



# **Baltimore County Public Schools**

*Focused on Quality: Committed to Excellence*

**2007 – 2009**

## ***School Improvement Plan (ES)***

***For***

***Joppa View Elementary***

***Submitted By:***

***Victoria Layman***

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Signature of Principal

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Signature of Area Assistant  
Superintendent

**DATE: September 20, 2007**

## School

<b>Performance Goal 1 - Reading</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
<b>Performance Indicator 1.1</b> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)
<b>Targeted Area Reading (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified reading subgroups using “from-to” language.</b>
<b>Reading Target:</b> By June 2009, all 3 <sup>rd</sup> grade students at or above the proficient level on the reading MSA will increase from 89.9 to 92.4 percent. Additionally, 3 <sup>rd</sup> grade students at the advanced level on the reading MSA will increase from 16.9 to 37.7 percent.
By June 2009, 3 <sup>rd</sup> grade special education students at or above the proficient level on the reading MSA will increase from 75 to 81.3 percent.
By June 2009, all 4 <sup>th</sup> grade students at or above the proficient level on the reading MSA will increase from 99 to 99.3 percent. Additionally, 4 <sup>th</sup> grade students at the advanced level on the reading MSA will increase from 37.7 to 53.3 percent.
By June 2009, 4 <sup>th</sup> grade special education students at or above the proficient level on the reading MSA will increase from 91.7 to 93.8 percent.
By June 2009, all 5 <sup>th</sup> grade students at or above the proficient level on the reading MSA will increase from 94.7 to 96 percent. Additionally, 5 <sup>th</sup> grade students at the advanced level on the reading MSA will increase from 61.7 to 71.3 percent.
By June 2009, 5 <sup>th</sup> grade special education students at or above the proficient level on the reading MSA will increase from 42.9 to 57.2 percent.
<b>Strategies:</b> Provide for the consistent and systematic implementation of the Voluntary State Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, Special Education, and Gifted and Talented students.
Analyze grade appropriate diagnostic assessments in order to develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.

## School

<b>Performance Goal 1 - Reading</b>				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
<b>Performance Indicator 1.1</b>				
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)				
Integrate technology in the teaching/learning process using instructional practices resulting in more purposeful and engaging work for students.				
Identify and consistently implement a common core of research based instructional practices resulting in more purposeful and engaging work for students.				
Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.				
Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies and resources to use at home to help their children achieve high standards and enhance student learning.				
Encourage reading by establishing a minimum goal of 25 books that be read by/ to each students during the academic school year.				
Support teachers in the implementation of reading techniques through professional development opportunities.				
<b>Key Actions</b> (Address by targeted subgroups, as appropriate)	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures</b> <b>Formative &amp; Summative:</b> <b>To ensure desired results</b> <b>have been met.</b>	<b>Implementation Status</b>
Provide staff development on 6+1 Writing traits for teachers to apply in Language arts curriculum.	Reading Specialist Writing Liaison Classroom Teachers Special Educators Towson Interns	8/08-5/09	Teacher Evaluation Informal and Formal Classroom Observations	
Explicit teaching of reading comprehension strategies to increase independent reading skills and work habits.	Classroom Teachers Special Educators Reading Specialists Towson Interns	8/08-5/09	Informal and Formal Classroom Observations Assess Trax # of participants in Reading Incentive Program	

## School

<p><b>Performance Goal 1 - Reading</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>          All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).          (State standard)</p>				
<p>Increase direct vocabulary instruction by maximizing opportunities to teach theme content vocabulary before, during, and after reading. Teach, model, practice, and apply word learning strategies using Houghton Mifflin resources.</p>	<p>Classroom Teachers            Special Educators            Reading Specialists            Towson Interns</p>	<p>8/08-5/09</p>	<p>Assess Trax            Vocabulary embedded in BCR's</p>	
<p>Use "Science Weekly" to increase fluency.</p>	<p>Classroom teachers</p>	<p>8/08-5/09</p>	<p>DIBELS</p>	
<p>Utilize Safari Montage, a technology resource to increase student engagement in learning.</p>	<p>JVE Teachers            Towson Interns</p>	<p>8/08-5/09</p>	<p>Informal and Formal Observations</p>	

