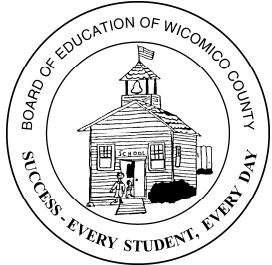


BOARD OF EDUCATION OF WICOMICO COUNTY



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PRINCE STREET 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.

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Prince Street School is the pursuit of academic excellence.

BELIEF STATEMENT:

- All students can learn.
- All students have the right to attend a school in which they can progress and learn.
- All students shall have an equal opportunity to learn rigorous content.
- All students have the right to a safe and supportive environment.
- All students' learning will be enhanced with effective teaching techniques, innovative ideas and technology.
- All students have the right to a curriculum that incorporates ethnic and cultural diversity, reflective of the entire school population.
- All students are valued for themselves and their unique individual needs.
- All students are responsible for learning and following the Wicomico County Code of Conduct.
- All students, along with the school community, will accept the consequences for unacceptable conduct.
- It is the right and responsibility of all staff, parents, and school community to be involved in our pursuit of excellence.

**PRINCE STREET 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 | 72.8 | 56.5 | YES | 78.3 | 62.1 | YES | 78.8 | 68.4 | 76.5 | YES | 81.2 |
| American Indian | 100.0 | NA | NA | NA | NA | NA | NA | NA | 76.5 | NA | 81.2 |
| Asian | 100.0 | 26.2 | YES | 100.0 | 25.0 | YES | 90.9 | 41.4 | 76.5 | YES | 81.2 |
| African American | 65.9 | 53.1 | YES | 81.0 | 59.5 | YES | 76.9 | 65.9 | 76.5 | YES | 81.2 |
| White | 91.2 | 45.0 | YES | 78.1 | 49.9 | YES | 81.6 | 59.9 | 76.5 | YES | 81.2 |
| Hispanic | 52.9 | 35.8 | YES | 59.1 | 45.4 | YES | 77.3 | 51.7 | 76.5 | YES | 81.2 |
| FARM | 74.3 | 54.8 | YES | 77.3 | 61.1 | YES | 77.1 | 67.6 | 76.5 | YES | 81.2 |
| Special Education | 71.4 | 38.9 | YES | 59.5 | 52.7 | YES | 60.0 | 56.8 | 76.5 | YES | 81.2 |
| ELL | 47.1 | 35.8 | YES | 57.1 | 38.7 | YES | 58.3 | 42.9 | 76.5 | YES | 81.2 |

| Math Results | | | | | | | | | | | |
|--------------------------|--------------|----------|----------|--------------|----------|----------|--------------|----------|----------|----------|----------|
| | 2007 Results | | | 2008 Results | | | 2009 Results | | | | 2010 AMO |
| | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | Met AMO? | % Prof & Adv | Low Band | 2009 AMO | Met AMO? | |
| All Students | 79.9 | 53.1 | YES | 77.6 | 59.0 | YES | 76.2 | 65.8 | 74.2 | YES | 79.4 |
| American Indian | 100.0 | NA | NA | NA | NA | NA | NA | NA | 74.2 | NA | 79.4 |
| Asian | 100.0 | 22.1 | YES | 100.0 | 21.0 | YES | 84.6 | 40.8 | 74.2 | YES | 79.4 |
| African American | 78.8 | 49.6 | YES | 74.0 | 56.3 | YES | 76.9 | 63.3 | 74.2 | YES | 79.4 |
| White | 79.4 | 41.2 | YES | 81.3 | 46.6 | YES | 74.0 | 57.2 | 74.2 | YES | 79.4 |
| Hispanic | 73.7 | 33.6 | YES | 81.8 | 41.9 | YES | 72.7 | 48.5 | 74.2 | YES | 79.4 |
| FARM | 82.0 | 51.4 | YES | 76.5 | 58.0 | YES | 73.8 | 65.0 | 74.2 | YES | 79.4 |
| Special Education | 71.4 | 35.1 | YES | 61.9 | 49.4 | YES | 54.3 | 53.9 | 74.2 | YES | 79.4 |
| ELL | 68.4 | 33.6 | YES | 71.4 | 35.0 | YES | 71.4 | 42.0 | 74.2 | YES | 79.4 |

**PRINCE STREET ELEMENTARY SCHOOL
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| Additional AYP Indicator Results | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| (Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.) | | | | | |
| Attendance for Elementary/Middle Schools; Graduation Rate for High Schools | | | | | |
| | 2005 Results | 2006 Results | 2007 Results | 2008 Results | 2009 Results |
| All Students | 95.0 - Met | 94.8 - Met | 94.7 - Met | 94.5 - Met | 95.2 - 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 | NO | | | | | | | |
| 2003-2004 | YES | | | | | | | |
| 2004-2005 | YES | | | | | | | |
| 2005-2006 | YES | | | | | | | |
| 2006-2007 | YES | | | | | | | |
| 2007-2008 | YES | | | | | | | |
| 2008-2009 | YES | | | | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 81.2 % as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 79.4 % as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

READING GOALS:

Grade 1:

| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 87% | 95% | | | | |
| African American | 81% | 95% | | | | |
| Asian | 95% | 100% | | | | |
| Hispanic | 90% | 95% | | | | |
| White | 87% | 95% | | | | |
| FARM | 84% | 95% | | | | |
| ELL | 94% | 95% | | | | |
| Special Education | 79% | 85% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase Grade 1 students' proficiency in reading as measured by Reading Benchmark 1 as shown: (1.A.1.b) Compare one-syllable words using initial, medial, and final sounds

| 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% | 85% | | | | |
| African American | 67% | 80% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 80% | 85% | | | | |
| White | 84% | 90% | | | | |
| FARM | 76% | 85% | | | | |
| ELL | 67% | 80% | | | | |
| Special Education | 73% | 80% | | | | |

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 | 67% | 75% | | | | |
| African American | 63% | 75% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 75% | 85% | | | | |
| White | 68% | 75% | | | | |
| FARM | 62% | 70% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 50% | 60% | | | | |

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During the 2009-10 school year, we will increase Grade 1 students' proficiency in reading as measured by Reading Benchmark 2 as shown: (2.A.3.e) Recognize similarities and differences

| 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 | 60% | 75% | | | | |
| African American | 58% | 75% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 42% | 60% | | | | |
| White | 68% | 80% | | | | |
| FARM | 59% | 75% | | | | |
| ELL | 25% | 50% | | | | |
| Special Education | 70% | 75% | | | | |

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 | 69% | 79% | | | | |
| African American | 66% | 79% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 62% | 72% | | | | |
| White | 74% | 84% | | | | |
| FARM | 65% | 75% | | | | |
| ELL | 60% | 70% | | | | |
| Special Education | 60% | 70% | | | | |

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| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: (1.A.1.b) Compare one-syllable words using initial, medial, and final sounds | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 90% | | | | |
| African American | 67% | 90% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 85% | 95% | | | | |
| White | 64% | 90% | | | | |
| FARM | 68% | 90% | | | | |
| ELL | 80% | 90% | | | | |
| Special Education | 30% | 80% | | | | |

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Grade 2:

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on Reading Benchmark 1: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 22% | 32% | | | | |
| African American | 11% | 32% | | | | |
| Asian | 50% | 70% | | | | |
| Hispanic | 17% | 32% | | | | |
| White | 39% | 50% | | | | |
| FARM | 13% | 32% | | | | |
| ELL | 0% | 32% | | | | |
| Special Education | 11% | 32% | | | | |

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on (3.A.2.b) Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning as measured by the Reading Benchmark 1: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 60% | | | | |
| African American | 33% | 60% | | | | |
| Asian | 0% | 60% | | | | |
| Hispanic | 17% | 60% | | | | |
| White | 56% | 70% | | | | |
| FARM | 37% | 60% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 37% | 60% | | | | |

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| During the 2009-10 school year, we will increase Grade 2 students' proficiency on Reading Benchmark 2: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 48% | 60% | | | | |
| African American | 33% | 60% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 38% | 60% | | | | |
| White | 73% | 80% | | | | |
| FARM | 40% | 60% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 32% | 60% | | | | |

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on (2.A.2.d) Use organizational aids when reading as measured by Reading Benchmark 2: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 41% | 70% | | | | |
| African American | 36% | 70% | | | | |
| Asian | 0% | 70% | | | | |
| Hispanic | 50% | 70% | | | | |
| White | 52% | 70% | | | | |
| FARM | 36% | 70% | | | | |
| ELL | 50% | 70% | | | | |
| Special Education | 56% | 70% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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| During the 2009-10 school year, we will increase Grade 2 students' proficiency on Reading Benchmark 3: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 42% | 65% | | | | |
| African American | 33% | 65% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 44% | 80% | | | | |
| White | 56% | 70% | | | | |
| FARM | 33% | 65% | | | | |
| ELL | 50% | 100% | | | | |
| Special Education | 25% | 65% | | | | |

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on (2.A.4.g) Summarize the text or a portion of the text as measured by Reading Benchmark 3: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 21% | 50% | | | | |
| African American | 12% | 50% | | | | |
| Asian | 50% | 60% | | | | |
| Hispanic | 22% | 50% | | | | |
| White | 36% | 50% | | | | |
| FARM | 14% | 50% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 20% | 60% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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Grade 3:

