

**Prince George's County Public Schools**

***Eleanor Roosevelt High School***

***School Improvement Plan***

**2010-2012**

***Reginald McNeill, Principal***

***Sandra Lyles, Assistant Principal***

***Benjamin Pryor, Assistant Principal***

***Arnita Dew, Assistant Principal***

***Cynthia Thomas, Assistant Principal***

***Avery Taylor, Assistant Principal***

***Clinton Shands, Assistant Principal***

***Ayanna Briscoe, Assistant Principal***

**LEA: Prince George's County Public Schools -16**

**School ID Number: 21314 (Oracle #02114)**

**Telephone Number: 301-513-5400**

***Mission***

***The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.***

***This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.***

## Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement, and monitor, a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be monitored and updated regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades PreK-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups reach or exceed the Annual Measurable Objective Targets and the school makes adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as the *Bridge to Excellence in Public Schools Act* and the *State Curriculum*.

### *Bridge to Excellence Master Plan Goals*

- Goal 1:** By 2013-14, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.
- Goal 2:** All English Language Learners will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- Goal 3:** All employees will be highly qualified, highly skilled, and effective.
- Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5:** All students will graduate from high school.
- Goal 6:** The quality of school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability.
- Goal 7:** Strengthen relationships with family, school, business, community, and institutions of higher education to support improved student achievement.

## Section II: School Improvement Team Signature Roster

School/ID Number: Eleanor Roosevelt High School 21314 (Oracle #02114) Area: HSC

Plan approved by Assistant Superintendent: \_\_\_\_\_  
Signature Date

We, the undersigned members of the School Improvement Team, have reviewed and approved the School Improvement Plan.

<u>Print Name</u>	<u>Position</u>	<u>Grade Level/Content Area</u>	<u>Signature</u>	<u>Date</u>
<u>Reginald McNeill</u>	<u>Principal</u>	<u>9-12</u>	_____	_____
<u>Becky Felter</u>	<u>Parent</u>	<u>Parent of 12<sup>th</sup> grader</u>	_____	_____
<u>Thomas Mast</u>	<u>Parent</u>	<u>Parent of 10<sup>th</sup> grader</u>	_____	_____
<u>ACE of Greenbelt</u>	<u>Community/Business Partner</u>	_____	_____	_____
<u>Amy Bradbury, CPA</u>	<u>Community/Business Partner</u>	_____	_____	_____
<u>Salvatore Bova</u>	<u>AFJROTC Chair</u>	<u>9-12</u>	_____	_____
<u>Erika Brett</u>	<u>FACS Chair</u>	<u>9-12</u>	_____	_____
<u>Laura Brewer-Heilig</u>	<u>Mathematics TC</u>	<u>9-12</u>	_____	_____
<u>Arnita Dew</u>	<u>Assistant Principal</u>	<u>Grade 11 (L-Z)</u>	_____	_____
<u>Catherine Duff</u>	<u>Science TC</u>	<u>9-12</u>	_____	_____

## Section II: School Improvement Team Signature Roster

<u>Print Name</u>	<u>Position</u>	<u>Grade Level/Content Area</u>	<u>Signature</u>	<u>Date</u>
Allison Galloway	Biology Teacher; Quest	9-12		
Carles Gonsman	School Bus..Acctg. Tech.	9-12		
Barbara Leroux	Curriculum Coordinator	9-12		
Sandra Lyles	Assistant Principal	Grade 10 (A-K)		
William Manion	English TC	9-12		
Norma McClain	Business Chair	9-12		
Myra Martin	PPW for ERHS	9-12		
James Miller	English Teacher; SAT Coord.	9-12		
Judi Moien	Guidance Co-Chair	9-12		
LaDonna Monaldo	Bookkeeper for ERHS	9-12		
Susan Petersen	Media Center	9-12		
Nicole Powell	Special Education TC	9-12		
Benjamin Pryor	Assistant Principal	Grade 12		

**Section II: School Improvement Team Signature Roster**

Elizabeth Putnam	Social Studies TC	9-12		
Pamela Roberts	Guidance	9-12		
Clinton Shands	Assistant Principal	Grade 9 (A-K)		
Avery Taylor	Assistant Principal	Grade 9 (L-Z)		
David Taylor	Technical Education Chair	9-12		
Cynthia Thomas	Assistant Principal	Grade 10 (I-Z)		
Sally Wagner	Music Chair	9-12		
Linda Watson	Media Chair	9-12		
Jamel Whitaker	Interpreter for Deaf & HOH	9-12		
Sylvia Willoughby	World Language Chair	9-12		
Maya Yamada	Deaf & HOH Chair	9-12		

