

Shady Side Elementary
2010/11-2011/12
Academic Achievement

Goal Indicator: Reading By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

Statement of Need: MSA 2010 test results indicate:

- All students achieved **93.1%** proficiency; **39.4%** advanced.
- The African American student group achieved **81.5%** proficiency; **35.7%** advanced.
- The FARMS student group achieved **79.4%** proficiency; **25.6%** advanced.
- The Special Education student group achieved **65%** proficiency.
- The White student group achieved **94.7%** proficiency; **40.5%** advanced.

Annual Objective: By the end of the 2011-2012 school year, 90% of all student groups at SSES will achieve proficient or advanced on the MSA and 45% of all students will achieve advanced on the MSA.

Actions Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures/Evidence	Monitoring/ End Dates
Plan and implement differentiated instruction and scaffolding of skills in order to increase students' understanding and reduce the disparity among student groups.	X	<ul style="list-style-type: none"> • Reading Teachers • Talent Development Teacher • Principal 	<ul style="list-style-type: none"> • Classroom Teachers, grades 1-5 • TDT • Special Education Teachers 	<ul style="list-style-type: none"> • Staff Development-Tiered Lessons; Scaffolding of skills • Meet with Reading Teachers one time per reading unit • PLC time devoted to tiered lesson planning • Templates for lessons 	<ul style="list-style-type: none"> • Plan Books-Tiered Lessons • Observation • 3 days guided reading/2 days flexible skills group • Collaborative planning with data/artifacts to show evidence of progress 	Quarterly, June 2011 & 2012
Plan and implement strategies to increase students' independent comprehension and proficiency in all grades.		<ul style="list-style-type: none"> • Reading Teachers • TDT • Principal 	<ul style="list-style-type: none"> • All Teachers 	<ul style="list-style-type: none"> • Processes for skills/strategies (DOL-2) • Organizers/Thinking Maps • Staff Development- Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Observation with focus on Gradual Release of Responsibility • Benchmark Assessments/Unit Assessments at the 90% proficient/45% advance 	Quarterly, June 2011 & 2012

Actions Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures/Evidence	Monitoring/End Dates
				<ul style="list-style-type: none"> • Formative Assessment • Meaningful reading homework 	<ul style="list-style-type: none"> • DIBELS-increase in NWF/WRC/RF • Running records in grades K-2; below students grade 3 	
Develop, plan, and implement collaborative writing		<ul style="list-style-type: none"> • Reading Teachers • TDT • Principal 	<ul style="list-style-type: none"> • Classroom Teachers • Special Education Teachers • TDT 	<ul style="list-style-type: none"> • Staff Development • Teacher Writing Notebooks • Extension and compacting of writing prompts • Inclusion of poetry writing unit • K/1 alignment with county writing curriculum and Wee Writing 	<ul style="list-style-type: none"> • Observations- modeling & collaborative writing • Unit writing prompts • Work Samples-craft mini lessons 	Quarterly, June 2011 & 2012
Plan and implement increased rigor of instruction for all students.	X	<ul style="list-style-type: none"> • Principal • Reading Teachers • TDT 	<ul style="list-style-type: none"> • Classroom Teachers • Special Education Teachers • TDT 	<ul style="list-style-type: none"> • Staff Development • Book Study 	<ul style="list-style-type: none"> • Explicit vocabulary instruction • Higher level questioning • Research and inquiry opportunities • Peer/Class visitations • Increased use of State Curriculum with expectations of next grade level 	Quarterly, June 2011 & 2012

Academic Achievement

Goal Indicator: Math By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

Statement of Need: MSA 2010 test results indicate:

- All students achieved **91.7%** proficiency; **35.5%** advanced.
- The African American student group achieved **77.8%** proficiency; **21.4%** advanced.
- The FARMS student group achieved **76.5%** proficiency; **23%** advanced.
- The Special Education student group achieved **70.0%** proficiency.
- The White student group achieved **93.6%** proficiency; **38.4%** advanced.

