



Great Seneca Creek Elementary  
School Profile



### *Purpose*

The purpose of this school profile of Great Seneca Creek Elementary School is to provide a history of the monumental work that began at this school five years ago, and to document the school's continued work towards sustaining a professional learning community that ensure all students achieve at high academic levels. This school profile is a documentation of the progress made regarding the focus of Great Seneca Creek's School Improvement Plan (SIP). It also communicates the staff's commitment to reach and exceed the performance targets outlined in Montgomery County Public Schools (MCPS) Strategic Plan. These targets ensure that all students will be prepared for rigorous high school courses and will graduate college-ready without taking remedial courses. This school profile is a compilation of the most recent school-wide history, programs, activities, and data.

### *Community Characteristics*

Great Seneca Creek Elementary School is home of the Bullfrogs, a mascot that truly embodies the culture and spirit of the school. The solidarity of like characteristics, coupled with the celebration of cultural differences, creates a unique blend of ingredients. The staff's ability to value and utilize the strengths of all its members has yielded positive results in student achievement and has attributed to the success of stakeholders in this community. Great Seneca Creek Elementary is one of the most diverse schools in Montgomery County with a balanced population among each ethnic group.

Great Seneca Creek Elementary School is located at the intersection of Mateny Road and Dairymaid Drive in the Village of Clopper Mill in Germantown, Maryland. The school was built in August of 2006 and was built to accommodate growing student enrollment in the Germantown area of Montgomery County, Maryland. The building is designed to house 750

students in grades K through five using the most efficient and cost-effective use of space. However, the enrollment is currently 770 students and we have added three new portables to our school to accommodate rising student increase.

Great Seneca Creek Elementary School is part of the Green Building Focus of Montgomery County Public Schools and is the first public school in the state of Maryland to acquire a Gold rating registered with the United States Green Building Council's Leadership in Energy and Environmental Design (LEED).

LEED is a rating that provides a checklist for the design process in the following six environmentally-focused categories:

<b>Sustainable Sites</b>	<b>Indoor Air Quality</b>	<b>Innovation and Education</b>
<b>Materials</b>	<b>Water Efficiency</b>	<b>Energy</b>

*Sustainable Sites*

Great care was taken to minimize the disturbance to the school's building site. The school was built as a two-story structure to minimize the footprint on the land. The surrounding wetlands were protected and no-mow grass was planted. Careful attention was paid to the lighting both inside and out, to reduce the amount of light pollution to the surrounding community at night.

*Indoor Air Quality*

Building supplies like formaldehyde-free materials and other low toxic chemicals and proper ventilation has led to a healthier quality of air inside the building. Building service workers have been trained to use green cleaning techniques with special green-friendly cleaning products. Micro-fiber mop heads are used and cleaned daily in special on-site machines to reduce mold, germs, and allergens associated with traditional rag mops.

*Innovation and Education*

The LEED certification also awards points for the school's commitment to the education of its students and community members regarding the importance of resource conservation and environmental stewardship. All classrooms and hallways exhibit signage that explains in detail the various environmental features of the school. The school's entrance contains a kiosk which displays a notebook describing the LEED focus design features while a power-point presentation runs continuously above the kiosk to educate the community as well.

A student organization called the Green Team was created to educate the entire student body on the LEED features and to implement the school system's recycling and energy saving, SERT

programs. Made up of fourth and fifth grade students, the Green Team gives school tours to outside agencies as well as to local and state officials. Education regarding the importance of conservation is crucial. It leads to significant changes in behavior and ultimately results in the reduction of school utility bills and the conservation of valuable non-renewable resources.

### *Materials and Resources*

The builders and designers of Great Seneca Creek took every opportunity to use renewable and recyclable materials. Ninety percent of construction waste materials were recycled and every attempt was made to use materials manufactured within a 500-mile radius of the site. The school's casework is composed of 90 percent wheat board (a more renewable resource than wood) and the restroom stalls are made of 100 percent recycled plastic.

### *Water Efficiency*

Natural vegetation was preserved outside of the building to minimize the need for watering. Waterless urinals, dual-flush toilets, and low-flow faucets were installed inside the building to help reduce the school's use of water by 43%.



### *Energy*

Every aspect of the building's design was considered to promote the conservation of energy. A white, Energy Star roof that allows for heat to be reflected away from the building not only reduces the use of costly energy during hotter months but also reduces the Heat-Island Effect (the heating of the Earth's atmosphere through dark surfaces). Natural daylight and sloped ceilings reflect light more deeply in classrooms while large fiber glass windows provide optimum lighting and more efficient insulation. A geothermal energy system was positioned under an existing ball field bordering the school to use renewable water resources to heat and cool the building. One hundred and twenty wells were dug 500 feet deep to circulate ground water throughout the building. The water, with a constant ground temperature of 58 degrees

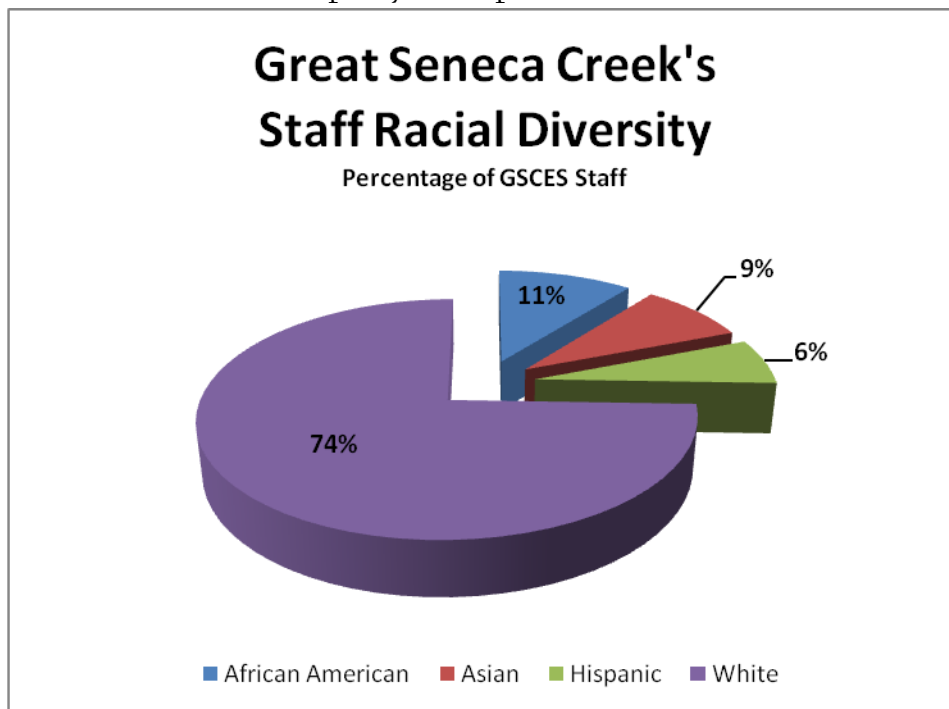
Fahrenheit, is more efficient to heat and cool than traditional heating systems. The use of this “free” renewable resource is expected to save \$.50 per square foot a year in energy and maintenance costs.