## School

<p><b>Performance Goal 1 - Reading</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>          All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).          (State standard)</p>				
<p>Provide support and intervention at the beginning of the year to teach targeted skills for students scoring basic and/or near Basic (September-December). As caseload decreases, use intervention teachers to target marginal (near advanced) students to enrich and extend skills in an effort to raise scores from proficient to advanced (January – March).</p>	<p>Classroom Teachers          Special Educators          Reading Specialists          Reading Intervention Teacher</p>	<p>8/08-5/09</p>	<p>Dibels, SIPPS, Fluency Formula, Assess Trax, Short and Long Cycle Assessments          Quarterly Intervention Schedules</p>	
<p>Use BCPS Content Links to apply comprehension reading strategies for non-fiction to meet grade level standards for reading in the content areas.</p>	<p>Classroom Teachers          Special Educators          Towson Interns</p>	<p>8/08-5/09</p>	<p>Assess Trax</p>	
<p>Provide meaningful feedback on written constructed response questions using MSA rubrics and exemplary responses.</p>	<p>Classroom Teachers          Special Educators          Reading Specialists          Towson Interns</p>	<p>2 per theme from 9/08-5/09</p>	<p>Score of 2 or 3 on BCRs on short cycle assessments (theme test)</p>	

## School

<p><b>Performance Goal 1 - Reading</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>          All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).          (State standard)</p>				
Promote literacy by providing information through newsletters, reading nights, reinforcement activities, online resources, and other school- wide initiatives.	Reading Action Team Classroom Teachers	9/08-5/09	# of participants in school wide literacy initiatives Monthly newsletters with section to promote literacy	
Using the inclusion model, classroom teachers and special educators will co-plan and co-teach reading lessons with flexible groups using grade level content standards from the VSC.	Classroom Teachers Special Educators Towson Interns	9/08-5/09	Classroom Schedules Informal and Formal Classroom Observations	
Conduct quarterly CIA meetings to identify students in need of instructional support based on error analysis of formative and summative assessments, plan the instructional support based on the data, check the pacing of learning using the pacing guides, and evaluate and modify the support provided to students.	Administration Reading Specialist Classroom Teachers Special Educators	½ day released time following first, second, and third quarters of school year	Assess Trax Dibels	

## School

<p><b>Performance Goal 1 - Reading</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
Encourage independent reading by establishing a minimum goal of 25 books that will be read by/ to each student during the academic school year. School- wide initiatives will be implemented.	Reading Action Team Classroom Teachers	9/08-5/09	Strive for 25 Reading Initiative established # of students reading 25 books	
Complete action research projects in reading	Towson Interns		Pre-assessment Post-assessment	

<p><b>Performance Goal 1 - Mathematics</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p><b>Mathematics Target:</b></p>				
<p>By June 2009, all 3rd grade students at or above the proficient level on the math MSA will increase from 88.7 to 91.5 percent. Additionally, 3rd grade students at the advanced level on the math MSA will increase from 21.3 to 41 percent.</p>				
<p>By June 2009, 3rd grade Special Education students at or above the proficient level on the math MSA will increase from 87.5 to 90.6 percent.</p>				
<p>By June 2009, all 4th grade students at or above the proficient level on the math MSA will increase from 98.2 to 100 percent. Additionally, 4<sup>th</sup> grade students at the advanced level on the math MSA will increase from 70.8. to 78.1 percent</p>				
<p>By June 2009, 4th grade special education students at or above the proficient level on the math MSA will increase from 91.7 to 93.8 percent.</p>				

## School

<p><b>Performance Goal 1 - Mathematics</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
<p>By June 2009, all 5th grade students at or above the proficient level on the math MSA will increase from 87.2 to 90.4. Additionally, 5<sup>th</sup> grade students at the advanced level on the math MSA will increase from 22.3 to 41.7 percent.</p>				
<p>By June 2009, 5th grade special education students at or above the proficient level on the math MSA will increase from 28.6 to 46.5 percent.</p>				
<p><b>Strategies:</b></p>				
<p>Provide for the consistent and systematic implementation of the Voluntary State Curriculum in all content areas, which includes differentiated curriculum for English Language Learners, Special Education and Gifted and Talented students.</p>				
<p>Analyze grade appropriate diagnostic assessments in order to develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.</p>				
<p>Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.</p>				
<p>Integrate technology in the teaching/learning process using instructional practices resulting in more purposeful and engaging work for students.</p>				
<p>Identify and consistently implement a common core of research based instructional practices resulting in more purposeful and engaging work for students.</p>				
<p>Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.</p>				
<p>Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies and resources to use at home to help their children achieve high standards and enhance student learning.</p>				
<p>Support teachers in the implementation of math techniques through professional development opportunities.</p>				
<p><b>Key Actions</b> (Address by targeted subgroups, as appropriate)</p>	<p><b>Person(s) Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Measures</b> Formative &amp; Summative: To ensure desired results have been met.</p>	<p><b>Implementation Status</b></p>