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown: | | | | | | | | |
|---|------------------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| Student Group: | 2007 Proficient | 2008 Proficient | 2009 AMO | 2009 Proficient | 2010 AMO | 2010 Proficient | 2011 AMO | 2011 Proficient |
| All Students | 68.8% | 60% | 72.7 | | 78.2 | | 83.6 | |
| African American | 59.4% | 62.2% | 72.7 | | 78.2 | | 83.6 | |
| Asian | 100% | --- | 72.7 | | 78.2 | | 83.6 | |
| Hispanic | 50% | 44.4% | 72.7 | | 78.2 | | 83.6 | |
| White | 82.4% | 57.1% | 72.7 | | 78.2 | | 83.6 | |
| FARM | 69.6% | 59.3% | 72.7 | | 78.2 | | 83.6 | |
| ELL | --- | --- | 72.7 | | 78.2 | | 83.6 | |
| Special Education | 100% | 33.3% | 72.7 | | 78.2 | | 83.6 | |

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 34% | 54% | | | | |
| African American | 33% | 53% | | | | |
| Asian | 40% | 65% | | | | |
| Hispanic | 38% | 53% | | | | |
| White | 40% | 60% | | | | |
| FARM | 31% | 46% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 21% | 45% | | | | |

**PRINCE STREET 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: (2.A.4.g) Connections between and among ideas that lead to a new understanding

| 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 | 19% | 40% | | | | |
| African American | 23% | 45% | | | | |
| Asian | 0% | 50% | | | | |
| Hispanic | 38% | 55% | | | | |
| White | 11% | 45% | | | | |
| FARM | 19% | 45% | | | | |
| ELL | 67% | 75% | | | | |
| Special Education | 7% | 42% | | | | |

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 | 58% | 75% | | | | |
| African American | 57% | 75% | | | | |
| Asian | 75% | 83% | | | | |
| Hispanic | 38% | 55% | | | | |
| White | 70% | 85% | | | | |
| FARM | 56% | 78% | | | | |
| ELL | 0% | 35% | | | | |
| Special Education | 46% | 65% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: (3.A.3.d) Conclusions about character's traits based on what the character says and does | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 32% | 55% | | | | |
| African American | 45% | 60% | | | | |
| Asian | 0% | 50% | | | | |
| Hispanic | 13% | 50% | | | | |
| White | 21% | 55% | | | | |
| FARM | 31% | 55% | | | | |
| ELL | 0% | 50% | | | | |
| Special Education | 43% | 60% | | | | |

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 49% | 60% | | | | |
| African American | 51% | 60% | | | | |
| Asian | 50% | 60% | | | | |
| Hispanic | 62% | 62% | | | | |
| White | 37% | 55% | | | | |
| FARM | 41% | 57% | | | | |
| ELL | 67% | 67% | | | | |
| Special Education | 15% | 45% | | | | |

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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: (2.A.2.f) Connections between text features and the main idea and/ or the reader's understanding

| 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% | 60% | | | | |
| African American | 49% | 60% | | | | |
| Asian | 50% | 60% | | | | |
| Hispanic | 25% | 50% | | | | |
| White | 47% | 60% | | | | |
| FARM | 44% | 60% | | | | |
| ELL | 33% | 55% | | | | |
| Special Education | 23% | 50% | | | | |

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 | 81.6% | 90.3% | 80.8 | | 84.6 | | 88.5 | |
| African American | 82.1% | 91.7% | 80.8 | | 84.6 | | 88.5 | |
| Asian | - | - | 80.8 | | 84.6 | | 88.5 | |
| Hispanic | 50% | 88.9% | 80.8 | | 84.6 | | 88.5 | |
| White | 93.3% | 85.7% | 80.8 | | 84.6 | | 88.5 | |
| FARM | 85.2% | 90.3% | 80.8 | | 84.6 | | 88.5 | |
| ELL | 20% | 100% | 80.8 | | 84.6 | | 88.5 | |
| Special Education | 80% | 85.7% | 80.8 | | 84.6 | | 88.5 | |

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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 22% | 30% | | | | |
| African American | 24% | 30% | | | | |
| Asian | 33% | 40% | | | | |
| Hispanic | 0% | 10% | | | | |
| White | 20% | 30% | | | | |
| FARM | 17% | 25% | | | | |
| ELL | 17% | 25% | | | | |
| Special Education | 10% | 20% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: (2.A.2.f) Connections between text features and main idea, and/or reader's understanding | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | | | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 18% | 30% | | | | |
| African American | 19% | 30% | | | | |
| Asian | 50% | 60% | | | | |
| Hispanic | 0% | 10% | | | | |
| White | 13% | 25% | | | | |
| FARM | 15% | 25% | | | | |
| ELL | 17% | 25% | | | | |
| Special Education | 0% | 10% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: (2.A.6.b) Connections between effectiveness of format and text features in clarifying main idea | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 22% | 55% | | | | |
| African American | 24% | 55% | | | | |
| Asian | 60% | 70% | | | | |
| Hispanic | 0% | 50% | | | | |
| White | 21% | 55% | | | | |
| FARM | 23% | 55% | | | | |
| ELL | 0% | 50% | | | | |
| Special Education | 33% | 55% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 27% | 40% | | | | |
| African American | 28% | 40% | | | | |
| Asian | 80% | 83% | | | | |
| Hispanic | 0% | 30% | | | | |
| White | 21% | 40% | | | | |
| FARM | 27% | 40% | | | | |
| ELL | 17% | 30% | | | | |
| Special Education | 0% | 30% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: (2.A.4.c) State and support main ideas and messages in the text or a portion of the text | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 35% | 65% | | | | |
| African American | 31% | 65% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 38% | 65% | | | | |
| White | 21% | 60% | | | | |
| FARM | 37% | 65% | | | | |
| ELL | 67% | 75% | | | | |
| Special Education | 25% | 60% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 5:

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown: | | | | | | | | |
|---|------------------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| Student Group: | 2007 Proficient | 2008 Proficient | 2009 AMO | 2009 Proficient | 2010 AMO | 2010 Proficient | 2011 AMO | 2011 Proficient |
| All Students | 65.1% | 83.9% | 76.1 | | 80.9 | | 85.7 | |
| African American | 55.2% | 85% | 76.1 | | 80.9 | | 85.7 | |
| Asian | * | * | 76.1 | | 80.9 | | 85.7 | |
| Hispanic | 60% | 62% | 76.1 | | 80.9 | | 85.7 | |
| White | 100% | 90.9% | 76.1 | | 80.9 | | 85.7 | |
| FARM | 69.6% | 82% | 76.1 | | 80.9 | | 85.7 | |
| ELL | * | 84% | 76.1 | | 80.9 | | 85.7 | |
| Special Education | 33.3% | 61.6% | 76.1 | | 80.9 | | 85.7 | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 51% | 56% | | | | |
| African American | 48% | 55% | | | | |
| Asian | 75% | 82% | | | | |
| Hispanic | 29% | 35% | | | | |
| White | 60% | 67% | | | | |
| FARM | 44% | 52% | | | | |
| ELL | * | 7% | | | | |
| Special Education | 33% | 40% | | | | |

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SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown: (2.A.3.a) Main idea and supporting details | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 60% | 75% | | | | |
| African American | 60% | 75% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 29% | 60% | | | | |
| White | 63% | 75% | | | | |
| FARM | 52% | 75% | | | | |
| ELL | 0% | 50% | | | | |
| Special Education | 42% | 60% | | | | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 36% | 41% | | | | |
| African American | 33% | 40% | | | | |
| Asian | 67% | 74% | | | | |
| Hispanic | 12% | 19% | | | | |
| White | 50% | 57% | | | | |
| FARM | 33% | 40% | | | | |
| ELL | * | * | | | | |
| Special Education | 33% | 40% | | | | |

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SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown: (1.E.4.d) Stated or implied information from the text | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 30% | 60% | | | | |
| African American | 24% | 55% | | | | |
| Asian | 0% | 50% | | | | |
| Hispanic | 50% | 60% | | | | |
| White | 42% | 60% | | | | |
| FARM | 27% | 55% | | | | |
| ELL | 20% | 50% | | | | |
| Special Education | 25% | 50% | | | | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 51% | 70% | | | | |
| African American | 44% | 70% | | | | |
| Asian | 50% | 70% | | | | |
| Hispanic | 38% | 65% | | | | |
| White | 72% | 75% | | | | |
| FARM | 47% | 70% | | | | |
| ELL | 20% | 60% | | | | |
| Special Education | 55% | 70% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown: (3.A.3.d) Analyze characterization | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 29% | 60% | | | | |
| African American | 22% | 60% | | | | |
| Asian | 50% | 65% | | | | |
| Hispanic | 38% | 60% | | | | |
| White | 39% | 60% | | | | |
| FARM | 27% | 60% | | | | |
| ELL | 0% | 50% | | | | |
| Special Education | 18% | 50% | | | | |

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2009 – 2010**

MATH GOALS:

Grade 1:

| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 1 (Unit 2) as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 88% | 93% | | | | |
| African American | 82% | 93% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 100% | 100% | | | | |
| White | 92% | 97% | | | | |
| FARM | 88% | 93% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 90% | 95% | | | | |

| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 1 (Unit 2) as shown: <i>(6.C.1.c) Identify the concept of inverse operations to addition and subtraction</i> | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 95% | | | | |
| African American | 76% | 95% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 100% | 100% | | | | |
| White | 89% | 95% | | | | |
| FARM | 82% | 95% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 100% | 100% | | | | |