Great Seneca Creek Elementary is part of the Northwest Cluster, which consist of one high school, two middle schools, and seven elementary schools. Students from Great Seneca Creek Elementary articulate into Kingsview Middle School and Roberto Clemente Middle School. GSCES was built to ease the overcrowding in three neighboring elementary schools. The majority of families came from Spark Matsunaga Elementary, Germantown Elementary, and Clopper Mill Elementary School. GSCES was founded on the “We, not the three” attitude. Staff envisioned that students and families would come to Great Seneca Creek as one community, not three separate communities in our building. The school was successful in communicating this message.

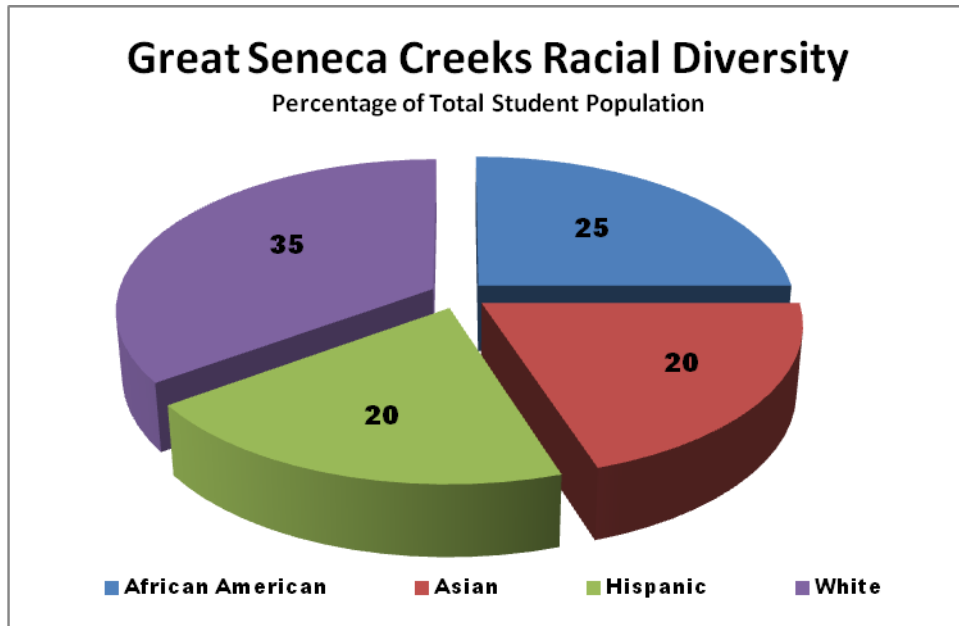
Great Seneca Creek Elementary is home to Bar T, the official before and after school child care provider to the school. It consists of six staff members and serves over seventy-five students daily.

### *Organizational Profile*

Great Seneca Creek Elementary School serves approximately 770 students. There are 94 staff members at Great Seneca Creek Elementary including professional and supporting service staff. The range of experience varies from novice teachers with a minimum of one year teaching experience to teachers who have 20 plus years experience.



Great Seneca Creek Elementary is proud of its diverse student population as it mirrors the population of the Germantown community. GSCES is one of the most diverse schools in the county. It is the fifth largest elementary school in the county. The diversity makes our school unique and rich in language and culture. The chart below shows the demographics of student enrollment:



The organizational plan for Great Seneca Creek Elementary is represented below.

Position	Allocation
<b>Administrative</b>	
Principal	1.0
Assistant Principal	1.0
<b>Teaching Positions</b>	
Classroom Teachers	26.0
Kindergarten	6.0
Focus Teacher	0.6
Academic Intervention	0.4
ESOL Teacher	2.7

Media Specialist	1.0
Music Teacher	1.4
Art Teacher	1.4
Instrumental Music	.4
Physical Education	1.4
Counselor	1.0
Reading Specialist	1.0
Staff Development Teacher	1.0
Resource Special Educator	1.0
HSM Special Educator	1.0
ED Special Educator	1.0
ED Special Educator	1.0
Speech Pathologist	1.0
<b>Clerical Support Staff</b>	
Administrative Secretary	1.0
Secretary I	1.0
Media Assistant	1.0
<b>Paraeducators/Educational Assistants</b>	
Lunch/Recess Aide	2.0
Paraeducator	1.87
Special Education Paraeducator	0.48
Pre-K Paraeducator	.750
Focus Paraeducator	0.375
Instructional Data Assistant	0.87
ED Paraeducator	3.0
CITE	5.0 & 3.0

Itinerant Para	0.5
<b>Supporting Services</b>	
Building Services Manager	1.0
Night Leader	1.0
Building Service Workers	3.0
Cafeteria Manager	0.75
Cafeteria Assistant	0.5
<b>Total-70.949</b>	

### *Instructional Program and Academic Supports*

Great Seneca Creek Elementary participates in many research-based programs to ensure the needs of all learners are addressed. Students in kindergarten through grade five are instructed using the Junior Great Books Curriculum. This curriculum is designed to help students develop critical thinking skills, learn to listen intently, and write persuasively. The program is embedded within the reading language arts curriculum and taught to students of mixed abilities. The program flexibility targets the needs of both the English Language Learners (ELL) and gifted and talented students. Our highly able students are also taught the William and Mary Curriculum in grades three through five during the second half of the school year during the reading language arts block. The curriculum includes a series of units designed to challenge students to read advanced texts and perform a variety of tasks. The literature and tasks increase in complexity as students move from one grade level to the next.

This year, teachers will begin implementing Learning Maps for reading, math, and writing. The learning maps will ensure that all students know what they are learning, why they are learning the skills, and what the expected outcome will be. Also, the learning maps will become part of the daily planning and planning with others. The learning maps will be posted in the classroom so that everyone will know what is being instructed to all students in every grade.

In an effort to meet the needs of our below grade-level, ESOL, and special education students, Great Seneca Creek will implement Soar to Success for reading comprehension to grades three-five, Early Success for grades one and two, and Corrective Reading for grades one through five for students struggling with phonics. All intervention programs are implemented by the special education resource teachers, the academic intervention teacher, paraeducators, and the reading specialist in conjunction with the general education teachers. All reading programs are pull-out programs and are conducted within the reading language arts block. This enables students to

receive additional intensive guided reading instruction in addition to the required guided reading session.

The staff development teacher and the math focus teacher plans with all grade-level teams to ensure students are accelerated and receive interventions when necessary. Students are provided the opportunity to take above grade level classes at each grade level beginning in first grade. The Math Forum is a math site that is used for math interventions. It provides math resources for teachers to use for students. It offers content information, problems of the week, strategies, and so much more.

Great Seneca Creek Elementary School enrolls Home School Model (HSM) students who receive specials education hours of fifteen or more per week. These students are totally immersed in the school's academic program and are serviced by the HSM teacher through an inclusion model. Students served through this model require special education services for learning needs that significantly impact academic achievement, such as learning disabilities and/or language disabilities. The school also enrolls resource students receiving between three and ten hours of service a week. The special education staff works collaboratively with individual teachers as well as grade-level teams to plan instruction for the students on their case-loads. They also co-teach in a plug-in model and therefore support general education students as well. Some students are pulled out for resource and receive Reading Assistant which is a fluency intervention for students to enhance their reading capacity.

