

Woodside Elementary School

Executive Summary to the School Improvement Plan 2010- 2011

School Overview:

Woodside Elementary is located in Glen Burnie, Maryland. Throughout the year, our average student enrollment is 330 students. We are primarily a walking community serving an established single family home community as well as three apartment complexes. Many of our students are either being raised in a single family household, or by grandparents. The racial composition of Woodside is rapidly changing. Currently, 1.26% are American Indian/Alaskan Native; 4.4% are Asian/Pacific Islander; 19.81% are African American; 54.3% are White and 20.12% are Hispanic.

While 44.97% of our students qualify for free lunch, our total FARMS population is 55.97%. Because of our high poverty rate, we participate in the Meals for Achievement Program (C8). This program provides every student in the building, Pre-K to Grade 5 with a free breakfast in their classroom.

Woodside's Vision statement was created in the spring of 2008. It states:

Woodside Elementary will continually strive to become a collaborative community of staff, parents, and students where:

There is access to the most current technology, resources, and materials. Everyone feels safe, comfortable, and eager to learn in this positive, highly academic, respectful, and well-mannered school. Accommodations are constantly being adjusted to meet each child's needs. Students of all abilities are encouraged to achieve the highest standard of academic progress possible for them as individuals. Diversity is celebrated and the inter-connectedness of all people and cultures is recognized. Teachers plan and instruct collaboratively to meet the needs of all students.

For the 2010-2011 school year, Woodside will have one Pre-K teacher and two teachers at every grade level, Kindergarten to Fifth grade. In addition to the two Special Education Resource teachers, there are three MINC (Multiple Intensive Needs Classroom) teachers that teach students from thirteen other surrounding schools based on the needs identified on their IEP. AAA and county funding provides Woodside with 2 Reading Teachers and 2 Intervention Specialists. One of the Intervention Specialist is used to teach lessons in our STEMM Lab.

Major Initiatives:

During the 2010-11 school year, teachers will actively engage students in rigorous instruction through Communication Patterns, Product/Use of Assessment, Higher Level Questions/Use of Assessment, Differentiated Instruction and effective use of technology by

maximizing collaborative efforts for support staff and teachers. Woodside Elementary School will continue to implement programs and activities in the following areas:

- I. **Reading:** By promoting active student engagement toward reading through differentiated instruction, reading intervention programs, which include Voyager, Wilson, Corrective Reading, Visualizing and Verbalizing, ERI, Soar to Success, Leveled Literacy Intervention and Spell Read. Modify reading intervention to include re-teaching and pre-teaching of phonemic awareness based on student need. In addition, the use of technology, job-embedded professional development and activities such as Book Fairs, Chessie, Black-Eyed Susan programs, the Success Lab, flexible grouping during Workshop, Dr. Seuss Day Celebration, and engaging members of the community as guest readers all will promote a positive attitude toward reading. (C1)
- II. **Math:** By promoting active student engagement toward math through differentiated instruction, the use of our STEMM Lab, Number Talks, job-embedded professional development and activities such as the 24 Game Club, error/item analysis for the purpose of identifying students who need intervention and intervention via small group instruction. Monthly “Math Drop-ins” from the county math department will be published in the school newsletter to communicate math ideas to parents. In addition, we will continue the implementation of the after-school tutoring program to target students who need reinforcement of math skills. (C1)
- III. **Safe and Orderly Environment:** By creating a college bound community and promoting a sense of feeling safe at school and the belief that students are well behaved, through weekly guidance lessons and a regular review of Core Essentials character development traits occurs during morning announcements. Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff. The Second Step program will continue to support students with making appropriate behavioral choices in all grades. Extra-curricular clubs and the 5th grade Safety Patrol Program contribute to the reinforcement of making positive choices. (C8)
- IV. **Community Collaboration:** By promoting a welcoming school environment that encourages community and parent volunteers to participate in school-wide events and by developing partnerships with community organizations. We will continue our partnership with Unity Gardens to expand our Wetlands Project. We will also continue and expand our partnership with the faith based organization, Oakwood Wesleyan Church.(C7)

Students will be identified using a variety of formative and summative data including, but not limited to DIBELS, MSA, Fountas and Pinnell and Content Benchmarks. AAA funds will only be used to support those students identified. (C1)

Strategies to Increase Parent Involvement:

Our School Improvement Plan includes several new initiatives including a parent Community Outreach Homework Workshop and a Watch D.O.G.S. program to involve more fathers. Personal invitations to parents to participate in our scheduled events will be extended. We are currently working with one of our Community partner, Oakwood Wesleyan Methodist Church, to enhance the Community Outreach Homework Workshops. We are also working on establishing both a GED program for those parents with the desire to take the

GED test and English Literacy program for our non-English speaking parents. Parents will be invited to participate in the development of our School's Parent Involvement Plan, the development of our home/school compact, and the fall budget meeting. (C7)

Activities to Ensure that Students Having Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards will be Provided with Effective, Timely, and Additional Assistance:

Qualitative and Quantitative Data was used at the end of the 2010-2011 school year to determine prospective intervention groups for extended, accelerated, and remediated learning. These groups will be adjusted for the beginning of the school year as we receive more data. Strategies to differentiate instruction in reading include extended day and year programs, Wilson, Spell Read, Leveled Literacy Intervention, Visualizing and Verbalizing, Voyager Passport, Early Reading Intervention, SOAR to Success, Element of Reading, OCR Classics, Novel Studies and Touch Pebbles. Math interventions include extended day and year programs, Do the Math, Hands on Equations, and Fast Math. Progress of students in these groups will be examined by a collaborative team every three weeks and adjustments will be made as needed. (C3)

School Improvement Plan

Reading: MSA Subgroup Proficiency Data Chart

	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	10/11 Actual
All Students	81.1	82.7	92.9	94.0	84.7	NA
African American	79.0	81.3	90.0	96.3	76.9	NA
Asian	100	100	100	100	100	NA
Hispanic	63.2	80.0	100.0	80.0	76.9	NA
Native American	NA	NA	NA	100	100	NA
Caucasian	85.7	82.6	91.5	96.1	88.1	NA
Special Education	79.0	100	86.7	93.8	84.6	NA
LEP	80.0	75.0	80.0	80.0	66.7	NA
FARMS	75.0	81.4	93.0	88.1	81	NA

Language Arts Benchmark Assessments 2009-2010

Grade Two	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
	All	49% Basic, 37% Prof., 14% Adv	13% Basic, 45% Prof., 42% Adv	30% Basic, 45% Prof., 25% Adv

	African American	71% Basic, 29% Prof., 0% Adv	14% Basic, 71% Prof., 14% Adv	37.5% Basic, 62.5% Prof., 0% Adv
	Asian	0% Basic, 33%, Prof., 67% Adv	0% Basic, 0% Prof., 0% Adv	0% Basic, 33% Prof., 67% Adv
	Hispanic	40% Basic, 60%, Prof., 0% Adv	20% Basic, 40% Prof., 40% Adv	0% Basic, 60% Prof., \$0% Adv.
	White	50% Basic, 35% Prof., 15% Adv	13% Basic, 43% Prof., 43% Adv	29% Basic, 38% Prof., 33% Adv
	ELL	50% Basic, 50% Prof., 0% Adv	25% Basic, 50% Prof., 25% Adv	0% Basic, 50% Prof., 50% Adv
	FARMS	45% Basic, 45% Prof., 10% Adv	16% Basic, 44% Prof., 40% Adv	26% Basic, 48% Prof., 26% Adv
	Special Education	25% Basic, 75% Prof., 0% Adv	0% Basic, 75% Prof., 25% Adv	25% Basic, 75% Prof., 0% Adv

Grade Three	Student Groups	Percent of Students Proficient/Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
	All	30% Basic, 43% Prof., 17% Adv	52% Basic, 28% Prof., 20% Adv	34% Basic, 41% Prof., 25% Adv
	African American	57% Basic, 29% Prof., 14% Adv	57% Basic, 29% Prof., 14% Adv	37.5% Basic, 50% Prof., 12.5% Adv
	Asian	0% Basic, 100% Prof., 0% Adv	0% Basic, 0% Prof., 100% Adv	0% Basic, 0% Prof., 100% Adv
	Hispanic	40% Basic, 40% Prof., 20% Adv	40% Basic, 40% Prof., 20% Adv	40% Basic, 40% Prof., 20% Adv
	White	23% Basic, 55% Prof., 23% Adv	56% Basic, 24% Prof., 20% Adv	32% Basic, 40% Prof., 28% Adv
	ELL	37.5% Basic, 50% Prof., 12.5% Adv	25% Basic, 62.5% Prof., 12.5% Adv	37.5% Basic, 25% Prof., 37.5% Adv
	FARMS	43% Basic, 43% Prof., 14% Adv	69.5% Basic, 17.5% Prof., 13% Adv	43% Basic, 43% Prof., 14% Adv
	Special Education	33% Basic, 50% Prof., 17% Adv	57% Basic, 14% Prof., 27% Adv	71.5% Basic, 28.5% Prof., 0% Adv