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| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 2 (Unit 4) as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 50% | 65% | | | | |
| African American | 39% | 65% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 55% | 60% | | | | |
| White | 59% | 65% | | | | |
| FARM | 45% | 55% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 44% | 55% | | | | |

| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>Math</u> as measured by Math Benchmark 2 (Unit 4) as shown: (6.A.3.a) Determine the value of a given set of same currency up to one dollar | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 65% | | | | |
| African American | 39% | 65% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 55% | 60% | | | | |
| White | 56% | 65% | | | | |
| FARM | 48% | 55% | | | | |
| ELL | 25% | 50% | | | | |
| Special Education | 44% | 55% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 1 students' proficiency in <u>math</u> as measured by Math Benchmark 3 (Unit 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 <u>Math</u> as measured by Math Benchmark 3 (Unit 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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2009 – 2010**

Grade 2:

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on Math Benchmark 1 (Unit 2) as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 72% | 80% | | | | |
| African American | 67% | 80% | | | | |
| Asian | 50% | 85% | | | | |
| Hispanic | 83% | 90% | | | | |
| White | 79% | 85% | | | | |
| FARM | 67% | 80% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 33% | 80% | | | | |

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on (6.A.3.a) Determine the value of a given set of mixed currency up to \$10 as measured by Math Benchmark 1 (Unit 2) as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 65% | 80% | | | | |
| African American | 65% | 80% | | | | |
| Asian | 50% | 80% | | | | |
| Hispanic | 67% | 80% | | | | |
| White | 72% | 80% | | | | |
| FARM | 64% | 80% | | | | |
| ELL | 50% | 80% | | | | |
| Special Education | 42% | 75% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on Math Benchmark 2 (Unit 4) as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 91% | 95% | | | | |
| African American | 91% | 95% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 88% | 90% | | | | |
| White | 92% | 95% | | | | |
| FARM | 90% | 95% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 82% | 95% | | | | |

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on (3.A.1.b) Tell time to intervals of 5 minutes using an analog clock as measured by Math Benchmark 2 (Unit 4) as shown: | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 78% | 95% | | | | |
| African American | 82% | 95% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 50% | 95% | | | | |
| White | 80% | 95% | | | | |
| FARM | 71% | 95% | | | | |
| ELL | 50% | 95% | | | | |
| Special Education | 67% | 95% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 2 students' proficiency on as measured by Math Benchmark 3 (Unit 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 on as measured by Math Benchmark 3 (Unit 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 | | | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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2009 – 2010**

Grade 3:

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>math</u> as measured by the Math MSA as shown: | | | | | | | | |
|---|------------------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| Student Group: | 2007 Proficient | 2008 Proficient | 2009 AMO | 2009 Proficient | 2010 AMO | 2010 Proficient | 2011 AMO | 2011 Proficient |
| All Students | 66.6% | 58.6% | 76.1 | | 80.9 | | 85.7 | |
| African American | 65.6% | 57.8% | 76.1 | | 80.9 | | 85.7 | |
| Asian | 100% | --- | 76.1 | | 80.9 | | 85.7 | |
| Hispanic | 50% | 66.7% | 76.1 | | 80.9 | | 85.7 | |
| White | 64.7% | 53.8% | 76.1 | | 80.9 | | 85.7 | |
| FARM | 68.8% | 57.6% | 76.1 | | 80.9 | | 85.7 | |
| ELL | 40% | 60% | 76.1 | | 80.9 | | 85.7 | |
| Special Education | 60% | 37.5% | 76.1 | | 80.9 | | 85.7 | |

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 31% | 55% | | | | |
| African American | 31% | 55% | | | | |
| Asian | 80% | 90% | | | | |
| Hispanic | 0% | 35% | | | | |
| White | 30% | 50% | | | | |
| FARM | 27% | 50% | | | | |
| ELL | 0% | 35% | | | | |
| Special Education | 21% | 48% | | | | |

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2009 – 2010**

During the 2009-10 school year, we will increase Grade 3 students' proficiency in Math as measured by Math Benchmark 1 as shown: (6.C.1.b.) Subtracting numbers using a variety of strategies.

| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students | 32% | 55% | | | | |
| African American | 35% | 55% | | | | |
| Asian | 50% | 65% | | | | |
| Hispanic | 0% | 35% | | | | |
| White | 28% | 55% | | | | |
| FARM | 27% | 55% | | | | |
| ELL | 0% | 35% | | | | |
| Special Education | 36% | 55% | | | | |

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 | 83% | 97% | | | | |
| African American | 81% | 94% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 87% | 95% | | | | |
| White | 80% | 95% | | | | |
| FARM | 82% | 95% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 75% | 90% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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2009 – 2010**

| During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>Math</u> as measured by Math Benchmark 2 as shown: (6.C.1.f) Represent multiplication/division basic facts using # sentences, pictures & drawings | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 74% | 90% | | | | |
| African American | 77% | 90% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 63% | 85% | | | | |
| White | 68% | 90% | | | | |
| FARM | 72% | 90% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 62% | 85% | | | | |

| During the 2009-10 school year, we will increase Grade 3 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 67% | 80% | | | | |
| African American | 77% | 80% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 75% | 80% | | | | |
| White | 74% | 80% | | | | |
| FARM | 75% | 80% | | | | |
| ELL | 67% | 80% | | | | |
| Special Education | 62% | 80% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: (3.C.1.a) Estimate & determine the perimeter of geometric figures and pictures on a grid | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 80% | | | | |
| African American | 50% | 80% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 75% | 85% | | | | |
| White | 74% | 85% | | | | |
| FARM | 61% | 80% | | | | |
| ELL | 100% | 100% | | | | |
| Special Education | 38% | 65% | | | | |

Grade 4:

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>math</u> as measured by the Math MSA as shown: | | | | | | | | |
|---|------------------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| Student Group: | 2007 Proficient | 2008 Proficient | 2009 AMO | 2009 Proficient | 2010 AMO | 2010 Proficient | 2011 AMO | 2011 Proficient |
| All Students | 87.6% | 96.8% | 76.0 | | 80.8 | | 85.6 | |
| African American | 92.3% | 94.4% | 76.0 | | 80.8 | | 85.6 | |
| Asian | - | - | 76.0 | | 80.8 | | 85.6 | |
| Hispanic | 62.5% | 100% | 76.0 | | 80.8 | | 85.6 | |
| White | 86.7% | 100% | 76.0 | | 80.8 | | 85.6 | |
| FARM | 82.0% | 96.2% | 76.0 | | 80.8 | | 85.6 | |
| ELL | 68.4% | 100% | 76.0 | | 80.8 | | 85.6 | |
| Special Education | 71.4% | 85.7% | 76.0 | | 80.8 | | 85.6 | |

**PRINCE STREET ELEMENTARY SCHOOL
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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 39% | 50% | | | | |
| African American | 30% | 40% | | | | |
| Asian | 83% | 90% | | | | |
| Hispanic | 43% | 50% | | | | |
| White | 47% | 55% | | | | |
| FARM | 37% | 45% | | | | |
| ELL | 50% | 60% | | | | |
| Special Education | 18% | 30% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>Math</u> as measured by Math Benchmark 1 as shown: (4.B.1.b) Interpret line graphs | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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% | 65% | | | | |
| African American | 39% | 65% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 29% | 60% | | | | |
| White | 57% | 70% | | | | |
| FARM | 42% | 65% | | | | |
| ELL | 60% | 75% | | | | |
| Special Education | 36% | 60% | | | | |

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SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 34% | 45% | | | | |
| African American | 31% | 40% | | | | |
| Asian | 84% | 90% | | | | |
| Hispanic | 38% | 50% | | | | |
| White | 29% | 40% | | | | |
| FARM | 31% | 40% | | | | |
| ELL | 33% | 40% | | | | |
| Special Education | 8% | 20% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>Math</u> as measured by Math Benchmark 2 as shown: (3.C.1.b) Determine area | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 36% | 60% | | | | |
| African American | 34% | 60% | | | | |
| Asian | 80% | 85% | | | | |
| Hispanic | 50% | 70% | | | | |
| White | 21% | 55% | | | | |
| FARM | 38% | 65% | | | | |
| ELL | 40% | 65% | | | | |
| Special Education | 19% | 50% | | | | |

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| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 69% | 80% | | | | |
| African American | 67% | 80% | | | | |
| Asian | 100% | 100% | | | | |
| Hispanic | 62% | 79% | | | | |
| White | 71% | 80% | | | | |
| FARM | 70% | 80% | | | | |
| ELL | 83% | 90% | | | | |
| Special Education | 9% | 20% | | | | |

| During the 2009-10 school year, we will increase Grade 4 students' proficiency in <u>Math</u> as measured by Math Benchmark 3 as shown: (6.C.1.e) Add and subtract proper fractions and mixed numbers | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 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 | 70% | 85% | | | | |
| African American | 74% | 85% | | | | |
| Asian | 75% | 85% | | | | |
| Hispanic | 75% | 85% | | | | |
| White | 50% | 80% | | | | |
| FARM | 72% | 85% | | | | |
| ELL | 67% | 80% | | | | |
| Special Education | 27% | 55% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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2009 – 2010**

Grade 5:

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>math</u> as measured by the Math MSA as shown: | | | | | | | | |
|---|------------------------|------------------------|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| Student Group: | 2007 Proficient | 2008 Proficient | 2009 AMO | 2009 Proficient | 2010 AMO | 2010 Proficient | 2011 AMO | 2011 Proficient |
| All Students | 84.4% | 64.5% | 70.6 | | 76.5 | | 82.4 | |
| African American | 76.7% | 62% | 70.6 | | 76.5 | | 82.4 | |
| Asian | * | * | 70.6 | | 76.5 | | 82.4 | |
| Hispanic | 100% | 50% | 70.6 | | 76.5 | | 82.4 | |
| White | 100% | 72% | 70.6 | | 76.5 | | 82.4 | |
| FARM | 81.3% | 62% | 70.6 | | 76.5 | | 82.4 | |
| ELL | * | * | 70.6 | | 76.5 | | 82.4 | |
| Special Education | 55.6% | 38.5% | 70.6 | | 76.5 | | 82.4 | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 24% | 40% | | | | |
| African American | 20% | 40% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 29% | 40% | | | | |
| White | 30% | 40% | | | | |
| FARM | 24% | 40% | | | | |
| ELL | 0% | 35% | | | | |
| Special Education | 0% | 35% | | | | |

