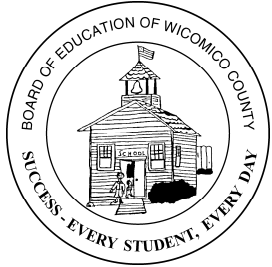


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WESTSIDE INTERMEDIATE SCHOOL



School Improvement Plan

2009 – 2010

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

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

MISSION STATEMENT:

The mission of Westside Intermediate School is to foster a caring and safe environment in which all children are provided the opportunity to learn rigorous content with the prospect for individual growth and achievement. This educational foundation will enable learners to become responsible and productive citizens in a diverse and technological society.

BELIEF STATEMENT:

We, the administration, staff and faculty of Westside Intermediate School believe the following:

- All students can learn.
- Each student will be challenged to reach his or her full potential.
- Each student will be challenged to become an independent thinker.
- The diversity of each individual, including his or her unique and innate characteristics, will be respected.
- Students will be exposed to a wide array of academic, technological, co-curricular, and extra-curricular experiences.
- Community-based values will be reinforced.
- Westside administration, staff and faculty welcome and encourage parental and community involvement.
- Continual reflection by the staff of Westside Intermediate School will occur to ensure the effective and efficient delivery of high quality education.

**WESTSIDE INTERMEDIATE SCHOOL
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ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 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	83.7	59.9	YES	88.1	64.9	YES	92.5	70.2	76.5	YES	81.2
American Indian	100.0	NA	NA	100.0	NA	NA	100.0	NA	76.5	NA	81.2
Asian	100.0	11.2	YES	66.7	22.0	YES	100.0	26.0	76.5	YES	81.2
African American	67.2	51.1	YES	74.5	55.4	YES	80.4	60.7	76.5	YES	81.2
White	87.6	58.8	YES	91.3	64.0	YES	95.0	69.6	76.5	YES	81.2
Hispanic	100.0	NA	NA	100.0	17.3	YES	50.0	NA	76.5	NA	81.2
FARM	75.0	53.2	YES	80.9	58.9	YES	89.6	66.0	76.5	YES	81.2
Special Education	57.1	46.0	YES	65.8	52.1	YES	76.5	57.2	76.5	YES	81.2
ELL	100.0	NA	NA	100.0	NA	NA	100.0	NA	76.5	NA	81.2

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	88.5	56.5	YES	90.3	61.9	YES	91.6	67.7	74.2	YES	79.4
American Indian	100.0	NA	NA	100.0	NA	NA	100.0	NA	74.2	NA	79.4
Asian	100.0	6.7	YES	100.0	17.9	YES	100.0	22.1	74.2	YES	79.4
African American	73.8	47.5	YES	80.0	52.2	YES	86.3	57.9	74.2	YES	79.4
White	92.0	55.4	YES	92.1	61.0	YES	92.3	67.0	74.2	YES	79.4
Hispanic	100.0	NA	NA	100.0	13.0	YES	100.0	NA	74.2	NA	79.4
FARM	85.0	49.6	YES	88.8	55.8	YES	90.4	63.4	74.2	YES	79.4
Special Education	71.4	42.3	YES	73.7	48.7	YES	70.6	54.2	74.2	YES	79.4
ELL	100.0	NA	NA	100.0	NA	NA	100.0	NA	74.2	NA	79.4

**WESTSIDE INTERMEDIATE 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	95.9 - Met	95.3 - Met	96.4 - Met	95.5 - Met	95.8 - Met

*In Safe Harbor

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

**WESTSIDE INTERMEDIATE SCHOOL
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ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/advanced in reading to 81.23% as measured by the Reading MSA.
- For 2010, we will increase the percentage of students at proficient/advanced in math to 79.38% as measured by the Math MSA.
- For 2010, we will maintain the percentage of student attendance to **above 94%**.

READING GOALS:

Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	50%	55%				
African American	23%	28%				
White	56%	60%				
FARM	26%	30%				
Special Education	44%	48%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in 3.A.2.b. Identify and explain how text features contribute to meaning) as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	47%	52%				
African American	43%	52%				
White	49%	52%				
FARM	42%	52%				
Special Education	50%	52%				

**WESTSIDE INTERMEDIATE SCHOOL
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During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>reading</u> as measured by Reading Benchmark 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	71%	75%				
African American	41%	46%				
White	76%	80%				
FARM	50%	53%				
Special Education	50%	53%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (2.A.2.d. using organizational aids) 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	50%	55%				
African American	43%	53%				
White	53%	55%				
FARM	37%	47%				
Special Education	56%	58%				

**WESTSIDE INTERMEDIATE 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	94.7%	89%	72.7		78.2		83.6	
African American	90%	77.3%	72.7		78.2		83.6	
White	95.1%	93.2%	72.7		78.2		83.6	
FARM	95.5%	81.1%	72.7		78.2		83.6	
Special Education	78.6%	71.4%	72.7		78.2		83.6	

- Since we have met the 2010 AMO goal of 78.2%, we have set our 2010 goal at the 2012 AMO goal of 89.09%. Additionally, we have set the following goals:

Year	Advanced	Proficient	Basic
2008	13%	76%	11%
2010	20%	72%	8%

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	56%	59%				
African American	41%	50%				
White	58%	60%				
FARM	52%	54%				
Special Education	41%	43%				

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During the 2009-10 school year, we will increase grade 3 students' proficiency in (2.A.4.g. Assessment limit 2) Connections between and among ideas that lead to a new understanding, as measured by Reading Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	39%	45%				
African American	41%	45%				
White	38%	45%				
FARM	40%	45%				
Special Education	31%	40%				

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	77%	79%				
African American	74%	79%				
White	77%	79%				
FARM	75%	79%				
Special Education	44%	50%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (2.A.4.c.) State and support main idea and messages, 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	79%	85%				
African American	78%	85%				
White	80%	85%				
FARM	78%	85%				
Special Education	69%	80%				

**WESTSIDE INTERMEDIATE SCHOOL
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Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	78.3%	93%	80.8		84.6		88.5	
African American	66.7%	75%	80.8		84.6		88.5	
White	81.6%	95.3%	80.8		84.6		88.5	
FARM	69.4%	87.5%	80.8		84.6		88.5	
Special Education	23.1%	85.7%	80.8		84.6		88.5	

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	59%	64%				
African American	31%	36%				
White	68%	73%				
FARM	45%	50%				
Special Education	30%	35%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (3.A.3.e): Connections Between and Among Characters) as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	40%	45%				
African American	22%	30%				
White	44%	45%				
FARM	26%	34%				
Special Education	40%	45%				

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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	53%	58%				
African American	30%	35%				
White	60%	65%				
FARM	43%	47%				
Special Education	11%	16%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (2.A.6.b.) Connections between effectiveness of format and text features in clarifying the main idea of the text as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	44%	50%				
African American	41%	50%				
White	44%	50%				
FARM	38%	46%				
Special Education	20%	30%				