## School

<p><b>Performance Goal 1 - Mathematics</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>          All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
Provide staff development on integrating <u>Investigations</u> into the existing math curriculum.	Administrators Math Resource Teachers Classroom Teachers Towson Interns	August 22, 2008	Teacher Feedback Informal and Formal Classroom Observations	
Explicit teaching of math strategies with an emphasis on problem solving and computation.	Math Resource Teachers Classroom Teachers Towson Interns	9/08-5/09	Math Unit Summative Assessments Informal and Formal Classroom Observations	
Provide support and intervention at the beginning of the year to teach targeted skills for students scoring basic and/ or below average (September-December). As caseload decreases, use intervention teachers to target marginal (near advanced) students to enrich and extend skills in an effort to raise scores from proficient to advanced (January – March).	Administrators Math Resource Teachers Classroom Teachers Special Educators	9/08-5/09	Math Unit Summative Assessments Quarterly Intervention Schedule	

**School**

<p><b>Performance Goal 1 - Mathematics</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>                  All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
Plan daily mathematics lessons and engagements that minimize the number of math worksheets and emphasize the use of manipulatives.	Classroom Teachers Special Educators Towson Interns	9/08-5/09	Informal and Formal Classroom Observations Formative Assessments	
Provide meaningful feedback on written constructed response questions, using MSA rubrics and exemplary responses.	Classroom Teachers Special Educators Towson Interns	2 per math unit (based on BCRs in short cycle assessments)	Score of 2 or 3 on BCRs in short cycle assessments	
Promote mathematics through the use of family math night, newsletter articles, basic fact challenge, online math resources, online 24 challenge, and other school- wide initiatives.	Math Action Team Classroom Teachers Towson Interns	8/08-5/09	# of participants in school wide initiatives Monthly newsletters with section to promote math	

**School**

<p><b>Performance Goal 1 - Mathematics</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.1</b>                  All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>				
Using the inclusion model, classroom teachers and special educators will co-plan and co- teach math lessons with flexible math groups using grade level content standards from the VSC.	Classroom Teachers Special Educators Towson Interns	9/08-5/09	Classroom Schedules Informal and Formal Classroom Observations	
Conduct quarterly CIA meetings to identify students in need of instructional support based on error analysis of formative and summative assessments, plan the instructional support based on the data, check the pacing of learning using the pacing guides, and evaluate and modify the support provided to students.	Administration Classroom teachers Math Resource Teachers	½ day release time for first, second, third, and fourth quarters of the school year	AssessTrax Math Unit Summative Assessments	

**School**

<p><b>Performance Goal 1</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.5</b>                  All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p> <p><b>Target:</b> No students identified for ALT_MSA at this time.</p>				
<p><b>Strategies:</b></p>				
<b>Key Actions</b> (Address by targeted subgroups, as appropriate)	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures</b> Formative & Summative: To ensure desired results have been met.	<b>Implementation Status</b>



## School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.8</b> Students in grades 2 - 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p>				
<p><b>Target:</b> By June 2009, 80% of the grade 2-5 students will achieve 75% or higher on the Reading benchmarks.</p>				
<p><b>Strategies:</b></p>				
<p>Implement the BCPS recommended short and long cycle assessments.</p>				
<p>Implement a consistent and comprehensive written language program by planning and providing daily written language instruction using the BCPS recommended time frames.</p>				
<p>Plan and organize reading groups in order to maximize student focus and opportunities for increasing student reading achievement.</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Using the AIM model, classify students needing intervention as Tier 1, Tier 2, or Tier 3 students.	Reading Specialists Early Childhood Intervention Teacher Special Educators	Quarterly from 8/08-5/09	Decreased # of students identified in Tiers 2 and 3 each quarter of school year	
Provide differentiated comprehension instruction to small groups of tier two students (4-6) using on-grade level materials to allow them opportunities to practice and apply VSC standards for their grade level.	Classroom Teachers Special Educators Reading Specialists Towson Interns	9/08-5/09	Assess Trax	

