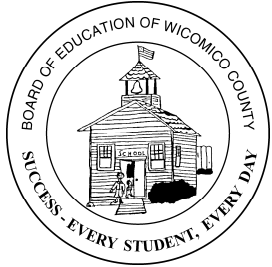


BOARD OF EDUCATION OF WICOMICO COUNTY



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NORTHWESTERN ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

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

**NORTHWESTERN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

Our mission, in partnership with the home and community, is to prepare students to become lifelong learners and self-sufficient citizens in a safe, orderly environment.

Vision: Northwestern will be known as an award winning school, recognized for its school and community partnership, with state of the art technology and facility, which has high expectations for all students.

Vision for Technology: Our vision for technology is to strive for educational excellence through the seamless integration of technology.

BELIEF STATEMENT:

- Student learning should be the chief priority for our school.
- Students' learning needs should be the primary focus of all decisions impacting the work of our school.
- Students need to demonstrate their understanding of essential knowledge and skills, apply their learning in meaningful contexts, and be actively engaged in the learning process.
- Students learn in different ways and should be provided with a variety of instructional approaches and opportunities for success.
- Each student should be treated as a valued individual with unique physical, social, emotional, and intellectual needs.
- Students should be provided with a variety of opportunities to demonstrate their achievement of the expectations for their learning.
- Students' self-esteem can be enhanced by positive relationships and mutual respect.
- Cultural diversity can increase students' understanding of different peoples and cultures.
- Our community is encouraged to share the responsibility for advancing our mission.
- Our school should function as a learning organization to promote opportunities for all stakeholders to work together as a community of learners.
- In order for students to become confident, self-sufficient, lifelong learners, our school should be committed to continuous improvement.

**NORTHWESTERN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 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	76.4	55.5	YES	88.1	60.6	YES	87.3	66.0	76.5	YES	81.2
American Indian	100.0	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2
Asian	NA	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2
African American	68.4	39.0	YES	87.0	47.4	YES	84.0	54.4	76.5	YES	81.2
White	77.0	54.0	YES	89.2	59.0	YES	88.8	64.2	76.5	YES	81.2
Hispanic	100.0	NA	NA	66.7	NA	NA	75.0	NA	76.5	NA	81.2
FARM	69.6	50.8	YES	81.3	54.9	YES	81.1	61.4	76.5	YES	81.2
Special Education	73.3	35.5	YES	85.7	46.2	YES	81.8	43.2	76.5	YES	81.2
ELL	NA	NA	NA	0.0	NA	NA	NA	NA	76.5	NA	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	89.0	51.9	YES	90.7	57.5	YES	91.8	63.4	74.2	YES	79.4
American Indian	100.0	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4
Asian	NA	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4
African American	78.9	35.2	YES	82.6	43.9	YES	88.0	51.4	74.2	YES	79.4
White	91.9	50.4	YES	92.7	55.8	YES	95.0	61.5	74.2	YES	79.4
Hispanic	66.7	NA	NA	100.0	NA	NA	50.0	NA	74.2	NA	79.4
FARM	83.9	47.2	YES	83.3	51.7	YES	83.0	58.6	74.2	YES	79.4
Special Education	80.0	31.6	YES	90.5	42.8	YES	81.8	39.8	74.2	YES	79.4
ELL	NA	NA	NA	100.0	NA	NA	NA	NA	74.2	NA	79.4

**NORTHWESTERN ELEMENTARY SCHOOL
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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	95.4 - Met	95.1 - Met	95.6 - Met	95.6 - Met	95.6 - 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							

**NORTHWESTERN ELEMENTARY SCHOOL
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ACHIEVEMENT TARGETS:

- As a result of achieving the 2010 and 2011 AMOs, for 2010 we will increase the percentage of students at proficient/ advanced in reading to 90.6% (2012 AMO) as measured by the Reading MSA.
- As a result of achieving the 2010, 2011, and 2012 AMOs, for 2010 we will increase the percentage of students at proficient/ advanced in math to 94.8% (2013 AMO) as measured by the Math MSA.
- For 2010, we will maintain the percentage of student attendance 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	94.0	96.0				
African American	88.9	92.0				
Asian						
Hispanic						
White	96.2	98.0				
FARM	88.3	92.0				
ELL						
Special Education	60.0	75.0				

**NORTHWESTERN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 3.A.3.c Sequence the 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	85.0	90.0				
African American	75.0	85.0				
Asian						
Hispanic						
White	92.0	95.0				
FARM	80.0	85.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 1 students' proficiency in reading 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	83.0	88.0				
African American	66.4	75.0				
Asian						
Hispanic						
White	88.0	90.0				
FARM	81.3	86.0				
ELL						
Special Education	50.0	60.0				

**NORTHWESTERN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 2.A.3.e Recognize similarities and differences (Informational Text) as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67.0	75.0				
African American	63.0	75.0				
Asian						
Hispanic						
White	67.0	75.0				
FARM	60.0	70.0				
ELL						
Special Education	25.0	50.0				

During the 2009-10 school year, we will increase grade 1 students' proficiency in reading 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	100.0	100.0				
African American	100.0	100.0				
Asian						
Hispanic						
White	100.0	100.0				
FARM	100.0	100.0				
ELL						
Special Education	100.0	100.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 1 students' proficiency in 1.A.1.b Compare one syllable words using initial, medial, and final sounds 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	67.0	75.0				
African American	50.0	65.0				
Asian						
Hispanic						
White	70.8	75.0				
FARM	68.8	75.0				
ELL						
Special Education	50.0	60.0				

Grade 2:

During the 2009-10 school year, we will increase grade 2 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	59.0	65.0				
African American	25.0	55.0				
Asian						
Hispanic						
White	66.6	70.0				
FARM	58.8	60.0				
ELL						
Special Education						

**NORTHWESTERN ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 2 students' proficiency in 3.A.6.a Recognize the main idea or message of the text 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	58.0	60.0				
African American	25.0	50.0				
Asian						
Hispanic						
White	64.0	68.0				
FARM	71.0	75.0				
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency in reading 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	68.0	75.0				
African American	75.5	77.0				
Asian						
Hispanic						
White	69.7	73.0				
FARM	64.7	70.0				
ELL						
Special Education						

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During the 2009-10 school year, we will increase grade 2 students' proficiency in 3.A.6.a Recognize the main idea or message of the text 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	66.0	73.0				
African American	75.0	78.0				
Asian						
Hispanic						
White	67.0	72.0				
FARM	71.0	75.0				
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency in reading 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	71.0	75.0				
African American	50.0	55.0				
Asian						
Hispanic						
White	76.0	80.0				
FARM	64.0	70.0				
ELL						
Special Education						

**NORTHWESTERN ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency in 2.A.4.g Summarize the text or a portion of the text 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	45.0	50.0				
African American	50.0	55.0				
Asian						
Hispanic						
White	42.0	50.0				
FARM	47.0	50.0				
ELL						
Special Education						

Grade 3:

During the 2009-10 school year, we will increase grade 3 students' proficiency in reading 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	75.0	88.6	72.7		78.2		83.6	
African American	66.7	100.0	72.7		78.2		83.6	
Asian			72.7		78.2		83.6	
Hispanic			72.7		78.2		83.6	
White	75.9	88.0	72.7		78.2		83.6	
FARM	68.2	86.7	72.7		78.2		83.6	
ELL			72.7		78.2		83.6	
Special Education	66.7	71.4	72.7		78.2		83.6	
Title I			72.7		78.2		83.6	

**NORTHWESTERN ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 3 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	37.0	50.0				
African American	40.0	50.0				
Asian						
Hispanic						
White	36.6	50.0				
FARM	27.2	38.0				
ELL						
Special Education	0.0	25.0				

During the 2009-10 school year, we will increase grade 3 students' proficiency in 3.A.3.d Identify and analyze the characters 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	47.0	53.0				
African American	20.0	40.0				
Asian						
Hispanic						
White	53.0	60.0				
FARM	46.0	55.0				
ELL						
Special Education	33.0	40.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 3 students' proficiency in reading 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	55.0	65.0				
African American	54.6	62.0				
Asian						
Hispanic						
White	60.0	65.0				
FARM	52.1	58.0				
ELL						
Special Education	33.3	40.0				

During the 2009-10 school year, we will increase grade 3 students' proficiency in 3.A.3.d Identify and analyze the characters 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	23.0	35.0				
African American	27.0	35.0				
Asian						
Hispanic						
White	23.0	35.0				
FARM	28.0	35.0				
ELL						
Special Education	0.0	30.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 3 students' proficiency in reading 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	55.0	60.0				
African American	55.0	60.0				
Asian						
Hispanic						
White	55.0	60.0				
FARM	47.0	55.0				
ELL						
Special Education	25.0	50.0				

During the 2009-10 school year, we will increase grade 3 students' proficiency in 2.A.2.f Identify and explain the contributions of text features to meaning 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	39.0	50.0				
African American	22.0	50.0				
Asian						
Hispanic						
White	42.0	50.0				
FARM	13.0	45.0				
ELL						
Special Education	40.0	75.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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2009 – 2010**

Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in reading 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	86.0	89.7	80.8		84.6		88.5	
African American	77.8	80.0	80.8		84.6		88.5	
Asian			80.8		84.6		88.5	
Hispanic			80.8		84.6		88.5	
White	88.2	90.9	80.8		84.6		88.5	
FARM	85.7	84.2	80.8		84.6		88.5	
ELL			80.8		84.6		88.5	
Special Education		100.0	80.8		84.6		88.5	