**WESTSIDE INTERMEDIATE SCHOOL
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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	78.9%	83.3%	76.1		80.9		85.7	
African American	58.3%	75%	76.1		80.9		85.7	
White	85.1%	86%	76.1		80.9		85.7	
FARM	69%	78%	76.1		80.9		85.7	
Special Education	70%	10%	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	78.7%	80%				
African American	36.4%	50%				
White	75.6%	77%				
FARM	50%	65%				
Special Education	10%	35%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in (2.A.2.f.) Text Features 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	68%	72%				
African American	54.5%	64%				
White	68.6%	70%				
FARM	53.6%	60%				
Special Education	30%	50%				

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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	70%	75%				
African American	54%	62%				
White	71%	75%				
FARM	61%	66%				
Special Education	20%	50%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in (1.E.4.d.) Drawing Conclusions 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	62%	66%				
African American	36.4%	50%				
White	64.4%	66%				
FARM	61.3%	65%				
Special Education	44.4%	50%				

**WESTSIDE INTERMEDIATE SCHOOL
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MATH GOALS:

Grade 2:

During the 2009-10 school year, we will increase grade 2 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	84%	87%				
African American	73%	77%				
White	87%	90%				
FARM	70%	74%				
Special Education	56%	60%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (6.A.3.a.) Determine a value of mixed set of currency up to \$10 as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	85%	88%				
African American	57%	63%				
White	85%	88%				
FARM	54%	60%				
Special Education	60%	66%				

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During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	97%	99%				
African American	86%	89%				
White	99%	100%				
FARM	91%	95%				
Special Education	88%	90%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (3.A.1.b.) Telling time to the 5 minutes as measured by Math Benchmark 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	91%	95%				
African American	68%	74%				
White	84%	90%				
FARM	69%	75%				
Special Education	44%	50%				

**WESTSIDE INTERMEDIATE SCHOOL
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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	93.6%	92%	76.1		80.9		85.7	
African American	80%	81.8%	76.1		80.9		85.7	
White	95.1%	94.5%	76.1		80.9		85.7	
FARM	90.9%	89.2%	76.1		80.9		85.7	
Special Education	92.9%	71.4%	76.1		80.9		85.7	

- Since we have met the 2010 AMO goal of 80.9%, we have set our 2010 Targeted Goal at 94%. Additionally, we have set the following goals:

Year	Advanced	Proficient	Basic
2008	30%	62%	8%
2010	35%	59%	6%

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	68%	70%				
African American	59%	61%				
White	70%	72%				
FARM	52%	55%				
Special Education	41%	45%				

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During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.b.) Subtracting numbers using a variety of strategies, as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	63%	70%				
African American	59%	70%				
White	63%	70%				
FARM	54%	65%				
Special Education	44%	55%				

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:						
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	92%	94%				
African American	100%	100%				
White	91%	93%				
FARM	90%	92%				
Special Education	69%	74%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.f.) Representing multiplication and division basic facts using number sentences, pictures, and drawings, 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	92%	96%				
African American	100%	100%				
White	85%	92%				
FARM	85%	92%				
Special Education	50%	60%				

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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	94.2%	94%	76.0		80.8		85.6	
African American	93.3%	91.7%	76.0		80.8		85.6	
White	94.3%	94.2%	76.0		80.8		85.6	
FARM	94.4%	95.8%	76.0		80.8		85.6	
Special Education	69.2%	78.6%	76.0		80.8		85.6	

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	58%	63%				
African American	37%	42%				
White	64%	69%				
FARM	39%	44%				
Special Education	20%	25%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (4.B.2.a.) Determine median, mode, and range 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	67%	75%				
African American	48%	60%				
White	74%	75%				
FARM	49%	60%				
Special Education	60%	70%				

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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 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	80%	85%				
African American	61%	66%				
White	86%	91%				
FARM	63.4%	68.4%				
Special Education	55.5%	60.5%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (6.C.1.d.) Divide Whole Numbers as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	71%	75%				
African American	61%	70%				
White	73%	75%				
FARM	63%	70%				
Special Education	60%	70%				

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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	76.8%	85.7%	70.6		76.5		82.4	
African American	45.8%	75%	70.6		76.5		82.4	
White	86.6%	88.2%	70.6		76.5		82.4	
FARM	69%	82.9%	70.6		76.5		82.4	
Special Education	50%	60%	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	72%	70%				
African American	45%	55%				
White	77%	78%				
FARM	61%	71%				
Special Education	0%	25%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in (1.A.1.c.) Complete a one operation function table as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	69%	70%				
African American	27%	37%				
White	76%	77%				
FARM	61%	71%				
Special Education	50%	60%				

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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 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	66%	68%				
African American	60%	65%				
White	69%	72%				
FARM	57%	63%				
Special Education	0%	25%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in (6.A.1.d.) Compare and order fractions 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	66%	68%				
African American	30%	40%				
White	71%	73%				
FARM	40%	50%				
Special Education	30%	40%				

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ATTENDANCE GOALS:

For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	95.5%					
African American	96.7%					
Asian	96.6%					
Hispanic	95.1%					
White	95.3%					
FARM	94.3%					
Special Education	94.3%					

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DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																															
<p>AYP Status</p>	<ul style="list-style-type: none"> • AYP was achieved by our school. Of the 310 Test Takers, 273 were proficient which equals 88.1% of the school populations. 	<ul style="list-style-type: none"> • All sub groups achieved AYP. <table border="1" data-bbox="1213 456 1955 820"> <thead> <tr> <th></th> <th>Percent Proficient</th> <th>Number Proficient</th> <th>Number of Test Takers</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>66.7</td> <td>4</td> <td>6</td> </tr> <tr> <td>African Am.</td> <td>74.5</td> <td>41</td> <td>55</td> </tr> <tr> <td>White</td> <td>91.3</td> <td>221</td> <td>242</td> </tr> <tr> <td>Hispanic</td> <td>100</td> <td>5</td> <td>5</td> </tr> <tr> <td>FARM</td> <td>80.9</td> <td>72</td> <td>39</td> </tr> <tr> <td>SpedEd</td> <td>65.8</td> <td>25</td> <td>38</td> </tr> </tbody> </table>					Percent Proficient	Number Proficient	Number of Test Takers	Asian	66.7	4	6	African Am.	74.5	41	55	White	91.3	221	242	Hispanic	100	5	5	FARM	80.9	72	39	SpedEd	65.8	25	38
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	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Students performed lowest on 2.A.4.g. Assessment Limit 2, Connections between and among ideas that lead to a new understanding, with 69% of students below expectation. Students also performed lowest on 3.A.4.a. Assessment Limit 3, Form including lines and stanzas, with 50% of students below expectation. Students performed best on 1.D.3.a. Assessment Limit 2, words with multiple meanings and 1.D.3.a. Assessment Limit 1, Above grade level words used in context, with 89% and 87% of students at expectation respectively. 	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 17%, FARM and non-FARM education students of 8%, and between Special Education and regular education students of 18%. 																