**School**

<p><b>Performance Goal 1</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.8</b>          Students in grades 2 - 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
<p>Provide systematic remedial instruction to targeted tier three students to improve decoding and comprehension skills.</p>	<p>Classroom Teachers            Early Childhood Intervention Teacher            Special Educators            Reading Specialists</p>	<p>9/08-5/09</p>	<p>Assess Trax            Dibels (decoding piece)</p>	
<p>Provide daily written language instruction and monitor student progress, mechanics, and composing using written language assessment folders.</p>	<p>Classroom Teachers            Special Educators            Towson Interns</p>	<p>9/08-5/09</p>	<p>Written Language Assessments            BCR Benchmarks</p>	

**School**

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.21</b> All schools will achieve an attendance rate of at least 94%. (State standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p> <p><b>Target:</b> By June 2009, we will maintain or increase our yearly attendance rate of 96.3%.</p>				
<p><b>Strategies:</b> Establish business partnerships that will provide incentives for attaining the state standard on or above 94% quarterly attendance rate.</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Recognition for excellent (no more than 2 absences or tardies) and perfect attendance by using incentives provided by business partners.	Assistant Principal Student Recognition Committee	Quarterly	Improved student attendance rate	
Identify students with poor attendance and make a home/school connection to inform the parents of the academic impact of unsatisfactory school attendance.	Classroom Teachers School Counselor	8/08-6/09	Improved student attendance rate	

## School

<b>Performance Goal 1</b>				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
<b>Performance Indicator 1.21</b>				
All schools will achieve an attendance rate of at least 94%. (State standard)				
Send parent communication home stressing importance of good attendance for students with habitual poor attendance.	Principal Classroom Teachers	8/08-6/09	Improved student attendance rate	
Call to home for more than 3 consecutive days absent.	School Nurse Classroom Teacher	8/08-6/09	Improved student attendance rate	
Referral to PPW for greater than 5 days absent per quarter.	Classroom Teachers School Counselor	8/08-6/09	Improved student attendance rate	

**School**

<p><b>Performance Goal 2</b>                  By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 2.1</b>                  All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p> <p><b>Target:</b> At this time, Joppa View has too few ELL students for the AYP rules in this sub-group.</p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status

**School**

<p><b>Performance Goal 2</b>                  By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 2.2</b>                  All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p> <p><b>Target:</b> At this time, Joppa View has too few ELL students for the AYP rules in this sub-group.</p>				
<p><b>Strategies:</b></p>				
<p><b>Key Actions</b>                  (Address by targeted subgroups, as appropriate)</p>	<p><b>Person(s) Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Measures</b>                  Formative &amp; Summative:                  To ensure desired results have been met.</p>	<p><b>Implementation Status</b></p>

## School

<b>Performance Goal 4</b>				
All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.1</b>				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
<b>Targets:</b>				
By June 2009, the suspension rate for students will be maintained at or below 1.0%.				
By June 2009, all fire drills, and other emergency drills will be recorded on the School Emergency Plan to demonstrate competency in all safety areas.				
<b>Strategies:</b>				
Provide attractive, clean, caring, and secure learning environments.				
Implement a positive behavior program				
Implement school wide safety and emergency plans and the countywide Critical Response Plan and Emergency Safety Management Guide.				
Increase parental awareness of their responsibilities and knowledge of behavior expectations identified in the Baltimore County Student Behavior Handbook and School Code of Conduct.				
Provide professional development on effective student behavior management strategies.				
<b>Key Actions (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures Formative &amp; Summative: To ensure desired results have been met.</b>	<b>Implementation Status</b>
Incorporate ID badge system for staff and substitute teachers.	Principal	10/08-6/09	100% of staff wearing ID badge everyday	
Implement positive behavior program that infuses conduct, pledge, and values.	BAT Classroom Teachers	Kick-off assembly- September 9/08-6/09	STAR student of week, Strive for 5 cafeteria program	
Provide staff development on research based best practices for student behavior management.	School Counselor BAT Teacher Representative to SAFE Schools Conference	8/08-5/09	Teacher Feedback Decrease in office referrals	

## School

<b>Performance Goal 4</b>				
All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.1</b>				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
Ensure that one other person other than the school nurse is trained in CPR and first aid.	School Nurse PE Teacher	8/08-5/09	Completion of training documented.	
Develop and implement bullying and harassment prevention.	School Counselor JVE Teachers	8/08-5/09	School Counselor's schedule	
Conduct schoolwide practice safety drills.	Principal Assistant Principal	8/08-5/09	100% completion of drills in safety log	
Provide classroom guidance programs that focus on teaching children about positive behaviors and conflict resolution skills.	School Counselor	8/08-5/09	School Counselor's Lesson Schedule	
Implement proactive small group meetings that deal with needed topics like divorce, loss, friendship, bullying, and diversity issues.	School Counselor	8/08-5/09	School Counselor Weekly Schedule	
Develop peer mentoring program to facilitate the development of positive peer relationships.	BAT	8/08-5/09	Pre/Post Assessment Teacher Feedback	