During the 2009-10 school year, we will increase grade 4 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	58.0	65.0				
African American	62.5	65.0				
Asian						
Hispanic						
White	56.0	65.0				
FARM	35.7	50.0				
ELL						
Special Education	25.0	33.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in 2.A.4.c State and support main ideas and messages 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	45.0	55.0				
African American	38.0	50.0				
Asian						
Hispanic						
White	48.0	55.0				
FARM	57.0	60.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 4 students' proficiency in reading 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	31.0	40.0				
African American	22.2	35.0				
Asian						
Hispanic						
White	34.6	40.0				
FARM	12.5	27.0				
ELL						
Special Education	0.0	33.0				

**NORTHWESTERN ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 4 students' proficiency in 2.A.4.d Summarize or paraphrase 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	44.0	50.0				
African American	56.0	60.0				
Asian						
Hispanic						
White	38.0	50.0				
FARM	47.0	50.0				
ELL						
Special Education	40.0	50.0				

During the 2009-10 school year, we will increase grade 4 students' proficiency in reading 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	61.0	70.0				
African American	44.0	55.0				
Asian						
Hispanic						
White	66.0	70.0				
FARM	40.0	55.0				
ELL						
Special Education	20.0	40.0				

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During the 2009-10 school year, we will increase grade 4 students' proficiency in 2.A.4.c State and support main ideas 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	39.0	48.0				
African American	22.0	40.0				
Asian						
Hispanic						
White	42.0	50.0				
FARM	13.0	35.0				
ELL						
Special Education	40.0	50.0				

Grade 5:

During the 2009-10 school year, we will increase grade 5 students' proficiency in reading 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	69.2	88.9	76.1		80.9		85.7	
African American	60.0	84.6	76.1		80.9		85.7	
Asian			76.1		80.9		85.7	
Hispanic			76.1		80.9		85.7	
White	67.7	90.3	76.1		80.9		85.7	
FARM	57.9	81.8	76.1		80.9		85.7	
ELL			76.1		80.9		85.7	
Special Education	83.3	100.0	76.1		80.9		85.7	

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During the 2009-10 school year, we will increase grade 5 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	57.0	60.0				
African American	50.0	55.0				
Asian						
Hispanic						
White	59.3	60.0				
FARM	37.5	45.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 5 students' proficiency in 2.A.2.f Identify and explain the contribution of text features to meaning 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	56.0	62.0				
African American	57.0	60.0				
Asian						
Hispanic						
White	56.0	60.0				
FARM	44.0	50.0				
ELL						
Special Education	75.0	80.0				

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2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in reading 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	49.0	55.0				
African American	25.0	40.0				
Asian						
Hispanic						
White	53.6	60.0				
FARM	22.2	40.0				
ELL						
Special Education	50.0	55.0				

During the 2009-10 school year, we will increase grade 5 students' proficiency in 1.E.4.d Draw conclusions or make generalizations about the text 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	44.0	50.0				
African American	14.0	40.0				
Asian						
Hispanic						
White	54.0	60.0				
FARM	28.0	40.0				
ELL						
Special Education	25.0	40.0				

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During the 2009-10 school year, we will increase grade 5 students' proficiency in reading 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	54.0	60.0				
African American	43.0	50.0				
Asian						
Hispanic						
White	56.0	58.0				
FARM	29.0	35.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 5 students' proficiency in 1.E.4.a Identify and explain the main idea 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	46.0	50.0				
African American	29.0	35.0				
Asian						
Hispanic						
White	52.0	55.0				
FARM	18.0	24.0				
ELL						
Special Education	50.0	55.0				

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MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit Test 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	97.0	98.0				
African American	100	100				
Asian						
Hispanic						
White	96.1	98.0				
FARM	94.1	96.0				
ELL						
Special Education	80.0	85.0				

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6.C.1.c Identify the concept of inverse operation to addition and subtraction as measured by Math Unit Test 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	88.0	90.0				
African American	88.0	90.0				
Asian						
Hispanic						
White	88.0	90.0				
FARM	87.0	90.0				
ELL						
Special Education	50.0	75.0				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit Test 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	91.0	93.0				
African American	88.0	90.0				
Asian						
Hispanic						
White	92.0	94.0				
FARM	87.0	90.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6.A.3.a Determine the amount of a given set of currency up to \$1.00 as measured by Math Unit Test 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	79.0	85.0				
African American	75.0	80.0				
Asian						
Hispanic						
White	83.0	86.0				
FARM	80.0	85.0				
ELL						
Special Education	75.0	80.0				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Unit Test 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 1 students' proficiency in Standard as measured by Math Unit Test 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						

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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 Test 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	87.0	88.0				
African American	50.0	70.0				
Asian						
Hispanic						
White	93.9	96.0				
FARM	82.4	84.0				
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency in 6.A.3.a Counting money up to \$10.00 as measured by Math Unit Test 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	87.0	88.0				
African American	50.0	75.0				
Asian						
Hispanic						
White	94.0	95.0				
FARM	76.0	80.0				
ELL						
Special Education						

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During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit Test 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	97.0	99.0				
African American	100	100				
Asian						
Hispanic						
White	96.6	98.0				
FARM	93.3	95.0				
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency 3.A.1.b Tell time in intervals of five minutes as measured by Math Unit Test 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	82.0	85.0				
African American	50.0	75.0				
Asian						
Hispanic						
White	88.0	90.0				
FARM	71.0	78.0				
ELL						
Special Education						

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During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit Test 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency in Standard as measured by Math Unit Test 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						

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Grade 3:

During the 2009-10 school year, we will increase grade 3 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	80.0	88.5	76.1		80.9		85.7	
African American	50.0	75.0	76.1		80.9		85.7	
Asian			76.1		80.9		85.7	
Hispanic			76.1		80.9		85.7	
White	85.7	92.0	76.1		80.9		85.7	
FARM	77.3	86.7	76.1		80.9		85.7	
ELL			76.1		80.9		85.7	
Special Education	66.7	71.4	76.1		80.9		85.7	

During the 2009-10 school year, we will increase grade 3 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	64.0	66.0				
African American	55.6	60.0				
Asian						
Hispanic						
White	70.0	72.0				
FARM	50.0	60.0				
ELL						
Special Education	33.3	50.0				

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During the 2009-10 school year, we will increase grade 3 students' proficiency in 6.C.1.b Subtract whole numbers 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	64.0	70.0				
African American	78.0	80.0				
Asian						
Hispanic						
White	67.0	70.0				
FARM	63.0	70.0				
ELL						
Special Education	0.0	50.0				

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	91.0	93.0				
African American	100	100				
Asian						
Hispanic						
White	89.6	92.0				
FARM	87.0	90.0				
ELL						
Special Education	33.3	50.0				

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During the 2009-10 school year, we will increase grade 3 students' proficiency in 6.C.1.f Represent multiplication and division facts 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	88.0	90.0				
African American	82.0	86.0				
Asian						
Hispanic						
White	90.0	92.0				
FARM	84.0	88.0				
ELL						
Special Education	33.0	50.0				

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	82.0	85.0				
African American	91.0	92.0				
Asian						
Hispanic						
White	84.0	88.0				
FARM	80.0	85.0				
ELL						
Special Education	75.0	80.0				

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During the 2009-10 school year, we will increase grade 3 students' proficiency in 3.C.1.a. Estimate and determine perimeter 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	53.0	63.0				
African American	45.0	55.0				
Asian						
Hispanic						
White	52.0	63.0				
FARM	62.0	70.0				
ELL						
Special Education	50.0	60.0				

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	100	97.4	76.0		80.8		85.6	
African American	100	100	76.0		80.8		85.6	
Asian			76.0		80.8		85.6	
Hispanic			76.0		80.8		85.6	
White	100	97.0	76.0		80.8		85.6	
FARM	100	94.7	76.0		80.8		85.6	
ELL			76.0		80.8		85.6	
Special Education		100	76.0		80.8		85.6	

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During the 2009-10 school year, we will increase grade 4 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	39.0	50.0				
African American	14.3	35.0				
Asian						
Hispanic						
White	45.9	55.0				
FARM	23.1	40.0				
ELL						
Special Education	25.0	40.0				

During the 2009-10 school year, we will increase grade 4 students' proficiency in 6.B.1.b Identify factors 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	23.0	50.0				
African American	14.0	35.0				
Asian						
Hispanic						
White	25.0	45.0				
FARM	8.0	35.0				
ELL						
Special Education	25.0	40.0				

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During the 2009-10 school year, we will increase grade 4 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	61.0	70.0				
African American	33.3	50.0				
Asian						
Hispanic						
White	68.0	75.0				
FARM	57.1	65.0				
ELL						
Special Education	0.0	35.0				

During the 2009-10 school year, we will increase grade 4 students' proficiency in 6.C.1.d Divide whole numbers 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	49.0	60.0				
African American	44.0	60.0				
Asian						
Hispanic						
White	46.0	60.0				
FARM	47.0	60.0				
ELL						
Special Education	0.0	35.0				

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During the 2009-10 school year, we will increase grade 4 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	79.0	85.0				
African American	78.0	85.0				
Asian						
Hispanic						
White	79.0	85.0				
FARM	60.0	75.0				
ELL						
Special Education	80.0	85.0				

During the 2009-10 school year, we will increase grade 4 students' proficiency in 6.C.1.g Subtract decimals 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	76.0	80.0				
African American	56.0	65.0				
Asian						
Hispanic						
White	83.0	85.0				
FARM	67.0	70.0				
ELL						
Special Education	60.0	63.0				