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Reading/English – Benchmark Assessment #1 (Continued)	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Students performed lowest on 2.A.4.c. Assessment Limit 1, state and support main ideas in text, with 50% of students below expectation. Students also performed low on 3A 3c Assessment Limit 1, analyze character traits and the relationship between characters. Students performed best on 1B1a Assessment Limit 3, apply phonics skills. 	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> An overall performance gap exists between African American and White students of 30%. The difference between FARM and non-FARM students is 12%. Between SPED and regular ED of 35%.
	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Students performed lowest on 2.A.2.f. Assessment Limit 1, Identify and explain the contributions of text features to meaning, with 32% of students below expectation. Students also performed low on 2.A.3.a. Assessment Limit 6, Organizational patterns, with 30% of students below expectation. Students performed best on 1.D.2.b. Assessment Limit 1, Relationships between and among words and 1.D.3.b. Assessment Limit 2, Word structure for determining meaning – prefixes and suffixes, with 97% and 92% of students at expectation respectively. 	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 42.3%, FARM and non-FARM education students of 31 %, and between Special Education and regular education students of 56.6%.
Reading/English – Benchmark assessment #2	<p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Students performed lowest on 2.A.2.d, organizational aids, with 50% of students below expectation. Students performed best on 1.D.2.b, word study skills and 3.A.3.d, Character Traits with 94% of students at expectation. 	<p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 10%. A performance gap exists between FARM and non-FARM students of 16%.

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Reading/English – Benchmark assessment #2 (Continued)	<p><u>Grade: 3</u></p> <ul style="list-style-type: none"> Students performed lowest on 1.D.3.b. Assessment Limit 1, Prefixes and Suffixes with 58% of students below expectation. Students also performed low on 3.A.3.d. Assessment Limit 2, Conclusions about the characters’ traits based on what the character says and does, with 51% of students below expectation. Students performed best on 1.D.3.a. Above grade level words used in context, with 94% of students at expectation. Students also performed best on 1.D.2.b. Assessment Limit 1, Antonyms, synonyms, homophones, and homographs, and 3.A.3.b. Assessment Limit 2, Narrative text with a main problem, sequence of chronology of events, and solution to the problem, with 92% of students at expectation. 	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 3%, between FARM and non-FARM students of 4%, and between Special Education students and regular education students of 39%.
	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Students performed lowest on 2.A.6.b Assessment Limit 1, identify and explain additions or changes to format or features that would make the text easier to understand with 57%. We also performed poorly on 2.A.4.d, summarize and paraphrase with 51%. We performed best on 1.D.3.a Assessment Limit 1, context clues with a 96%. 	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 7%. Between FARM and non-FARM students of 5%. Between SPED and regular education of 25%.
	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Students performed lowest on 3.A.4.b. Assessment Limit 1, Meanings of Words, Lines, and Stanzas in Poetry, with 41% of students below expectation. Students also performed low on 1.E.4.d. Assessment Limit 1, Drawing Conclusions and Making Generalizations, with 38% of students below expectation. Students performed best on 1.D.2.b. Assessment Limit 1, Relationships between and among words, and 1.D.3.a. Assessment Limit 1, Using context to determine meaning of words with above grade level words used in context, with 96% and 83% of students at expectation respectively. 	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 16%, FARM and non-FARM education students of 12.7% and between Special Education and regular education students of 52.5%.

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Reading – Accelerated Reader	<ul style="list-style-type: none"> Our school’s goal is to have all students read a minimum of 15 books that are no more than 100 points below their Lexile level. They must also pass the AR quiz with a minimum of 70%. Students who meet these criteria are rewarded with a free trip and lunch to the Hebron Carnival. Of the 458 students who participated throughout the school year, 270 students met or exceeded the goal of 15 books and quizzes (59%). 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Met Goal of 15 Books</th> <th style="width: 20%;">Read 20 or More Books</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td style="text-align: center;">114</td> <td style="text-align: center;">67</td> <td colspan="2"></td> </tr> <tr> <td>3rd Grade</td> <td style="text-align: center;">77</td> <td style="text-align: center;">45</td> <td colspan="2"></td> </tr> <tr> <td>4th Grade</td> <td style="text-align: center;">37</td> <td style="text-align: center;">11</td> <td colspan="2"></td> </tr> <tr> <td>5th Grade</td> <td style="text-align: center;">42</td> <td style="text-align: center;">11</td> <td colspan="2"></td> </tr> <tr> <td>School wide</td> <td style="text-align: center;">270</td> <td style="text-align: center;">134</td> <td colspan="2"></td> </tr> </tbody> </table>					Met Goal of 15 Books	Read 20 or More Books			2nd Grade	114	67			3rd Grade	77	45			4th Grade	37	11			5th Grade	42	11			School wide	270	134		
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Math/Algebra – Benchmark assessment #1 (Continued)	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Students scored lowest on 7.B.1.d., Use methods of proof, with 57% of students below expectation. Students scored best on 1.B.2.b. Represent relationships using appropriate relational symbols and operational symbols and 6.A.1.d. Compare, order and describe whole numbers, with 89% of students at expectation. 	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 11%, between FARM and non-FARM students of 28%, and between Special Education students and regular education students of 31%.
	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Students scored lowest on 4.B.2.a. determining median, mode, and range with 32% of students below expectation. Students scored best on 1.B.1.b. determining equivalent expressions with 85% at expectation. 	<p><u>Grade 4:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students with a 30% gap on standard 4.B.2.a., 28% between FARM and non-FARM students, and 14% between Special Education students and regular education students.
	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Students scored lowest on 6.C.1.c., Interpret quotients and remainders with 35% below expectation and 1.A.1.c., Complete a one operation function table with 31% below expectation. Students scored best on 4.B.1.a. Interpret and compare data in a stem and leaf plot with 87% at expectation. 	<p><u>Grade 5:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 49%, between FARM and non-FARM students of 5%, and between Special Education students and regular education students of 36%.
Math/Algebra – Benchmark assessment #2	<p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Students scored lowest on 3.A.1.b. telling time to 5 minutes with 9% of students below expectation. Students scored best on 6.A.1.f. expression of whole numbers with 99% of students at expectation. 	<p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Overall performance gaps existed between African American and white students with a difference of 16 points. A performance gap existed between FARM and non-FARM students with a difference of 15%. A difference of 40% existed between special education and regular education students..
	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> All students were at expectation on Benchmark 2. Students scored lowest on 6.C.1.f. Represent multiplication and division basic facts using number sentences, pictures, and drawings, with 87% of students at expectation. Students scored best on 6.A.3.b. Determine the value of a given set of currency, with 96% of students at expectation. 	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American students and white students with 100% of African American students meeting expectation, while 91% of white students met expectation, resulting in a 9% difference. Additionally, performance gaps exist between FARM and non-FARM students of 4%, and between Special Education students and regular education students of 27% wqa.