Great Seneca Creek Elementary has an Emotional Disabilities Cluster Unit (ED) program that has been welcomed by the school community. Throughout the year, staff members used the expertise of the unit's behavior specialist, ED teachers, and social worker as an important resource and tool in developing their own skills as educators. The ED students transitioned well and were accepted by the students and staff as evidenced by classroom observations and teacher feedback relative to mainstreaming.

Great Seneca Creek Elementary has English for Speakers of Other Language (ESOL) program whose goal is to help students successfully master English to function linguistically and culturally in school and to meet and exceed academic performance targets. The school works continuously to ensure that the efforts of the ESOL teacher and the implementation of the ESOL program aligns with the general educator's *Balanced Literacy* approach. Beginning ESOL students are provided intense language support during pull out. However, the majority of students receive support within the classroom where the regular classroom teacher collaborates with the ESOL teacher. ESOL teachers attend grade-level planning meetings to facilitate communication between ESOL and general education teachers and participate in data chats to analyze common tasks and alignment with student literacy progress.

## *Technology*

Great Seneca Creek is a technology school that allows teachers and students to learn in a 21st century classroom. The campus has a huge computer lab with 30 computers that allows for classroom teachers to bring their classes to the lab to receive enriched instruction for academic success for all students. Students have access to laptops in the media center and can use and check out laptops when needed. The campus is completely wireless and each grade-level classroom uses the following technology:

- One Gateway Tablet PC
- One LCD projector mounted in the ceiling
- One DVD/VCR combo
- One audio amplification system and lapel microphone
- One classroom set of response devices similar to a remote control (one per grade level)
- One Elmo Digital Document Camera-One screen capture device that allows students to write on the whiteboard and captured it in a digital format (one in each classroom)
- Classroom set of Activotes for students (one set per team)
- Each classroom in grades three-five has a promethean board
- Grades one and two has a promethean board in one classroom

The technology available at Great Seneca Creek offers a wide range of teaching and learning options to students and allows them to access the curriculum through a wider range of modalities. The media specialist has also incorporated webinars to increase academic learning. Teacher communicates to parents by sending home weekly newsletters through email. Teachers create distribution lists for parents to ensure that all parents receive the same message about teaching and learning.

## *Grading and Reporting*

In its fifth year as a Grading and Reporting school, Great Seneca Creek is fully implementing the Standards-Based Grading and Reporting Policy of MCPS. The implementation includes the revised report card in grades one through five as well as the electronic reporting system on Pinnacle. The school's involvement as a grading and reporting school demonstrates that staff values the crucial link between instruction and grading and reporting. The county's revised policy brings consistency, clarity, and congruency to grading practices and increases the amount and quality of effective feedback to students and parents regarding progress towards the mastery of standards.

## *Environment/ School Culture*

### *Professional Learning Community at Work – “Mission, Vision, and Values”*

While Great Seneca Creek Elementary is known county-wide for its state of the art technology and LEED design, the school’s staff strongly believes “Every Child, Every Day” and to do whatever it takes to improve learning for all students. It is the school’s mission to eliminate the achievement gap and its vision is to create a learning community where student achievement is not predictable by race. Staff is keenly aware of its purpose to create a school with a reputation of excellence in teaching and learning. The school’s mission was officially developed at the end of the first school year and the staff “walks the talk” of this mission every day:

The feeling of pride, high expectations and commitment can be felt by all the moment you enter the building. The principal, Greg S. Edmondson opened Great Seneca Creek Elementary five years ago. He prides himself as the instructional leader of the school.

## Mission

"The students, staff, parents, and community of Great Seneca Creek Elementary School will work collaboratively to provide a safe, respectful, energetic, and rigorous learning environment for all. We will develop successful, life-long learners ready for the 21<sup>st</sup> century through the integration of culturally responsive instruction, technology, and environmental conservation."

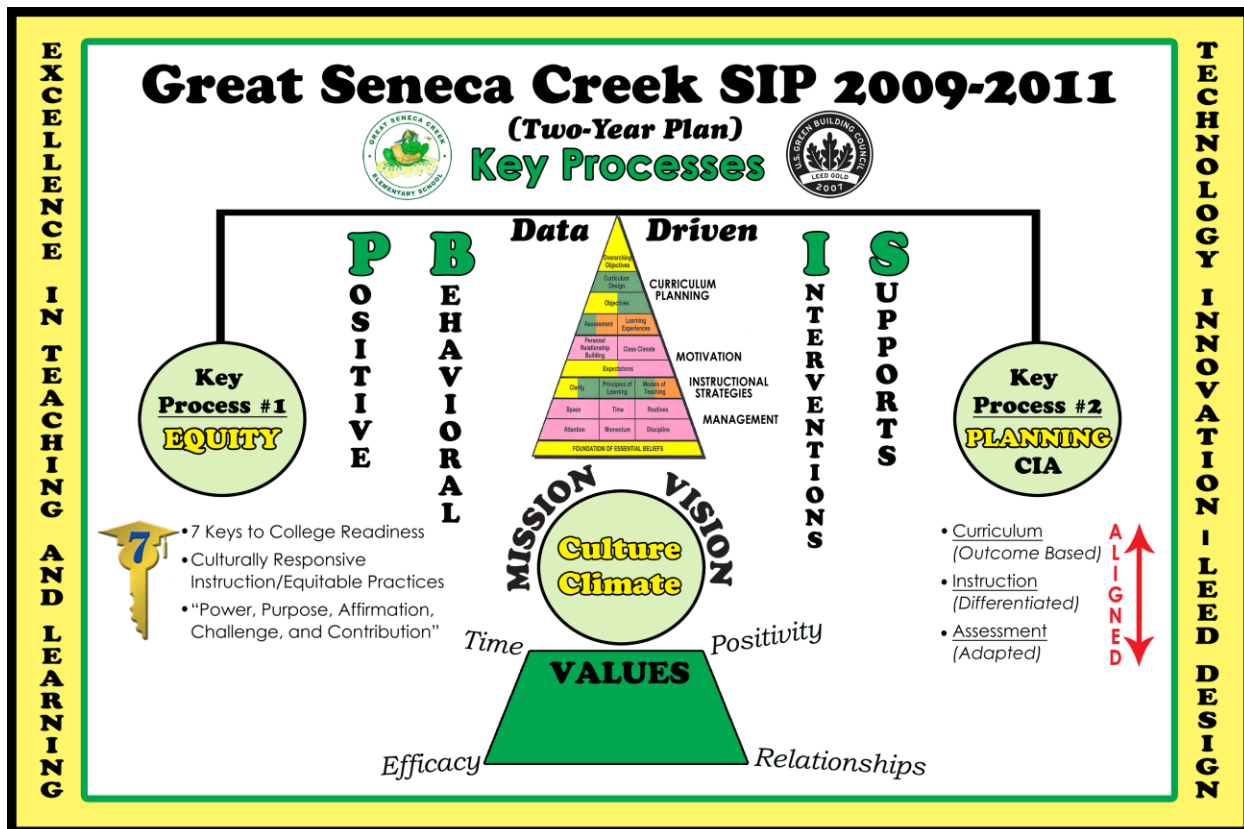
Common organizational values were established and are the guiding principles for the school’s work. These values are:

- Maintain a positive attitude with all colleagues and stakeholders. Positivity
- Develop and maintain effective relationships with students and parents -- give each other and all stakeholders the “Benefit of the Doubt”. Relationships
- Value the “efficacy” of the work and strive for continuous improvement by “raising expectations” -- all staff can and will make a difference. Efficacy
- Value time as the “currency of the classroom”, the sense of urgency, and the power of rigorous student work. Time

The staff maintains a steady focus on race and equity, implementing rigorous and culturally relevant instruction, and creating positive relationships with students and parents. There is a commitment to ensure that at Great Seneca Creek Elementary School student achievement will not be predictable by race. Professional development has focused on critical thinking inquiry based instruction. Staff members frame their planning by meeting the inherent needs that all learners seek in the classroom. It is when these needs are met that students are truly motivated to engage deeply, consistently, and repeatedly in their work. Staff continues to investigate effective instruction within this framework. This is the focus of their work in year five as they deepen their efforts to implement differentiated instruction to meet targets outlined in the MCPS Strategic Plan.

### *School Improvement Plan*

To craft the school's Baldrige Guided School Improvement Plan (BGSIP), staff members and parents carefully considered a variety of academic and climate data to analyze stakeholder needs and determine goals and next-steps. School improvement efforts are organized into two main areas of focus called "Key Processes." The first key area involves teacher attitudes and beliefs as it focuses on race and equity and the school's mission to provide all students with access to quality teaching and learning. The second key area involves teacher knowledge of research-based pedagogy and instructional practices through the county's *Four Critical Questions*. The two processes combined support the school's effort to eliminate the achievement gap between Asian and White students and African American and Hispanic students. Our newly implemented Positive Behavior Intervention Supports (PBIS) is the framework for our two processes and is the balance for the instructional triangle. The four values holds up the mission and the vision and builds the school culture. The following graphic was created to illustrate the plan's alignment and connections.



The School Improvement Plan reading and math goals are as follows:

*Reading Goals*

All students in grades 3-5 will meet or exceed the 2011 Maryland State Assessment Reading AMO of 85.9%. As a school we will increase the number of students performing in advanced proficiency by 10%.

All students in grade 2 will meet or exceed the MCPS Performance Target: 90% of students reading a level M or higher by the end of second grade. As a grade level, 60% of these students will score in the 70<sup>th</sup> NP (Seven Keys.)

*Math Goals.*

All students in grades 3-5 will meet or exceed the 2011 math AMO of 84.5%. As a school we will increase the number of students performing in advanced proficiency by 10%. Grade 5 students will meet or exceed the MCPS Performance Target of 45% of fifth graders successfully completing advanced math coursework.

The plan will be monitored to ensure that it is well-defined, well-designed, and well-deployed. The Key Processes and action steps focus on enhancing staff knowledge regarding effective instruction and strategic monitoring, while deepening staff understanding of how race impacts student learning. Each School Improvement Plan (SIP) goal has a specific focus on eliminating the achievement gap between all.

*Human Resources*

*School Staff*

Great Seneca Creek Elementary currently has four Nationally Board Certified teachers on staff. One of the school’s art teachers won the county’s 2008 *New Art Teacher of the Year Award*. Staff satisfaction with the school’s culture is high. Data obtained from the spring 2010 Montgomery County Public School Environmental Survey showed that 95.0% of teachers surveyed would recommend Great Seneca Creek Elementary as a great place to work. The surveyed also showed that 100% of teachers said they get satisfaction from their work, that every student can learn, and that the school has high expectations for the academic performance of all students. High staff satisfaction at GSCES demonstrates that teachers are invested in the school’s mission, understand their efficacy, and are willing to work towards continuous improvement and building excellence. Low staff turnover validates the high level of teacher satisfaction.

*Collaborative Teams*

The school is organized by grade-level teams for management and instruction. Each grade-level consists of 5 to 6 classroom teachers, with one teacher serving as the team leader. Team leaders facilitate all team meetings and represent each grade-level at bi-monthly Instructional Leadership Team (ILT) Meetings.

*The ILT is made up of the following members:*

Principal	Assistant Principal
Staff Development Teacher	Reading Specialist
Counselor	Media Specialist
ESOL Teacher	Paraeducator-Supporting Services
Grade Level Team Leaders (6)	Arts’ Team Leader
Special Educator	Elected Faculty Representative
Math Focus Teacher	

### *Grade Level Team Meetings*

Weekly, grade level teams meet during extended common planning periods to plan for instruction, review student work and data, and discuss managerial items. The principal, assistant principal, staff development teacher, reading specialist, resource teacher, counselor, and math focus teacher are each assigned to support one grade-level team. For monitoring purposes, grade levels are required to maintain binders which are submitted to administration for feedback after each meeting.

### *Staff Development*

Professional Development plays an integral role in school culture centered upon continuous growth and improvement. In previous years, grade-level teams were provided with a half day to collaboratively plan and train in an area of need identified through the school improvement plan. The agenda is developed by administration, the staff development teacher, and the reading specialist with the primary focus on reading and math. Teachers also share best practices, analyze student data, and review current trends and research. As a result of budget cuts, professional development will be conducted during common planning, staff meetings, and after school special. Professional development is also available to the paraeducators. Paraeducators meet with the assistant principal, reading specialist and staff development teacher monthly to receive updates on curriculum and/or school processes.

Teachers participate in monthly grade-level staff meetings to review equitable practices for students and instructional planning. This year the staff participated in a book study entitled *Mindset* by Carol Dweck. The after school special is differentiated for the needs of the staff.

### *Parent Teacher Association (PTA)*

The Parent Teacher Association is a vital component of the Great Seneca Creek Elementary community and serves as a liaison between the school, the parents and the community. Parents are involved with the school's work through Parent Teacher Association (PTA) membership, volunteer opportunities, and a Parent Advisory Committee (PAC). The PAC is made up of 14 parents representing families from all neighborhoods and diverse demographics. These parents meet monthly with administration and staff to provide input regarding school improvement efforts, processes and policies. The PAC has enlisted the help of a Parent Community Coordinator from the Division of Family and Community Partnerships to increase parent involvement from all our demographic groups and to help organize and plan parent academies. The Parent Advisory Committee differs from the PTA in that the PAC's main focus is on instruction and the implementation of the School Improvement Plan. The PTA is primarily involved in fundraising and event organization.

Parent volunteers are essential to successfully meeting the learning needs of all students. Over 17,000 volunteer hours were logged last year. Impressively, parents have taught several content area clubs such as math, reading, and foreign language. Parents continue to play a significant role in the success of the after-school clubs and the many fundraisers and activities at GSCES. The following are PTA sponsored events:

Great American Opportunities	Muffins for Moms/Donuts for Dads
Scholastic Book Fair	Family Bingo Night
Beach Bash	International Night
Back-To-School Picnic	Spring Carnival
Market Day Fund Raiser	Holiday Gift Shops
Staff Breakfasts/Lunches	Talent Show

The GSCES staff greatly values the support of parents and community members and realizes the importance of reaching all parents by developing positive relationships with all families to best serve students.

