

Student and Stakeholder Focus

Analysis of disaggregated data reveals:

- Special education and FARMS students did not meet the AMO target of 74.2.
- The proficiency of one subgroup (Asian) declined 2.1 percentage points from the previous year.

Leadership

Vision

We, the staff, students, and parents of Goshen Elementary School, will work together to provide a respectful and equitable education that prepares every student to be life-long learners and successful citizens

Mission

At Goshen Elementary School, we come to school everyday the **Grizzly Bear** way. We show our: Best Behavior; Effective Effort; Awesome Attitude; Respect and Responsibility.

Monitoring

Leadership/Instructional Support Teams/ grade level teams will monitor formative and summative assessment data monthly to evaluate progress toward attaining the SIP goals.

Communication

Communications will include staff and team meetings, the principal's newsletter (LINK), PTA meetings, quarterly SIP meetings, monthly leadership meetings, monthly reading and math data chats.

Performance Results

MSA MATH

	2007	2008	2009
AMO Targets	63.9	69.1	74.2
All Students	88.0	87.9	88.1
African American	82.6	78.9	83.1
Asian	87.5	95.6	93.5
Hispanic	82.3	78.1	75.4
White	94.3	97.2	97.3
FARMS	84.1	72.4	73.3
SPED	73.5	59.5	62.5
LEP	83.7	73.2	74.6

AMO for 2010 79.4

Strategic Planning

SIP Math Goal 2009-2010

MSA MATH

- ❖ Increase the total number of students scoring proficient from 88.1% to meet or exceed 91% in grades 3-5 on MSA Math 2010. Emphasis will be given to increasing proficiency of underperforming subgroups: African American (83.1%), Hispanic (75.4%), LEP (74.6%), SPED (62.5%), FARMS (73.3%)

- ❖ The total percentage of students scoring advanced on the 2009 MSA will exceed 50%.

- Increase the percentage of Asian and White students scoring advanced by 10% or more per subgroup
- Increase the percentage of African American, Hispanic, Special Education and FARMS students scoring advanced by 20% or more per subgroup

Faculty and Staff Focus

Training and Implementation

- Parent Partnerships
- Race and Equity
- Equitable Classroom Practices
- Differentiation for Under-performing Students (interventions for eliminating the achievement disparity among subgroups)
- Strategies to Promote Rigor and Acceleration for Highly Able students (student discourse, unit accelerations)
- School-wide/vertical strand and indicator analysis; articulation
- Identifying students' needs based on mathematical assessment data trends
- Increase students' conceptual understandings
- Word Study

Process Management

Implementation of:

- Weekly collaborative team planning aligned with Instructional Guides
- Monthly staff development training
- Bimonthly data chats to analyze student performance data and refine instructional plans
- Monthly total staff training meetings
- Monthly staff study group discussions of Beyond the Bake Sale

Information, Measurement and Analysis, and Knowledge Management

- Analysis of student/class/grade level performance data (pre-assessments, formative, and summative assessments) to: (1) determine instructional and student implications, (2) consistently use formative assessment data to structure at-promise and enrichment interventions
- Grade level team data discussions
- Data chats
- Math Unit assessment data
- Use of "Evidence of Student Learning" data notebook
- CPS data
- MSA and TN/2 practice tests
- Evaluation of BCR's
- Monitoring evidence of differentiation
- Reports from classroom observations, peer visits, and walk-throughs
- Teacher observation and anecdotal records of students
- Classroom data centers and student data notebooks