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Grade 5:

During the 2009-10 school year, we will increase grade 5 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	84.6	82.3	70.6		76.5		82.4	
African American	80.0	76.9	70.6		76.5		82.4	
Asian			70.6		76.5		82.4	
Hispanic			70.6		76.5		82.4	
White	87.1	87.1	70.6		76.5		82.4	
FARM	78.9	68.2	70.6		76.5		82.4	
ELL			70.6		76.5		82.4	
Special Education	66.7	80.0	70.6		76.5		82.4	

During the 2009-10 school year, we will increase grade 5 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	44.0	50.0				
African American	12.5	30.0				
Asian						
Hispanic						
White	53.6	60.0				
FARM	33.4	42.0				
ELL						
Special Education	50.0	55.0				

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During the 2009-10 school year, we will increase grade 5 students' proficiency in 1.A.1.c Complete a one operation function table 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	53.0	60.0				
African American	43.0	55.0				
Asian						
Hispanic						
White	54.0	60.0				
FARM	50.0	56.0				
ELL						
Special Education	50.0	55.0				

During the 2009-10 school year, we will increase grade 5 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	76.0	80.0				
African American	50.0	65.0				
Asian						
Hispanic						
White	82.1	85.0				
FARM	61.1	70.0				
ELL						
Special Education	75.0	80.0				

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During the 2009-10 school year, we will increase grade 5 students' proficiency in 1.B.1.a Represent unknown quantities with one unknown and one operation 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	69.0	75.0				
African American	43.0	55.0				
Asian						
Hispanic						
White	75.0	80.0				
FARM	67.0	72.0				
ELL						
Special Education	75.0	80.0				

During the 2009-10 school year, we will increase grade 5 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	69.0	71.0				
African American	43.0	55.0				
Asian						
Hispanic						
White	74.0	75.0				
FARM	47.0	55.0				
ELL						
Special Education	75.0	80.0				

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During the 2009-10 school year, we will increase grade 5 students' proficiency in 3.B.2.a Measure an angle in a polygon 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	66.0	70.0				
African American	57.0	62.0				
Asian						
Hispanic						
White	67.0	70.0				
FARM	59.0	62.0				
ELL						
Special Education	25.0	50.0				

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ATTENDANCE RATE GOALS:

For 2010, we will maintain the percentage of overall student attendance above 94%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	95.6					
African American	96.1					
Asian						
Hispanic	95.8					
White	95.4					
FARM	95.0					
ELL						
Special Education	92.8					
Title I						

PARENT INVOLVEMENT GOAL:

- During the 2009-2010 school year, we will increase the level of parental participation in school-based opportunities for involvement by 5% from the 2008-2009 rate of 69%.

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DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark Assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.3.c Sequence of events (relative weakness) (85% at expectation) • At least 83% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 1.A.1 Compare one syllable words (88% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. B.2.a Recognize and apply short vowels (97%) ○ 1. D.2.a Sort grade appropriate words (97%) ○ 1.C.2.c Read sight words (94%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 0.3%, between FARM and non-FARM students of 0.4%, and between Regular Education and Special Education students of 12.1%.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.2.b Identify and explain how text features contribute to meaning (50% below expectation) • At least 85% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.2.b. Break compound words, contractions, and inflection endings into known parts (87% at expectation) ○ 1. D.2.b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills (95% at expectation) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 39 % and between FARM and non-FARM students of 11 %.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark Assessment #1 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.4.g Draw conclusions and inferences and make generalizations and make predictions through text (74% below expectation) ○ 3.A.4.a Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, and rhyme scheme to identify poetry as a literary form (53% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1.D.3.a (Limit 1) Above grade level words used in context (91%) ○ 1.D.3.a (Limit 2) Words with multiple meanings (88%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 0.8 %, between FARM and non-FARM students of 6.2 %, and between Regular Education and Special Education students of 23 %.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.D.3.b Use word structure to determine meanings of words-grade appropriate root and base words (48% below expectation) ○ 2.A.4.c State and support main ideas and messages (55% below expectation) • At least 79% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 1. B.1.a Apply phonics skills-long and short vowels (82% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a Use context to determine the meanings of words-above grade level content words (94%) ○ 3. A.3.e Identify and explain the relationships between and among characters, setting, and events (91%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 6.5 %, between FARM and non-FARM students of 38 %, and between Regular Education and Special Education students of 37.1 %.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark Assessment #1 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.f Identify and explain the contributions of text features to meaning (45% below expectation) ○ 3.A.3.b Identify and explain the events of the plot: main problem, exposition, rising action, climax, and resolution (44% below expectation) • At least 69% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. D.3.a (Limit 1) Use context to determine the meaning of words: above grade level words in context (76% at expectation) ○ 1. D.3.a Use context to determine the meaning of words: multiple meanings (79% at expectation) ○ 1.E.4.a Identify and explain the main idea (74% at expectation) ○ 1. E.4.c Identify and explain what is not directly stated in the text by drawing inferences (82% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1.D.2.b Identify and explain relationships between and among words-synonyms (94%) ○ 1.E.2.d Make connections to the text from prior knowledge and experiences (88%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students with 9.3% more African American students performing below expectation. Gaps exist between FARM and non-FARM students with 36.2% more FARM students performing below expectation. Overall, Special Education students are outperforming Regular Education students.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading -Benchmark Assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.3.e Recognize similarities and differences (relative weakness) (33% below expectation) ○ 1.E.4.a Describe what text is about (relative weakness) (21% below expectation) • At least 90% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.A.1.b Compare one syllable words (91% at expectation) ○ 1.B.2.b Decode words (91% at expectation) ○ 1.D.2.a Sort grade appropriate words (91% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1.C.2.c Sight words (94%) ○ 3.A.3.b Identify and explain character traits and actions (94%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 12.8 %, between FARM and non-FARM students of 4 %, and between Regular Education and Special Education students of 24 %.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.d Use organizational aids when reading (text features) (63% below expectation) ○ 3.A.6.a Recognize the main idea or message (34% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1.D.2.b Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills (92%) ○ 3.A.3.d Identify characters, actions, emotions, traits, and feelings (92%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 5.3 % and between FARM and non-FARM students of 6.7 %.

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Reading -Benchmark Assessment #2 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3. A.3.d Identify and analyze characters (77% below expectation) ○ 1. B.1.a. Apply phonics skills-vowel patterns (64% below expectation) • At least 85% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a Apply phonics skills-r-controlled vowels (89% at expectation) ○ 1.D.3.a Use context to determine the meaning of words-above grade level words in context (89% at expectation) ○ 3.A.3.b Identify and explain the elements of a story-main problem, sequence, or chronology of events, and solution to the problem (93% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a Antonyms, synonyms, and homographs (100%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between FARM and non-Farm students of 8.5 % and between Regular Education and Special Education students of 10.6 %.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading -Benchmark Assessment #2 (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.6.b Identify and explain additions or changes to format or text features that will make the text easier to understand (75% below expectation) ○ 2. A.4.d Summarize or paraphrase (56% below expectation) • At least 78% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a (Limit 2) Apply phonics skills-vowel patterns (92% at expectation) ○ 1.D.3.b Use word structure to determine meanings of words-prefixes and suffixes (83% at expectation) ○ 2.A.2.f Identify and explain the contribution of text features to meaning (78% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a (Limit 2) Use context to determine the meaning of words-multiple meaning words (97%) ○ 1. D.3.a (Limit 1) Use context to determine the meaning of words-vocabulary/above level words (94%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 12.4 %, between FARM and non-FARM students of 30.4 %, and between Regular Education and Special Education students of 34.4 %.

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Reading -Benchmark Assessment #2 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1. E.4.d Draw conclusions or make generalizations about the text (56% below expectation) ○ 3.A.4.b Identify and explain the meaning of words, lines, and stanzas (61% below expectation) • At least 67% of the students performed at expectation on the following areas: <ul style="list-style-type: none"> ○ 1.D.3.a Use context to determine the meaning of words: multiple meanings (89% at expectation) ○ 3. A.4.d Identify and explain other poetic elements such as (setting, mood, tone, etc.) that contribute to meaning (83% at expectation) ○ 3.A.3.e Identify and explain relationships between and among characters, setting, and events (72% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a (Limit 1) Use context to determine the meaning of words: above grade level words in context (94%) ○ 1. D.2.b Identify and explain relationships between and among words-synonyms (92%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 9.6 %, between FARM and non-FARM students of 16.6 %, and between Regular Education and Special Education students of 6.7 %.

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Reading -Benchmark Assessment #3	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.A.1.b Compare one syllable words using initial, medial, and final sounds (vowel sounds) (33% below expectation) • At least 100% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 2. A.4.b Main Idea (100%) ○ 3. A.3.c Sequence important events (100%) ○ 3. A.3.a Identify elements of a story (100%) • Students performed best on: <ul style="list-style-type: none"> ○ 2. A.4.b Main Idea (100%) ○ 3. A.3.c Sequence important events (100%) ○ 3. A.3.a Identify elements of a story (100%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall it is noted that 100% of students are at or above expectation on Reading Benchmark Assessment #3. • Also noted is that 70% of students have exceeded expectation on • Reading Benchmark Assessment #3.