### *After-School Clubs*

Staff realizes the importance of reaching all students by developing positive relationships both inside and outside of school. The creation of a variety of teacher and parent sponsored after-school clubs facilitates the development of positive relationships, fosters student self-esteem, and improves academic achievement. Staff members extend personal invitations to students to take advantage of club opportunities.

### *School Traditions*

Much of year one and year two were devoted to building and sustaining a positive school climate and an effective professional learning community. Staff understands the importance of traditions and celebrations and their impact on students and the community. The following is a sampling of the traditions that were established during the first two years at Great Seneca Creek Elementary and these traditions has continued in year five:

PTA Back-To-School Picnic	Reading Night
International Night	Spring Carnival
Beach Bash	Drama Club Presentations
Bingo Night	Talent Showcase
Lunch Time Talent	Halloween Party and Parade
MSA Clap In and Out	MSA Bicycle Raffle
Fifth Grade Overnight Lock-In	School Announcers
Volunteer Training and Luncheon	Walk for the Homeless
Muffins for Moms	Donuts for Dads
Toy Collection for the Homeless	Caring at the Creek Recognition of Students
SGA Elections (2010)	Bullfrog Store (2009)

### *Celebrations*

As a school, the GSCES staff values the importance of effective feedback, affirmation, and celebration. Processes were established to routinely recognize and celebrate all staff members whose work aligns with the mission, vision, and values of the school. “Excellence” is acknowledged in several ways:

WOWs (Within Our Walls) - Staff-To-Staff Kudos
Principal’s Kudos - Published in Principal’s Weekly Staff Sheet
Key Award Recognition - Key presented by administrator at staff meetings
Leaping Bullfrog “Leaping Beyond Expectations” - Staff-To-Staff letter of recognition shared during staff meetings

### *Positive Behavioral Interventions and Supports (PBIS) Systems*

The staff at Great Seneca Creek Elementary believes that students perform at high levels (both academic and behavioral) when their learning occurs in a safe, respectful, energetic, and rigorous school environment. In order to enhance our efforts to create and sustain such an environment, GSCES is implementing the Positive Behavioral Interventions and Supports (PBIS) System.

PBIS facilitates an organized system of positive behavior management in all settings throughout the school. The core components of this system's approach include:

- Providing school-wide structures to explicitly define, teach and communicate the three positive behavior expectations: *Be Safe, Be Respectful, and Be Responsible*
- Enhancing our behavioral recognition system for all students who meet school and classroom expectations
- Developing leadership skills in students by providing authentic experiences to serve the school community
- Facilitating an organized system of disciplinary actions
- Managing and using data to drive decisions regarding the effectiveness of the behavior management processes

### *Instructional Challenges*

The primary challenge of Great Seneca Creek Elementary is meeting the needs of our special education and ESOL populations. For two consecutive years, GSCES Elementary did not meet the annual measurable objective (AMO) on the Maryland State Assessment (MSA) in special education in mathematics. Also, Special Education, Farms, and the LEP subgroups have not met the AMO in reading. However, all subgroups are continuing to make progress. To address this problem, regular and special education teachers will collaboratively plan as well as use a co-teaching model to ensure that best practices are implemented daily in the classroom. In addition, more plug-in support will be provided to ensure that the student day is less fragmented. Teachers in the grades three through five will receive training in guided reading and running record implementation. This will help general education teachers increase their capacity to diagnose reading problems and also increase their ability to match specific reading interventions to student deficits in reading. In addition, our ESOL population missed the AMO for math by 20.6% indicating a need for continuous monitoring of student progress in mathematics within the ESOL subgroup.

Secondary challenges faced by GSCES Elementary School include closing the achievement gap between our African American and Hispanic students in reading and math and their White and Asian counterparts. Though GSCES has a 24.0% FARMS rate, we are not allocated the same staffing positions that are provided to Title I schools. Often this causes the additional instructional resources allocated to focus schools to be spread thin to meet the demands of the population. Fortunately, Great Seneca Creek received additional allocation for an ESOL teacher which will help to support the ESOL department with instructional needs. We believe that using all of our resources and best practices will increase our MSA scores in reading and math. The focus this year will be to provide students with more rigor and to prepare students to reach the second key to college readiness. This year, in grades three through five reading, twenty-nine students scored basic and one hundred fourteen students scored advanced. While this is cause for celebration, this data supports the need to move students to proficient and continue to

increase the number of students who score advanced in grades three through five reading. It is critical to ensure that students who exit Great Seneca Creek Elementary are college ready upon high school graduation. To meet our goal, teachers will increase their knowledge of critical thinking, vocabulary strategies, and equitable practices through ongoing staff development and planning.

Consistent with the findings in grades three through five, increasing comprehension also proves to be an area of need in grades one and two. After analyzing the results from the *TerraNova 2* exam, it was found that 43% of students met or exceeded the 70<sup>th</sup> percentile in reading. After careful analysis it became evident that many students missed the 70<sup>th</sup> percentile due to their inability to answer questions that required an advanced level of comprehension. This trend is consistent with students' results on the MCPSAP (MClass). Many students struggle to move beyond grade-level benchmarks in grade one and two due to their inability to address the written comprehension portion of the exam.

In mathematics, students are regrouped based upon ability level. To ensure that all students are provided with equal access, the groups are fluid and will change and reconfigure after the assessment of each math unit. All students are taught grade-level indicators and based upon readiness, they will be instructed in above grade-level concepts. In grades one through five, there is an above grade-level math class at each level. The number of students targeted for acceleration remains relatively consistent but increases in number as students show the ability and matriculate into the above grade-level math sections. Overall, the number of students completing Math 6 successfully has increased by 25% over the last four years.

This year, in grades three through five math, thirty-eight students scored basic and one hundred six students scored advanced on MSA math. Hispanic, Special Education, and LEP students in grade three through five will remain a focus in math. Special Education teachers will be co-teaching with general education teachers to help provide strategic interventions to special education students struggling in math. ESOL teachers are working very hard with classroom teachers in order to provide best practices for students. The ESOL team has planned several ESOL night's for parents to increase academic achievement for ESOL students. Additionally, MSA math data revealed that LEP students need to remain a focus in order to meet the AMO.

*Shared Accountability*

*Gifted and Talented Global Screening Results*

<b>2009-2010 2nd Grade SIPPI Results Summary</b>							
	<b>Tested</b>	<b>Yes</b>		<b>No</b>		<b>Rescreened</b>	
	#	#	%	#	%	#	%
All Students	116	46	39.6%	48	41.3%	22	18.9%
Female	60	23	38.3%	27	45.0%	10	16.6%
Male	56	23	41.0%	21	37.5%	12	21.4%
African Am.	27	5	18.5%	17	62.9%	5	18.5%
Asian	27	17	62.9%	5	18.5%	5	18.5%
Hispanic	23	3	13.0%	14	60.8%	6	26.0%
White	39	21	53.8%	12	30.7%	6	15.3%
SPED	7	0	0.0%	5	71.4%	2	28.5%
ESOL	21	3	14.2%	14	66.6%	4	19.0%

The Gifted and Talented Committee collaborates each year to identify gifted and talented students. All grade 2 students and new students to MCPS are screened using the InView and Raven exams. These assessments in conjunction with additional data points including parent and teacher recommendations, Terra Nova 2 scores, MAP-R, MSA, MCPSAP, and MCPS math unit assessments are used to identify gifted and talented students. This year GSCES was among one of the first schools to implement SIPPI (spell out). This technology helped streamline the identification process and for the first time parents were able to submit their recommendations online. Once students are selected parents are notified via mail in the spring. Identifying students is one step in tailoring our instructional programs for our gifted and talented students. It is important to note that all students are provided with enrichment and rigorous instruction.