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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>Grade 4:</p> <ul style="list-style-type: none"> Students scored lowest on 6.C.1.d, dividing whole numbers with 29% of students below expectations. Students scored best on 1.A.2.b, generate a rule for a repeating pattern with 96% at expectation, and 2.B.2.a. compare a plain figure to surfaces of solid geometric figures with 96% at expectation. 	<p>Grade 4:</p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students with a 12% gap on standard 6.C.1.d., 9% between FARM and NON-FARM students, and 13% between Special Education students and regular education students. 																								
	<p>Grade 5:</p> <ul style="list-style-type: none"> Students scored lowest on 6.C.1.d., Add and Subtract Fractions with 42% below expectation. Students scored best on 1.B.2.a. Represent Relationships Using the Appropriate Relational Symbols with 89% at expectation. 	<p>Grade 5:</p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 41%, between FARM and non-FARM students of 8%, and between Special Education students and regular education students of 37%. 																								
Math – YPP (elementary/middle schools)	<ul style="list-style-type: none"> From January – May, 21.825% of students mastered skills on YPP. 	YPP	2 nd	3 rd	4 th	5 th																				
		% of growth	19.7%	17.84%	25.2%	24.56%																				
Student Attendance	<ul style="list-style-type: none"> Overall student attendance for 2008/2009 was 95.5%, which resulted in a .9% decline in attendance from the previous year. 	<ul style="list-style-type: none"> For the last five years, attendance for African American students was higher than for white students (in 2008, 96.7% versus 95.3%) <table border="1" data-bbox="1213 954 1944 1239"> <thead> <tr> <th>Year</th> <th>Asian</th> <th>African American</th> <th>White</th> <th>Hispanic</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>96.6%</td> <td>96.7%</td> <td>95.3%</td> <td>95.1</td> </tr> <tr> <td>2007</td> <td>98.4%</td> <td>96.9%</td> <td>96.2%</td> <td>95.3%</td> </tr> <tr> <td>Percent of decline in attendance</td> <td>1.8%</td> <td>.2%</td> <td>.9%</td> <td>.2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The attendance for Special Education students was at 94.3%, a drop of 1.8% from the previous year. Attendance for regular education students was at 95.7%, a drop of .7% from the previous year. Attendance for FARM students was 94.3%, a drop of 1.1% from the previous year, and non-FARM students at 96.1%, which resulted in a drop of 1.1% from the previous year. 					Year	Asian	African American	White	Hispanic	2008	96.6%	96.7%	95.3%	95.1	2007	98.4%	96.9%	96.2%	95.3%	Percent of decline in attendance	1.8%	.2%	.9%	.2%
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Office Referrals and Suspensions	<ul style="list-style-type: none"> Although Out of School Suspensions have increased since 2007 – 2008, only 3 students are responsible for the 5 suspensions. Of those 3 students, 2 of them have relocated and are no longer registered at Westside Intermediate. Additionally, our student population is changing. The number of FARM students at Westside is steadily increasing. The number of FARM students increased by 22 students from 2006 to 2008 alone (159 students school wide in 2008). Since 2001 our FARM population has grown from 27.1% to 35.9% for an increase of 8.8%. <table border="1" data-bbox="445 659 1184 850"> <thead> <tr> <th>PBIS</th> <th>2007 – 2008</th> <th>2008 - 2009</th> <th>% Decrease</th> </tr> </thead> <tbody> <tr> <td>Merits</td> <td>6727</td> <td>5171</td> <td>13%</td> </tr> <tr> <td>Checks</td> <td>1264</td> <td>191</td> <td>85%</td> </tr> <tr> <td>MIR</td> <td>78</td> <td>11</td> <td>86%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Although the distribution of merits has decreased by 13%, the number of checks given has also decreased by 85%. The number of Minor Incident Reports filed has decreased by 86% since 2007 – 2008. 	PBIS	2007 – 2008	2008 - 2009	% Decrease	Merits	6727	5171	13%	Checks	1264	191	85%	MIR	78	11	86%	<table border="1" data-bbox="1213 388 1955 1130"> <thead> <tr> <th>Actions</th> <th>2006- 2007</th> <th>2007-2008</th> <th colspan="2">2008-2009</th> </tr> </thead> <tbody> <tr> <td>Out of school suspensions – no education service provided</td> <td>1</td> <td>1</td> <td colspan="2">5</td> </tr> <tr> <td>Returning After a health related exclusion</td> <td>2</td> <td>12</td> <td colspan="2">13</td> </tr> <tr> <td>In school suspension</td> <td>1</td> <td>6</td> <td colspan="2">15</td> </tr> <tr> <td>CWC</td> <td>1</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>CWP</td> <td>1</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>Bus</td> <td></td> <td>5</td> <td colspan="2"></td> </tr> <tr> <td>CS</td> <td></td> <td>4</td> <td colspan="2">5</td> </tr> <tr> <td>LOR</td> <td></td> <td></td> <td colspan="2">3</td> </tr> <tr> <td>Sent Student Home</td> <td></td> <td>1</td> <td colspan="2"></td> </tr> <tr> <td>Bus suspension – No OSS</td> <td></td> <td></td> <td colspan="2">16</td> </tr> </tbody> </table>				Actions	2006- 2007	2007-2008	2008-2009		Out of school suspensions – no education service provided	1	1	5		Returning After a health related exclusion	2	12	13		In school suspension	1	6	15		CWC	1				CWP	1				Bus		5			CS		4	5		LOR			3		Sent Student Home		1			Bus suspension – No OSS			16	
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Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - **Reading Strengths:** Above grade level words in context; Antonyms, synonyms, homophones, and homographs
 - **Math Strengths:** In some cases, areas of strength carry over from grade level to grade level, for example patterns and comparing whole numbers.