Grade Four	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
	All	28% Basic, 54% Prof., 18% Adv	25% Basic, 58% Prof., 17% Adv	20% Basic, 54% Prof., 26% Adv
	African American	44% Basic, 44% Prof., 11% Adv	33% Basic, 56% Prof., 11% Adv	22% Basic, 78% Prof., 0% Adv
	Hispanic	67% Basic, 33% Prof., 0% Adv	14% Basic, 72% Prof., 14% Adv	14% Basic, 72% Prof., 14% Adv
	White	18% Basic, 59% Prof., 23% Adv	26% Basic, 54% Prof., 20% Adv	22% Basic, 46% Prof., 32% Adv
	ELL	75% Basic, 25% Prof., 0% Adv	20% Basic, 80% Prof., 0% Adv	20% Basic, 60% Prof., 20% Adv
	FARMS	36% Basic, 53% Prof., 11% Adv	30% Basic, 60% Prof., 10% Adv	29% Basic, 55% Prof., 16% Adv
	Special Education	71% Basic, 14% Prof., 14% Adv	38% Basic, 62% Prof., 0% Adv	75% Basic, 0% Prof., 25% Adv

Grade Five	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
	All	37% Basic, 30% Prof., 33% Adv	22% Basic, 41% Prof., 37% Adv	32% Basic, 51% Prof., 17% Adv
	African American	29% Basic, 29% Prof., 42% Adv	25% Basic, 50% Prof., 25% Adv	33% Basic, 67% Prof., 0% Adv
	Asian	60% Basic, 20% Prof., 20% Adv	0% Basic, 60% Prof., 40% Adv	20% Basic, 60% Prof., 20% Adv
	Hispanic	33% Basic, 34% Prof., 33% Adv	11% Basic, 45% Prof., 44% Adv	44% Basic, 45% Prof., 11% Adv
	White	36% Basic, 32% Prof., 32% Adv	25% Basic, 38% Prof., 38% Adv	29% Basic, 46% Prof., 25% Adv
	ELL	0% Basic, 100% Prof., 0% Adv	100% Basic, 0% Prof., 0% Adv	50% Basic, 50% Prof., 0% Adv
	FARMS	35% Basic, 35% Prof., 30% Adv	16% Basic, 48% Prof., 36% Adv	38% Basic, 50% Prof., 12% Adv
	Special Education	44% Basic, 33% Prof., 23% Adv	45% Basic, 37% Prof., 18% Adv	27% Basic, 55% Prof., 18% Adv

Overall, the reading program is very comprehensive. Students are taught daily using the Maryland State Curriculum. By expanding the Workshop period of Open Court, teachers have been able to drill deeper into the VSC and address the Assessment Limits through direct and explicit teaching. Teachers were provided staff development throughout the year on QAR strategies and Differentiated Instruction. To support individual student needs, interventions were provided using a variety of researched based programs to include: Early Reading Intervention, Voyager Passport, SOAR to Success, Corrective Reading and Wilson.

Students at all grade levels demonstrate difficulty with making inferences in all reading contexts. Understanding and appreciating poetry is therefore affected by this difficulty with interpretive and symbolic thinking. This weakness is attributed to a lack of exposure to poetic verse and insufficient amounts of time spent on poetry units of study.

The weakness of our program is that we consistently fail to meet the need of our ELL students. This is particularly true for the students that enter Woodside as non-English speakers. Research shows that it takes 5 – 7 years for these students to understand the language in a manner that allows them to think critically and inferentially. Being that they are only exempt from the Reading portions of MSA for the first year, our score are negatively skewed.

Goal 1: Academic Achievement

By the end of the 2010-2011 school-year, 95% of all students in grades 3-5, at Woodside Elementary will perform at the proficient and advanced level in reading as defined by the Maryland School Assessment and reduce the achievement disparities among all subgroup student populations from the prior year.