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Reading -Benchmark Assessment #3 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2. A.2.a Text features (print features) (50% below expectation) ○ 2. A.4.g Summarize the text or portion of the text (55% below expectation) • At least 87% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. B.2.b Break compound words, contractions, and inflectional endings into parts (92% at expectation) ○ 1.D.2.b Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills (92% at expectation) ○ 1.E.4.c Identify and explain what is not stated in the text (89% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. B.2.b Break compound words, contractions, and inflectional endings into parts (92%) ○ 1. D.2.b Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills (92%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 26 % and between FARM and non-FARM students of 12%.

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Reading -Benchmark Assessment #3 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.f Identify how text features contribute to meaning (60% below expectation) • At least 84% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 3.A.3.b Identify and explain the elements of a story (84% at expectation) ○ 1. E.4.c Identify and explain what is not directly stated in the text by drawing inferences (82% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.2.b Identify and explain word relationships to determine the meaning of words (89%) ○ 1. D.3.a Use context to determine the meaning of words (91%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • An overall performance gap exists between FARM and non-FARM students of 6 %. There is no overall performance gap between African American and White students.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.4.c State and support main ideas and messages (61% below expectation) ○ 2.A.2.f Identify and explain the contributions of text features to meaning (67% below expectation) • At least 86% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.3.b Use word structure to determine the meaning of words (86% at expectation) ○ 2.A.3.b Use graphic aids (89% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a (1) Use context to determine meaning of words (94%) 1.E.4.d Draw conclusions or make generalizations about the text (97%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 22% and between FARM and non- FARM students of 37%.

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Reading -Benchmark Assessment #3 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.3.d Analyze characterization (74% below expectation) ○ 1.E.4.a Identify and explain the main idea (54% below expectation) • At least 86% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. D.2.b Identify and explain relationships between and among words (86% at expectation) ○ 3. A.3.e Identify and explain relationships between characters, setting, and events (86% at expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. D.3.a Use context to determine the meaning of words (89%) 	<p><u>Grade 5</u></p> <p>Overall performance gaps exist between African American and White students of 13% and between FARM and non-FARM students of 49 %.</p>
Math-Unit 1 Test/Benchmark Assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall no students performed below expectation. • At least 92% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. B.1.a Represent number quantities (95%) ○ 6. A.1.e Read, write, represent whole numbers (93%) ○ 6. A.1.b Compare and order numbers (81%) ○ 6. A.1.k Count forwards and backwards (97%) ○ 6. A.1.l Use ordinal numbers to indicate position (89%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. A.1.k Count forwards and backwards (97%) ○ 1. B.1.a Represent number quantities (95%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 0.1 %, between FARM and non-FARM students of 5.9 %, and between Regular Education and Special Education students of 8.1 %.

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Math-Unit 1 Test/Benchmark Assessment #1 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.A.1.c Recognize a function table as a relationship between numbers (35% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. B.2.b Find the missing number in a number sentence using operational symbols (=, -) with whole numbers to 50 (95%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 34 %, between FARM and non-FARM students of 9.8 %, and between Regular Education and Special Education students of 25.3 %.
	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.A.1.a Read, write, and represent whole numbers using symbols, words, and models (36% below expectation) ○ 6. C.1.b Subtract numbers using a variety of strategies (36% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. B.2.b Find the missing number in a number sentence using operational symbols (83%) ○ 6. C.1.a Add numbers using a variety of strategies (83%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 10.9 %, between FARM and non-FARM students of 9.8 %, and between Regular Education and Special Education students of 10.5 %. • 55% of students performed at expectation; however, only 10% of students performed above expectation on Math Benchmark Assessment #1.

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Math-Unit 1 Test/Benchmark Assessment #1 (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.B.1.b Identify factors (77% below expectation) ○ 4. B.2.a Determine median, mode, and range (52% below expectation) ○ 1. B.1.a Represent numeric quantities (39% below expectation) • At least 84% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 6. C.1.a Add whole numbers (97%) ○ 6. A.3.a Compare values of money (88%) ○ 4. B.1.a Interpret line plots (84%) ○ 4. B.1.b Interpret line graphs (84%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. C.1.a Add whole numbers (97%) ○ 6. A.3.a Compare values of money (88%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 27.4 %, between FARM and non-FARM students of 26.9 %, and between Regular Education and Special Education students of 15.7 %. • 35% of students performed at expectation; however, only 3% of students performed above expectation on Math Benchmark Assessment #1.
	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6. C.1.c Interpret remainders (57% below expectation) ○ 1.A.1.c Complete a one operation function table (47% below expectation) • At least 70% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. C.1.a Represent decimals and mixed numbers on a number line (73%) ○ 4. B.1.d Interpret double line graphs (73%) ○ 6. C.1.g Multiply decimals (81%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. C.1.b Divide whole numbers (92%) ○ 4. B.1.a Interpret stem and leaf plots (89%) ○ 4. B.1.b Interpret line plots (89%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 41.4%, between FARM and non-FARM students 24.6%, and between Regular Education and Special Education students of 4.5% . • 36% of students performed at expectations; however, only 11% of students performed above expectation on Math Benchmark Assessment #1.

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Math-Unit 2 Test/Benchmark Assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall, students performed very well on this assessment. • Relative Weakness: <ul style="list-style-type: none"> ○ 6. C.1.c Addition and Subtraction as inverse operations (88%) • At least 90% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6. C.1.c Identify the concept of inverse operation to addition and subtraction (88%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. C.1.b Solve a given word problem based on addition or subtraction situation (96%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between FARM and non-FARM students of 6 % and between Regular Education and Special Education students of 20 %.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.B.2.a Represent relationships using appropriate rationale and symbols (>, <, =) and operational symbols (+, -) with whole numbers to 50 (13% below expectation) • At least 95% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6. C.1.b Add no more than 3 whole number addends with no more than 2 digits in each addend and a sum of no more than 100 (95%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. A.1.f Express whole numbers up to 999 using expanded form (100%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 44% and between FARM and non-FARM students of 9%.

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Math-Unit 2 Test/Benchmark Assessment #2 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 7.C.1 Present ideas using words, symbols, visual displays, or technology (19% below expectation) ○ 6.C.1.f. Represent multiplication and division facts using number sentences, pictures, and drawings (12% below expectation) • At least 88% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6. C.1.f. Represent multiplication and division basic facts using number sentences, pictures, and drawings (88%) • Students performed best on: <ul style="list-style-type: none"> ○ 1. A.1.a Represent and analyze numeric patterns using 2, 5, 10, and 100 (100%) ○ 6. A.3.b Determine the value of a given set of mixed currency (95%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between FARM and non-FARM students of 40.9 % and between Regular Education and Special Education students of 9.2%.

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Math-Unit 2 Test/Benchmark Assessment #2 (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.C.1.b Determine area (51% below expectation) ○ 6. C.1.d Divide whole numbers (51% below expectation). • At least 89% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. A.2.b Rules for repeating patterns (94%) ○ 1. A.2.a Rules for growing patterns (91%) ○ 2. B.1.b Describe solid geometrical figures (91%) ○ 2. B.2.a Compare plane to solid figures (91%) ○ 6. C.1.c Multiply whole numbers (89%) • Students performed best on <ul style="list-style-type: none"> ○ 1. A.2.b Rules for repeating patterns (94%) ○ 1. A.2.a Rules for growing patterns (91%) ○ 2. B.1.b Describe solid geometrical figures (91%) ○ 2. B.2.a Compare plane to solid figures (91%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 35%, between FARM and non-FARM students of 4.8 %, and between Regular Education and Special Education students of 30 %. • 100% of Special Education students achieved at or above expectation. • 53% of students performed at expectations; however, only 8% of students performed above expectation on Math Benchmark Assessment #2.