**School**

<b>Performance Goal 4</b>				
All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.1</b>				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
Review the BCPS Student Behavior Handbook with students and obtain parent signature of acknowledgement page to be keep on file in computer lab.	Administration Technology Integration Teacher	8/08-5/09	100% returned acknowledgement forms	
Analyze office referral data quarterly to determine frequency, location, gender, grade levels, and types of inappropriate behaviors that cause students to miss instructional time.	Assistant Principal BAT	Monthly at BAT meetings	Decrease in office referrals	
Inform parents/guardians of the code of conduct and ways to help reinforce behavioral expectations at Back to School Meetings, in PTA meetings, during parent conferences, and in monthly parent bulletin	JVE Teachers School Counselor Administration	8/08-6/09	Decrease in office referrals	

## School

<b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.3</b> Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b>				
<b>Target:</b>				
By April 2009, parent surveys will indicate a satisfaction with the academic program increasing from 87.6 to 91.1 percent.				
By April 2009, parent surveys will indicate a satisfaction with the school environment and facility increasing from 89.0 to 93.4 percent.				
By April 2009, a baseline measure will be created for student school satisfaction.				
<b>Strategies:</b>				
Provide attractive, clean, caring, and secure learning environments.				
Develop comprehensive school climate surveys for parents/guardians and students.				
<b>Key Actions (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures Formative &amp; Summative: To ensure desired results have been met.</b>	<b>Implementation Status</b>
Create and implement a student survey to determine student satisfaction in school.	BAT School Counselor	10/08	Create baseline of student satisfaction	
Analyze and communicate results of satisfaction surveys at faculty meetings, PTA Executive Board meetings, and in school newsletter.	Principal SIT Team	1/09 and 3/09	Parent Survey Student Survey TABCO Survey	

## School

<b>Performance Goal 4</b>				
All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.3</b>				
Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)				
Maintain an instructional focus at PTA Executive Board meetings.	Principal Assistant Principal	08/08-6/09	Monthly PTA presentation	
Provide families with suggestions in the monthly newsletter for topics of discussion and/ or strategies to facilitate improvement with student school climate issues.	School Counselor	Monthly from 8/08-6/09	Every month a behavior component is included in newsletter	
Provide opportunities to promote cultural awareness and appreciation for individual differences.	Multicultural Liaison BAT	9/08-5/09	Results of parent and student surveys	
Review and revise the current parent survey so it is more comprehensive and reflective of the school culture and climate.	SIT Team	08/08-6/09	Results of survey	

## School

<p><b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.</p>				
<p><b>Performance Indicator 6.1</b> All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)</p>				
<p><b>Performance Indicator 6.2</b> Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p>				
<p><b>Target:</b></p>				
<p>By June 2009 teachers will hold a minimum of one in- school conference per student per year with parents and guardians.</p>				
<p>By June 2009, the school-wide conference total will remain at or above 1,200 parent/ teacher conferences per year.</p>				
<p>By June 2009, Connect-ED will be used as a form of home/school communication a minimum of ten times per year in order to involve parents in the educational process.</p>				
<p><b>Strategies:</b></p>				
<p>Develop and utilize a school wide parent teacher conference record form.</p>				
<p>Utilize Connect- ED as our home/ school communication system in order to involve parents in the educational process.</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Use Connect ED to help increase parental involvement with the school and school programs.	Principal	8/08-6/09	Increased parent involvement in school activities	

**School**

<p><b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.</p>				
<p><b>Performance Indicator 6.1</b> All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)</p>				
<p><b>Performance Indicator 6.2</b> Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>				
Incorporate a “Chatterbox” section using a question answer format in every monthly newsletter to obtain parental input on a variety of school related topics.	Principal SIT	9/08-6/09	Take action based on input from parents	
Post monthly newsletter on website.	Technology Liaison	9/08-6/09	Monthly post on website	
BCPS Conference Day for Elementary Schools will be used to conduct conferences with parents and guardians and conduct a minimum of one in-school conference for all JVE students.	JVE Teachers Towson Interns	9/08-6/09	School wide Parent/Teacher Conference Record form filed in each student’s cumulative file	