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| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>Math</u> as measured by Math Benchmark 1 as shown: (6.C.1.c) Interpret quotients and remainders mathematically and in the context of the problem | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 34% | 60% | | | | |
| African American | 30% | 60% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 0% | 50% | | | | |
| White | 41% | 60% | | | | |
| FARM | 28% | 60% | | | | |
| ELL | 0% | 50% | | | | |
| Special Education | 8% | 50% | | | | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 37% | 45% | | | | |
| African American | 38% | 48% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 29% | 40% | | | | |
| White | 34% | 45% | | | | |
| FARM | 39% | 49% | | | | |
| ELL | 25% | 35% | | | | |
| Special Education | 58% | 62% | | | | |

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2009 – 2010**

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>Math</u> as measured by Math Benchmark 2 as shown: (6.C.1.d) Add and subtract proper fractions and mixed numbers with answers in simplest form | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 38% | 65% | | | | |
| African American | 41% | 65% | | | | |
| Asian | 75% | 80% | | | | |
| Hispanic | 29% | 60% | | | | |
| White | 28% | 60% | | | | |
| FARM | 30% | 60% | | | | |
| ELL | 25% | 60% | | | | |
| Special Education | 36% | 65% | | | | |

| During the 2009-10 school year, we will increase Grade 5 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown: | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student Group: | 2008-09 Actual % Proficient | 2009-10 Target % Proficient | 2009-10 Actual % Proficient | 2010-11 Target % Proficient | 2010-11 Actual % Proficient | 2011-12 Target % Proficient |
| All Students | 10% | 30% | | | | |
| African American | 8% | 30% | | | | |
| Asian | 25% | 40% | | | | |
| Hispanic | 13% | 30% | | | | |
| White | 13% | 30% | | | | |
| FARM | 10% | 30% | | | | |
| ELL | 0% | 30% | | | | |
| Special Education | 18% | 30% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase Grade 5 students' proficiency in Math as measured by Math Benchmark 3 as shown: (3.B.2.a) Measure a single angle and angles in regular polygons

| 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 | 25% | 60% | | | | |
| African American | 23% | 60% | | | | |
| Asian | 50% | 60% | | | | |
| Hispanic | 25% | 60% | | | | |
| White | 25% | 60% | | | | |
| FARM | 29% | 60% | | | | |
| ELL | 20% | 50% | | | | |
| Special Education | 9% | 50% | | | | |

**PRINCE STREET ELEMENTARY SCHOOL
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2009 – 2010**

ATTENDANCE GOALS:

- Every effort will be made to achieve an attendance rate of at least 95%. The home/school liaison will make frequent contact with the parents of pre-kindergarten and kindergarten students who miss five days or more.

PARENT INVOLVEMENT GOALS:

- Parent involvement will continue to be a priority and the Parent Involvement Liaison will expand the activities that were begun in the 2008-2009 school year.

SCHOOL CLIMATE GOALS:

- The administrators, guidance counselor, and behavior intervention teacher will collaborate to establish on-going interventions for the “red zone” students and their families in an effort to reduce their undesired behaviors and improve their availability to access the curriculum.
- The Building Foundations for Families Program (through New Transitions) will continue to be recommended when appropriate. PBIS will continue to be implemented with monthly, school-wide celebrations.

**PRINCE STREET ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|---|---|
| AYP Status | <ul style="list-style-type: none"> All students met AYP over the past 5 years. | <ul style="list-style-type: none"> All of the subgroups met AYP. Hispanic, Special Ed, LEP students were aided by the confidence band in reading. In math, the LEP students were aided in meeting AYP (with the confidence band). |
| Reading – MSA (elementary/middle schools) | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> 60% proficiency | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> African Americans scored the highest at 62%. White and FARMS scored within 4 percentage points of African Americans. Special Education scored lowest at 33.3% |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> 90.3% proficiency | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> African Americans scored 91.7% proficiency, exceeding the average. All of ELL students were proficient (with accommodations). FARM equaled the average of all the proficient. |
| | <p><u>Grade 5:</u></p> <p>83.9% proficiency</p> | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> 85% of African American students were proficient, while 90.9% of white students were proficient (which was the highest). 62% of Hispanic students were proficient and 61.6% of Special Education students were proficient (with accommodations). |
| Reading/English – Benchmark assessment #1 | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> 87% of students are at or above expectations. | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> Special Education students scored 79%. White students scored 87% compared to 81% for African American students. ELL students scored 94% (with accommodations). |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|--|--|
| Reading/English – Benchmark assessment #1 (Continued) | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • 22% of students at or above expectations | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • Asian students were 39% at or above expectations, while our African American students were at 11% at or above expectations. • Our FARM students scored 13% at or above expectations. |
| | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 34% of students at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Asian and white students performed better than African American students by about 7 percentage points. • Special Education students scored the lowest at 21% |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 22% of students at or above expectations. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • African Americans (24%) and Asians (33%) performed better than white students (20%). • Special Education students were 10% at or above expectations. No Hispanic students were at expectations. |
| | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • 51% of students were at or above expectations. | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • There was a gap between African American students (48%) and white students (60%). Asians exceeded the total average at 75%. • Special Education students scored 33% with accommodations. |
| Reading/English – Benchmark assessment #2 | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> • 67% of students were at or above expectations. | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> • All Asian students were at or above expectations. • African American students (63%) and white students (68%) scores were very similar. |
| | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • 48% of students were at or above expectations. | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • Our white students had 73% while our African American students scored a 33% at or above expectations. • All Asian students scored at or above expectations. • Hispanic students were 38% were at or above and FARMS were 40% at or above expectations. |

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SCHOOL IMPROVEMENT PLAN
2009 – 2010**

| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|--|--|
| Reading/English – Benchmark assessment #2 (Continued) | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 58% of students were at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Asian and white performed 13-18 percentage points higher than African American students. • No ELL students were at expectation. |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 18% of students were at or above expectations. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • African Americans (19%) and Asians (50%) performed better than white students (13%). • No Special Education or Hispanic students were at expectation. |
| | <p><u>Grade 5:</u></p> <p>36% of students were at or above expectations.</p> | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • There is a gap between African American students (33%) and white students (50%). • Asians exceeded the total average (67%). • Special Education students scored 33% at or above expectations. |
| Reading/English – Benchmark 3 | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> • 69% of students were at or above expectations. | <p><u>Grade 1:</u></p> <ul style="list-style-type: none"> • All Asian students were at or above expectations. • 66% of African American students were at or above expectations, whereas white students were at 74% were proficient. |
| | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • 42% of students were at or above expectations. | <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • There was a gap between our white students (56%) and our African American students (33%). • Special Education students fell below with 25% at or above expectations. • All Asian students were at or above expectations. |
| | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 49% of students were at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • African American and Asian students performed 13 percentage points higher than white students. • Special Education scored the lowest with 15% at or above expectations. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends | | | | | | | | | | | | |
|---|--|--|----------------|----------------|-----------------|---------------|---------------|-----------------|---------------|---------------|-----------------|---------------|---------------|--|
| Reading/English – Benchmark 3 (Continued) | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> 27% of students were at or above expectations. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> African American (28%), FARM (27%) and white students (21%) were all close to the overall performance for the grade level at or above expectations. ELL students were slightly below at 17% at or above expectations. Two of the subgroups scored 0%. The Hispanics (8 students) and the Special Education students (12 students). | | | | | | | | | | | | |
| | <p><u>Grade 5:</u></p> <p>51% of students were at or above expectations.</p> | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Special Education students scored above the grade level average at 55% at or above expectations. White students out scored all the other subgroups with a 72% at or above expectations. There was a significant gap between the white students and the African American students (44%). | | | | | | | | | | | | |
| Reading – SRI | <p>Our Scholastic Reading Inventory (SRI) results were as follows:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">October (2008)</td> <td style="text-align: center;">January (2009)</td> </tr> <tr> <td>Grade 3:</td> <td style="text-align: center;">20.72%</td> <td style="text-align: center;">26.36%</td> </tr> <tr> <td>Grade 4:</td> <td style="text-align: center;">27.45%</td> <td style="text-align: center;">32.26%</td> </tr> <tr> <td>Grade 5:</td> <td style="text-align: center;">31.55%</td> <td style="text-align: center;">31.49%</td> </tr> </table> | | October (2008) | January (2009) | Grade 3: | 20.72% | 26.36% | Grade 4: | 27.45% | 32.26% | Grade 5: | 31.55% | 31.49% | <ul style="list-style-type: none"> Disaggregated data is not available for SRI. |
| | October (2008) | January (2009) | | | | | | | | | | | | |
| Grade 3: | 20.72% | 26.36% | | | | | | | | | | | | |
| Grade 4: | 27.45% | 32.26% | | | | | | | | | | | | |
| Grade 5: | 31.55% | 31.49% | | | | | | | | | | | | |
| Math – MSA (elementary/middle schools) | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> 58.6% of students were proficient. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Highest scorers were Hispanic students at 66.7% proficient. African American and white students scored 9-13 percentage points lower than Hispanic students. Lowest scores were from the Special Education subgroup at (37.5% proficient). | | | | | | | | | | | | |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> 96.8% of students were proficient. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> All white, Hispanic and ELL students were proficient. Special Education students were the lowest with 85.7% of students were proficient. | | | | | | | | | | | | |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|---|---|--|
| Math – MSA (elementary/middle schools) (Continued) | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • 64.5% were proficient. | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • 62% of African American were proficient, while 72% of white students were proficient. • 38% of Special Education students were proficient (with accommodations). |
| Math/Algebra – Benchmark assessment #1 | <p><u>Grade 1 (Unit 2):</u></p> <ul style="list-style-type: none"> • 88% of students were at or above expectations. | <p><u>Grade 1 (Unit 2):</u></p> <ul style="list-style-type: none"> • 92% of white students were at or above, while 82% of African American students were at or above expectations. • All other subgroups were above 88% at or above expectations. • |
| | <p><u>Grade 2 (Unit 2):</u></p> <ul style="list-style-type: none"> • 72% of students were at or above expectations. | <p><u>Grade 2 (Unit 2):</u></p> <ul style="list-style-type: none"> • There is a gap between white (79%) and African American (67%) students. • Special Education students scored at 33% proficiency. • Hispanic students scored 83% at or above expectations, while Asians were at 50% at or above expectations. |
| | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 31% of students were at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Asian scored approximately 50 percentage points higher than African American and white students. • ELL and Hispanic are the lowest at 0% at expectation. |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 36% of students were at or above expectations. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • African American (31%), FARM (35%) and white students (36%) were all close to the overall performance for the grade level at or above expectations. • ELL (40%) and Hispanic (43%) were slightly above the grade level average for students at or above expectations. • Special Education students scored significantly below the grade level average at 18% at or above expectations. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|--|---|---|
| Math/Algebra – Benchmark assessment #1 (Continued) | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • 24% of students were at or above expectations. | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • African American students scored 20% at expectations, while white students scored 30% at expectation. • Asian students exceeded the total average at 75% at or above expectation. • No one in Special Education performed at or above expectation (0%). |
| Math/Algebra – Benchmark assessment #2 | <p><u>Grade 1 (Unit 4):</u></p> <ul style="list-style-type: none"> • 50% of students were at or above expectations. | <p><u>Grade 1 (Unit 2):</u></p> <ul style="list-style-type: none"> • All Asian students were at or above expectations. • African American students were the lowest at 39% at or above expectations. |
| | <p><u>Grade 2 (Unit 4):</u></p> <ul style="list-style-type: none"> • 91% of students were at or above expectations. | <p><u>Grade 2 (Unit 2):</u></p> <ul style="list-style-type: none"> • There was not gap between white and African American students. • Special Education students were 82% at or above expectations. |
| | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 83% of students were at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • ALL Asian and ELL students were at or above expectations, which is 20 percentage points higher than African American and white students. • Special Education is the lowest at 75% at or above expectations. |
| | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 34% of students were at or above expectations. | <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • African American (30%), White (29%) and FARM (30%) students were all close to the grade level average at 34% at or above expectations. • Special Education (8%) and ELL (20%) were significantly below the grade level aggregate data. |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|--|--|---|
| Math/Algebra – Benchmark assessment #2 (Continued) | <p><u>Grade 5:</u> 37% of students were at or above expectations.</p> | <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • African American students scored better at 38% than white students at 34% at or above expectations. • Asian students exceeded the total average at 75% at or above expectations. • Special Education students scored 58% at or above expectations with accommodations. |
| Math Benchmark 3 | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • 76% of students were at or above expectations. <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 69% of students were at or above expectations. <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • 10% of students were at or above expectations. | <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • All subgroups scored within 3 percentage points of each other (in the 70%s), except ELL and Special Education. • Special Education is the lowest at 62% at or above expectations. <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • ELL students (83%) and Asian students (100%) scored higher than African American students (67%) and white students (71%). • 9 % of special education students scored proficient with accommodations. <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • All subgroups scored poorly on this exam: African American (8%), Hispanic (13%), White (14%), FARM (10%), ELL (0%), Special Education (18%) and Asian (25%). |
| Math – YPP (elementary/middle schools) | | |
| Science (grade 5 and 8 schools) | <ul style="list-style-type: none"> • 19% of students were at or above expectations. | |

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| Data Source | Observations About the Aggregated Data, including Trends | Observations About the Disaggregated Data, including Trends |
|--|---|--|
| Student Attendance | <ul style="list-style-type: none"> • The attendance rate reported to MSDE is 94.6%. It should be noted that enrollment changed from 472 students June 2008 to 550 students May 2009. | <ul style="list-style-type: none"> • Pre-kindergarten students tend to have the poorest attendance rate • The mobility rate seems to be increasing. In the month of February, 25 students withdrew and 25 students entered. |
| Office Referrals | <ul style="list-style-type: none"> • As of April 30, 236 office referrals had been made. The primary behaviors reported were: Physical attack on a student (72); Classroom disruption (49); and Insubordination (34) | |
| Suspensions – In-school and out-of-school | <ul style="list-style-type: none"> • 53 students were assigned to in-school suspension. • There were 34 (10.4%) Out-of-school suspensions this year, but 63 (13.35%) during the previous year. | <ul style="list-style-type: none"> • 43 of the students assigned to ISS were African American; 8 were Caucasian; and 1 was Hispanic • More students spent time in the ISS room for time outs • On 26 occasions, African American students were suspended out of school. Caucasian students made up 6 of the suspensions and two were Hispanics. |
| School Climate – Other | | |
| Parent Involvement (middle schools must report on progress in each NNPS goal area) | <ul style="list-style-type: none"> • At Prince Street's first Family Fun Night in Nov. 2008, attendance was 190 parents/students/staff. • The second Family Fun Night in Feb. 2009 had 178 parents/students/staff. • The Welcome Back to School breakfast on Sept. 17, 2008 had 60 parents in attendance. • Muffins for Moms in Nov. 2008 had 200 parents/students/attend. • Donuts for Dads in Dec. 2008 had 210 parents/students attend. • Quilting Project had 10-15 parents participate each week for 10 weeks. • Crocheting Project had 25 parents participate each week for 6 weeks. • Roving Readers had 14 parents participate once a month from February 2009 to May 2009. • SU Legacy Project : Interns Support Family Involvement in Learning at Home | <ul style="list-style-type: none"> • The Quilting Project, as well as the Crocheting Project, was geared towards our LEP parents in order to get them more involved and feel comfortable in the school setting. • The Roving Readers project pairs two parents with different ethnicities. The purpose is to read one book twice, each parent reading it in their native language. • Twelve African American students were given activity packets to complete at home with their parents once per week, over a period of five weeks. A pre and post survey was administered to the parents to determine the degree of academic interaction at home with their children. Digital cameras were used to capture the interaction. Results showed that each family increased parent/ child engagement by at least 25%. |

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Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Asian students consistently scored well on all the assessments.
 - There was an insignificant difference in African American and White students' performance on most of the assessments.
 - Both subgroups scored close to the overall performance for the grade level.

2. Describe any trends in the areas of strength.
 - Although our benchmarks scores are low throughout the school, we have been able to achieve AYP for the past five years.

3. Describe areas of need that exist through most or all data sources or grades.
 - MSA scores are higher than the Benchmark scores.
 - Our second and fifth grade African American students performed lower than all the other subgroups.
 - Our Special Education students performed low on most of the benchmarks.

4. Describe any trends in the areas of need.
 - ELL students start out scoring low, but improve through their grade school years.

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TITLE I INFORMATION:

Prince Street Elementary School is a school wide Title I school with approximately 76.28% Free and Reduced Meal participants. Support teachers use reading and math data, provided by our data analyst, in conjunction with teacher recommendation, along with the following criteria to provide small group instruction:

- Grade 5 students whose scores on MSA Reading and/or Math are at the Basic level as well as those who score less than 20 points above the cut score ($RPD \leq 20$ and $MPD \leq 20$) for proficiency.
- Grade 4 students whose scores on MSA Reading and/or Math are at the Basic level in 2009.
- Students in grades 1–5 who performed one year below grade level reading on HM Leveled Reading Passages or one year below grade level on informal reading inventories.
- Students in grades 1–5 who performed 50% or lower on the benchmark reading assessments provided by the county.
- Students in grades 1-5 who performed 50% or lower on the reading theme test assessments provided by the county.
- Students in grades 1-5 who performed 50% or lower on the benchmark math assessments provided by the county.
- Students in grades 1-5 who performed 50% or lower on the math cumulative test provided by the county.
- Students in grades 1-5 with non-mastery/partial mastery on YPP results
- Students in grades 1-5 with non-mastery/partial mastery on Math Facts in a Flash
- Retentions
- Students in grades 1-5 with specific risk factors, such as homelessness, migrant status, and/or limited English proficiency.

The support teachers use the summative subscore data as a guideline for intervention plans. Support teachers use formative assessment data to modify targeted groups, adjust intervention strategies, and monitor targeted student progress.

Support teachers and paraprofessionals provide one-on-one and small group instruction, such as small group reading intervention and enrichment, small group math intervention, SOAR to Success, RISE, Lightspan and Compass Learning for students in grades 1-5.

Prince Street support teachers provide a Title I Program overview for parents at the beginning of the school year. Two Parent Advisory Council meetings are held to obtain feedback as to how the Title I program at Prince Street operates and to share any important Title I information. In addition, parents and staff also work together at these meetings to create Prince Street's Compact and our Parent Involvement Policy. Support teachers provide one parent workshop during the course of the year based on parent needs. The support teachers also provide two Reading and Math nights for parents and students to reinforce academic strategies taught in the classroom and empower parents to support specific skills at home.