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Math-Unit 2 Test/Benchmark Assessment #2 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed the lowest in the following areas: <ul style="list-style-type: none"> ○ 1. B.1.a. Represent unknown quantities with one unknown and one operation (32% below expectation) ○ 1. B.2.a Represent relationships by using the appropriate relational symbols and one operation symbol (27% below expectation) ○ 6. C.1.d Add and subtract proper fractions and mixed numbers with answers in simplest form (27% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 1. C.1.a Represent decimals and mixed numbers on a number line (100%) ○ 1. B.2.b Find the unknown in an equation with one operation (100%) 6.B.1.d Identify a common multiple and the least common multiple (92%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students with 32.1% more African American students performing below expectation, between FARM and non-FARM students with 28.4% more FARM students performing below expectation, and between Regular Education and Special Education students with .8% more Special Education students performing below expectation.
Math-Unit 3 Test/Benchmark Assessment #3	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 4.B.1.c Interpret data (28% below expectation) ○ 6. A.1.h Compare and order numbers (22% below expectation) • At least 81% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. B.2.b Find missing numbers (83%) ○ 4. B.1.b Interpret data (83%) ○ 6. C.1.c Concept of inverse operation (89%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. C.1.b Solve word problems (100%) ○ 6. C.1.a Addition and subtraction strategies (97%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • No gaps exist among subgroups.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math-Unit 3 Test/Benchmark Assessment #3 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.A.1.b List multiple representations for a number (47% below expectation) ○ below expectation) • At least 84% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6.A.3.a Determine the value of a given set of mixed currency up to \$10 • Students performed best on: <ul style="list-style-type: none"> ○ 6. C.1.b Add no more than 3 whole number addends with no more than 2 digits in each addend and a sum of no more than 100 (89%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Over performance gaps exist between African American and White students of 29% and between FARM and non-FARM students of 5.6%
	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on <ul style="list-style-type: none"> ○ 3.C.1.a Determine perimeter (47% below expectation) ○ 1.C.1.b Represent proper fractions on a number line (29% below expectation) • At least 95% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1. A.2.a Represent and analyze growing patterns using symbols, shapes, designs, or pictures (98%) ○ 3. C.1.b Determine area (96%) • Students performed best on: <ul style="list-style-type: none"> ○ 1. A.2.a Represent and analyze growing patterns, using symbols, shapes, designs, or pictures (98%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 7 % and between FARM and non-FARM students of 5 %. • 82% of students performed at expectation; however, only 13% of students performed above expectation on Math Benchmark Assessment #3.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math-Unit 3 Test/Benchmark Assessment #3 (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.C.1.g Subtract decimals (24% below expectation) ○ 6.C.1.e Add and subtract proper fractions and mixed numbers (18% below expectation) • At least 100 % of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 6. A.2.a Read, write, or represent proper fractions of a region (100%) ○ 6. A.2.b Read, write, or represent proper fractions of a set (100%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. A.2.a Read, write, or represent proper fractions of a region (100%) ○ 6. A.2.b Read, write, or represent proper fractions of a set (100%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • An overall performance gap exists between FARM and non-FARM students of 35%. • Although 79% of the students were at or exceeding expectation, • 21% of students were above expectation.
	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.C.1.a Draw angles (31% below expectation) ○ 3.B.2.a Measure angles (34% below expectation) • At least 97% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 5. A.1.a Determine possible outcomes in probability (100%) ○ 5. B.1.a Express probability as a fraction (97%) • Students performed best on: <ul style="list-style-type: none"> ○ 5. A.1.a Determine possible outcomes in probability (100%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 31 % and between FARM and non- FARM students of 42 %.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math-Unit 4 Test	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall, students performed very well on this assessment. • Relative Weakness: <ul style="list-style-type: none"> ○ 6. A.3.a Counting Money up to \$1.00 (79%) • At least 90% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6.A.3.a Determine the value of a given set of same currency up to \$1.00 • Students performed best on: <ul style="list-style-type: none"> ○ 6. A.1.d Use the numbers of 5 and 10 as anchors in relationship to other numbers (98%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall, performance gaps exist between FARM and non-FARM students of 5.8% and Regular Education and Special Education students of 9.3%.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.1.b Telling time in intervals of 5 minutes using an analog clock (20% below expectation) • At least 94% of students performed at expectation in the following area: <ul style="list-style-type: none"> ○ 6. C.1.b Add no more than 3 whole numbers with addends with no more than 2 digits in each addend and a sum of no more than 100 (94%) • Students performed best on: <ul style="list-style-type: none"> ○ 6. A.1.f Express whole numbers up to 999 using expanded form (97%). 	<p><u>Grade 2</u></p> <p>Overall, African American students outperformed White students by 3.3%. Non-FARM students outperformed FARM students by 6.7%.</p>
Student Attendance	<ul style="list-style-type: none"> • After analyzing the data, it was determined by the ILT that there were no significant areas of concern. Northwestern’s average attendance (95%) continues to be above the state’s AMO of 94%. 	<ul style="list-style-type: none"> • There are no significant discrepancies among subgroups.
Office Referrals	<ul style="list-style-type: none"> • As of 03/30/09, administrators reviewed 35 office referrals, of which 22 were bus related. After analyzing the data, it was determined by the ILT that there were no significant areas of concern. 	<ul style="list-style-type: none"> • There are no significant discrepancies among subgroups.

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Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> As of 03/30/09, three (3) incidents of suspension occurred, of which two (2) were for the same child. After analyzing the data, it was determined by the ILT that there were no significant areas of concern. 	<ul style="list-style-type: none"> There are no significant discrepancies among subgroups.
Parent Involvement	<ul style="list-style-type: none"> Based on data collected by teachers and compiled by the Home School Liaison, 69% of parents/guardians participated in two or more school-based activities. 	<ul style="list-style-type: none"> There are no significant discrepancies among subgroups.

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Reading: A school-wide strength is vocabulary development (phonics skills, sight words, multiple meanings, and structural analysis).
 - Math: School-wide strengths include adding whole numbers and monetary skills.
2. Describe any trends in the areas of strength.
 - Over the past two years, Northwestern Elementary has achieved above the AMO in Reading and Math for many subgroups. These trends are attributed to the collaborative remediation in the areas of reading and math.
3. Describe areas of need that exist through most or all data sources or grades.
 - Reading: School-wide analysis has determined that greater focus must be given on comprehension strategies for children. Evidence on benchmark assessments in all grade levels shows a deficiency in identifying main idea, character analysis, and explaining contribution of text features to meaning.
 - Math: School-wide analysis has determined that greater focus must be given to students entering the next grade level with appropriate basic skills and word problem strategies.
4. Describe any trends in the areas of need.
 - Although students are achieving well above the AMO in math, there is a plateau in scores over the past three years. In order to address this concern, greater emphasis will be given to professional development activities in the areas of higher level thinking skills for those students achieving at this level.

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TITLE I INFORMATION:

The Title I program at Northwestern Elementary consists of two components, math and reading. There is a Title I Teacher that is in charge of each component: one is the Title I Math Teacher and the other is the Title I Reading Teacher. The school has been allotted three Title I assistants. Two of the assistants focus on reading and one focuses on math.

The Title I Teachers meet with grade level teachers, Special Education Teachers, Administrators, and PD Coaches weekly. At these meetings, team members coordinate instruction and review individual student progress. At math team meetings, daily performance, chapter tests, benchmark assessments, Yearly Progress Pro, and report card grades are discussed to measure the students' progress. For reading, the team discusses daily participation/classroom performance, leveled reading passages, benchmark assessments, SRI data, and report card grades to assess the students' progress. The Title I Teachers create a Parent Advisory Committee each school year. This committee consists of three to four parents of Title I students. The committee meets two times annually to give input/feedback on the Title I program at Northwestern Elementary School.

Additional elements provided by Title I at Northwestern Elementary are:

Math *Yearly Progress Pro*: (Grades 1 through 5) County math assessment completed once per cycle.

MINT (Math Is No Trouble): (Grades 3 through 5) MINT consists of 30 minutes of flexible math instruction for students, who are placed in groups based upon their proficiency of math skills as assessed on chapter tests. They are provided remediation or extension activities based on achievement. The groups are flexible and can change weekly.

Math Teams: (Kindergarten and grades 1 through 2) Math Teams provide remediation or extension to students based upon proficiency of on-going instruction. Staff supports daily skills for 30 minutes in each class.

Reading *REAL (Reading Enrichment And Learning)*: {Kindergarten (30 minutes daily) and grades 1 through 5} REAL consists of 45 minutes of flexible reading instruction for students. Students are placed in groups based upon reading performance.

RISE (Reading Insures Success for Everyone): (Grades 1 and 2) Students chosen, based on benchmark scores, leveled reading passages, and teacher recommendation, will participate in the RISE program. Each student is paired with a Title I assistant for 30 minutes daily. The student reads a book on his/her instructional level and completes journal writing. There is also a homework component in which a parent signature is required and stickers are earned by the student.

Pre-K/K Reading Incentive: Pre-Kindergarten and Kindergarten students will read and record minutes read on monthly calendars signed by parent/guardian. Students will be rewarded with incentives and Pizza Hut certificates.

Materials of Instruction are purchased yearly using Title I funds to support instruction based on the Voluntary State Curriculum. Additional extended learning opportunities are provided by Summer School and the STARS program.

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Professional Development for Title I Teachers and Title I paraprofessionals includes: Title I PD, County PD, NES PD, and Title I Paraprofessional Conference

Coordinate and integrate federal, state, and local services and programs, including programs supported under NCLB

- Developmental Assets
- Character Value Education
- Team Nutrition
- Mobile Dentist
- Math Incentive
- Reading Counts
- Bookmobile
- STARS

Parent Involvement- Reading and Math

Family Nights-Family Nights are held twice a year. The purpose is to provide reading and math instructional activities involving families. Each student receives one appropriate on-grade level book and grade level appropriate reading and math materials.

Parent Workshop-An interest survey is sent to parents/guardians at the beginning of the school year. This survey outlines various possible workshop sessions that will provide parents/guardians with specific strategies to help their child at home. Data from this survey determines topics for sessions and times of interest to parents. The parent workshop is held annually.

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

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8).
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22).
- Providing on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9).
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 1.7).
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13).

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All of the high poverty elementary schools in Wicomico County are also Title I schools. Northwestern's current FARM percentage is 50.97%. Therefore, in addition to the efforts directed at all schools in the district, the Title I Supervisor works closely with building administrators to monitor the highly qualified status of teachers in these schools. Ensuring teachers in high poverty schools are highly qualified is a top priority when staffing changes are requested or required in both elementary and secondary schools. All content supervisors work collaboratively with the Directors of Elementary Education, Secondary Education, and Human Resources to determine the best placement for teachers.

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

During the 2009-2010 school year, Northwestern will begin the process of evaluating to become a school-wide Title I school for the 2010-2011 school year. We will share the process and gather feedback with all stakeholders throughout the school year at Back to School Night, ILT meetings, PLC meetings and Parent Advisory meetings.

