

Student and Stakeholder Focus

Analysis of disaggregated data reveals:

- Special education students scored 75.0; thus not meeting the AMO target of 76.5.
- The proficiency of one subgroup (white) declined 3.7 percentage points from the previous year
- 89% of second grade students met the mClass benchmark, an increase from 76.6% the previous year; yet still falling short of the MCPS target of 90%.

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 READING

	2007	2008	2009
AMO Targets	67.2	71.8	76.5
All Students	89.7	90.9	91.3
African American	76.8	83.1	85.7
Asian	91.7	93.3	95.7
Hispanic	90.3	87.7	91.8
White	95.9	97.2	93.5
FARMS	88.9	80.5	86.7
SPED	73.5	70.3	75.0
LEP	90.7	83.9	86.4

AMO for 2010 81.2

Strategic Planning

SIP Reading Goal 2009-2010

MSA READING

- ❖ Increase total number of students scoring proficient from 91.3% to meet or exceed 93% in grades 3-5 on MSA Reading 2010
- Emphasis will be given to increasing proficiency of the following underperforming subgroups:

African America (85.7%), LEP (86.4%), SPED (75.0), FARMS (86.7%)

- ❖ The total percentage of students scoring advanced on the 2010 MSA will exceed 50%.
- Increase the percentage of Asian and White students scoring advanced by 10% or more per subgroup
- Increase the the percentage of African American, Hispanic, Special Education and FARMS students scoring advanced by 20% or more per subgroup

MCLASS BENCHMARK

- ❖ Increase total number of students in grade 2 meeting or exceeding the mCLASS benchmark to 93%. (89% of students met benchmark in grade 2 for 2009.)
- (2009 mClass results: 82% AfAm ; 89% Asian; 87% Hispanic; 97% White; 84% FARMS; 71% Sp Ed; 86% ESL)

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 (William and Mary, Jacob's Ladder, Junior Great Books)
- Effective Guided Reading Instruction
- 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 groups discussions of Beyond the Bake Sale

Information, Measurement and Analysis, and Knowledge Management

- Student and class performance data (pre-assessments, formative and summative assessments) to inform instruction
- Grade level team data discussions
- Data chats
- Use of "Evidence of Student Learning" data notebook for teachers:
 - * Data chats
 - * CPS data
 - * MSA and TN/2 practice tests
 - * Evaluation of BCRs
 - * mClass Progress Monitoring
 - * Monitoring of text levels
- 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
- MAP-R RIT score