Long Range Indicators:

- **By the end of the 2010/11 school year 85% of all students in grades K - 2 will perform at benchmark in reading as measured by the May administration of DIBELS**
- **By the end of the 2010/11 school year 95% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment**

Statement of Need:

On the 2010 MSA, 84.7% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 72.7 of the third graders, 90.7 of the fourth graders, and 89.1 of the fifth graders.

76.9% of African Americans scored at proficient or advanced

100.0% of Asians scored at proficient or advanced

76.9% of Hispanics scored at proficient or advanced

88.1% of Whites scored at proficient or advanced

66.7% of ELL scored at proficient or advanced

81.0% FARMS scored at proficient or advanced

84.6% of Special Ed scored at proficient or advanced

On the 2010 Maryland school Assessment (MSA) 22.9% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).

15.4% of African Americans scored at the advanced level

42.9% of Asian students scored at the advanced level

19.2% of Hispanics scored at the advanced level

25.0% of Whites scored at the advanced level

8.3% of ELL scored at the advanced level

21.5% of FARMS scored at the advanced level

15.4 % of Special Ed scored at the advanced level

Reading/LA Objectives:

- **By the end of the 2010-11 school year 85% of all students in grade K - 2 will perform at benchmark in reading as measured by the May administration of DIBELS**
- **By the end of the 2010-11 school year 95% of all students grades 3-5 will perform at or above proficient on the Maryland School Assessment**
- **By the end of the 2010-11 school year 25% of students in grades 3-5 will score at the advanced level on the Maryland School Assessment**

Milestone(s):

- 1) 50% of kindergarten students will perform at benchmark on the first reported administration of DIBELS
- 2) 70% of kindergarten students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of kindergarten students will perform at benchmark on the third reported administration of DIBELS

Milestone(s):

- 1) 70% of first grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 80% of first grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of first grade students will perform at benchmark on the third reported administration of DIBELS

Milestone(s):

- 1) 60% of second grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 70% of second grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of second grade students will perform at benchmark on the third reported administration of DIBELS

Milestone(s):

- 1) 75% of grade 2 students will score at or above proficiency on the second reported AACPS Reading Assessment
- 2) 85% of grade 2 students will score at or above proficiency on the third reported AACPS Reading Assessment

Milestone(s):

- 1) 80% of students in grades 3-5 will perform at or above proficiency on the first reported administration of AACPS Reading Benchmark Assessment
- 2) 15% of students in grades 3-5 will perform at advanced on the first reported administration of AACPS Reading Benchmark Assessment
- 3) 85% of students in grades 3-5 will perform at or above proficiency on the second reported administration of AACPS Reading Benchmark Assessment
- 4) 20% of students in grades 3-5 will perform at advanced on the second reported administration of AACPS Reading Benchmark Assessment
- 5) 95% of students in grades 3-5 will perform at or above proficiency on the third reported administration of AACPS Reading Benchmark Assessment
- 6) 25% of students in grades 3-5 will perform at advanced on the third reported administration of AACPS Reading Benchmark Assessment

Strategy I: Provide staff development to support student engagement in reading.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check
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						off when completed
Provide planning opportunities to refine instructional practices using ReadSource, the Comprehension Toolkit and county alignment guide so that teachers attain instructional strategies that are effective in increasing academic achievement for all learners. (C2)		Principal, Rdg. Teachers	Principal, Rdg. Teachers	AAA Funding	Agendas, Staff Development Calendar, Notes/Minutes, Evaluations	8/10 – 6/11
Continue professional development to support student engagement through communication patterns, differentiation, use of formative assessments, higher order thinking questions/strategies and use of Smart Response Systems and other forms of technology. (C6)		Principal, Assistant Principal, Resource Team,	Principal, Assistant Principal, Resource Team,	AAA Funding	Agendas, Staff Development Calendar, Notes/Minutes, Evaluations, Instructional Rubric to monitor use of Smart Response	8/10 – 6/11
Continue professional development in Thinking Maps and teacher selected strategies. (C6)		Principal, Assistant Principal, Resource Team,	Principal, Assistant Principal, Resource Team,	AAA Funding	Agendas, Staff Development Calendar, Notes/Minutes, Evaluations	8/10 – 6/11