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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"> • Grade Level Teachers, Title I Teachers, and Special Education Teachers will plan and implement lessons aligned with the Voluntary State Curriculum (VSC), utilizing research-based instructional materials and strategies to meet the needs of diverse learners (daily). • Grade Level Teachers, Title I Teachers, and Special Education Teachers will assess student progress in meeting content standards at the objective level (daily). • Grade Level Teachers, Title I Teachers, and Special Education Teachers will utilize differentiated instructional techniques within flexible leveled reading (REAL–Reading Enrichment And Learning) and math (Math Teams or MINT–Math Is No Trouble) groups (daily). • Grade Level Teachers, Title I Reading Teacher, and Special Education Teachers will provide opportunities for students to engage in reading, during whole group or REAL, at their independent developmentally appropriate level (daily). • Grade Level Teachers, Title I Teachers, and Special Education Teachers will modify instructional strategies and flexible leveled groups based on assessment results (e.g., daily observations, written work, and formative assessments) (daily). • Grade Level Teachers, Title I Teachers, and Special Education Teachers will provide students with multiple opportunities to engage in the process of modeling, constructing, and analyzing appropriate responses (on-going). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will provide opportunities for students to engage in mathematical activities at their developmentally appropriate level within flexible leveled math groups (Math Teams or MINT) (daily). • Instructional assistants /Title 1 instructional assistants will implement lessons designed by Special Education, Title 1, and Grade Level teachers for REAL/Math Teams or MINT groups and classroom instruction (daily). • Title 1 instructional assistants will implement lessons to accelerate student learning in reading through the use of Reading Insures Success for Everyone (RISE), based on grades 1 and 2 Reading Benchmark data, Leveled Reading Passages, and teacher recommendation (daily). 	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 (PLCs) are composed of grade level teachers, Reading and Math PD Coaches, Title I Reading and Math Teachers, Special Education Reading and Math Teachers, and Administrators. • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will meet to examine the quarterly SMART Goal and to discuss intervention strategies (bi-monthly). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will meet to examine student performance and plan for flexible leveled reading and math groups (weekly). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will participate in Grade Level Instructional Team (GLIT) meetings, examining student performance data to identify opportunities for improvement (per district-wide schedule). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will share strategies and best practices that might prove useful in improving student performance in one or more of the identified improvement areas (per district-wide schedule). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will identify and commit to one improvement action based upon the GLIT discussion around student performance data (per district-wide schedule). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will share evidence and results of the implementation of the identified improvement action at subsequent GLIT meetings (per district-wide schedule). • Grade Level Teachers, Title I Teachers, Special Education Teachers, PD Coaches, and Administrators will share outcomes of GLIT meetings at Instructional Leadership Team (ILT) meetings (per district-wide schedule). • Title I Teachers will utilize weighted criteria to identify targeted students to be served by the Title I program at the beginning of the following school year, sharing the ranking order with the Title I Supervisor, and making revisions in identified students being served quarterly throughout the year (Spring 2010). Assessments include: <ul style="list-style-type: none"> ○ Grades K through 2-Reading and Math Benchmarks <ul style="list-style-type: none"> ▪ Final Math Grade ▪ Teacher/Parent Recommendation ○ Grades 3 through 5-Reading and Math Benchmarks <ul style="list-style-type: none"> ▪ Final Math Grade ▪ Teacher/Parent Recommendation ▪ MSA ▪ SRI ○ As students meet criteria, they are eligible to exit the Title I program. 	2

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<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"> • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will engage students in the use of before (1.E.2.), during (1.E.3.), and after (1.E.4.) reading strategies, as shown in the VSC (1.E.2., 1.E.3., and 1.E.4.) (daily). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will provide students with multiple opportunities to respond through SRs that mirror county benchmark assessments, standardized assessments, and MSA (using mdk12.org as a resource), in order to assess learning with regard to reading (on-going). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will provide students with multiple opportunities to respond through BCRs that mirror county benchmark assessments, standardized assessments, and MSA (using mdk12.org as a resource), in order to assess learning with regard to reading (on-going). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will engage students in the application of before, during, and after reading strategies when using fiction and nonfiction text (on-going). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will provide students in grades Kindergarten through 5 with informational text through periodicals and will utilize selections to respond to higher order/critical thinking questions, with a concentration on character analysis, main ideas, making inferences/drawing conclusions, and text features (weekly). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will provide students in grades Kindergarten through 5 with informational and literary texts and will utilize selections to respond to critical questions with a concentration on character analysis, main ideas, making inferences/drawing conclusions, and text features that will enhance higher order thinking skills (on-going). • Grade level Teachers in Pre-K, Kindergarten, and 1st grade will utilize learning kits provided by a grant to expose students to basic literacy skills (on-going). • Reading PD Coach and Consultant will provide professional development focused on comprehension skills (recognizing main idea, analysis of characters, and contribution of text features to meaning). Greater emphasis will be on using storyboards and visualization to improve comprehension skills. • Reading PD Coach will provide professional development focused on before, during, and after reading strategies in a variety of settings (e.g., one-on-one, small group, grade level, and whole faculty) (on-going). • Selected Reading Teachers will attend the SoMIRAC Conference during the 2009-2010 school year (Spring 2010). 	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"> • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will administer timed assessments in preparation for MSA (on-going). • Teachers in grades Pre-Kindergarten through 5 will administer county benchmark reading assessments (per district-wide schedule). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will develop assessments of fiction and nonfiction texts that contain selected and constructed responses, reinforcing the importance of text features (on-going). • Grade level Teachers, Title I Reading Teacher, and Special Education Teachers will utilize assessments of fiction and nonfiction texts that contain selected and constructed responses, reinforcing the importance of text features (weekly). 	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"> • Grade Level Teachers, Title I Reading Teacher, Special Education Teachers, PD Coaches, and Administrators will review and analyze formal and informal assessments in order to make instructional and grouping decisions (bi-weekly during common planning time). • Grade Level Teachers, Title I Reading Teacher, Special Education Teachers, PD Coaches, and Administrators will review and analyze student data, including summative and formative assessments (per district-wide schedule). • Grade Level Teachers, Title I Reading Teacher, Special Education Teachers, PD Coaches, and Administrators will identify strengths and areas of need using student learning data (per district-wide schedule). • Grade Level Teachers, Title I Reading Teacher, Special Education Teachers, PD Coaches, and Administrators will develop and implement strategies to address identified areas of need, including school-wide and/or grade/content level professional development, as indicated (per district-wide schedule). • Teachers, Title I Reading Teacher, and Special Education Teachers will facilitate the process of students setting goals (on-going). • Teachers, Title I Reading Teacher, and Special Education Teachers and students will collect, maintain, review data (related to county benchmark assessments and reading standardized testing), and reestablish goals (on-going). • Teachers, Title I Reading Teacher, and Special Education Teachers will adjust instructional strategies to align with students' reestablished goals (on-going). • Principal will request funding to maintain a contractual paraprofessional to coordinate the "Reading Counts" Program (May 2009). • Principal will request funds from the community and/or PTA to purchase materials and incentives for the "Reading Counts" Program (Summer 2009, Fall 2009). • Principal, Assistant Principal, "Reading Counts" Coordinator, and teachers will work collaboratively to provide students with a school-wide reading incentive program (on-going). • "Reading Counts" Coordinator will track, announce, reward, and display students' progress toward individual and class goals (on-going). • Title I Reading Teacher will facilitate a reading incentive program in grades Pre-Kindergarten and Kindergarten (January-March 2010). • Principal will request funding to purchase nonfiction periodicals for all grade levels (May 2009). • Grade Level Teachers will provide opportunities for students to read at their independent level (daily). • Teachers in grades 1, 2, 3, and 4 will utilize one half-time instructional assistant, with teacher certification, to provide small group instruction, during REAL, for targeted students (daily). • Teachers in grades Pre-K through 5 will utilize one half-time instructional assistant, with teacher certification, to provide small group enrichment activities for those highly able students who are performing above grade level expectations (on-going). • STARS staff will facilitate instruction as a component of the STARS After-school Program, incorporating the use of nonfiction text, Palms, and Laptops (September 2009-April 2010). 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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"> • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will provide students with strategies and multiple opportunities to engage in mathematical problem-solving activities (e.g., Problem of the Day, Odd Man Out, Examples and Non-Examples, Math 24, First In Math and/or AIMS) (daily). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will use math CR Books provided by the county to model various possible correct responses with students. (weekly) • Math PD coach will provide professional development focused on higher level thinking skills and word problem strategies. • Selected Math Teachers will attend NCTM Conference during the 2009-2010 school year (Fall 2009). Focus will be on obtaining strategies for extending learning for students achieving above grade level. (addresses plateau effect) • Grade Level Teachers, Title I Math Teacher, Special Education Teachers, PD Coaches, and Administrators in grades 3-5 will be provided vertical team planning opportunities (once per month). 	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"> • Grade Level Teachers will administer timed math fact tests (weekly). Teachers in grades Pre-Kindergarten through 5 will implement strategies that will foster mastery of basic math facts and mathematical concepts (on-going). • Grade Level Teachers in grades Pre-Kindergarten through 5 will administer county chapter/unit and/or benchmark math assessments (per district-wide schedule). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will implement activities that require students to effectively use calculators in order to solve mathematical problems (as appropriate). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers in grades 3, 4, and 5 will identify needed skills through analysis of data county chapter tests and Math Benchmark Assessments (bi-weekly). Teachers in grades 3, 4, and 5 will develop CRs based on data analysis from county chapter tests and Math Benchmark Assessments (bi-weekly). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers in grades 3, 4, and 5 will utilize developed CRs, during MINT, as remediation (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"> • Grade Level Teachers, Title I Math Teacher, Special Education Teachers, PD Coaches, and Administrators will review and analyze data from county chapter tests and Math Benchmark Assessments in order to make instructional and grouping decisions (bi-weekly). • Grade Level Teachers, Title I Math Teacher, Special Education Teachers, PD Coaches, and Administrators will review and analyze student data, including summative and formative assessments (per district-wide schedule). • Grade Level Teachers, Title I Math Teacher, Special Education Teachers, PD Coaches, and Administrators will identify strengths and areas of need using student learning data (per district-wide schedule). • Grade Level Teachers, Title I Math Teacher, Special Education Teachers, PD Coaches, and Administrators will develop and implement strategies to address identified areas of need, including school-wide and/or grade/content level professional development, as indicated (per district-wide schedule). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will facilitate the process of students setting goals (on-going). • Grade Level Teachers, Title I Math Teacher, Special Education Teachers and students will collect, maintain, review data (related to county benchmark assessments and math standardized testing), and reestablish goals (on-going). • Grade Level Teachers, Title I Math Teacher, and Special Education Teachers will adjust instructional strategies to align with students' reestablished goals (on-going). • Principal will request funds from the community and/or PTA to purchase materials and incentives for the "Math Facts Mastery" Program (Summer 2009, Fall 2009). • Principal, Assistant Principal, and teachers will work collaboratively to provide students with a school-wide math fact mastery incentive program (on-going). • Grade Level Teachers will track, announce, reward, and display students' progress toward individual and class goals (on-going). • STARS staff will facilitate instruction as a component of the STARS After-school Program, incorporating the use of math fact strategies, Palms, and Laptops (September 2009-April 2010). 	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 Promethean package and its components, United Streaming, county on-line databases, a set of Palms, as well as the laptop carts and document cameras, classroom laptops to enhance student learning (on-going). • Teachers and/or instructional assistants will utilize the laptop carts and classroom laptops to administer Yearly Progress Pro (YPP) and Scholastic Reading Inventory (SRI) and classroom computers to administer "Reading Counts" tests (on-going). • Grade Level Teachers, Title 1 Teachers, Special Education Teachers, PD Coaches, and Administrators will access data from the Edusoft Management System in order to improve classroom instruction and student performance (on-going). 	16