Annual Objective: By the end of the 2011-2012 school year, 90% of all student groups at SSES will achieve proficient or advanced on the MSA and 45% of all students will achieve advanced on the MSA.

Actions Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	Monitoring Date
Plan and implement differentiated instruction in order to meet the needs of all students.	X	<ul style="list-style-type: none"> • Principal • Math Lead Teacher • TDT 	<ul style="list-style-type: none"> • Classroom teachers • Special education teachers • TDT 	<ul style="list-style-type: none"> • Staff Development 	<ul style="list-style-type: none"> • Plan books • Observation • Work samples • 3 group rotations • Collaborative planning with data/artifacts to show evidence of progress 	Quarterly, June 2011 & 2012
Plan instruction for the compacted curriculum in order to meet the needs of the advanced learner.		<ul style="list-style-type: none"> • TDT • Math Lead Teacher • Principal 	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • Staff Development • Team planning time • M² for grade 2 	<ul style="list-style-type: none"> • Plan Books • Observation • Work Samples • manipulatives 	Quarterly, June 2011 & 2012
Provide high level extension with scaffolding to all students in order to increase student achievement.	X	<ul style="list-style-type: none"> • TDT • Math Lead teacher • Principal 	<ul style="list-style-type: none"> • Classroom teachers • Special Education Teachers • TDT 	<ul style="list-style-type: none"> • Staff Development • Hands On Equations for grades 3-5 	<ul style="list-style-type: none"> • Plan Books • Observation • Math Benchmarks • Unit/Topic Tests 	Quarterly, June 2011 & 2012

				<ul style="list-style-type: none"> • FASTT Math • Do The Math • Touch Math • Thinking Maps 		
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Goal Indicator: Safe and Supportive Learning Environment: By the end of the 2011/2012 school year, there will be a 20% reduction in the number of students receiving one or more referrals or suspensions for each NCLB group.

Statement of Need: Based on the number of referrals and suspensions at the end of the 2009-2010 school year (55 referrals and 12 suspensions) we will continue to focus on maintaining a safe learning environment.

Annual Objective: Maintain a small number of referrals and suspensions in order to continue to provide a safe and supportive learning environment.

Actions Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	Monitoring Date
Establish special groups based on identified behavior stated on referrals in order to help students make better choices and reduce the number of referrals.	Principal Guidance Counselor	Guidance Counselor Classroom Teachers	Referral Data	Reduction of referrals based on specific behaviors	Monthly, June 2011 & 2012
Establish a Check-In/Check-Out routine for identified students.	Guidance Counselor	Guidance Counselor Classroom Teachers	Teacher Identified Students	Increase in completed assignments.	Quarterly, June 2011 & 2012

Goal Indicator: Community Engagement: By the end of the 2011/2012 school year, there will be an increase each year from 2007 to 2012 of parents, surrogates, families of African American, Hispanic, FARMS, special education (NCLB student groups, reflective of school student demographics) participation in meetings/activities.

Goal Indicator: By the end of the 2010, and each year hereafter, each school’s SIT membership will be reflective of each school’s student demographics.

Statement of Need: The volunteer base and participants in school-wide events will continue to include community groups such as minority group parents, parents of special education students, and male family members.

Annual Objective: Increase number of student group participants at school events.

Actions Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	Monitoring Date
Establish a universal parent e-mail system to ensure parents receive upcoming information in a timely manner.		Guidance Counselor Principal’s Secretary	Secretaries Classroom teachers	Parent e-mail addresses	Number of families signed-up	June 2011/2012
Build a SIT that is reflective of our student demographics.	X	Principal	Principal ETL’s SIT	Suggestions from CRT	SIT member list	June 2011/2012
Plan and hold an Arts and Literacy Night		Principal Cultural Arts Team	All Staff	• Faculty input and coordination of events	• Program from event	June 2011/2012