summative data and adjust instruction through re-teaching (pacing), regrouping, and referral to the Reading Intervention Teacher. • Teachers will meet in vertical articulation meetings with administrators in May/June to collaboratively place students in homerooms where there is a range of achievement that reflects heterogeneous grouping. Teachers will also meet during the school year to review guidelines for articulation. (As funding permits) • PLC's are organized by grade level in which all teachers meet once a month for two hours. 	2
<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"> • Develop and plan instruction based on best practices and VSC to engage students and promote enhanced reading and comprehension skills. • Before, During, and After strategies will be an integral part of the classroom teacher's explicit instruction in the areas of Math, Science and Social Studies on a daily basis. County curriculum will be supplemented with informational text from Weekly Reader and National Geographic Explorer, and the Primary Comprehension Toolkit. • Teachers will explore additional strategies to utilize in reading class as well as content areas in the on-line "Diverse Learner" course. 	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 prepare and incorporate a selected response, constructed response, or exit ticket activity into Reading lessons at least once during the 5-day planning cycle. 	4

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<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"> • A school committee will be formed to discuss and implement a school-wide reading incentive. The committee will have a grade level representative, reading intervention teacher, and parents. • PLC teams will examine student performance data from a variety of sources, ex., Theme Skills Tests, HM Leveled Reading Passages, etc., to inform instruction. Data will be examined to identify trends and areas of concern at Grade Level Instructional Team and Instructional Leadership Team meetings. Instructional emphasis, regrouping, and utilization of the Reading Intervention Teacher and Professional Development Coach will be based on the trend data. • Teachers will utilize the Daily 5 to increase the amount of time students actually spend reading. This management system will increase student’s fluency and overall comprehension. • Teachers will utilize differentiated instructional practices in small, guided reading groups. • Teachers and PD Coach will collaborate to develop classroom activities to support SMART Goals for each Benchmark. 	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 plan for and incorporate a variety of manipulatives in daily instruction. • Teachers will plan for and implement Math strategies as shared by the PD Coach from the MSDE workshops. • Once per cycle, Math PD Coach along with teachers will utilize the error analysis capabilities of Yearly Progress Pro to identify student needs and inform instruction. • Teachers will explore additional strategies to utilize in math class in the on-line “Diverse Learner” course. 	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 model for students how problems can be asked in different ways. An emphasis on multi-step problem solving will be made as well as requiring students to restate the problem in another way. • Teachers will prepare and incorporate a selected response, constructed response, or exit ticket activity into Math lessons at least once per cycle. 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Teachers will examine student performance data from a variety of sources, ex., County Benchmark Assessments, Unit Tests, etc., to inform instruction. Data will be examined to identify trends and areas of concern at Grade Level Instructional Team and Instructional Leadership Team meetings. Instructional emphasis, regrouping, and utilization of the Professional Development Coach will be based on the trend data. • Daily Math lessons in Grades 1 and 2 will include a Problem of the Day that encompasses mathematical operations, problem solving, word problems, logic/reasoning. Kindergarten teachers will incorporate the Problem of the Day at least once per cycle. • Teachers will utilize differentiated instructional practices in small, math groups using concrete manipulative which will help bridge students learning into the abstract. • Teachers and PD Coach will collaborate to develop classroom activities to support SMART Goals for each Benchmark. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Teachers will utilize the online D2L platform to navigate and respond to theory and practice related to differentiated instruction in the MSDE continuing education course “Instruction for Diverse Learners”. • Teachers will integrate United Streaming technology into content area lessons at least once per unit where appropriate. • Teachers will integrate TurningPoint technology into content area lessons at least once per semester. The Technology Resource Teacher will in-service the faculty on use, care, and integration of the technology. 	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"> • N/A 	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, along with other trained staff members will provide training for operating and integrating web-based applications, palms, and document cameras into instruction. 	2
<p>A12 Increase communication pathways with parents and private daycare/pre-school providers.</p> <ul style="list-style-type: none"> • Administrators along with staff will participate in the county wide pre-school open house day at Pemberton Elementary. 	6

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<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"> • The Administrators will publish attendance data disaggregated by grade level, and school in the monthly newsletter. The information will include how each month's results compare to the 94% satisfactory attendance standard. • The Home/School Liaison will follow up on multiple absences. • The Student Services Team meets regularly to review student attendance data and form plans to increase student attendance. 	9