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Prince Street Elementary School has schoolwide Title I status with 80.2% (as of May 8, 2009) of Free and Reduced Meal participants. Prince Street Elementary School's population of Pre K – 5th grade is very diverse, reflecting approximately 57% African American, 28% white, 11% Hispanic and 4% Asian. The mission of our school community is to provide a safe school setting of academic excellence through the use of effective teaching techniques, ideas, and technology.

Prince Street Elementary Schoolwide programs include:

Intervention Math Groups

Support teachers and support paraprofessionals provide small group instruction, daily in 30 minutes for math students in grades 1-5.

Intervention Reading Groups

Support teachers and support paraprofessionals provide small group instruction, daily in 30 minute blocks for reading students in grades 1-5. Houghton Mifflin Leveled Readers, Phonics Library, and/or Vocabulary readers are used during this time, as well as, SOAR materials, Reader's Theater, and non-fiction materials from Red Brick Learning Press and ETA Cuisenaire.

Reading Enrichment Groups

Support teachers provide small- group enrichment instruction for students who are performing above grade level in first and second grade. Materials include Houghton Mifflin reading materials, novels from the county approved list as well as non-fiction material from ETA Cuisenaire.

RISE

Reading Insures Success for Everyone (RISE). Students are entered and dismissed from the RISE program by reviewing 1st and 2nd grade retentions, leveled reading passages, and teacher recommendation. Support teachers and support paraprofessionals provide one on one reading instruction daily during a 30 minute block of time.

Compass Lab

Small groups consisting of 6 students are given extra support in Reading and/or Math through the activities provided by the Compass Lab twice a week, every other week. Support teachers plan the learning activities that are implemented during this time. A support paraprofessional is responsible for implementing this program.

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Kindergarten Computer Lab

Small, flexible group instruction begins in January and continues until the end of the school year. Children must be able to spell their first name, know most of their upper and lower case letters, and recognize most numbers from 1 – 20 before entering the lab. Each kindergarten teacher is given 30 minutes once per week to allow their students to participate in reinforcing basic math skills and pre-readiness skills. A support paraprofessional is responsible for implementing this program.

Support Parent Workshop

Support teachers present one workshop for parents with a focus on a school strategy that will help children meet success. The material presented is based upon the needs of the parents as expressed in a survey.

Family Fun Nights

Twice a year, support teachers provide Family Fun Nights for students and their parents. Grade levels are chosen each time and appropriate Reading and Math activities are planned. The activities are explained, games are played, and a snack is provided. At the end of the evening, every student takes home a packet of the activities which also includes a book.

PAC/Compact Team

A PAC/Compact Team consisting of support teachers, classroom teachers, administration, and parents met on several occasions during the 08 – 09 school year to rewrite the Prince Street Home-School Compact. Evaluation of the revised Compact will take place during the 09 – 10 school year.

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

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8)
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22)
- Providing on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 13.7)
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13.9)

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- Title I Supervisor works closely with building administrators to monitor the highly qualified status of teachers at Prince Street Elementary. 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.

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

Coordination and Integration of Federal, State, and Local Services and Programs

Title I coordinates and integrates with the following to enhance the services provided to students and their families:

- *Federal Fresh Fruits and Vegetables Grant Program*
This program allows students to learn about and eat fresh fruits and vegetables three days each week. It is a school-wide program and designed to encourage nutritious eating in the home. Students receive brief, min-lessons about the fruits and vegetables they consume. The program exposes students to foods they may never eat at home or that they may never encounter in its freshest form.
- *Child Find*
Occupation therapy and speech/language services are provided for pre-school children who have been identified with some type of developmental delay. Several of the children receive services for language and hearing impairment.
- *Wicomico County Health Department Behavioral Health*
Some parents have arranged for their children to receive some of their counseling services at school. This increases the continuity of services and tends to result in fewer missed appointments.
- *The Mobile Dentistry Program*
This program offers dental screenings and other services to children who do not have a family dentist. The mobile team had to schedule more days at Prince Street than they had anticipated because the response was so great.
- *Professional Development School for Salisbury University and the University of Maryland Eastern Shore*
Prince Street is a Professional Development Site with two local universities, providing clinical, hands-on experiences for students who are planning to enter the teaching profession. For 2008-09, Prince Street won a mini-grant with Salisbury University to help fund a legacy project that focused on at-home learning. The interns prepared and sent home projects/activities for students to complete with their parents. The purpose was to increase parental involvement at home with the hopes of improving student achievement. A pre-

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and post- survey were administered to the participating parents and revealed a marked increase in the amount of time parents spent with their student to complete school-related tasks.

- *St. Andrews United Methodist Church After –school Tutoring Program*
St. Andrews United Methodist Church provides after-school tutoring to children in grades 1 and 2. Their staff includes retired teachers. This program is quite beneficial as most other after-school programs do not include the primary-aged students.

- *Junior Achievement*
Junior Achievement is a program that brings community volunteers into the classrooms to teach students about how to manage finances. Students learn about managing checking and savings accounts as well as how interest can help their money grow. This program provides practical experience with the mathematical concepts taught in the classroom.

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SCHOOL IMPROVEMENT PRIORITIES:

| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will plan and implement lessons aligned with content standards and the Voluntary State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners <ul style="list-style-type: none"> ○ Houghton Mifflin Reading Series ○ McGraw Hill Math Series (K-5) ○ Pacing Guides provided by central office (math and reading) ○ Explicit instruction model (I Do, We Do, You Do) • Teachers will implement the Primary Talent Development program to encourage divergent and creative thinking for all students. Teachers will implement the module lessons and activities. A portfolio of exemplars will be kept for each child to be sent to the next grade (K-1). Second Grade portfolios will be sent to third grade for students who have not been identified for TAD or Magnet programs. • Teachers of grades PreK -5 will have the opportunity to participate in a voluntary book study facilitated by the Reading PD Coach to increase the staff’s knowledge and understanding of differentiation. The suggested book is <u>The Differentiated Classroom</u> by Carol Ann Tomlinson. • Teachers will formally and informally assess student progress in meeting content standards at the indicator level. <ul style="list-style-type: none"> ○ Formal– benchmark assessments in math and reading, Leveled Reading Passages (K-2), SRI (3-5), YPP (1-5), Math Facts in a Flash (1-5) ○ Informal – Examples include: Every student response (Activotes, white boards), exit tickets, clipboard cruising, and conferencing with students • Teachers will modify instructional strategies and/or pacing based on assessment results. <ul style="list-style-type: none"> ○ Small group instruction and/or change of instructional group ○ Special education services ○ ELL services ○ Support services <ul style="list-style-type: none"> ▪ RISE ▪ Lightspan ▪ Compass Learning ▪ Small group instruction with support staff for students ▪ Kindergarten computer lab with support staff ▪ Accelerated Reader ▪ Math Facts in a Flash ▪ YPP | 2 |

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| <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. (Continued)</p> <p>5. Teachers will participate in school based professional development for increased understanding of student diversity.</p> <ul style="list-style-type: none"> ○ Opportunities will be provided by administration for teachers to participate in professional development about poverty and understanding diverse cultures. ○ Opportunities will be provided by administration for teachers to continue in professional development in second language acquisition and learning. ○ Opportunities will be provided by administration and Support Teachers for teachers to participate in professional development on small group instruction and the effective use of paraprofessionals. <ul style="list-style-type: none"> ● Paraprofessionals will participate in professional development for <ul style="list-style-type: none"> ○ Increased understanding of student diversity by administration ○ Reading strategies by Reading Professional Development Coach and/or Support Resource Teachers ○ Math strategies by Math Professional Development Coach and/or Support Resource Teachers ○ Student behavior management as prescribed by PBIS ○ Integration of technology into instruction by Technology Professional Development Coach ○ Second language acquisition training | |
| <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"> ● PLC teams consisting of administrators, professional development coaches, classroom, Special Ed, and other support teachers will meet to analyze student performance and data (See A6 and A9) and discuss and act upon instructional implications <ul style="list-style-type: none"> ○ Share results from common assessments and benchmark assessments to monitor the progress being made to meet the SMART goals ○ Discuss possible grouping changes, instructional strategies, and resources/materials available to improve or extend student achievement ● GLILT – consisting of administration, professional development coaches, support, Special ED, and classroom teachers will meet as scheduled by central office to share strategies and best practices that might prove useful in improving student performance in one or more of the identified improvement areas <ul style="list-style-type: none"> ○ Share evidence and results of the implementation of the identified improvement action at subsequent GLILT meetings. ○ Share outcomes of GLILT meetings at Instructional Leadership Team meetings ● Identify and commit to action(s), or continuations of current instructional practices, based upon the GLILT discussion regarding student performance data through the use of Edusoft. | |