## Section III: Executive Summary

### A. Demographics

1. School location –Eleanor Roosevelt High School is a Prince George’s County public high school located at 7601 Hanover Parkway in Greenbelt, Maryland. The city of Greenbelt is a middle-to-low income community just outside Washington, DC, and is located off the Washington Beltway and the Baltimore-Washington Parkway. Eleanor Roosevelt High School is one of three Science and Technology schools in Prince George’s County. One-third of the entire school’s population makes up the S/T program which has admission through a competitive exam. In addition, other programs offered include the Quest/AOIT program, the Gilder-Lehrman American History program, Internship programs in Arts, Media and Communication; Business and Finance; and FACS Pro-Start. The school has a modified block schedule (Hybrid Schedule) which includes both double and single period classes. There are a total of eight (8) single periods (mods), plus a zero period which is offered at the beginning of the school day to assist seniors, juniors, and sophomores in taking needed Advanced Placement (AP) classes. There are five (5) lunch periods found within the schedule. Single class periods convene for 45 minutes; whereas, double class periods convene for 95 minutes. This flexibility raises the academic bar and encourages academic achievement.
2. Student enrollment and subgroup information – In 2009-2010, Eleanor Roosevelt High School had an ethnically rich population of 2742 students, comprised of approximately 81% minority students (62.2% [1705] African American; 10.6% [292] Asian; 7.8% [216] Hispanic; .3% [8] Indian); and 19% [521] Caucasian students. The projected enrollment for the 2010-2011 school year is 2660, which already has been surpassed for the new school year. There has been a noticeable increase of the Hispanic population also.
3. Staff experience and certification -- A committed and experienced professional staff continues to lead Eleanor Roosevelt High School to achieve success in the county, state, and nation. For 2010-2011, the professional staff includes the Principal, seven (7) Assistant Principals, a Curriculum Coordinator, a Scheduling Coordinator, a Testing Coordinator, a Science/Technology Coordinator, an Athletic Director, a Media Specialist, eight (8) Guidance counselors, and 131 teachers leading to a total professional staff of 163. The State certification for the faculty is as follows: 75% with Advanced Professional Certificates; 25% with Standard Professional Certificates; and None with Provisional Certificates. In 2009, only 5.0% of classes were not taught by highly qualified teachers. Years of teaching experience range from teachers with 2 years of experience to teachers with 35 years or more of experience. A number of current ERHS teachers were also graduates of ERHS, and many also did their student internships at ERHS. An increasing number of staff members have or are acquiring National Certification.
4. School Improvement status – Eleanor Roosevelt High School has achieved AYP status since its inception. The priority goal of ERHS is to continue to strengthen a strong instructional program by further improving student achievement as measured by the Maryland High School Assessments in all major fields of English, Mathematics, Social Studies, and Science. Parents are notified of school’s status through information given on the Website and through the PTSA.

### B. School Vision

The Eleanor Roosevelt Mission Statement is: Meeting the challenges of a changing world by creating a community of caring, life-long learners. The central purpose of Eleanor Roosevelt High School is to foster the intellectual, emotional, physical, social, and ethical development of its students to enable them to be successful citizens. To insure that all students can experience academic achievement and personal success, the school creates a climate of high expectations with the maximum opportunity to learn in a safe and orderly environment. Students from diverse backgrounds representing a wide range of abilities and aspirations are offered curricula that encourage academic growth. Intensive course-work, special programs, phasing of classes, enrichment activities, basic skills, instruction, and independent research provide all students with opportunities for academic success.

### Section III: Executive Summary

Through extracurricular activities, Eleanor Roosevelt High School provides the setting for students to express their individuality and to develop cooperative and open relationships with their peers and with the staff. Leadership, planning, and decision-making skills are practiced through participation in these activities.

Successful citizens of the future will need to be adaptable to a constantly changing society. Our goal is to provide our students with skills and processes that serve as the foundation for life-long learning. Each student is given the opportunity to develop skills and to acquire knowledge which will assist them in this life-long learning. The school provides a climate in which growth is possible.