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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"> • Grade Level Teachers will provide students with opportunities to engage in the inquiry method (on-going). • Grade Level Teachers of science will provide students with opportunities to engage in the note-taking process for informational material within the specific content area of science (on-going). • Grade Level Teachers, Title Teachers, and Special Education Teachers will utilize nonfiction periodicals to infuse reading across all subject areas (ongoing). 	2
<p>A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Technology Resource Teacher(s), Technology PD Coach, Technology Leadership Team, and other staff members, will provide professional development in integrating technology for instructional purposes and/or data collection analysis (as needed). • Paraprofessionals will be provided the technology training opportunities on how to use the Promethean hardware and software, as well as other technology programs (as scheduled). 	2
<p>A12 Provide information and activities to assist families with transitions from grade to grade and for the first entry into school, including inviting all families to Open House activities prior to the opening of school in August.</p> <ul style="list-style-type: none"> • Curriculum and expectations for the school year are shared by teachers at Open House and Back to School Night. • Correspondence is sent to NES families from the principal prior to the beginning of the school year. 	2

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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"> • Assistant Principal will provide ILT with the current Average Daily Attendance (ADA) Report (per district-wide schedule). • ILT will identify areas of need using student attendance data (per district-wide schedule). • Administrative Assistant will create a perfect attendance recognition bulletin board in the main hall outside the office prior to the opening of school (August 2009). • Administrative Assistant will place an appropriate icon on the perfect attendance recognition bulletin board to identify classes with perfect attendance (per Northwestern’s guidelines), as identified by the daily attendance roster (weekly). • Administrative Assistant will provide Principal or Assistant Principal with class(es) that have perfect attendance (daily). • Principal or Assistant Principal will announce the class(es) with perfect attendance from the prior day (daily). • Principal, Assistant Principal, and Administrative Assistant will recognize class(es) with perfect attendance through the attendance banner, the TeePee Talk Newsletter, and incentives, upon accumulation of 10 appropriate icons (monthly). • Principal, Assistant Principal, and Administrative Assistant will recognize each class that achieves an accumulation of 50 days or more of perfect attendance (May 2010). • Students with perfect attendance, as established through Northwestern’s ILT (defined as being present every day with no tardies or early dismissals), will be recognized with certificates (quarterly). • Administrative Assistant will provide Assistant Principal with perfect attendance report (monthly). • Assistant Principal will send home an appreciation letter to parent/guardian of those students who have met the perfect attendance criteria (quarterly). • Administrative Assistant will provide Principal and Assistant Principal with the attendance data for targeted students who accumulated 10 or more unexcused absences during the 2008-2009 school year (August 2009). • Administrative Assistant will provide daily attendance report to Home-School Liaison (daily). • Home-School Liaison will track absences, tardies, and/or early dismissals (daily). • Home-School Liaison will hand deliver letters to parent/guardian of students who exhibit 5, 10, 15, (and ongoing increments of five) days of absence (as appropriate). • Home-School Liaison will inquire as to the nature of the absence(s), offer assistance and encouragement, stress impact on student performance when excessive absences begin to occur, and remind parent/guardian of proper documentation to excuse the absence(s) (on-going). • Home-School Liaison will document the outcome of contacts in a contact log (on-going). 	<p>9</p> <p>9</p>

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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"> • Home-School Liaison will provide Assistant Principal with documentation contained in the contact log (on-going). • Assistant Principal will facilitate appropriate action, according to protocol established by Student Services, in making referrals to the Pupil Personnel Worker assigned to Northwestern (on-going). • ILT will evaluate effectiveness of initiative (criteria: a minimal decrease, by 5%, of the number of students who accumulated 10 days or more of unexcused absences during the previous school year) (per district-wide schedule). 	

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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"> • Assistant Principal will provide ILT with the current student behavior data (per district-wide schedule). • ILT will identify areas of need using current student behavior data (per district-wide schedule). • Staff member will select, from an approved list of interventions, consequences of unacceptable conduct (on-going). • Staff member will complete a discipline referral form if consequences for identified behavior(s) are not effective (on-going). • Principal, Assistant Principal, and/or staff member will complete a discipline referral form per automatic office referrals (on-going). • Principal and/or Assistant Principal will assist students, during conference, in identifying the section(s) of the Northwestern School Code that was violated (on-going). • Principal and/or Assistant Principal will select, from an approved list of administrative interventions, consequences of unacceptable conduct (on-going). • Principal, Assistant Principal, or Accounting Associate II will log referral in student data management system and provide notification of action taken to the student’s teacher (prior to student re-entering the classroom) and referring staff member (on-going). • ILT will evaluate the effectiveness of the School-wide Discipline Plan with regard to those students with discipline referrals and/or suspensions (per district-wide schedule). • Principal, Assistant Principal, and/or staff will identify students for the Wicomico Mentoring Project (on-going). • Mentoring Coordinator will provide targeted students, when possible, with a mentor (on-going). 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Staff members will review and revise the school’s Crisis Management Plan to ensure compliance with MSDE and local requirements (August/September 2009). • Assistant Principal will conduct safety drills, as mandated (monthly). • Director of Student Services will conduct a tabletop crisis drill bi-annually (2009-2010 school year). 	7

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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>C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Guidance Counselor will provide instruction of the Developmental Assets in grades Pre-Kindergarten through 5 (on-going). • Grade Level Teachers will integrate the Developmental Assets in daily instruction (formally and informally) Grade Level Teachers will select one or two students who exhibit behavior associated with the Developmental Assets that coincide with the county’s values calendar (monthly). • Guidance Counselor will honor nominated students for the monthly value by presenting them with a certificate and recognizing them during morning announcements (monthly). • Administrative Assistant will recognize nominated students in the TeePee Talk Newsletter (monthly). • Grade Level Teachers in grades 1 through 5 will have peers elect a Student Council representative and alternate (August/September 2009). • Principal, Assistant Principal, Guidance Counselor, and Grade Level Teachers will support the character values by organizing projects to help others in the school and the community (monthly). • Guidance Counselor and/or selected Student Council representatives will give reports that provide information regarding the activities of the Student Council at ILT meetings (as the ILT meeting agenda permits and when the ILT meeting is onsite). • Guidance Counselor will serve as advisor to the Student Council (on-going). • Students in grade 5, recognized by their teachers as exhibiting “Good Character Values,” will serve as hallway monitors to identify students showing “Good Character Values” (daily). • Students identified by hallway monitors, who are using “Good Character Values,” will have their name announced and receive pog tokens to be used at the “Pog Store” (on-going). • Two students showing “Good Character Values” will be selected from each homeroom as Student of the Month, have their photograph displayed, and receive a certificate and prize (monthly). • Principal, Assistant Principal, and/or staff members will refer students with chronic attendance, behavior, and/or academic problems to Guidance Counselor and/or School Support Specialist (on-going). • Guidance Counselor, School Support Specialist, and/or teachers will implement strategies for modifying behavior(s) in order to improve achievement (on-going). • Guidance Counselor and/or School Support Specialist will track student progress (i.e., Cooperative Discipline), as follow-up to intervention strategies, and submit documentation of identified students to the Assistant Principal (on-going). 	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"> • Title 1 Teachers will provide a Home-School Compact (maintained in students’ take home folders) for parents, teachers, and children to increase awareness of their responsibilities with regard to enhancing student achievement. The compact is referred to in the monthly newsletter. The compact is revised yearly (August 2010). • Board of Education will provide agendas for students in grades 1 through 5 to enhance communication between teachers and parents (August 2009). • Teachers will document parent/guardian contacts on the Cooperative Discipline program (on-going). • Staff members will solicit parents and community members to participate in ILT meetings (on-going). • Principal and Assistant Principal will conduct Parent Advisory Committee meetings (Fall 2009, Spring 2010). • Title 1 Teachers will conduct Title 1 Reading and Math Family Nights to engage parents and students in activities that accelerate student learning (Fall 2009, Winter 2010). • Title 1 Teachers will conduct a Title 1 Parent Workshop engaging parents in educational activities that promote positive relationships between parent(s) and child(ren) (Fall 2009). • Title 1 Teachers will conduct Parent Advisory Council meetings for parents and administrators to discuss strategies for improving student achievement (Fall 2009, Spring 2010). • Documentation, including a sign-in sheet, agenda, notes, and evaluation, is included for all Title I evenings and meetings (on-going). • Title 1 Parent Involvement Liaison will conduct opportunities for Title 1 families (on-going). • STARS Site Supervisor, Lead Teacher, and staff will plan, organize, and conduct STARS Family Nights to engage parents and students in activities that accelerate student learning (Fall 2009, Winter 2010, Spring 2010). • Parent/guardian/other significant family member will complete a written evaluation, after each family evening activity, to measure effectiveness and aid in future planning (on-going). • Home-School Liaison will track level of participation among parents/guardians/other significant family members in school-based opportunities for involvement, including family activities (criteria: annual increase of 5% from the baseline data of 69%) (on-going). • Principal, Assistant Principal, and teachers will provide parents and students with a copy of the County Code of Conduct/School-wide Discipline Plan (August 2009 or upon enrollment). • Principal and Assistant Principal will lead the student body and staff members in reciting the Northwestern School Code (daily). • Teachers will review student expectations at the beginning of each marking period (quarterly). • Guidance Counselor will facilitate lessons on behaviors that have been identified as problem areas (e.g., classroom, grade levels, and entire school) (as needed). 	6