Strategy II: Implement differentiated instruction for extension and remediation

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Provide extended, accelerated, and remediated learning opportunities for students in K-5 based on student need to include extended school programs, Voyager Passport, Early Reading Intervention, Wilson, Visualizing and Verbalizing, Leveled Literacy Intervention, SOAR to Success, LIPS, Elements of Reading, OCR Classics, and ESOL Afterschool Homework Club so that students acquire skills and strategies to become fluent and active readers. (C3)	✓	Administrators, Rdg Tchrs, Classroom Tchrs, Intervention Specialist, Sp Ed Tchr, Success Lab Tech,	Administration, Resource team, all teachers	AAA Funding, Title III Funding	Bi-weekly Running Records, Informal/Formal assessments (Fountas and Pinnell, DIBELS)	8/10 – 6/11

Provide differentiated instruction in small groups and one on one during Language Arts Blocks(i.e. incorporating pre-teaching, co-teaching, guided reading strategies, and fluency practice) so that more instructional pathways are created to meet the needs of all learners. (C3)	✓	Administrators, Resource Team,	Principal, Assistant Principal, Resource Team,	AAA Funding	Long Range Planning Agendas, Bi-Weekly Grade Group Planning Agendas, Plan Books, Grade Group Planning Minutes/Notes	8/10 – 6/11
Implement individual parent conferences for parents of students participating in an intervention so that parents develop an understanding of the intervention and why their student was placed in the intervention.	✓	Administrators, Resource Team,	Principal, Assistant Principal		Schedule of conferences	9/10
Integrate reading (fluency, text features, etc...) and use of Thinking Maps in cultural arts so that students are engaged in reading/language arts instruction across the curriculum and in authentic situations (C3)		Administrators, CA team, Rdg Tchrs	CA Teachers		Plan Books, Work Samples of Thinking Maps	8/10 – 6/11
Implement Academic Advisory Teams (AAT) with students in grades 3-5. Students will reflect and set goals for academic achievement.	✓	Administration, Select Staff Members	Administration and Select Staff Members		Student Goals Sheets	9/10 – 6/11
Facilitate collaborative colleague visits to observe and discuss exemplary instructional practices in and outside of Woodside Elementary. (C2)		Administration, Classroom Tchrs., TD Tchr.	Administration, Classroom Tchrs., TD Tchr.	AAA Funding	Instructional Rounds, notes/minutes	8/10 – 6/11
Provide planning opportunities to infuse the SC, Thinking Maps and technology with the Reading program to better align curriculum, instruction, and assessment. (C2)		Principal, Assistant Principal, Resource Team,	Principal, Assistant Principal, Resource Team,		Agendas from long range and bi-weekly planning Staff Development Calendar	9/10- 6/11

Math MSA Subgroup Proficiency Data Chart

	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual
All Students	79.3	87.9	95.0	86.7	83.5
African American	68.4	93.8	90.0	85.7	69.2

Asian	100	100	100	88.9	85.7
Hispanic	84.2	72.2	93.3	80.0	84.6
Native American	NA	NA	NA	100	100
Caucasian	80.0	89.9	96.6	88.3	87.1
Special Education	52.6	87.5	86.7	75.0	69.2
Limited English Proficient	90.0	63.6	85.7	58.3	69.2
FARMS	75.0	82.6	90.9	80.9	81.3

Mathematics Benchmark Assessment 2009-2010

	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
		Grade Two	All	11 %Basic, 46% Prof., 43% Adv
	African American	28%Basic, 43% Prof.,28, % Adv	14%Basic, 86 % Prof., % Adv	25%Basic, 62.5% Prof., 12.5% Adv
	Asian	0 %Basic, 0% Prof., 100% Adv	0 %Basic, 0% Prof., 100% Adv	NA
	Hispanic	0%Basic, 80 % Prof., 20% Adv	0%Basic, 80% Prof., 20% Adv	0%Basic, 80% Prof., 20% Adv
	White	10 %Basic, 45% Prof., 45% Adv	26 %Basic, 39% Prof., 35% Adv	12.5 %Basic, 54.2% Prof., 33.3% Adv
	ELL	0%Basic, 75% Prof., 25% Adv	0%Basic, 75 % Prof., 25% Adv	0%Basic, 75% Prof., 25% Adv
	FARMS	8 %Basic, 42 % Prof.,50 % Adv	20 %Basic, 52% Prof., 28% Adv	11 %Basic, 66% Prof., 22% Adv
	Special Education	0%Basic, 75% Prof., 25% Adv	0%Basic, 25% Prof., 75% Adv	0%Basic, 75% Prof., 25% Adv