**School**

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.3</b>				
Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using "from-to" language.</b>				
<b>Target:</b>				
By June 2009, the Reading and Math Action Teams will engage families in the educational process by conducting Family Reading and Family Math Nights each year.				
By June 2009, the intermediate grades will engage families in the educational process by hosting an evening Science Fair and Safe Racer Competition each year.				
By June 2009, parent satisfaction with learning opportunities will increase from 77.7 to 86.6 percent.				
By June 2009, an evening special education informational program will be conducted for the families of our special education students as well as surrounding schools.				
<b>Strategies:</b>				
Work collaboratively with PTA to sponsor Family Nights that focus on helping parents refine and/ or develop knowledge to support increasing student achievement.				
Inform media to promote Back- to- School Night and American Education Week and school related learning opportunities.				
Expand recognition opportunities for students.				
<b>Key Actions (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures Formative &amp; Summative: To ensure desired results have been met.</b>	<b>Implementation Status</b>
Provide local media with information on upcoming events to promote a positive school image and to provide information on the importance and impact of parent involvement on student success.	Good News Ambassador	8/08-6/09	Increased parent/guardian participation in activities	

**School**

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.3</b>				
Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)				
Implement a recognition program that focuses on exemplary student achievement and student effort for grades 1-5.	Classroom Teachers School Recognition Committee	Quarterly	Increased # of students recognized in JVE Hall of Honor	
Engage parents in the learning process by conducting curriculum based science, reading, and math family evenings.	Classroom Teachers Reading Specialist Math Resource Teachers Towson Interns	8/08-6/09	Parent Feedback on Family Nights	
Action teams will present long term plans of school-based activities to SIT for approval. Faculty and PTA Executive Board will be informed of final plans.	Action Teams	8/08-6/09	Activities placed on Master Schedule	
Provide regular home/school communications through grade level newsletters, emails, phone calls, parent/teacher conferences, notes, website, and the lobby TV.	JVE Teachers Technology Integration Teacher	8/08-6/09	Teacher Communication Logs	
Sponsor Grandparent's Day to enlist their support for facilitating increasing student achievement.	American Education Week Committee	11/08	# grandparents attending event	

## School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.4</b> Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b>				
<b>Target:</b>				
By June 2009, 100% of SIT meetings will continue to have 2 or more parent representatives.				
By June 2009, the number of parents/guardians attending Back-To-School Night will increase from 390 to 425.				
By June 2009, an attendance baseline will be developed for the numerous school-based activities.				
<b>Strategies:</b>				
Encourage increased parent participation on the School Improvement Team.				
Provide advance notification through Connect Ed, personalized invitations, and school event flyers to promote increased family participation in school- based events.				
<b>Key Actions</b> (Address by targeted subgroups, as appropriate)	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures</b> <b>Formative &amp; Summative:</b> <b>To ensure desired results</b> <b>have been met.</b>	<b>Implementation Status</b>
Develop an attendance log for school- based events in order to monitor parent/ guardian participation.	SIT Team	8/08-6/09	Sign in sheets (attendance log) for each school-based event	
Utilize Connect ED as a resource to promote upcoming school events and elicit attendance at school events.	Principal	8/08-6/09	Increased parent participation	
Initiate separate primary and intermediate Back- to- School nights.	Principal PTA		Increased parental participation	

## School

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.4</b>				
Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
Conduct end of the year “Flying Up Day” for students.	JVE Teachers	6/09	Student participation Parent Feedback	
Regularly update JVE website and lobby television to inform parents/ community members of special school events.	Technology Liaison Technology Integration Teacher	08/08-6/09	Monthly updates on website of special school events.	

## School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.5</b> Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b>				
<b>Target:</b>				
By June 2009 the number of school volunteers will increase from 300 to 350.				
By June 2009 business partnerships will be established to provide incentives to recognize students for their academic, attendance, and effort towards increasing student achievement.				
<b>Strategies:</b>				
Encourage the development of business partnerships that support and complement the educational program.				
Expand recognition opportunities for volunteers, business, and community partnerships.				
Train school personnel in processes to be used for developing, using, and retaining volunteers to support increasing student achievement.				
Develop a volunteer tutorial program to provide targeted students more time and effort on targeted reading and math skills.				
Expand recognition opportunities for parents/ guardians, staff, and community members.				
<b>Key Actions</b> (Address by targeted subgroups, as appropriate)	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures</b> <b>Formative &amp; Summative:</b> <b>To ensure desired results</b> <b>have been met.</b>	<b>Implementation Status</b>
Develop and maintain a business/ community partnership log in order to maintain and recognize each partnership’s support in the education process.	SIT Team Action Teams	8/08-6/09	Action Team Log Entries	

