

**Garrett Park Elementary School
2009-2010 School Improvement Plan**

**STUDENT and
STAKEHOLDER FOCUS**

- After careful examination of the assessment data (mClass, MSA, TN/2, Math unit assessments) stakeholders will collaborate to develop, implement, and evaluate intervention plans for students not meeting academic standard, with particular attention to the following sub groups – Special Ed., African Americans, and Hispanic students.
- Stakeholders will collaborate to develop, implement, and evaluate intervention plans for students not meeting behavior standards.

STAFF FOCUS

- Staff training on the following:
 - Differentiation
 - Data-driven decision making
 - Implementing accommodations
 - Instructional strategies to meet the needs of students
 - Math and reading content training to deepen knowledge and skills
 - Instructional uses of technology
 - Paraeducator training
- Resources
 - Reading classroom manipulatives
 - Classroom math manipulatives
 - Books on tape
 - Books in other languages
 - Assistive technology
 - Materials to support LEP students
 - Reference materials

LEADERSHIP

- The administration, staff, and parents will monitor progress toward goals on a quarterly basis.
- The Baldrige-Guided School Improvement Team will revise the School Improvement Plan in response to changing needs of students and the Garrett Park Elementary School community.
- Revisions and updates will be communicated through the Principal and PTA newsletters, staff and PTA meetings, and postings on the Garrett Park Elementary School Web site.

STRATEGIC PLANNING: GOALS and MEASURES

- All students will meet or exceed proficiency in reading and math with continual emphasis on the following subgroups: African Americans, Hispanic, Free and Reduced Meals (FARM), Limited English Proficiency, and Special Education, as evidenced by MSA, TN/2, mClass, Math unit assessments.

PROCESS MANAGEMENT

- Collaborate to consistently implement the grading and reporting policy.
- Use curriculum indicators to collaboratively examine student work for instructional implications.
- Grade level teams will participate in data meetings to analyze results, monitor progress, and drive instruction.
- Collaborate with stakeholders to develop, implement, and evaluate intervention plans for students not meeting academic and/or behavior standards or for underperforming students.
- Provide on-going staff development to enhance teachers' skills, professional goals, and use of best practices.
- Provide parents and volunteers with strategies on how to best support student learning.

PERFORMANCE RESULTS

- see attached sheet

**MEASUREMENT,
ANALYSIS, and
KNOWLEDGE
MANAGEMENT**

Progress will be monitored using the following:

- BCRs/ECRs – brief/extended constructed responses
- Pre-assessments and formative assessments
- Progress monitoring
- Activators and summarizers
- Anecdotal records
- Classwork
- Teacher-made assessments
- Running records
- Checklists
- Oral discussions
- Observations