	Student Groups	Percent of Students Basic, Proficient/Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
		Grade Three	All	17%Basic, 41% Prof., 37% Adv
	African American	14%Basic, 29% Prof., 57% Adv	14%Basic, 71% Prof.,14 % Adv	37.5%Basic, 25% Prof., 37.5% Adv
	American Indian			
	Asian	0%Basic, 0% Prof., 100% Adv	0%Basic, 0% Prof., 100% Adv	0%Basic, 0% Prof., 100% Adv
	Hispanic	11 %Basic, 56% Prof., 33% Adv	30 %Basic, 40% Prof., 30% Adv	10 %Basic, 70% Prof.,20 % Adv
	White	21%Basic, 46% Prof., 33% Adv	20%Basic, 56% Prof.,24 % Adv	20%Basic, 36 % Prof., 44% Adv
	ELL	12.5 %Basic, 50% Prof., 37.5% Adv	25%Basic, 50 % Prof., 25% Adv	12.5 %Basic, 62.5 % Prof.,25 % Adv
	FARMS	27%Basic, 41% Prof., 32% Adv	39%Basic, 39% Prof.,22 % Adv	26%Basic, 47.8% Prof., 26% Adv
	Special Education	17%Basic, 33% Prof., 50% Adv	14 %Basic, 72% Prof., 14% Adv	14.2 %Basic, 57.1 % Prof., 28.5% Adv

	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
		Grade Four	All	28 %Basic, 18 % Prof., 27% Adv
	African American	44%Basic, 11% Prof., 44% Adv	13%Basic, 63% Prof., 25% Adv	33%Basic, 45% Prof.,22 % Adv
	Asian			
	Hispanic	60%Basic, 0% Prof.,40 % Adv	14%Basic, 57% Prof., 29% Adv	57%Basic, 29% Prof., 14% Adv
	White	20 %Basic, 23% Prof.,57 % Adv	6 %Basic, 37% Prof., 51% Adv	16 %Basic, 28% Prof., 66% Adv
	ELL	75%Basic, 0% Prof., 25% Adv	20%Basic, 60% Prof.,20 % Adv	60%Basic, 20% Prof., 20% Adv
	FARMS	39 %Basic, 25% Prof., 36% Adv	14 %Basic, 62 % Prof., 24% Adv	37 %Basic, 30 % Prof., 33% Adv
	Special Education	75%Basic, 0 % Prof., 25% Adv	13%Basic, 75 % Prof., 13% Adv	38%Basic, 50% Prof., 12% Adv

	Student Groups	Percent of Students Basic, Proficient and Advanced		
		Benchmark 1	Benchmark 2	Benchmark 3
Grade Five	All	9 %Basic, 79% Prof., 14% Adv	43 %Basic, 13 % Prof., 45% Adv	20 %Basic, 48% Prof.,33 % Adv
	African American	14%Basic, 71% Prof., 14% Adv	50%Basic, 50% Prof., 0% Adv	33%Basic, 44% Prof., 22% Adv
	Asian	20 %Basic, 60 % Prof., 20% Adv	0 %Basic, 60 % Prof., 40% Adv	0 %Basic, 40 % Prof.,60 % Adv
	Hispanic	0%Basic, 67% Prof., 33% Adv	44%Basic, 33% Prof., 22% Adv	0%Basic, 44 % Prof., 56% Adv
	White	9 %Basic, 87% Prof.,4 % Adv	33 %Basic, 42 % Prof., 25% Adv	26 %Basic, 52% Prof., 22% Adv
	ELL	0%Basic, 100% Prof., 0% Adv	100%Basic, 0% Prof., 0% Adv	0%Basic, 0% Prof., 100% Adv
	FARMS	4 %Basic, 83% Prof.,13 % Adv	36%Basic, 48% Prof., 16% Adv	20 %Basic, 48 % Prof.,32 % Adv
	Special Education	0%Basic, 100% Prof., 0% Adv	64%Basic, 18 % Prof., 18% Adv	36%Basic, 55% Prof., 9% Adv

Students have demonstrated proficiency in concrete skills such as identification and completion of patterns, calculation of theoretical and experimental probability, and interpretation and representation of data in graph form. Incorporation of manipulative resources, along with modeling and visualization practices aid students in the acquisition of concrete mathematical concepts. Additionally repetition of lessons focusing on these concrete skills through spiral reviews as well as the cross curricular practice of those same skills, increases student mastery.

