

**College Gardens Elementary School
Linkages Chart --- School Year 2009-2010**

Student and Stakeholder Focus

Based on data analysis, the priority of the SIP is to ensure that African LEP, SPED and FARMS subgroups meet or exceed the reading AMO of 81.2% in 2010. Additionally, the SIP will focus on ensuring that Hispanic, LEP, SPED and FARMS subgroups meet the mathematics AMO of 79.4% in 2010.

In addition, the SIP will focus on subgroups that are underrepresented at the advanced levels of reading and math: African American, Hispanic, LEP, SPED and FARMS students, providing focused support to continue the upward trends.

Faculty and Staff Focus

- Vocabulary instruction in both math and reading
- Oral discourse in math
- Using manipulatives, hands on, real world instruction in math
- Use of data to drive instruction
- Specific, timely, and purposeful feedback
- Equitable practices
- Book study support groups for novels
- 6 + 1 Writing traits
- Jacob's Ladder
- Utilizing technology to improve instruction
- Junior Great Books

Leadership

As a school staff, we will inquire into the nature of self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

It is our belief that our racial and cultural backgrounds make up who we are, how we act, how we interact, and how we learn.

As a result, all staff will increase their awareness, knowledge, and understanding about race and equity as a result of examining their cultural identities and their students' cultural identities that will provide the foundation to establish a learning environment that ensures equitable student achievement by race/ethnicity.

We will determine our effectiveness in delivering this mission by having all teams demonstrate an understanding using student data through a five-minute presentation at the April staff meeting.

Strategic Planning

During the 2009-2010 school year, the following goals will be obtained:

Goal #1: All students will meet or exceed the reading AMO of 81.2% on the 2010 MSA

Goal #2: All students will meet or exceed the mathematics AMO of 79.4% on the 2010 MSA

Goal #3: The percentage of students obtaining advanced levels will increase in African American and Hispanic groups by 25%.

Process Management

See attached action plan

Performance Results

MSA 2009 Results for Grades 3, 4, & 5
Percent Proficient and Advanced
2010 Reading Target: 81.2 %
2010 Mathematics Target: 79.4 %

Grade 3	Reading	Math
All	94.1	92.2
African Am	85.7	81.0
Asian Am	92.3	92.3
White	98.0	96.1
Hispanic	*	*
SPED	66.7	50.0
LEP	83.3	76.9
FARMS	90.9	63.6
Grade 4	Reading	Math
All	93.5	92.5
African Am	90.5	90.5
Asian Am	95.7	100
White	95.1	92.7
Hispanic	87.5	75.0
SPED	77.8	77.8
LEP	75.0	62.5
FARMS	72.7	63.6
Grade 5	Reading	Math
All	96.1	92.1
African Am	86.7	86.7
Asian Am	100	100
White	97.6	92.9
Hispanic	100	80.0
SPED	100	100
LEP	*	*
FARMS	71.4	71.4

*subgroup smaller than 5 students
Yellow – made AYP due to confidence interval and at risk of not making AMO in 2009
Red – at risk of not making AMO in 2009

ADDITIONAL DATA SOURCES ATTACHED

Measurement, Analysis, and Knowledge Management

- MAP-R
- MSA
- MClass data
- Formative & summative assessments (math units, PYP units, science)
- Evaluation surveys
- Student performance data analysis & student work samples
- Evaluations for writing
- Walkthroughs
- Terra Nova 2
- Math Facts
- IRI data