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| <i>Priority A: Accelerate student learning</i> | |
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| Action Step | Aligns with Master Plan Strategy # |
| <p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Teachers will provide students the opportunity to read at an independent level. <ul style="list-style-type: none"> ○ Students will utilize classroom libraries for the purpose of independent reading. This offers students an opportunity for self- selected independent reading. The classroom libraries reflect a diverse spectrum of readability and interests (fiction and non- fiction). ○ Teachers will explicitly teach students how to choose “Good Fit” books (based on readability and interest). • Teachers will be provided with access to Reading A-Z.com website for the purpose of selecting books based on student reading levels. • Continue implementation of <i>Accelerated Reader Program</i> to provide additional support for diverse learners and improve learning in reading for all. <ul style="list-style-type: none"> ○ Maintain Accelerated Reader Assistant to implement and manage school-wide program. ○ Media Specialist will make Accelerated Reader Program available during Media classes, arrival and dismissal ○ Teachers will identify at-risk students in grades 3-5 for STARS after-school program using identified Support Resource Teachers’ list. ○ Site coordinator and staff will conduct sessions 4 times per week as indicated in the grant. • K-5th grade students will utilize current events magazines, such as Weekly Reader, Time for Kids, and National Geographic to expose students to current non-fiction material. | 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"> • Teacher will provide students the opportunity to read at an independent level. • Teachers and support staff will utilize www.mdk12.org (Teacher Toolkit) to prepare lessons that incorporate the VSC. • Teachers in grades K-2 will administer independent activities daily to prepare students for standardized testing and provide feedback. (grades, conferences, classroom discussion, model answers, etc.) • Teachers in grades 3-5 will administer timed, independent activities on a daily basis to prepare students for standardized testing and provide feedback. (grades, conferences, classroom discussion, model answers, etc.) • Teachers will provide students with multiple opportunities to complete CR items (3-5) • Teachers will model CR items for students (PreK-5) | 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"> • Refer to A1 and A2 • SRI (3-5) • Benchmark assessments • Skill Tests/Selection Tests • Level Reading Passages (K-2) • Grade-level generated assessments • Activote activities | 4 |
| <p>A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Teachers will engage students in problem solving utilizing strategies with the math series. • Teachers will provide students with multiple opportunities to participate in the problem-solving process and to complete associated CRs. • Teachers will engage students in problem solving utilizing the 24 game. • Use provided CR activity booklet or Read it Draw it Solve it, generated by County Print Shop with every student in grades 1-5 • Teachers will provide ongoing opportunities for students to use problem-solving strategies at the highest levels (interpretive and critical) of cognitive demand. • Professional Development Coach and Support Teachers(s) will model lessons and provide professional development on problem-solving strategies. | 2 |
| <p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers and support staff will utilize www.mdk12.org (Teacher Toolkit) to prepare lessons that incorporate the VCS. (3-5) • Teachers in grades K-2 will administer independent activities daily to prepare students for standardized testing and provide feedback. (grades, conferences, classroom discussion, model answers, etc.) • Teachers in grades 3-5 will administer timed, independent activities on a daily basis to prepare students for standardized testing and provide feedback. (grades, conferences, classroom discussion, model answers, etc.) • Teachers will provide students with multiple opportunities to complete CR items through the use of county CR booklets. (3-5) | 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"> • Refer to A1 and A2 • Benchmark assessments and chapter tests utilizing Edusoft • YPP • Grade- level generated assessments • Math Fact practice data (timed tests at least once a quarter, such as Math Traveler and Math Fact in a Flash) • Activote activities | 4 |
| <p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • County-adopted software and handheld computers, Reading A to Z website, Lightspan(1-5), Compass Learning, AR(2-5), Math Facts in a Flash (1-5) and Kindergarten computer lab (January-June) • Edusoft, YPP and SRI • Technology Professional Development Coach • Technology Resource Teacher(s) • Desire to Learn website • Promethean system | 16 |
| <p>A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. (Intermediate grades only)</p> <ul style="list-style-type: none"> • Teachers will use the Discovering Science CD as a resource for teaching science (3-5) • Science teachers will use current event magazines and periodicals to enhance the science curriculum such as <i>National Geographic Explorer, Weekly Reader.</i> • Students will be provided with the opportunities to participate in hands-on activities. | 2 |

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| <i>Priority A: Accelerate student learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A11 Improve teachers' expertise in the use of technology for administrative and X2 instructional purposes.</p> <ul style="list-style-type: none"> • The Technology Resource teacher(s) and will provide training for teachers and staff on: <ul style="list-style-type: none"> ○ Groupwise ○ United Streaming ○ YPP ○ Math Facts in a Flash ○ AR ○ Edusoft ○ Turning Point ○ Handheld computers ○ Internet ○ Networked Software (Graph Club, Microsoft products, Pixie, Kidspiration, Inspiration, etc) ○ Promethean system • The Technology Professional Development Coach will provide training and model lessons for teachers, staff and students on the integration of the following in daily lessons: <ul style="list-style-type: none"> ○ X2 ○ Groupwise ○ United Streaming ○ YPP ○ Math Facts in a Flash ○ AR ○ Edusoft ○ Handheld computers ○ Internet ○ Networked Software (Graph Club, Microsoft products, Pixie, Kidspiration, Inspiration, etc) ○ Promethean system | 2 |
| <p>A12 Create plans for assisting pre-school children in the transition from early childhood programs to Prince Street Elementary School.</p> <ul style="list-style-type: none"> • Administrators will schedule articulation meetings with local early childhood centers (Head Start, Kings Kid's Academy, Stepping Stones Learning Academy, Bundles of Joy). | 3 |

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| <i>Priority A: Accelerate student learning</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>A13 Provide information and activities to assist families with transitions from grade to grade, for first entry into school, and for the change to middle school, including inviting all families to Open House activities prior to the opening of school in August.</p> <ul style="list-style-type: none"> • Correspondence is sent to all Prince Street Elementary families from the principal prior to the beginning of the school year. • Administration will arrange to for Bennett Middle staff to meet with 5th grade students to prepare them for the transition to middle school. This will include discipline expectations, life in middle school, date of open house, and a discussion of electives and extra curricular activities that are available. | 6 |

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| <i>Priority B: Improve Student Attendance</i> | |
|--|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>B1 Review and analyze student attendance data.</p> <ul style="list-style-type: none"> • Attendance Clerk generates Daily Attendance report for verifications by administration and teachers • ILT will identify areas of need using student attendance data as provided by administration. • Assistant Principal generates a monthly attendance data summary report in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ○ Race/Ethnicity (African American, Asian, Hispanic, White) ○ Gender ○ FARMS ○ English Language Learners ○ Special Education • Assistant Principal utilizes data provided by Instructional Data Analysis to generate quarterly attendance graphs in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ○ Race/Ethnicity (African American, Asian, Hispanic, White) ○ African American males/females ○ White males/females ○ FARMS ○ Non-FARMS ○ English Language Learners ○ Special Education • Support Resource Teachers will identify “at risk” students using assessment scores. • Support Resource Teachers will generate and distribute a list of identified Support students to the classroom teachers. • Teachers will use various forms of summative and formative data to adjust instruction to meet the needs of “at risk” students (Benchmark Assessments, Leveled Reading Passages, SRI, YPP, Math Chapter Assessments, Skills Tests). • The Student Services Team (consisting of a combination of the principal, assistant principal, guidance counselor, classroom teachers, home-school liaison, Support Teachers and resource teachers) will meet, as needed, to discuss intervention steps for identified students at risk of dropping out. • Student Services Team will recommend appropriate intervention programs/services. | 9 |

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| <i>Priority B: Improve Student Attendance</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>B2 Communicate attendance concerns to families of students with excessive absences.</p> <ul style="list-style-type: none"> • Principal and administrative assistant generate monthly school wide perfect attendance report for school newsletter. • Teachers initiate a two-way communication with parents via Weekly Behavior Notes. • Principal submits Print Shop order form for the yearly supply of Weekly Behavior Notes. • Home School Liaison will communicate attendance concerns to families of students with excessive absences or tardiness. • Home School Liaison will conduct home visits to discuss school attendance and obtain signatures on school documents. • Home School Liaison will review attendance and hand-deliver 5, 10, 15, etc. day absentee letters to student’s homes as needed • Home School Liaison will keep a log on family contacts and home visits. | 9 |
| <p>B3 Recognize students with good attendance.</p> <ul style="list-style-type: none"> • Attendance clerk generates daily homeroom attendance report. Those homerooms achieving perfect attendance are announced over the daily announcements. • Teachers will review quarterly attendance from report cards and complete matrix for office to generate perfect attendance certificates to be awarded at school wide CAP assembly <ul style="list-style-type: none"> ○ Principal determines and orders award items and certificates to be awarded at CAP assembly. • PTA Teacher Representative will request that the PTA Executive Board assist in the goal of increasing student attendance as a method of increasing student academic achievement. • Principal will forward the Principal’s Monthly Attendance Report to the PTA Executive Board to determine monthly homeroom winners • PTA Executive Board will continue their recognition program of the homeroom with the highest monthly attendance percentage | 9 |

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| <i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i> | |
|---|---|
| Action Step | Aligns with Master Plan Strategy # |
| <p>C1 Review and analyze student behavior data.</p> <ul style="list-style-type: none"> • July 2008 team will be retrained for PBIS <ul style="list-style-type: none"> ○ PBIS team will train staff during August back to school days. ○ Staff will develop and begin implementation of PBIS model. ○ Team will monitor the implementation of PBIS model. • ILT will identify areas of need and analyze student behavior using data as provided by Assistant Principal. • Assistant Principal utilizes data provided by Instructional Data Analyst to generate quarterly student behavior graphs for targeted office referrals and dangerous office referrals in the aggregate. • Teachers initiate a two-way communication with parents via Behavior Notes. <ul style="list-style-type: none"> ○ Principal submits Print Shop order form for the yearly supply of Behavior Notes. ○ Assistant Principal will identify students whose behavior leads to frequent office referrals. • Principal and Assistant Principal will refer identified students to appropriate program. (i.e. Guidance, Mentor Program, After School Program, Specialized Behavior Intervention Plan) • Guidance Counselor will work with teacher- identified, at- risk students on a case- specific basis. • Guidance Counselor will identify, create and monitor mentor/student pairings. | 7 |
| <p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • ILT will review and revise the Crisis Management Plan, in the fall, to ensure compliance with MSDE and local requirements. • Administration will conduct safety drills as mandated. • Administration will maintain radios, at least one per grade level and special area team, to be used for communication during recess and emergency drills/situations. • Administration will secure items for emergency packs (band aids, batteries, note pads, mechanical pencils, water, etc.) • Supervisor of Student Services will conduct a tabletop Crisis Drill biannually. The next tabletop Crisis Drill will be held during school year 2010-2011. | 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 students’ strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • We will increase the number of students who have mentors by 10% • We will implement PBIS techniques to enhance student strengths • We will continue monthly PRIDE celebrations. • We will continue our quarterly CAPS assembly. • Teachers will provide lessons in classrooms on the Developmental Assets using resources provided by administration. • Designated personnel will provide Professional Development on Developmental Assets. • Parent Involvement Coordinator will provide information sessions for parents throughout the school year. | |