Students currently struggle with the acquisition of those mathematical concepts requiring greater abstraction. Students are less able to apply mathematical knowledge to problem solving exercises, conversion of measurement units involving length and time, and application of non whole numbers in more complex problems. The need for increased experience in communicating mathematical knowledge in written form prevails and with greater experience in sharing and writing in math, students will gain ability to apply their math knowledge.

As with Reading/Language Arts, the student group that consistently appears to have the most difficulty is our ELL population. With the support out our ESOL teacher and AAA Funding Interventionist students will be provided supports through both pull out and co-teaching. Teachers will also work to incorporate the use of technology to facilitate the instruction.

Statement of Need:

On the 2010 MSA, 83.5% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA): 84.1% of the third graders, 88.9% of the fourth graders, and 76.6% of the fifth graders.

69.2% of African Americans scored at proficient or advanced

85.7% of Asians scored at proficient or advanced

84.6% of Hispanics scored at proficient or advanced

87.1% of Whites scored at proficient or advanced

69.2.7% of ELL scored at proficient or advanced

81.3% FARMS scored at proficient or advanced

69.2% of Special Ed scored at proficient or advanced

On the 2010 Maryland School Assessment (MSA) 26.2% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).

3.9% of African Americans scored at the advanced level

42.9% of Asians scored at the advanced level

15.4% of Hispanics scored at the advance level

34.1% of Whites scored at the advanced level

7.7% of ELL scored at the advanced level
 22.5% of FARMS scored at the advanced level
 11.5 % of Special Ed scored at the advanced level

Math Objectives:

- **By the end of the 2010-11 school year 85% of students in grade 2 will perform at the proficient level on AACPS Math Assessments with 40% of grade 2 students performing at the advanced level.**

Milestone(s):

- 1) 60% of students in grade 2 will perform at or above proficiency on the first reported AACPS Math Assessment
- 2) 25% of students in grade 2 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 70% of students in grade 2 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 30% of students in grade 2 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 85% of students in grade 2 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 40% of students in grade 2 will perform at the advanced level on the third reported AACPS Math Assessment

Math Objectives:

- **By the end of the 2010-10 school year 90% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment with 50% of students in grades 3-5 performing at the advanced level.**

- 1) 60% of students in grades 3-5 will perform at or above proficiency on the first reported AACPS Math Assessment
- 2) 20% of students in grades 3-5 will perform at the advanced level on the first reported AACPS Math Assessment
- 3) 70% of students in grades 3-5 will perform at or above proficiency on the second reported AACPS Math Assessment
- 4) 30% of students in grades 3-5 will perform at the advanced level on the second reported AACPS Math Assessment
- 5) 80% of students in grades 3-5 will perform at or above proficiency on the third reported AACPS Math Assessment
- 6) 40% of students in grades 3-5 will perform at the advanced level on the third reported AACPS Math Assessment

Strategy III: Implement the math SC through the use of Envision Math Program.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Differentiate instruction through implementation of the Envision Math Program, technology, and the STEMM Lab (C3)		TD Tchr, Classroom Tchr, Sp. Ed. Tchr.,	Classroom teachers, Sp. Ed. Tchr., STEMM Lab Tech., TD Tchr., TAs		Plan books, student work samples, math meeting minutes Smart Response Data	8/10 – 6/11
Provide planning opportunities to infuse the SC, technology and Thinking Maps with EnVision Math to better align curriculum, instruction, and assessment.		Principal, Assistant Principal, Resource Team,	Principal, Assistant Principal, Resource Team,		Agendas from long range and bi-weekly planning Staff Development Calendar	9/09- 6/11

(C2)						
Provide extended, accelerated, and remediated learning opportunities for students in grades K-5 based on student need to include extended school programs, Do the Math, Hands on Equations, Number Talks, ESOL Afterschool Homework Club and FASST Math, so that students acquire skills and strategies to become better mathematicians. (C3)	✓	Administrators, Rdg Tchrs, Classroom Tchrs, Intervention Specialist, Sp Ed Tchr, Success Lab Tech.	Administration, Resource team, all teachers	AAA Funding, Title III Funding	Plan Books, Planning Meeting Minutes. Smart Response Data	8/10 – 6/11
Implement Academic Advisory Teams (AAT) with students in grades 3-5. Students will reflect and set goals for academic achievement.	✓	Administration, Select Staff Members	Administration and Select Staff Members		Student Goals Sheets	9/10 – 6/11
Provide opportunities to increase teacher and student awareness of cross curricular integration of math, science, and technology through hands-on learning activities and solving real world problems. (C3)		Principal, Assistant Principal, Resource Team,	Principal, Assistant Principal, Resource Team, Special Educators		Agendas, Staff Development Calendar, Plan Books	9/10– 6/11