## School

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.5</b>				
Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
Provide specific skill training for math and reading tutorial volunteers to provide grade level support on identified reading and math skills to targeted students	Math Resource Teachers Reading Specialists Classroom Teachers	8/08-6/09	Increased use of volunteers to support reading and math programs	
Provide recognition of volunteers in <i>News From the Nest</i> .	Volunteer Coordinator	8/08-6/09	Monthly entry in parent bulletin	
Implement a computer software program for recording volunteer hours to determine total school-wide volunteer hours per school year.	Volunteer Coordinator Technology Integration Teacher	8/08-6/09	Acquiring computer and software to use for this purpose, location to be determined	
Provide a spring volunteer and business partnership Recognition Tea and present awards for designated hours of service.	Volunteer Coordinator Volunteer Committee	5/09	Volunteer and business partnership participation in Tea	
Provide volunteer training on a variety of days and times to maximize adult volunteer participation.	Volunteer Coordinator School Counselor Administration	Before School, During School and Evening training times	Increased # of volunteers	

## School

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.6</b>				
Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b>				
<b>Target:</b>				
The percentage of parents who express satisfaction with the educational program at Joppa View Elementary School will increase from 87.6 to 92.6 percent.				
<b>Strategies:</b>				
Communicate student, teacher, school, and community success in order to promote a positive school image.				
Build positive relationships with students, parents/ guardians, businesses and community members by participating in 100% school- based and PTA sponsored events.				
<b>Key Actions (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures Formative &amp; Summative: To ensure desired results have been met.</b>	<b>Implementation Status</b>
Send “Welcome” postcard to new families to JVE.	Principal	8/08-6/09	100% of students enrolled during school year receive postcard	
Send “Good News” postcard and/ or phone call to families at JVE.	Principal	8/08-6/09	Parent and Student satisfaction	
Create Good News about JVE, display/brochure for American Education Week and JVE website.	SIT Team Technology Liaison	8/08-6/09	Positive school image on parent and students survey	
Provide grade level and special area information and curriculum on JVE website.	Technology Liaison Technology Integration Teacher Grade Level and Special Area Team Leaders	8/08-6/09	Monthly update on website	