Based upon the data above, the percentage of students identified at GSCES is consistent with the countywide trend. This year approximately 39.6% of students were identified. The racial composition of gifted and talented students reflects an imbalance. A disproportionate number of White (53.8%) and Asian (62.9%) students were identified gifted and talented when compared to African American (18.5%) and Hispanic (13.0%) counterparts. White and Asian students were more than 3 times more likely to be identified gifted and talented when compared to their African American and Hispanic counterparts. In addition, ESOL (14.2%) and SPED (0%) represented the lowest subgroup population at GSCES. It is important to note the number of males identified gifted and talented is slightly higher than the number of females identified. Based on these findings, it is important to monitor the identification of African American, Hispanic, ESOL and Special Education students during our identification process.

*Primary Reading*

*MCPSAP Findings*

<b>Kindergarten Reading Benchmark (Lv 4 &amp; 6)</b>										
<b>Years</b>	<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>	
Target	79.4		82.90%		86.50%		90.00%		90.00%	
Reading LV	4	6	4	6	4	6	4	6	4	6
<b>All Students</b>	<b>82.0</b>	<b>53.9</b>	<b>91.0</b>	<b>64.2</b>	<b>90.0</b>	<b>65.4</b>	<b>90.0</b>	<b>82.0</b>		
Female	85.0	58.3	95.0	71.0	90.8	66.2	90.7	83.3		
Male	72.7	49.1	75.0	57.4	87.5	64.8	89.1	70.3		
African Am.	79.0	44.8	85.0	37.5	79.0	64.5	85.0	71.0		
Asian	96.0	65.3	98.0	80.0	86.0	72.2	95.0	95.0		
Hispanic	88.0	25.0	80.0	40.0	76.0	30.0	84.0	56.0		
White	90.0	73.5	92.0	83.7	100.0	75.5	97.0	84.0		
SPED	66.0	66.6	Na	16.7	75.0	75.0	100.0	71.0		
ESOL	87.0	38.7	83.0	52.4	76.0	48.6	83.0	72.0		

An examination of the Great Seneca Creek Elementary 2010 benchmark reading MCPSAP data reveals:

- In kindergarten, 90.0% of all students reached the benchmark Level 4 and 82.0% of all students met benchmark Level 6. While this is noteworthy, it is important to note that subgroup performance patterns are consistent with trends in the intermediate grades, with African American, Hispanic, and ESOL students scoring lower than White and Asian students. As a result, supports are required to create opportunities for practice and reinforcement for African American, Hispanic, and ESOL students to improve foundational skills.

<b>1st Grade Benchmark (LV 16)</b>					
<b>Years</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Target</b>	79.20%	82.90%	86.50%	90%	90%
<b>All Students</b>	<b>81.0</b>	<b>86.0</b>	<b>86.0</b>	<b>84.0</b>	
Female	89.8	87.0	92.2	92.4	
Male	72.2	82.7	79.4	77.6	
African Am.	79.0	73.0	79.0	79.0	
Asian	82.0	97.0	96.0	97.0	
Hispanic	54.0	79.0	59.0	57.0	
White	88.0	94.0	80.0	89.0	
SPED	0.0	75.0	54.5	17.0	
ESOL	50.0	76.0	46.0	73.0	

- In first grade, 84.0% of all students met benchmark. This is a slight decrease in the percentage of students meeting benchmark when compared to the previous year's results. African American (79.0%) students remained consistent from the previous year. Hispanic (57.0%) and SPED (17.0%), showed a decrease in performance and will be targeted as a high needs subgroup for reading intervention. It is important to note the 27% increase of ESOL (73.0%) students meeting the grade-level benchmark when compared to the previous year. During the first data chat meeting, it was determined that African American, Hispanic, ESOL, and SPED students will be monitored in grade 2 for reading comprehension development.

<b>2nd Grade Benchmark (LV M)</b>					
<b>Years</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Targets</b>	79.40%	82.90%	86.50%	90%	90%
<b>All Students</b>	<b>54.0</b>	<b>60.0</b>	<b>73.0</b>	<b>74.0</b>	
Female	56.3	64.6	74.6	77.0	
Male	50.0	60.7	72.7	69.0	
African Am.	28.0	50.0	62.0	71.0	
Asian	57.0	66.0	92.0	81.0	
Hispanic	36.0	38.0	59.0	63.0	
White	74.0	71.0	80.0	78.0	
SPED	0.0	25.0	16.7	13.0	
ESOL	0.0	0.0	46.0	50.0	

- In second grade, 74.0% of all students met the reading benchmark. Asian (81.0%) and White (78.0%) met benchmark. It should be noted that African American (71.0%), Hispanic (63.0%) and ESOL (50.0%), and SPED (13.0%) continue to show the greatest disparity in achievement similar to the trend found in grade one. African American, Hispanic, ESOL, and SPED subgroups will be targeted for reading intervention in grade three.

*Terra Nova 2 Reading Findings*

Terra Nova Performance: 2007-2010										
	2007		2008		2009		2010		2011	
	Composite NCE 50th	NP (7 Keys) 70th	Composite NCE 50th	NP (7 Keys) 70th	Composite NCE 50th	NP (7 Keys) 70th	Composite NCE 50th	NP (7 Keys) 70 <sup>th</sup>	Composite NCE 50th	NP (7 Keys) 70th
<b>All 2nd Grade Students</b>	<b>73%</b>	<b>50%</b>	<b>66%</b>	<b>32%</b>	<b>73%</b>	<b>32%</b>	<b>75%</b>	<b>43%</b>		
Asian	86%	43%	70%	36%	92%	36%	86%	62%		
African American	40%	25%	56%	33%	49%	33%	63%	30%		
Hispanic	64%	45%	58%	33%	57%	33%	60%	28%		
White	85%	68%	71%	29%	95%	29%	85%	48%		
FARMS	73%	50%	66%	32%	73%	32%	75%	43%		
LEP	17%	0%	25%	0%	53%	0%	56%	35%		
SPED	50%	25%	50%	25%	57%	25%	14%	14%		

The Great Seneca Creek Elementary composite TN2 data indicates that students in the “All” category (75.0%) scored in the 50<sup>th</sup> percentile. Students identified as African American (63.0%), Asian (86.0%), Hispanic (60.0%), LEP (56.0%) and White (85.0%) scored above the 50<sup>th</sup> percentile in reading. However, the data reveals that SPED (14.0%) did not meet the 50<sup>th</sup> percentile benchmark. In addition, approximately 43.0% of all students scored in 70<sup>th</sup> percentile in reading, an increase of approximately 11.0% from the previous year. Based upon the students performance in reading, African American, Hispanic, LEP and SPED students will be targeted for reading intervention in grade three. Grade three teachers have reviewed the data from the TerraNova2 and will strategically provide interventions based upon needs of students. In addition, reading comprehension strategies will be a focus during guided reading to support students’ comprehension and vocabulary development. After studying the data it was revealed that reading comprehension and vocabulary development are two areas of focus to improve student performance on the TerraNova 2.