2. Describe any trends in the areas of strength.
 - Patterns are a strength in 3rd and 4th grade.
 - Comparing and ordering whole numbers are strengths in both 2nd and 3rd grade.
 - 2nd grade's weakness in money has turned into a 3rd grade strength

3. Describe areas of need that exist through most or all data sources or grades.
 - **Reading Weaknesses:** Text features; Summarizing; Higher Level Questions
 - **Math Weaknesses:** Division is a weakness in 3rd and 5th grade; Basic facts

4. Describe any trends in the areas of need.
 - 2nd grade's strength in place value is a weakness in 3rd grade
 - Basic facts across all grade levels

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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"> • All teachers and assistants will continue to emphasize differentiated instruction by: utilizing flex groups, cross-grade skill grouping, ongoing informal assessments that drive instruction, exit tickets, Reading & Math Intervention Teacher, Junior Great Books, co-teaching with special and general education teachers, Wilson Reading System, utilizing special education and special area teachers, Read Naturally, TouchMath, early intervention groups and using flex grouping for enrichment as well as remediation on a daily basis. • Three teachers and one administration will attend the National Curriculum Network Conference at William and Mary in the spring to gather resources for improved instruction, identification and development of talents in all students. Information will be shared with teachers during faculty meetings, in-services, and grade level meetings. • Special education teachers will attend the Council for Exceptional Diagnostic Services 2009 Conference in Philadelphia, PA October 29-31 to gather resources for improved instructional strategies for children with special needs. Information will be shared with teachers during faculty meetings, in-services, and grade level meetings. • Several math teachers will attend the National Council of Teachers of Mathematics in Nashville, TN November 18-20 to gather resources for improved instructional strategies for math. Information will be shared with teachers during faculty meetings, in-services, and grade level meetings. • Two teachers and one administrator will attend the ASCD Conference in Alexandria, VA in Washington, DC October 31-November 1 to gather information about the best practices to ensure optimal learning by students. Information will be shared with teachers during faculty meetings, in-services, and grade level meetings. • The staff will attend the in-school workshop based on the book Visual Tools by Roger Essley to gain in-depth knowledge into the processes of visualization and metacognition in order to further assist in instruction differentiation. • The staff will attend the in-school workshop presented by Mary Helen Spiri to gain knowledge on higher order questioning skills in order to further assist in instruction differentiation. • Second grade teachers and Special Area will attend the Arts Integration Workshop • Reading and Math Intervention Teacher will work directly with targeted subgroups to improve classroom and assessment performance. Due to the fact that we are not a Title One school this position is necessary to close the performance gap between subgroups. Averaged Benchmark data shows the following: 	2

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Priority A: Accelerate student learning

Action Step	Aligns with Master Plan Strategy #																																																
<p>5th grade – Number of students scoring below expectation on Benchmarks 1, 2, and 3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">FARM</th> <th style="text-align: center;">SPED</th> </tr> </thead> <tbody> <tr> <td>1 test</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2 tests</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3 tests</td> <td style="text-align: center;">9</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>4th grade – Number of students scoring below expectation on Benchmarks 1, 2, and 3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">FARM</th> <th style="text-align: center;">SPED</th> </tr> </thead> <tbody> <tr> <td>1 test</td> <td style="text-align: center;">12</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2 tests</td> <td style="text-align: center;">9</td> <td style="text-align: center;">3</td> </tr> <tr> <td>3 tests</td> <td style="text-align: center;">13</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>3rd grade – Number of students scoring below expectation on Benchmarks 1, 2, and 3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">FARM</th> <th style="text-align: center;">SPED</th> </tr> </thead> <tbody> <tr> <td>1 test</td> <td style="text-align: center;">16</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2 tests</td> <td style="text-align: center;">7</td> <td style="text-align: center;">4</td> </tr> <tr> <td>3 tests</td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>2nd grade – Number of students scoring below expectation on Benchmarks 1, 2, and 3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">FARM</th> <th style="text-align: center;">SPED</th> </tr> </thead> <tbody> <tr> <td>1 test</td> <td style="text-align: center;">11</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2 tests</td> <td style="text-align: center;">10</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3 tests</td> <td style="text-align: center;">8</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>		FARM	SPED	1 test	8	1	2 tests	5	2	3 tests	9	6		FARM	SPED	1 test	12	3	2 tests	9	3	3 tests	13	6		FARM	SPED	1 test	16	3	2 tests	7	4	3 tests	8	6		FARM	SPED	1 test	11	3	2 tests	10	2	3 tests	8	3	
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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • All teachers, administrators, and PD Coaches will examine student performance data during Grade Level Instructional Team meetings once per quarter. • Once a week grade level teams will use data to plan collaboratively from 8:00 am to 9:30 am. • The first and third weeks of the month will concentrate on Reading. • The second and fourth weeks will concentrate on Math. By having these Weekly Team Planning meetings, we will be elevating our professional learning community. • Teams will continue to look at data and plan collaboratively to look at the specific disparity of achievement between subgroups. • We will continue to use Edusoft and spreadsheets to track data. Administrators will analyze data and communicate questions and concerns via email. 	2
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • All teachers and assistants will use the Voluntary State Curriculum to drive instruction on a daily basis. • We will use strategies such as: “I do, We do, and You do”, predicting, building vocabulary, building background knowledge, graphic organizers, summarizing, Junior Great Books, etc. • All teachers will use United Streaming, connect reading skills to informational text, and use graphic organizers across all content areas. • On-line data bases available through the county will be utilized as resources. • We will use current event magazines to reinforce reading for information in all content areas. • Teachers will continue to use in-class libraries to meet the varied interest and instructional levels of all students. 	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"> • All teachers, assistants, and PD coaches will use reading MSA vocabulary to incorporate selected response and constructed response questions into instruction. • We will use VSC online toolkit (http://www.mdk12.org/mspp/vsc/index.html) for ideas and examples. 	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"> • All teachers will use MSA/Primary standardized assessment, Benchmark data, Primary Talent Development Checklist/Portfolio, and data gathered from effective instructional strategies to drive instruction. • All teachers and the AR Reading Comprehension Assistant will use data from Accelerated Reader, Scholastic Reading Inventory and Houghton-Mifflin Leveled Reading Passages to encourage and motivate reading and to gather more information. • Teachers will share ideas for acceleration/remediation during Grade Level Instructional Team Meetings and during weekly grade-level PLC meetings. • The Destination Imagination Program will continue to challenge students with various creative problem solving situations that will enhance the educational process. • Reading & Math Intervention Teacher will continue to challenge students with various creative problem solving situations that will enhance the educational process. 	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"> • All teachers, assistants and PD coaches will use ideas and strategies such as: problem of the day, “Target the Question”, AIMS Activities, Odd Man Out, Examples and Non-Examples, 24 Game, Fourth Grade Division Duel, Third Grade Multiplication Travel Tournament, YPP 30 out of 30 club, Monthly Math Calendar, First in Math, Education City, and monthly problem solving PowerPoints. • Use manipulatives to build conceptual knowledge using various methods. • Our TAD teacher will continue to work with children to meet the needs of their diverse learning styles. • The Destination Imagination Program and Reading & Math Intervention Teacher will continue to challenge students with various creative problem solving situations that will enhance the educational process. 	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"> • All teachers will use math MSA vocabulary to incorporate selected response and constructed response questions into instruction incorporating all three levels of cognitive demand. • We will use VSC online toolkit (http://www.mdk12.org/mspp/vsc/index.html) for ideas and examples. • Students will complete constructed response questions from the County Math CR booklets. • Common assessments will be created and examined to support efforts to close gaps cited in our grade level Smart Goals. 	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"> • All teachers will use MSA, Yearly Progress Pro, Benchmark and County chapter test data as well as data gathered from effective instructional strategies (teacher observation, exit passes, and other methods) to drive instruction. • Teachers will share ideas for acceleration/remediation during Grade Level Instructional Team Meetings and during PLC meetings. • PLCs will develop and implement strategies to address identified areas of need (Smart Goals) with collaboration and professional development. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • All teachers will enhance instruction by utilizing the technology: 4 Technology Bundles (each including a document camera, Turning Point system, laptop, School Pad, e-beam, LCD projector), Visex, Palm Program (2 school sets, 2 dedicated classroom sets), Smart Board, Turning Point, e-Beams, United Streaming, Computer Lab, LCD Projectors, school and individual websites, Laptop Carts, Yearly Progress Pro, Scholastic Reading Inventory, and Accelerated Reader, Podcasting, classroom Wiki Spaces, and classroom blogs. • Teachers will increase proficiency by utilizing the following technology: Technology PD Coach, TRT Representative, Gradebook, X2, Desire2Learn, school and individual websites, School Notes, Online IEP, Student Run TV Studio, County Technology Literacy Course, County Technology Integration Course, Edusoft, Groupwise, county provided on-line data bases, and Professional Development Courses. • Information will be shared with teachers during faculty meetings, in-services, and grade level meetings. 	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"> • All Science teachers will use Science kits, grade level appropriate text in Physical Science (grade 5) and the Chesapeake Bay (grade 4), and before, during and after reading strategies in science. • During PLC meetings, we will share strategies and ideas to accelerate student achievement in science. • Science MSA vocabulary is posted in classrooms and/or commons areas. 	2
<p>A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • The technology representative (TRT), Technology PD coach, and other skilled staff members will provide training and mentoring in A9 areas to staff and individual teachers who need review or are new to county/school. 	2