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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>C4 Offer after school programs to students to improve academic skills and/or provide a positive atmosphere that reinforces positive behavior.</p> <ul style="list-style-type: none"> • STARS program (paid staff members) • Communications Arts and Technology Club (C.A.T. club). An after school program that teaches students grades 4-5 how to operate the school TV studio. Students must maintain a B average and they are not to have discipline issues. (volunteer staff) • Jump Rope Club- For girls only in grades 3-5. It gives the girls an opportunity to do something physical in a positive environment. Although the American Heart Association does not provide funding, they encourage it. (volunteer staff) • The school guidance counselor will offer the following clubs during recess time: <ul style="list-style-type: none"> ○ Chorus Club ○ Dance Club ○ Drama Club ○ Hip Hop and Vocal Club ○ Poetry Club • The school guidance counselor will offer the following athletic programs based on student behavior and attendance. <ul style="list-style-type: none"> ○ Cheerleading ○ Nothin' but Net ○ Prince Street Steppers • The school guidance counselor will offer the following social/ behavior programs. Students may be referred by the staff for these programs. <ul style="list-style-type: none"> ○ Jr. Mentors ○ Peer Mentors ○ My Sister's Keeper • The school guidance counselor will provide the following school-wide programs/ initiatives and lessons : <ul style="list-style-type: none"> ○ Wicomico Mentor Project ○ Lunch Bunch ○ Student of the Month ○ Individual and Group Sessions ○ Red Ribbon Week (October) ○ Operation S.P.E.A.K. (December) ○ Black History Month (February) ○ Anti- Bully Month (April) ○ Spirit Week (May) | |

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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"> • Administration and office staff will generate and distribute a monthly Parent Newsletter. <ul style="list-style-type: none"> ○ Bookkeeper will order colored paper for distribution of the Parent Newsletter. • Administration will use current enrollment to order student agendas for the upcoming school year. • A minimum of four PTA meetings will be held throughout the year and the principal will interpret information for Spanish-speaking families. • Whenever possible, Support Resource Teachers, ELL, Special Education, and other critical information will be provided in Spanish and Korean. • Support Resource Teachers will conduct an orientation at the beginning of the school year to explain the program. • Support Resource Teachers and administration will plan and organize 2 PAC (Parent Advisory Committee) meetings to provide information and receive feedback regarding our Support program. <ul style="list-style-type: none"> ○ Review Learning Compacts ○ Share Parent Involvement Policy • Support Resource Teachers will maintain parent information materials to be shared as needed or requested. • Administration will utilize home school liaison to assist with communication for families identified as ‘at-risk’ based on teacher recommendations. Teachers will use the items listed below to make their recommendations: <ul style="list-style-type: none"> ○ Attendance ○ Behavior ○ Work Habits ○ Academic Performance • Support Resource Teachers and administration will plan, organize and determine appropriate materials, participants and dates <i>for Family Fun Nights</i>. <ul style="list-style-type: none"> ○ Support Resource Teachers will purchase materials necessary to conduct the <i>Family Fun Nights</i>. ○ Conduct <i>Family Fun Nights</i> as planned. (2) • Support Resource Teachers will develop a parent workshop to introduce strategies to improve reading and math concepts. • Support Resource Teachers will conduct leadership training for identified students. | 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. (Continued)</p> <ul style="list-style-type: none"> • Support Family Involvement Liaison will plan, organize, and implement T.V. Turn-Off Week <ul style="list-style-type: none"> ○ Organize kick-off pep rally to inform students about the program and increase motivation for participation. ○ Parent signature forms will be placed in the front of student agendas for documentation purposes. ○ Organize and implement celebration for students who remain T.V.- free for at least four out of five nights. (SU football game, miniature golf, etc.) ○ Use quantitative (parent signature forms) and qualitative (surveys) data to analyze the program's effectiveness. • Support Family Involvement Liaison will plan, organize and implement the following parent involvement activities throughout the school year: <ul style="list-style-type: none"> ○ Welcome Back Breakfast ○ Muffins for Moms ○ Donuts for Dads ○ Quilting Class ○ Crocheting Class ○ Roving Readers (two parents pair up to visit classrooms and read a bilingual story) • Support Family Involvement Liaison will create and develop parent education programs based on feedback from parent surveys • Support Family Involvement Liaison will provide opportunities to improve students' success in school through the use of information, materials, training and access to technology resources. • Support Family Involvement Liaison and Support Resource Teachers will provide a Saturday mini conference for parents on topics based on a parent survey. • Technology Resource Teacher(s) and administration will plan, organize and implement Technology Night for targeted families] • Conduct at least 5 sessions focusing on various aspects of technology and software. • Bookkeeper will collect timesheets for extra duty stipend from Technology Night Program Organizer. <ul style="list-style-type: none"> • Secure materials (ie. Memory sticks, paper, print cartridge, etc.) to be used during the sessions. • Supervisor and Administration will provide professional development on Effective Parent Conferences/School-Home Connections during a faculty meeting in August/September. • Continue the "Learning at Home" Legacy Project with SU Interns | |

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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).**
- Because the mobility rate of the students continues to increase, the need to fine tune our differentiation skills and practices is essential.
 - A book study would not only provide valuable information to teachers and staff, but would also allow for discussion of the strategies implemented as a result of the reading.
 - Presentations will be given on the topics of autism, language acquisition and language learning.
 - At-home learning ideas will be presented to the staff to build stronger partnerships between the home and the school.
 - Paraprofessionals will be encouraged to consider participating in this project as one of their professional goals.
 - By providing a weekly activity for students and parents to complete together at home, it is expected that student achievement would improve.
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- Teachers will learn:
 - to identify signs that a student may be affiliated with a gang;
 - how to effectively differentiate instruction to meet the needs of all students;
 - what autism is and how to assist students who have it in the general education setting;
 - the stages of language acquisition and language learning;
 - effective ways to better integrate technology into instruction, not just presentation;
 - how to best use paraprofessionals in the classroom to maximize student learning.
- 4. What action step(s) in the school improvement plan does the professional development address?**
- A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.
 - A11 Improve teachers' expertise in the use of technology for administrative and X2 instructional purposes.
 - B1 Review and analyze student attendance data.
 - B2 Communicate attendance concerns to families of students with excessive absences.
 - C1 Review and analyze student behavior data.
 - C4 Offer after school programs to students to improve academic skills and/or provide a positive atmosphere that reinforces positive behavior
 - D1 Enhance parent communication and family involvement in the educational process.

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B. Activity/Program Content and Delivery

| Program Description(s) (Briefly describe the content of each aspect of the program.) | Professional Development Content Standards¹ | Delivery System(s)² | Participants | Person(s) Responsible for Planning | Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³ |
|---|---|---|---------------------------------|---|---|
| Integration of Technology in Instruction | Diverse Learning Needs; | Demonstrations/ Large and small group presentations | Teachers and Para-professionals | PD Technology Coach/ TRT/ Technology team | Trainings will be held throughout the year |
| Effective Differentiation of Instruction | Research Based | Book Study Using <u>Differentiation in Practice</u> | Teachers | Math and Reading PD Coaches | Discussion and Study Groups will be on-going throughout the year |
| Training on Autism | Diverse Learning Needs | Presentation | All Staff | Sp. Ed. Team | |
| The Process of Language Learning | Content Knowledge and Quality Teaching | PowerPoint Presentation and Interactive | All Staff | Administrator and ELL Teacher | |
| Effective ways to utilize paraprofessionals | Collaboration; Student Learning Environment | Large Group Presentations and Demonstrations | Teachers | Extra Support Teachers | On-going sharing of staff as the year progresses |
| Classroom Organization and Layout for Effective Communication and Instruction | Student Learning Environments | Large Group Presentations; Classroom visitations | Teachers | Administration and Teachers | This will be infused throughout the year |
| Improving Parental Involvement for “Learning in the Home” | Family Involvement | Large Group Presentation; Action Research | All Staff | Administration, SU Interns, SU Liaison | On-going Project to help increase the amount of time parents are engaged with their children at home completing academic tasks together |
| Understanding Gangs and Recognizing Signs of Involvement | Student Learning Environments | Presentation by law Enforcement | All Staff | Administrators | |

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Notes

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

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

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.

- The principal and assistant principal will facilitate all the activities by helping to secure and schedule guest speakers and provide the necessary materials.
- The professional development coaches , extra support teachers, and ELL teacher will prepare various presentations and to support the outlined topics.
- All parties responsible for leading the activities will work collaboratively with the administration.
- In some cases, the administrators may be responsible for presenting on the above-mentioned topics.

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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? |
|---|--|--------------------------|--|--|
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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.