*MSA Reading Findings*

<b>Grades 3-5 Reading MSA</b>					
<b>Reading</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
	Target AMO = 67.2	Target AMO = 71.8	Target AMO = 76.5	Target AMO = 81.2	Target AMO = 85.9
<b>All Students</b>	<b>85.3</b>	<b>88.5</b>	<b>76.5</b>	<b>89.4</b>	
<b>African American</b>	<b>75.3</b>	<b>80.3</b>	<b>83.7</b>	<b>77.5</b>	
<b>Asian</b>	<b>95.7</b>	<b>95.1</b>	<b>90.4</b>	<b>93</b>	
<b>Hispanic</b>	<b>61.9</b>	<b>74.3</b>	<b>75</b>	<b>85.9</b>	
<b>White</b>	<b>92.6</b>	<b>94.8</b>	<b>92.7</b>	<b>97.6</b>	
<b>LEP</b>	<b>68.4</b>	<b>74.1</b>	<b>67.5</b>	<b>73.1</b>	
<b>Special Education</b>	<b>55.6</b>	<b>75.9</b>	<b>77.5</b>	<b>76.9</b>	
<b>FARMS</b>	<b>68.2</b>	<b>75</b>	<b>70.2</b>	<b>75.3</b>	

*School Analysis*

Overall Great Seneca Creek Elementary School's MSA reading data indicates that students in the "All" category (89.4%) and Asian (93.0%), Hispanic (85.9%), and White (97.6%) subgroups made adequate yearly progress (AYP) in reading. Students identified as African American (77.5%), LEP (73.1%), SPED (76.9%), and FARMS (75.3%) did not achieve the annual measurable objective (AMO) of 81.2% for grades 3-5. Therefore African American (77.5%), LEP (73.1%), SPED (76.9%), and FARMS (75.3%) have been identified as high needs subgroups to strategically monitor. However, there was an increase in five subgroups and it should be noted that overall student performance in reading has increased steadily over the last three years. Reading still remains a focus for the "All" category and all subgroups.

### Third Grade Reading

<b>3rd Grade MSA Reading</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
AMO	67.2	71.8	76.5	81.5	85.9
<b>All Students</b>	<b>81.9</b>	<b>83.2</b>	<b>82</b>	<b>85.1</b>	
<b>Advanced</b>	<b>23</b>	<b>15</b>	<b>19</b>	<b>23</b>	
<b>Proficient</b>	<b>58</b>	<b>68</b>	<b>63</b>	<b>63</b>	
<b>Basic</b>	<b>19</b>	<b>17</b>	<b>18</b>	<b>14</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	65.5	60	73	65.8	
<b>Asian</b>	95.8	90	84	96	
<b>Hispanic</b>	66.7	77.5	75	89	
<b>White</b>	89.3	95	88.2	93	
<b>LEP</b>	60	71.4	62.5	64.7	
<b>Special Education</b>	42.9	90	60	50	
<b>FARMS</b>	60	65	61.8	71.4	
<b>All Students</b>	81.9	83.2	82	85.1	

### Grade Level 3 Analysis

The Great Seneca Creek Elementary grade 3 reading data indicates that students in the “All” category (85.1%) met the AMO of 81.5%. The following subgroups identified as Asian (96.0%), Hispanic (89.0%), and White (93.0%) met the AMO of 81.5%. Students identified as African American (65.8%), LEP (64.7%) SPED (50.0%) and, FARMS (71.4%) did not meet the AMO target of 85.1%. In summary, the highest needs subgroups in the area of reading have been identified as African American, LEP, SPED, and FARMS. These subgroups are noted as primary high needs subgroups and has been targeted for interventions. It is also important to note that there has been positive change in proficiency level within each subgroup over time, with the most noticeable increase within the Hispanic subgroup. However, there has been no significant positive increase in the percentage of students scoring Advanced proficiency over time. Therefore, secondary needs have been noted to increase the Advanced proficiency in all subgroups.

### *Fourth Grade Reading*

<b>4th Grade MSA Reading</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
AMO	67.2	71.8	76.5	81.2	85.9
<b>All Students</b>	<b>87</b>	<b>90.1</b>	<b>92.3</b>	<b>87.7</b>	
<b>Advanced</b>	<b>29</b>	<b>32</b>	<b>31</b>	<b>29</b>	
<b>Proficient</b>	<b>58</b>	<b>57</b>	<b>62</b>	<b>60</b>	
<b>Basic</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>11</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	82.6	87.1	80	78.6	
<b>Asian</b>	95.4	94	100	89.3	
<b>Hispanic</b>	60	77.8	88.2	70	
<b>White</b>	95	88.8	100	98	
<b>LEP</b>	57	71.4	85.7	50	
<b>Special Education</b>	NA	66.6	84.6	75	
<b>FARMS</b>	69.2	76.9	78.1	64.3	

### *Grade Level 4 Analysis*

The Great Seneca Creek Elementary grade 4 reading data indicates that students in the “All” category (87.7%) met the AMO target (81.2%). Asian (89.3%) and White (98.0%) met and exceeded AMO (81.5%). African American (78.6%), Hispanic (70.0%), LEP (50.0%), SPED (75.0%), and FARMS (64.3%) did not meet the AMO. In summary, the progress achieved during the 2009 school year was not maintained. African American, Hispanic, LEP, SPED, and FARMS are noted as primary high needs subgroups and will be targeted for interventions. Secondary needs have been noted to increase the Advanced proficiency in all subgroups.

*Fifth Grade Reading*

<b>5th Grade MSA Reading</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
AMO	67.2	71.8	76.5	81.2	85.9
<b>All Students</b>	<b>NA</b>	<b>90.6</b>	<b>88.3</b>	<b>96</b>	
<b>Advanced</b>	<b>NA</b>	<b>52</b>	<b>52</b>	<b>62</b>	
<b>Proficient</b>	<b>NA</b>	<b>36</b>	<b>36</b>	<b>34</b>	
<b>Basic</b>	<b>NA</b>	<b>12</b>	<b>12</b>	<b>4</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	NA	85.7	88.2	92.9	
<b>Asian</b>		95.8	92	94.4	
<b>Hispanic</b>		70.6	71.4	94.7	
<b>White</b>		81.6	92	100	
<b>LEP</b>		20	72.7	NA	
<b>Special Education</b>		70	70.6	92.3	
<b>FARMS</b>		77.4	70	64.3	

*Grade Level 5 Analysis*

The Great Seneca Creek Elementary grade 5 reading data indicates that students in the “All” category (96.0%) and all subgroups except FARMS (64.3%) met the AMO (81.2%). Therefore students identified as FARMS (64.3%) have been identified as high needs subgroup to monitor closely based upon overall performance trends in reading. It is important to note the positive change in proficiency level within each subgroup over time. Additionally, grade 5 students showed a significant increase in students scoring Advanced in reading. In summary, the increases made in 2010 exceeded the AMO in every subgroup except one (FARMS). This is true cause for celebration.