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2nd Grade Reading Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction by utilizing flex groups, cross grade skill grouping, ongoing informal assessments that drive instruction, co-teaching with special education and general education teachers, Wilson Reading System, utilizing Special Education and Special Area teachers, Read Naturally, and Early Intervention Groups.
- Teachers will use collaborative planning to coordinate reading lessons and differentiated groups.
- Teachers will continue to give formative assessments in order to meet specific Benchmark Smart Goals.
- Teachers will continue to give Leveled Passage Assessments for those students not at grade level.
- Teachers will utilize reading and technology coaches to provide coaching, professional development, modeling, and team teaching.
- Teachers will utilize the Accelerated Reader assistant to target students that need extra assistance.
- Teachers will utilize the VSC online tool kit.
- Teachers will continue to use Scholastic News and National Geographic in order to enhance reading comprehension of nonfiction text.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.

2nd Grade Math Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction.
- Teachers will co-teach with special education teachers, general education teachers, and assistants with flex groups in order to meet targeted subgroups.
- Teachers will continue to do a daily spiral review in effort to continue enhancing skills.
- Teachers will use manipulatives to build conceptual knowledge and continue using them to deepen understanding.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.
- Teachers will use parent volunteers to reinforce addition and subtraction facts using educational resources.

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2nd Grade Arts Integration Action Steps
Priority A

- Second grade teachers, in collaboration with special area teachers, will plan and implement lessons utilizing arts integration strategies from the Maryland Artist/Teacher Institute and other professional development that are aligned with Voluntary State Curriculum, the county reading and math pacing guides, and Primary Talent Development.
- Second grade teachers, in collaboration with special area teachers, will utilize arts integration strategies with curricular content in reading, math, science, and social studies.
- Second grade teachers, in collaboration with special area teachers, the community, and artists in residence, will immerse students in culture, art, language, and literature.
- Second grade teachers, in collaboration with special area teachers, will provide multiple opportunities for students to become exposed/proficient with curricula skills/concepts through arts integration and Primary Talent Development.
- Second grade and special area teachers will receive opportunities provided by administration to study and create lessons based upon the principles of arts integration.

3rd Grade Reading Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction by utilizing flex groups, cross grade skill grouping, ongoing informal assessments that drive instruction, co-teaching, co-teaching with special education and general education teachers, Wilson Reading System, utilizing Special Education and Special Area teachers, Read Naturally, and Early Intervention Groups.
- Teachers will use collaborative planning to coordinate reading lessons and differentiated groups.
- Teachers will use parent volunteers to use technology and educational resources to work with targeted subgroups.
- Teachers will continue to give formative assessments in order to meet specific Benchmark Smart Goals.
- Teachers will continue to give Leveled Passage Assessments for those students not at grade level.
- Teachers will utilize reading and technology coaches to provide coaching, professional development, modeling, and team teaching.
- Teachers will utilize the Accelerated Reader assistant to target students that need extra assistance.
- Teachers will utilize the VSC online tool kit.
- Teachers will continue to use Scholastic News and National Geographic in order to enhance reading comprehension of nonfiction text.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.

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3rd Grade Math Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction.
- Teachers will co-teach using assistants with flex groups in order to meet targeted subgroups.
- Teachers will continue to do a daily spiral review in effort to continue enhancing skills.
- Teachers will use manipulatives to introduce concepts, and continue using them to enhance lessons.
- Teachers will continue to promote the use of First in Math in order to develop automaticity of basic facts.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.

4th Grade Reading Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction by utilizing flex groups, ongoing informal assessments that drive instruction, co-teaching with special education and general education teachers, Wilson Reading System, utilizing Special Education and Special Area teachers, and Read Naturally.
- Teachers will use collaborative planning to coordinate reading lessons and differentiated groups.
- Teachers will continue to give formative assessments in order to meet specific Benchmark Smart Goals.
- Teachers will continue to give Leveled Passage Assessments for those students not at grade level.
- Teachers will utilize reading and technology coaches to provide coaching, professional development, modeling, and team teaching.
- Teachers will utilize the Accelerated Reader assistant to target students that need extra assistance.
- Teachers will utilize the VSC online tool kit.
- Teachers will incorporate technology to create highly engaging and motivating lessons.
- Teachers will continue to use Scholastic News and National Geographic in order to enhance reading comprehension of nonfiction text.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.
- Teachers will utilize a Book Buddy Program pairing students not currently reading at grade level with their peers to practice fluency and comprehension.

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4th Grade Math Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction.
- Teachers will co-teach using assistants with flex groups in order to meet targeted subgroups.
- Teachers will continue to do a daily spiral review in effort to continue enhancing skills.
- Teachers will use manipulatives to introduce concepts, and continue using them to enhance lessons.
- Teachers will continue to promote the use of First in Math in order to develop mastery of basic facts.
- Teachers will incorporate technology to create highly engaging and motivating lessons with the use of the Interwrite board and Palms.
- Teachers will continue to use DynaMath in order to reinforce skills.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.