#### C. Major Strategies for Increased Achievement

1. In order to significantly improve (by 25%) the number of all students meeting the HSA requirements for Algebra 1
  - a. – Placement exam for out-of-county/out-of-state Algebra 1 students
  - b. – Participation in mandatory tutoring sessions
  - c. – Infuse Algebra 1 warm-ups into Technology Department
  - d. – Provide interactive software
2. In order to significantly improve the percentage of SPED/Deaf & HOH students who attain a passing scale score or higher on the RELA HSA by 2%
  - a. – Create smaller classes to allow for more individual attention to mastery of specific skills
  - b. – Increase the use of technology in SPED classes to assist with on-line testing
  - c. – Participation in tutorial program to increase reading skills
  - d. – Allow flexibility in required course curriculum to allow for remediation when necessary
3. In order to significantly improve the number of SPED and LEP students meeting the HSA requirements for Biology
  - a. – Incorporate the use of more technology to assist students' understanding of subject matter
  - b. – Implement Biology "Word of the Day" to increase vocabulary understanding
  - c. – Continue "Read 180" tutoring to increase students' reading skills
  - d. – Participation of mandatory tutoring sessions
4. In order to significantly improve (by 2%) the number of LEP and SPED students who attain a passing scale score or higher on the L/S/N Government HSA
  - a. – Increase use of technology to aid and improve student learning
  - b. – Establish familiarity with online assessment testing through use of technology
  - c. – Collaboration meetings to discuss strategies to improve weaknesses in instruction (use of FAST data)
  - d. – Participation of students in tutoring sessions
5. In order to significantly improve parental involvement by 5% by the end of SY 2011
  - a. – Involve parents in shadowing students in "John Hopkins Program"
  - b. – Encourage all parents to give 8 hours on a volunteer basis
  - c. – Develop monthly/quarterly meetings at community center in evening for parents
  - d. – Increase opportunities for parents to support their students' work habits by using the Parent Portal in School Max for information on individual classes

### Section III: Executive Summary

6. In order to significantly improve the percentage of graduation rate from 95% to 97%
  - a. – Begin with 10<sup>th</sup> grade students by encouraging them to complete individual academic and career plans to 95%
  - b. – Early notification to parents of students in possible jeopardy
  - c. – Encourage parents to use School Max and Progress Reports for early intervention
  - d. – Stress importance of senior contracts and jeopardy letters
  
7. In order to significantly improve the number of 9<sup>th</sup> graders promoted to 10<sup>th</sup> grade
  - a. – Provide a mentoring program with upperclassmen and/or with teachers
  - b. – Provide tutoring opportunities for struggling students
  - c. – Maintain accurate and up-to-date records of student progress/attendance and notify parents when there are concerns/problems
  - d. – Assist administrators in keeping students aware of school policies and procedures

#### D. Attendance/Climate and Culture

##### 1. Safe and Orderly Environment

- a. **The discipline plan** –Eleanor Roosevelt High School is fortunate to have the **partnership of the City of Greenbelt** which enables the school to have one full-time and one part-time city police officer stationed in the building. These policemen have built an excellent rapport with the students and the faculty alike. They are an intricate part of the educational process at ERHS. The full-time officer even teaches a Criminal Justice class through the Social Studies Department. The **trust and rapport of students with faculty members** has been another monitoring tool for both the administration and the faculty in the handling of any problems in the school and in the neighborhood. These problems (concerns) can then be addressed immediately. With quick feedback from administration and with more faculty members being involved, the consistency of fair and equitable handling of disciplinary procedures guarantees the success of ERHS students. Regular **documentation of discipline concerns** also enables the administration and faculty to keep close observation on the school climate in order to reduce the number of discipline referrals. The **In-School Suspension** has also been extremely useful in reducing the number of out of school suspensions. The immediate **contacting of parents** through emails (majority of parents prefer this) and telephone calls has been a crucial tool for both teachers and administration in keeping discipline problems at a minimum. The nationally recognized **Character Education program** continues its excellent principles and meaningful assistance in developing student discussions, advisories, and forums, plus having community career days for all students. Many of the topics used in Advisories are student driven and concern various aspects of discipline and a safe/orderly environment.
- b. **The attendance plan** – The **high expectations of the staff and the positive school climate** play a major role in the attendance rate of students at ERHS. Students of 2009 averaged a 94.7% attendance rate, with no race/ethnicity and gender rate falling below 90.0% since 1994. The attendance office and the teachers are vigilant about **calling/emailing** parents when a student is not in attendance for 3 days or more. The **Attendance Committee** actively pursues ways to improve the school's attendance rate. One way is to reward good attendance in a positive manner, such as Perfect Attendance assemblies, certificates, pins, lunch with the principal, etc. The **PPW worker** is another one of the tools used to improve the attendance rate, although this year's budget cuts place more of the duties on the school's administration and staff. **Finally**, with a growing Hispanic population, several teachers have taken it upon themselves to meet regularly with some students who are in danger of dropping out of school for

### Section III: Executive Summary

various reasons; thus, it is hoped that a larger group of all ERHS students will remain in school and will graduate.