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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. (Continued)</p> <ul style="list-style-type: none"> • Staff member will assist student in identifying the violated section(s) of the Northwestern School Code, when an infraction occurs (on-going). • The Wicomico County Parent Involvement Policy is shared with the parents at the Back to School Night. The Title I Parent Involvement Policy is distributed with the Title I permission slips. • Students will be recognized during the quarterly awards assemblies. 	

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PROFESSIONAL DEVELOPMENT PLAN:

School:	<u>Northwestern Elementary Schools</u>	
Title of program(s):	<u>Building A Continuously Improving School</u>	
Beginning Date:	<u>August 2009</u>	Ending Date: <u>June 2010</u>
Contact person:	<u>Mr. Kirby Bryson</u> Name	<u>Principal</u> 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.

- Based upon both formative and summative data in reading, there is continued need for student improvement focusing on basic reading skills and comprehension strategies. Professional development is needed to increase staff's higher order/critical thinking questioning technique proficiency to address the students' needs in these areas.
- Based upon both formative and summative data in mathematics, there is continued need for student improvement in specific areas as cited in our 2009-2010 SMART Goals for grades 1-5. Professional development is needed to address staff's understanding of various instructional strategies that target these areas.
- Based upon surveys, continued PD is needed to extend teacher's understanding of Promethean and other software applications.
- Based upon feedback on paraprofessionals, there is a need for initial training on how to utilize the Promethean Board and other software applications during small group instruction.
- Due to continued growth as shown on MSA assessments, selected staff members will participate in two conferences to gain insight on higher level instruction in order to extend the rigor in Math and Reading instruction.

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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).**
- Use explicit instruction vocabulary development and higher level thinking strategies (Reading PD Coach).
 - Use explicit instruction for basic reading skills visualization strategies (Consultant and Reading PD Coach).
 - Professional development will be provided to address Math SMART Goals identified by our needs assessment which will include scaffolding instruction, building conceptual knowledge, and student engagement using manipulatives (Math PD Coach).
 - Staff members will conduct PD activities with the staff to share new and creative strategies to extend instruction in math and reading.
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- Teachers will increase their ability to implement research-based approaches effectively for teaching before, during, and after reading strategies, including storyboard activities, visualization, recognizing main ideas, drawing conclusions, making generalizations, analyzing what characters say/do/think to identify character traits, using text/print features to facilitate the understanding of passages, and asking higher order/critical thinking questions.
 - Various instructional strategies that address grade appropriate SMART Goals will be explored that will engage the students in response to higher levels of questioning, focus on building conceptual rather than procedural knowledge, and promote student thinking and math discussion.
 - Teachers will use MSDE’s CR rubric and discriminate between a 0, 1, and 2 point response on Part B. Student “Math Talk” (Communication) will be emphasized.
 - Teachers will continue with gaining an understanding of infusing technology into daily instruction.
 - Paraprofessionals will gain an understanding of infusing technology into daily small group instruction.
 - Teachers will increase their ability to extend the math and reading instruction to target students achieving above grade level.
- 4. What action step(s) in the school improvement plan does the professional development address?**
- Reading-Using research-based strategies to effectively teach reading storyboard strategies to increase visualization of text in order to respond to higher order/critical thinking questions are referenced in A3 of the SIP.
 - Math-Improving student responses on Part B of a CR as referenced in A6 of the SIP.
 - Math – Raising SMART Goal scores specific to each grade level as referenced in A8 of the SIP.
 - Improve teacher understanding of Promethean and other software packages as reference in A11 of the SIP.
 - Improve paraprofessionals understanding of Promethean and other software packages as referenced in A11 of the SIP.
 - Ongoing PD in the areas of math and reading instruction as referenced in A3 and A6 of the SIP.

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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 Standards ¹	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
PD Conducted by Reading PD Coach and Consultant <ul style="list-style-type: none"> • Focusing on comprehension skills (recognizing main idea, analysis of characters, and contribution of text features to meaning) • Focus will be on using storyboards and visualization to improve comprehension skills. 	Research - based	Small Group Presentations	Primary and Intermediate Grade Level and Special Area Teachers of Reading PD Coach Administrators	Lora Adkins	Yes-Classroom visitation by Reading PD Coach to provide feedback to teachers Teachers will review data, including student work, during PLC TEAM/reading common planning meetings.
PD conducted by Math PD Coach <ul style="list-style-type: none"> • Focusing on instructional strategies to address SMART Goals specifically targeting higher level thinking skills and process of mathematics • Focusing on processes of mathematics as it relates to completion of word problems 	Content knowledge and quality teaching Diverse Needs	Small Group Presentations	Primary and Intermediate Grade Level and Special Area Teachers of Math Administrators	Debbie Dashiell Audra Phippin	Yes-Follow-up planned on informal classroom observations Teachers will review test data, as well as student CR responses during PLC TEAM/math common planning meetings.
PD conducted by Technology PD Coach and TRTs <ul style="list-style-type: none"> • Focusing on Promethean Modules 3, 4, 5 • Focusing on Web 2.0 tools • Focusing on X2 Gradebook 	Content knowledge and quality teaching Diverse Needs	Small Group Presentations	Certified Staff	Tech PD Coach Tech Resource Teachers MIS Dept.	Follow-up planned on informal classroom observations
PD conducted by Technology PD Coach and TRTs for paraprofessionals <ul style="list-style-type: none"> • Focusing on basic utilization of hardware and other software programs 	Content knowledge and quality teaching Diverse Needs	Small Group Presentations	Non-Certified Staff	Tech PD Coach Tech Resource Teachers	Follow-up planned on informal classroom observations

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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>Selected reading teachers (4) will attend SoMIRAC Conference during the 2009-2010 school year.</p> <ul style="list-style-type: none"> Focus will be on obtaining strategies for enhancing comprehension skills for students 	Content knowledge and quality teaching	Feedback to participants on mastery of new knowledge and skills	Selected reading teachers	Administration	<p>Yes. Additional presentations and introduction of new content</p> <p>Preparation of new instructional materials</p> <p>Formal feedback on efforts to implement and use new knowledge and skills</p>
<p>Selected math teachers (4) will attend Regional NCTM Conference during the 2009-2010 school year.</p> <ul style="list-style-type: none"> Focus will be on obtaining strategies for extending learning for students achieving above grade level. (addresses plateau effect) 	Content knowledge and quality teaching	Feedback to participants on mastery of new knowledge and skills	Selected math teachers	Administration	<p>Yes. Additional presentations and introduction of new content</p> <p>Preparation of new instructional materials</p> <p>Formal feedback on efforts to implement and use new knowledge and skills</p>
Summer Training for Promethean/Technology Team	Content knowledge and quality teaching	Feedback to participants on mastery of new knowledge and skills	Promethean/Technology Team	Administration Tech PD Coach Tech Resource Teachers	<p>Yes. Additional presentations and introduction of new content</p> <p>Preparation of new instructional materials</p> <p>Formal feedback on efforts to implement and use new knowledge and skills</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)

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- Content knowledge and quality teaching
- Diverse learning needs
- Research-based

- Collaboration
- Student learning environments
- Family involvement

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

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

- Principal and/or Assistant Principal will arrange the dates, times, settings, and substitutes (when needed) for the reading, math, and technology professional development sessions.
- Principal and Assistant Principal will engage in the reading, math, and technology professional development sessions to enhance their knowledge of the strategies being presented.
- Principal and Assistant Principal will be involved in classroom visitations of teachers implementing the strategies presented/reinforced at the professional development sessions.

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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.