5th Grade Reading Action Steps
Priority A

- All teachers and assistants will continue to emphasize differentiated instruction by utilizing flex groups, cross grade skill grouping, ongoing informal assessments that drive instruction, co-teaching, co-teaching with special education and general education teachers, co-teaching with teachers from various grade levels, utilizing Special Education and Special Area teachers, Read Naturally, and Early Intervention Groups.
- Teachers will use collaborative planning to coordinate reading lessons and differentiated groups.
- Teachers will use parent volunteers to use technology and educational resources to work with targeted subgroups.
- Teachers will continue to give formative and informative assessments in order to meet specific Benchmark Smart Goals.
- Teachers will continue to give Leveled Passage Assessments for those students not at grade level.
- Teachers will utilize reading and technology coaches to provide coaching, professional development, modeling, and team teaching.
- Teachers will utilize the Accelerated Reader assistant to target students that need extra assistance.
- Teachers will utilize the VSC online tool kit.
- Teachers will continue to use Time for Kids and National Geographic in order to enhance reading comprehension of nonfiction text.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.
- Teachers will continue to analyze data from formal and informal assessments.
- Teachers will utilize cross-curricular reinforcement as part of their daily routine.

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5th Grade Math Action Steps

Priority A

- All teachers and assistants will continue to emphasize differentiated instruction.
- Teachers will co-teach using assistants with flex groups in order to meet targeted subgroups.
- Teachers will continue to do a daily spiral review in effort to continue enhancing skills.
- Teachers will use manipulatives to introduce concepts, and continue using them to enhance lessons.
- Teachers will continue to promote the use of First in Math in order to develop automaticity of basic facts.
- Teachers will utilize PLC's to collaborate, share ideas on best practices, and develop higher level questions.
- Teachers will utilize the VSC online tool kit.
- Teachers will use the program DynaMath to reinforce 5th grade skills.
- Teachers will use technology integration to enforce and review skills.
- Teachers will utilize cross-curricular reinforcement as part of their daily routine.

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data</p> <ul style="list-style-type: none"> • The ILT team, teachers and administration will review data during PLC and ILT meetings. Administrators will analyze data and communicate questions and concerns via email. • Additionally the Attendance Secretary and Home School Liaison will communicate daily with administration and teachers regarding student attendance. 	9
<p>B2 Implement Pro-Active steps to promote excellent attendance and assist at-risk students.</p> <ul style="list-style-type: none"> • Perfect attendance will be recognized by class recognition on Friday afternoon announcements, a perfect attendance display on the website, classroom banners, and recognition monthly through the Mustang Messenger. • Dog Tags will be given monthly recognizing perfect attendance for students with no tardiness or early dismissals. • Additionally, letters will be sent home making parents aware of time missed in school for those at risk. • Information will be gathered for this from attendance data. • Teachers and/or administrators will schedule conferences with students and parents to discuss attendance issues. • The home-school liaison will contact parents regarding their child's attendance. 	9
<p>B3 The Mentoring Program and the Student Services Team will provide necessary support to ensure regular punctual attendance of identified students.</p> <ul style="list-style-type: none"> • The guidance counselor, student services team, and mentors will increase regular punctual attendance of identified students by providing encouragement to students, establishing positive personal relationships with individual students, monitoring and supporting in all academic areas and reinforcement of the importance of good attendance. 	9
<p>B4 The home school liaison will foster relationships between school and community to promote regular and punctual attendance and improve academic performance.</p> <ul style="list-style-type: none"> • The home school liaison will review attendance reports, make phone calls, and visit homes as needed. He/she will build positive relationships with students. • He/She will provide academic assistance to identified students from targeted subgroups on an individual and small group basis. 	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"> • The school administration and the ILT team will identify areas of need using targeted student behavior data during the ILT meetings. • The PBIS team will meet monthly to review the student behavior data and the effectiveness of the implementation of the school’s PBIS plan. 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • The administration, all other school personnel will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements, conduct safety drills as mandated, and conduct tabletop Crisis Drill biannually. The next tabletop Crisis Drill will be held during school year 2009-2010). • Every three months the school body will practice lock-down drills and in the fall/spring practice off-site drills. 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of student's strengths using the Developmental Assets</p> <ul style="list-style-type: none"> • All School Staff and PTA will augment student strengths by using the Values Program sponsored by Chick-Fil-A (Students are recognized for various values and are awarded with a free sandwich coupon from Chick-Fil-A), School-Wide Bully Free Program (Students and teachers agree to a school-wide policy of no bullying and posters are displayed in each grade level commons), Conflict Resolution Program (Guidance counselor visits each classroom to teach strategies used for conflict resolutions and students share their feelings and reflect in the form of a journal entry), use of an “I” Message (positive messages to communicate their feelings with their peers), School Wide Dog Tag Program (students earn dog tags for their academic and behavioral achievements on a quarterly basis). • Westside will continue to be a Positive Behavior Incentive School. • Information concerning the PBIS program and the RIDE pledge will be distributed to parents in brochure format at the beginning of the school year. • Staff can choose to volunteer to serve on the Student Services Team and provide encouragement and mentoring to targeted students. • Students from all grade levels can be inducted into the M&M Club each month. • These students are recognized at PTA meetings and presented with a certificate and M&Ms for demonstrating each month’s value. 	6

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<i>Priority D: Engage parents in taking an active role in their child's daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • All school personnel and PTA will encourage communication through the Mustang Messenger, Parent Link, and school and classroom websites. • Additionally the following activities are provided to encourage family involvement: Variety Show, Skate Night, Family Fun Day, Spaghetti Dinner, & Auction, Book Fair, string/band concerts, Field Day, Chorus Programs, PTA Meals for Staff (staff recognition), etc. • Volunteers will be recruited/encouraged to assist teachers with targeted subgroup skill reinforcement in all areas of the curriculum. 	6

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knowledge for lifelong learning. Teachers will be presented with policies and practices that hold the most potential for better results.

- **National Council of Teachers of Mathematics Conference** – This conference is dedicated to providing professional development for teachers to ensure mathematics learning of the highest quality for all students. As reflected in our Current Realities students in all four grade levels show areas of weakness that could be improved with strategies learned by the teachers at this conference.
- **Council for Exceptional Diagnostic Services** - The number of FARM students at Westside is steadily increasing. The number of FARM students increased by 22 students from 2006 to 2008 alone (159 students school wide in 2008). There is concern that a disproportionate number of students may be referred to Special Education with suspected learning disabilities, but with intervention prior to special education referral, the gap between potential and achievement may be closed for many students.
- Based upon both formative and summative data in mathematics, there is continued need for student improvement in specific areas as cited in our 2009-2010 Smart Goals for grades 2-5. Professional development is needed to address staff's understanding of various instructional strategies that target these areas.

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).