*MSA Math Findings*

<b>Grades 3-5 Math MSA</b>					
<b>Math</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
	Target AMO = 63.9	Target AMO = 69.1	Target AMO = 74.2	Target AMO = 79.4	Target AMO = 84.5
<b>All Students</b>	85.3	88.5	84.7	87.6	
<b>African American</b>	75.3	72.8	73.3	80.9	
<b>Asian</b>	95.7	98.4	93.2	98.6	
<b>Hispanic</b>	61.9	80	75	68.8	
<b>White</b>	92.6	96.5	91.1	96	
<b>LEP</b>	73.7	77.7	70	58.8	
<b>Special Education</b>	55.6	72.4	70	71.8	
<b>FARMS</b>	77.3	75	65.5	76.4	

*School Analysis*

Overall Great Seneca Creek Elementary School’s MSA math data indicates that students in the “All” category (87.6%) and African American (80.9%), Asian (98.6%), and White (96.0%) subgroups met the AMO (79.4%). Students identified as Hispanic (68.8%), Special Education (71.8%) and, FARMS (76.4%) did not meet the AMO (79.4%), but met AYP due to the confidence interval. However, the subgroup LEP (58.8%) did not meet AYP. Therefore, LEP students have been identified as a high needs subgroup to target for interventions and to be monitored closely. In summary, it is important to note that African American students continue to make progress overtime.

*Third Grade Math*

<b>3rd Grade MSA Math</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>AMO</b>	63.9	69.1	74.2	79.4	84.5
<b>All Students</b>	<b>76.7</b>	<b>86.1</b>	<b>80.5</b>	<b>86.6</b>	
<b>Advanced</b>	<b>26</b>	<b>25</b>	<b>22</b>	<b>38</b>	
<b>Proficient</b>	<b>51</b>	<b>61</b>	<b>59</b>	<b>47</b>	
<b>Basic</b>	<b>23</b>	<b>14</b>	<b>20</b>	<b>15</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	62.1	56	66.7	81.6	
<b>Asian</b>	91.7	100	84.4	100	
<b>Hispanic</b>	55.6	85.7	70	71.4	
<b>White</b>	85.7	97.6	90.2	93	
<b>LEP</b>	40	85.7	62.5	47.1	
<b>Special Education</b>	42	80	40	58.3	
<b>FARMS</b>	60	69.2	61.8	80	

*Grade Level 3 Analysis*

The Great Seneca Creek Elementary grade 3 math data indicates that students in the “All” (86.6%) category and the following subgroups African American (81.6%), Asian (100.0%), FARMS (80.0%) and White (93.0%) met the AMO of (79.4%). Hispanic (71.4%), LEP (47.1%) and SPED (58.3%) subgroups did not meet the AMO (79.4%). Therefore, Hispanic (71.4%), LEP (47.1%) and SPED (58.3%) subgroups in grade 4 have been identified as high needs subgroups to monitor to ensure students continue to make progress. In summary, it is important to note that there is a positive trend in students scoring Advanced on the math MSA. Monitoring student performance in above grade-level math will continue to be a focus for the incoming fourth grade students.

*Fourth Grade Math*

<b>4th Grade MSA Math</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>AMO</b>	63.9	69.1	74.2	79.4	84.5
<b>All Students</b>	<b>91</b>	<b>91.1</b>	<b>88.5</b>	<b>91</b>	
<b>Advanced</b>	<b>45</b>	<b>44</b>	<b>48</b>	<b>38</b>	
<b>Proficient</b>	<b>46</b>	<b>48</b>	<b>40</b>	<b>55</b>	
<b>Basic</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>7</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	87	83.9	70	85.7	
<b>Asian</b>	100	96	100	96.4	
<b>Hispanic</b>	66.6	88.9	88.2	70.6	
<b>White</b>	97.5	94.5	97.4	98	
<b>LEP</b>	40	85.7	71.4	37.5	
<b>Special Education</b>	NA	75	84.6	75	
<b>FARMS</b>	84.6	76.9	71.9	82.1	

*Grade Level 4 Analysis*

The Great Seneca Creek Elementary grade 4 math data indicated that students in the “All” category (91.0%) and all subgroups except Hispanic (70.6%), LEP (37.5%) and SPED (75.0%) met the AMO (79.4%). Therefore, Hispanic (70.6%), LEP (37.5%), and SPED (75.0%) students have been identified as a high need subgroup for intervention and close monitoring in grade 5. In summary, it is important to note the significant progress that has been made within each subgroup over time. In addition, the trend shows a consistent increase in the number of students scoring Advanced. Continuing to increase Advanced proficiency has been identified as a secondary need.

*Fifth Grade Math*

<b>5th Grade MSA Math</b>					
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>AMO</b>	63.9	69.1	74.2	79.4	84.5
<b>All Students</b>	<b>NA</b>	<b>85</b>	<b>82.9</b>	<b>84.1</b>	
<b>Advanced</b>	<b>NA</b>	<b>27</b>	<b>21</b>	<b>30</b>	
<b>Proficient</b>	<b>NA</b>	<b>58</b>	<b>61</b>	<b>54</b>	
<b>Basic</b>	<b>NA</b>	<b>15</b>	<b>18</b>	<b>16</b>	
<b>Subgroup Performance</b>					
<b>African American</b>	NA	67.8	73.5	78.5	
<b>Asian</b>		100	100	100	
<b>Hispanic</b>		64.7	64.3	60	
<b>White</b>		97.3	86.8	94.4	
<b>LEP</b>		20	63.6	NA	
<b>Special Education</b>		40	64.7	69.2	
<b>FARMS</b>		65.1	56.7	72.4	

*Grade Level 5 Analysis*

The Great Seneca Creek Elementary grade 5 math data indicates that students in the “All” (84.1%) category and Asian (100.0%) and White (94.4%) subgroups met the AMO (79.4%) in mathematics. Similar to the trends noted in grades 3 and 4, African American (78.5%), Hispanic (60.0%), Special Education (69.2%), and FARMS (72.4%) students also have been noted as high needs subgroups in grade 5. Additionally, the number of students scoring Advanced in math continues to increase. In summary, there have been significant positive increases over time.

In summary, instructional leadership begins with data driven decision making. Our instructional leadership team has worked with each grade level to develop an action plan which identifies targeted students by name. Teachers and instructional specialists have begun planning interventions to address the needs of each student.

The successes are the result of a dedicated and committed staff, involved parents and community, and visionary leadership. The school will continue to develop the capacity of staff regarding instructional practices that support student achievement. Teachers will examine teaching practices through the lens of race and equity, rigor, relevance, and relationships as they work towards developing a common understanding of how race impacts student achievement and what rigor looks like in the classroom. Culturally relevant practices will be applied, and above all, staff will preserve and foster the trust and positive relationships built with students, parents, and the entire school community.