Strategy IV: Provide staff development to support differentiated instruction in the Envision Math Program.						
Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Participate in on-going math professional development opportunities to include meaningful use of technology including Smart Response Systems so that all teachers of mathematics continue to build instructional capacity and increase student learning (C6)		Administration, All teachers of mathematics	All teachers of mathematics	AAA Funding	Agendas from Long Range and Bi-Weekly Planning, plan books, Notes/Minutes from planning sessions	8/10 – 6/11
Facilitate collaborative colleague visits in or outside Woodside Elementary to observe and discuss exemplary instructional practices. (C2)		Administration, Classroom Tchrs., TD Tchr.	Administration, Classroom Tchrs., TD Tchr.		Plan books, Meeting Minutes	8/10 – 6/11

Goal II: Safe and Supportive Learning Environment

By the end of 2010-11, all students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student conduct.

Statement of Need:

- There were 39 office referrals in 2007-2008, 20 office referrals in 2008- 2009 and 5 office referrals in 2009- 2010.
- There were 64 students with 12 or more absences in 2007-08; 78 students during the 2008-09 school year and 68 in the 2009-10 school year.

Objectives:

- By the end of the 2010-11 school-year attendance data will reflect a 10% decrease in the number of students with 12 or more absences from the previous year.

Milestone: The occurrence of absenteeism will decrease by 5% each semester.

Strategy I: Continue to provide school wide attendance program by rewarding on time, perfect attendance.						
Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Continue to provide rewards to students who have on time, perfect attendance during the three months of the year with the highest absenteeism		Administration, Guidance Counselor,	All staff		Attendance data	8/10 – 6/11
Provide mentors for the students with the most absences so that a personal connection and accountability is established with students	✓	Administration, Guidance Counselor,	All staff		Attendance data	8/10 – 6/11

Goal III: Community Engagement

By the end of 2010-11, Woodside Elementary will maintain and establish new community partnerships to promote accelerated achievement in a welcoming school environment.

Statement of Need: At the end of the 2009-10 school year, Woodside Elementary School recorded 87 parents in attendance at Reading Night.

Objectives:

- Woodside Elementary will work toward incrementally reducing disparities in parent and community representation by hosting traditional and non-traditional activities.

Milestones:

Increase parent participation in school activities, as measured by parental attendance at Reading Night, by at least 5% from 2008-09.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when complete
Host a Reading Night as a part of our Read Across America celebration at the Glen Burnie Public Library. (C7)		Administrators,	All Staff, Community	AAA Funding	Sign In Sheets	March 2011
Host two Parent Community Outreach Homework Workshops. One at the site of a faith based community partner and the other at Woodside. (C7)		Administrators	AVID Team, All Staff, Community	AAA Funding, ESOL Family Involvement Grant	Sign In Sheets	May 2011
Continue ESOL student/parent homework club to involve more parents from our ESOL population in school activities. (C7)	✓	ESOL Teacher, Spanish Community Liaison	ESOL Teacher, Spanish Community Liaison	ESOL Family Involvement Grant	Sign In Sheets	April 2010
Implement Student Lead Conferences in grades 1 through 5 during the county-wide November Parent Teacher Conferences.		Administrators, Classroom Teachers	All staff		Sign In Sheets	November 2010
Establish a Watch D.O.G.S. program to involve more fathers in school activities. (C7)	✓	Administrators, AAA Funding Resource Team	AAA Funding Resource Team, All Staff	AAA Funding	SANE	TBD
Initiate home visits by staff after the book study of <u>If Only She Knew Me</u> to increase parent participation in school activities.	✓	Administrators, Staff and teachers	AAA Funding All Staff	AAA Funding	Reflection sheets	September, 2010
Implement Parent University to encourage parent participation in evening academic events.		Administrators, Staff and teachers	AAA Funding All Staff	AAA Funding	Parent sign-in sheets, Agendas, evaluations, newsletter acknowledgement	9/10 – 6/11