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<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"> • A PBIS committee composed of faculty and staff will address referral/incident trends. PBIS will teach students how to be respectful, responsible, and ready to learn through teacher/staff/student modeling and lesson plans. Students will be motivated to show these behaviors through various incentives (praise from teachers/staff, prizes, activities). The committee will make suggestions and recommendations to the faculty and staff for school-wide discipline practices. • Faculty will continue the process of implementing PBIS and developing a school-wide behavior incentive plan. • Continue an In-School Suspension program that incorporates counseling with the Guidance Counselor. 	7
<p>C2 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> • Faculty and staff will comprise a committee to comprehensively review and update the school crisis plan in September. • Table top drills will be conducted during the 2009-10 school year. 	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"> • A monthly newsletter is sent home. The back page can be used as a refrigerator page that includes the monthly events calendar and attendance information. 	9

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<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"> • Conduct a Parent Night workshop in October with break-out sessions related to parenting, school procedures, student achievement and attendance. Invitations will be extended to all families. 	6

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- 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).**
- Teachers will utilize what they have learned this year from the consultants on “Cultural Proficiency” as we move into the next school year. Our grouping will be based on different dynamics with heterogeneous grouping and more of an emphasis on differentiating instruction. In order to best meet the needs of our students, we will continue to be sensitive and respectful to their cultural heritage and other needs. We have begun and will continue to take action utilizing the philosophy of cultural competency and the strategies associated with our student learning.
 - Teachers will participate in an online course called “Teaching Diverse Learners”. The instructors will be Jennifer Phillips and Susie Jones. Teachers will work throughout the school year on the course to complete eight modules. Teachers who choose to complete the work will earn three MSDE credits. Teachers who elect to audit the course will still be responsible for the reading/activities that are assigned during faculty meetings and professional development days to assure that all faculty members have a common core of knowledge related to differentiation. Mrs. Stein will be invited to FPS in August to share a presentation related to differentiation that will serve as a springboard for launching the on-line course. She will also share a guide called Differentiated Instruction by Karen Burggraf, M.ed. Throughout the course of the school year, teachers will discuss their successes and pitfalls of using differentiation as they meet in PLC’s. Teachers will also be encouraged to share successes with the whole staff during faculty meetings. Additionally, the Instructional Leadership Team will look into the possibility of inviting a representative from the State Department of Education to discuss best practices in the use of differentiation. FPS will also invite Bonnie Walston to come to a faculty meeting to share additional suggestions for differentiating instruction for special education students.
 - Teachers will engage in three half-day professional development sessions (September, November, and January) with the Literacy PD Coach to learn the management system of the The Daily 5 as outlined in the professional development resource book, The Daily 5: Fostering Literacy Independence in the Elementary Grades, by Gail Boushey and Joan Moser.

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

- Teachers will complete 8 modules in the on-line course “Instruction for Diverse Learners”. The first module familiarizes teachers with the requirements of the federal legislation known as No Child Left Behind. The second module explains diversity factors while the third module gets into the core knowledge related to differentiated instruction. Modules four and five explain how to use differentiated instructional practices with English Language Learners and Special Education Students. The sixth module explains how to incorporate cooperative learning in a differentiated setting. Module seven explains the impact that differentiated instruction has on student achievement in classrooms where multiple cultures are represented. The final module shows teachers how to differentiate their assessments for students of varied abilities.
- Teachers will learn methods for having students self-select “good-fit” books and ways in which students can read to self and write in response to reading. In addition, teachers will learn the value of time students spend actually reading as opposed to the time spent completing paper and pencil tasks in increasing student achievement in reading. The structure helps students to develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy.

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

- The professional development related to the on-line course “Instruction for Diverse Learners” is addressed in A1, A3, A6, and A9.
- The professional development related to the Daily 5 is addressed in A5.

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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
<p><u>The Daily 5</u> 3 Half-Day professional development sessions (September, November, and January) to learn the management system of the The Daily 5</p>	1a, 1b, 1c	Small Group Presentations	Grades K, 1, and 2	Literacy P.D. Coach	<p>Yes Classroom support will be provided for teachers by Literacy P.D. Coach Discussion of successes and limitations with implementing the structure will occur during PLC meetings.</p>
<p>Differentiated Instruction On Line Course titled – Diverse Learners</p>	2a, 2b, 2c, 4a, 4c, 5a	Face-to-Face Sessions during faculty meetings and on-line platform	Grades K, 1, and 2	Designated Course Instructor(s)	<p>Yes Classroom teachers will discuss how they have utilized differentiation during PLC meetings with their grade level team. During vertical team meetings, teachers will discuss cross-grade level applications for differentiated instructional practices.</p>

Notes

¹ Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

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² Indicate the type of delivery system(s) that will be used.

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ Types of follow up activities might include:

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skills

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

- The principal, assistant principal, and the ILT Team will work together to see that the school improvement plan is completed and assessed. Each member of the faculty will be given the plan in a binder at the start of the school year and will be required to bring it to faculty meetings and in-services throughout the 2009 – 2010 school year.

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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.