**School**

### School Improvement Team Membership

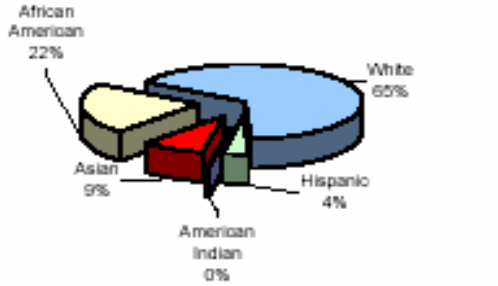
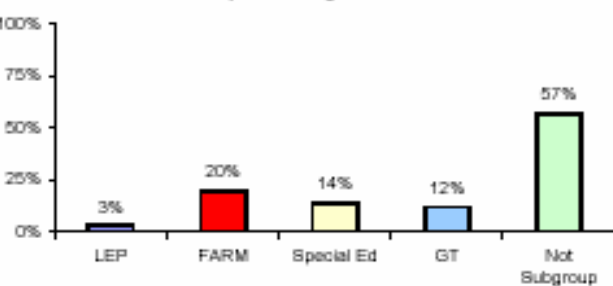
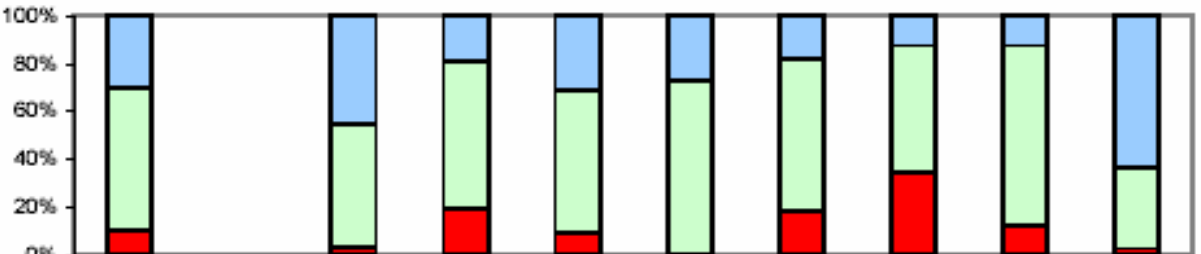
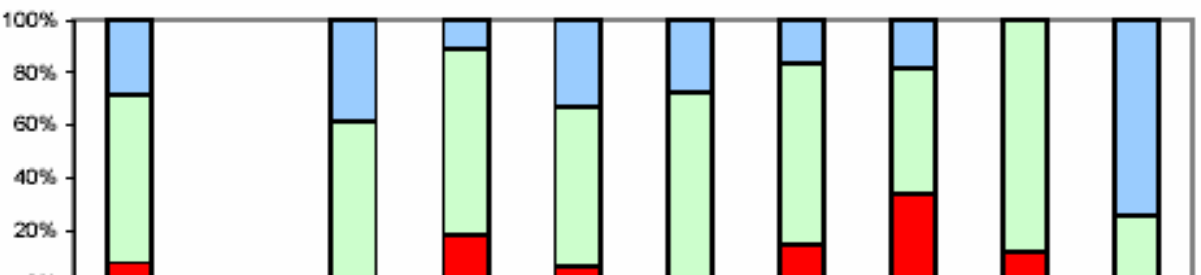
Name	Title	Signature of Stakeholder
Victoria Layman	Principal	
Amy Hansen	Assistant Principal	
Donna Fine	Pre-Kindergarten	
Michelle Gugliotta	Kindergarten	
Danielle Corcoran	Grade One	
Michelle Chrisakis	Grade Two	
Tressa Gauci	Grade Three	
Sharon Driggers	Grade Four	
Debbie Liberto	Grade Five	
Kerry Flanigan	Technology Integration Teacher	
Jackie Cross	Special Area	
Diane Ude	Special Education	
Mary Strassner	GT Facilitator	
Valerie Schissler	PDT Facilitator	
Pattie Little	School Counselor	
Charles Fern	Parent Representative	
Tammy Yu	Parent Representative	
Amy Rosenthal	Parent Representative	

School

Carol Ann Stewart	Towson University PDS Coordinator	
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Attachment B

## Data Sheet from Research, Testing, and Accountability

September 30th Enrollment Data																																													
<p style="text-align: center;"><b>Race</b></p>  <p>African American 22% White 65% Asian 9% Hispanic 4% American Indian 0%</p>	<p style="text-align: center;"><b>Special Programs</b></p>  <p>LEP 3% FARM 20% Special Ed 14% GT 12% Not Subgroup 57%</p>																																												
1.1 Performance Data																																													
MSA Reading Performance Data																																													
	<table border="1"> <thead> <tr> <th></th> <th>All Students</th> <th>American Indian</th> <th>Asian</th> <th>African American</th> <th>White</th> <th>Hispanic</th> <th>FARM</th> <th>Special Education</th> <th>LEP</th> <th>GT</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>30.0%</td> <td></td> <td>45.2%</td> <td>19.0%</td> <td>31.1%</td> <td>27.3%</td> <td>18.3%</td> <td>12.5%</td> <td>12.5%</td> <td>63.8%</td> </tr> <tr> <td>Proficient</td> <td>59.9%</td> <td></td> <td>51.6%</td> <td>61.9%</td> <td>59.9%</td> <td>72.7%</td> <td>63.3%</td> <td>53.1%</td> <td>75.0%</td> <td>33.8%</td> </tr> <tr> <td>Basic</td> <td>10.1%</td> <td></td> <td>3.2%</td> <td>19.0%</td> <td>9.0%</td> <td>0.0%</td> <td>18.3%</td> <td>34.4%</td> <td>12.5%</td> <td>2.5%</td> </tr> </tbody> </table>		All Students	American Indian	Asian	African American	White	Hispanic	FARM	Special Education	LEP	GT	Advanced	30.0%		45.2%	19.0%	31.1%	27.3%	18.3%	12.5%	12.5%	63.8%	Proficient	59.9%		51.6%	61.9%	59.9%	72.7%	63.3%	53.1%	75.0%	33.8%	Basic	10.1%		3.2%	19.0%	9.0%	0.0%	18.3%	34.4%	12.5%	2.5%
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Alt-MSA Math		N/A																																											
2.1 English Proficiency Data																																													
ESOL LAS-Links - Percent Met Exit Criteria		N/A																																											

School