- **Artist in Residences** – Hands on activities, metaphor and discussion, cross-curricular connections, and essential questions in on-going, integrated standards-based lessons.
- **Mary Helen Spiri** – Higher order questioning techniques and question development strategies
- **Visual Tools by Roger Essley** – Focus on increasing reading comprehension, writers tools that make brainstorming and revision easier, make content more concrete, and note taking more memorable, making the classroom more inclusive, hands on interactive learning that builds community as it pulls all learners into the literacy circle.
- **ASCD Conference** – Teachers will learn the education practices that are helping schools aim higher and farther, and discover how educators ensure that students acquire the knowledge and skills for lifelong learning,
- **National Council of Teachers of Mathematics Conference** – The focus of this conference is on making connections: linking concepts and context. Teachers will engage in several situations that highlight mathematical connections and explore instructional settings that will help students see and understand the ways mathematics connections with their futures.

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- **Council for Exceptional Diagnostic Services**- Teachers will investigate early intervention screening at the intermediate level and data analysis and interpretation methods. Additionally they will refine their professional judgment when determining eligibility for specific learning disabilities. Furthermore, special education teachers will learn strategies to prevent the overrepresentation of minority students in special education.
- Professional development will be provided to address Math Smart Goals identified by our needs assessment which will include scaffolding instruction, building conceptual knowledge, and student engagement using manipulatives. (Math PD Coach).

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

- **Artist in Residences** – Teachers will be guided through a step-by-step process of how thoughtful arts integration is developed. With a focus on the integration planning process (single lesson and unit planning), participants examine the impact of standards, big ideas, and natural connections on integrated lesson design. Other frameworks for integration and connecting an integrated lesson/unit through essential questions are also introduced. Participants also explore effective teacher/teacher and teacher/artist planning strategies to facilitate ongoing integrated lesson and unit development.
- **Mary Helen Spiri** – This program works with teachers to help them plan and use questions that encourage students to think deeply about the topic at hand. Information will be provided on protocol strategies, essential question framing, and technology that engage students in responding to higher order questions.
- **Visual Tools by Roger Essley** – Teachers will learn how integrating visual tools in content presentation and review can make any material from Social Studies, to Physics, to Math Story problems, easier for students to grasp and synthesize. Teachers will also learn how to use storyboards to teach essential visualization skills as this makes abstract ideas more concrete.
- **ASCD Conference** – Technology literacy, communication, motivation and learning in diverse classrooms, improving minority student achievement
- **National Council of Teachers of Mathematics Conference** –Algebra, assessment, Calculus and Discrete Mathematics, Communication, Connections, and Representation, Analysis and Probability, Equity and Diversity Issues, Geometry and Measurement, Number and Operations, Problem Solving, Reasoning, and Proof, Research, and Technology.
- **Council for Exceptional Diagnostic Services** - Special education teachers will attend the Council for Exceptional Diagnostic Services 2009 Conference in Philadelphia: “Assessment: A Key to Independence”. Here they will further their knowledge regarding early intervention screening at the intermediate level and data analysis and interpretation

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methods. Additionally they will refine their professional judgment when determining eligibility for specific learning disabilities. Furthermore, special education teachers will learn strategies to prevent the overrepresentation of minority students in special education.

- Various instructional strategies that address grade appropriate math Smart Goals will be explored that will engage the students in response to higher levels of questioning, focus on building conceptual rather than procedural knowledge, and promote student thinking and math discussion.

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

- **Artist in Residences** – A1, A2, A3, A5, A8, C3, D1
- **Mary Helen Spiri** – A1, A2
- **Visual Tools by Roger Essley** – A1, A2, A3, A6
- **ASCD Conference** – A1, A2, A3, A6
- **National Council of Teachers of Mathematics Conference** – A1, A6
- **Council for Exceptional Diagnostic Services** - A1, A3, A6
- Math – Raising Smart Goal scores specific to each grade level as referenced in A8 of the SIP.

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B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content 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
Arts Integration Workshop	IV.4.a./IV.4.b.	Large group presentation preparation of new instructional materials	Teachers, Staff, Administration	Second Grade teachers, Special Area teachers	Yes – Classroom demonstrations, observations of participants, informal and formal feedback
Higher Level Questioning – Mary Helen Spiri	I.1.b./IV.4.b.	Large group presentation preparation of new instructional materials	Teachers, Staff, Administration	Lora Adkins, Reading Coach	Yes - Preparation of new instructional materials Formal feedback on efforts to implement and use new knowledge and skills
Visual Tools – Roger Essley • K – 12 program on metacognition through visualization	IV.4.a./IV.4.b.	Large group presentation preparation of new instructional materials	Teachers, Staff, Administration	Lora Adkins, Reading Coach	Yes - Preparation of new instructional materials Formal feedback on efforts to implement and use new knowledge and skills
ASCD Conference	II.2.a./II.2.b.	Large group presentation, discussion/study groups, demonstrations	Teachers and Administration	Pam Mitchell and Kirsten Jennette	Yes – Sharing of information and skills learned at faculty meetings and PLCs.
NCTM Conference	I.1.a./I.1.b.	Large group presentation, discussion/study groups, demonstrations	Three classroom Math teachers	Michelle Boothe, Jennifer Fenzel, and Alexis Willing	Yes - Sharing of information and skills learned at faculty meetings and PLCs.

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Council for Exceptional Diagnostic Services 2009 Conference in Philadelphia: “Assessment: A Key to Independence”	IV.4.a./IV.4.b.	Large group presentation preparation of new instructional materials	Special Education Teachers	Special Education Teachers	Yes - Preparation of new instructional materials Formal feedback on efforts to implement and use new knowledge and skills
PD conducted by Math PD Coach <ul style="list-style-type: none"> • Focusing on instructional strategies to address Smart Goals 	Content knowledge and quality teaching Diverse Needs	Grade level presentations		Debbie Dashiell	Yes-Follow-up planned on informal classroom observations Teachers will review test data, teacher created common assessments, as well as student CR responses during PLCs

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

- a. **Artist in Residences** – The second grade teachers, special area teachers, and administrators will study Arts Integration strategies during the summer workshop, MATI, and other professional development opportunities.
- b. **Mary Helen Spiri** – The administration and faculty will participate in a workshop presented to share strategies to improve and implement the use of higher order questioning skills to help improve student learning and close existing gaps between subgroups.
- c. **Visual Tools by Roger Essley** – The administration and faculty will participate in a half-day workshop demonstrating strategies for metacognition through visualization. They will then participate with the presenter with hands-on practice in the classroom with their students.
- d. **ASCD Conference** – One administrator and two classroom teachers will attend this conference in order to gather information pertaining strategies and practices being used by educators to ensure that students are acquiring lifelong learning skills and optimal achievement on high-stakes testing.
- e. **National Council of Teachers of Mathematics Conference** – Three mathematics teachers will attend this conference to learn about the newest strategies being used that provide vision, leadership and professional development to support teachers in ensuring equitable mathematics learning of the highest quality for all students.
- f. **Council for Exceptional Diagnostic Services** – Four Special Education teachers will attend this conference in order to learn about the newest strategies being used to help Special Education students achieve equitable educations and to help close the gaps that exist between our subgroups.

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C. Evaluation Plan

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

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