#### 2. School Governance and Management System

- a. **How decisions are made** – Decision making for Eleanor Roosevelt High School generally takes place at the monthly meetings of the **School Planning/Management Team (also called the Instructional Council Committee)**. This team consists of the principal, the head assistant principal, the department chairs and TC's, the curriculum coordinator, the scheduling coordinator, the testing coordinator, the Science/Tech coordinator, media specialist, athletic director, SAT coordinator, and the SGA representative. Items are brought to the table for discussion and then for voting. Any major change to governance policies (unless needed immediately) are discussed, but are not voted upon until the next month's meeting. The Team is also instrumental in conveying county decisions and policies to the balance of the staff.
- b. **How information is shared** – The sharing of information is handled in several ways. The entire staff is part of the [EROOS@pgcps.org](mailto:EROOS@pgcps.org) system, and all information is sent to this address. In addition, department chairs share all information at **monthly department meetings**; the principal announces any information and school decisions at **the monthly staff meeting**; paper copies of new information are posted on **staff bulletin boards**.
- c. **Specific meeting dates** – The **School Planning/Management Team** meets on the following dates: August 3 and 4, 2010; September 17, 2010; October 22, 2010; November 5, 2010; December 10, 2010; January 14, 2011; February 11, 2011; March 11, 2011; April 15, 2011; May 13, 2011; June 10, 2011. The Team also meets at least 2 days in the summer (TBD) and for an occasional emergency meeting. As this is the year for Middle States, several additional meetings will take place in September and October (TBD). Subcommittees meet throughout the school year as needed.

## Section IV: Fourth Quarter PMAPP







**Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity**

<b>Measurable Objective:</b> In order to significantly improve (by 2%) the number of LEP and SPED students who attain a passing scale score or higher on the L/S/N Government HSA			
<b>Strategy #4. LSN (HS)</b> Increasing the number of LEP and SPED students passing the HSA through the use of technology and tutoring			
<b>Activities to Support strategy #4</b>	<b>Person Responsible</b>	<b>Monitoring</b>	<b>Expected Outcomes</b>
<p>Students will participate in mandatory tutoring sessions. Students will be instructed in the use of and will become familiar with on-line assessments.</p> <p>Teachers will increase the use of technology to aid and improve student learning. Teachers will meet in collaboration to discuss strategies to improve weaknesses in instruction. Teachers will be in contacts with parents of students.</p> <p>Professional Development – Technology training for teachers by the technology specialist.</p> <p>Systemic Support – Time to meet collaboratively and compensation for tutors.</p> <p><b>Implementation Date: August, 2010</b></p>	<p>Lead person responsibility</p> <p>Elizabeth Putnam, Social Studies Chair** Nicole Powell, SPED Chair Laurie Hortie, LEP Chair Sandra Lyles, Asst. Principal Cynthia Thomas, Asst. Principal</p>	<p><b>How will this strategy be monitored? Include the process and tool.</b></p> <p>Quarterly FAST and HSA scores Quarterly Report Card Grades and student daily work On-line practice tests Monthly collaborative meetings with administration Weekly teacher collaborative meetings</p>	<p>MSA Baseline Data</p> <p>Quarterly Benchmark Targets</p>
<p><b>Budget Impact Analysis:</b></p> <ul style="list-style-type: none"> <li>o Fund source</li> <li>o Amount for each activity</li> <li>o Current expenditures</li> <li>o Quarterly balance(s)</li> </ul>			



**Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity**

<b>Measurable Objective:</b> In order to significantly improve the percentage of graduation rate from 95% to 97%			
<b>Strategy #6: Career Development and Graduation/Promotion.</b> Increase the graduation percentage and increase the number of students completing academic and career plans.			
<b>Activities to Support strategy # 6</b>	<b>Person Responsible</b>	<b>Monitoring</b>	<b>Expected Outcomes</b>
<p>Students will utilize Bridges website to access interest inventory and career paths (10<sup>th</sup> grade completion to increase to 95%). Seniors will attend mandatory tutoring for required courses when earning a "C" or less.</p> <p>Teachers will be instructed on the navigation of the Bridges website. Teachers will notify parents of senior students in jeopardy through School Max, Progress reports, and phone/email. Teachers will encourage parents to use School Max Parental Portal. Guidance will issue &amp; stress importance of Senior Contracts in the fall and will issue Jeopardy Letters as needed for failing seniors.</p> <p>Professional Development – Provide teachers with instruction on the navigation of the Bridges website. Offer training to parents on Parental Portal</p> <p>Systemic Support – Compensation for Guidance and teachers who assist with evening interventions and trainings</p> <p><b>Implementation Date: August, 2010</b></p>	<p>Lead person responsibility</p> <p>Judi Moien, Guidance Co-Chair** Benjamin Pryor, Senior Administrator Senior Teachers</p>	<p><b>How will this strategy be monitored? Include the process and tool.</b></p> <p>Percentage of completion of Bridges academic and career surveys Pre and Post assessments Quarterly Report Card Grades and student daily work Quarterly reflections Weekly Logs Classroom Observations</p>	<p><b>Quarterly Benchmark Targets</b></p>
<p><b>Budget Impact Analysis:</b></p> <ul style="list-style-type: none"> <li>○ Fund source</li> <li>○ Amount for each activity</li> <li>○ Current expenditures</li> <li>○ Quarterly balance(s)</li> </ul>			

**Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity**

<b>Measurable Objective:</b> In order to significantly improve the number of 9 <sup>th</sup> graders promoted to 10 <sup>th</sup> grade			
<b>Strategy #7.</b> Freshmen (9 <sup>th</sup> graders) Intervention			
<b>Activities to Support strategy #7</b>	<b>Person Responsible</b>	<b>Monitoring</b>	<b>Expected Outcomes</b>
<p>Students will attend school and all classes regularly and on time. Students will attend mandatory tutoring activities and sessions. Students will adhere to school policies and procedures. At Risk students will participate in a mentor program with upperclassmen and/or teachers.</p> <p>Teachers will provide tutoring opportunities for struggling students. Teachers will monitor and keep accurate records of classroom attendance &amp; notify parents after 3 days. As needed, teachers will serve as mentors for at risk students. Teachers will assist administrators in keeping students aware of school policies and procedures. Teachers will maintain accurate and current records of student progress in School Max for Parent Portal access.</p> <p>Professional Development – For teachers interested in mentoring at risk students.</p> <p>Systemic Support – PPW support; SIT/SST referrals, staff &amp; administration collaboration</p> <p><b>Implementation Date: August, 2010</b></p>	<p>Lead person responsibility</p> <p>Clinton Shands – 9<sup>th</sup> grade administrator Avery Taylor – 9<sup>th</sup> grade administrator ERHS staff Attendance Office Myra Martin, PPW</p>	<p><b>How will this strategy be monitored? Include the process and tool.</b></p> <p>Quarterly Report card grades Progress Reports Weekly School Max reports PPW Tool (TBD)</p>	<p>Quarterly Benchmark Targets</p>
<p><b>Budget Impact Analysis:</b></p> <ul style="list-style-type: none"> <li>o Fund source</li> <li>o Amount for each activity</li> <li>o Current expenditures</li> <li>o Quarterly balance(s)</li> </ul>			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity



# Performance Management Analysis and Planning Process – PMAPP (SY 2010-2011)

## First Round Presentation

Date

Name of School

Principal

## Section VI: PMAPP Quarterly Monitoring Tool

### Table of Contents

- PMAPP Strategy Charts (5 targeted academic and 2 non-negotiable strategies)
- PMAPP Quarterly Data Charts (Due first PMAPP)
- Quarterly Data Analysis and Implications Charts (Due first PMAPP)

<Hyperlink to PMAPP presentation>

Section VI: PMAPP Quarterly Monitoring Tool

PMAPP Baseline

Percentage of Students by AYP Sub-group – Current Enrollment

Grade	All	Am In	Asian	Af Am	White	Hispanic	FARM	Spec Ed	LEP
9	793	2	71	500	112	108		68	39
10	672	2	80	402	130	58		46	26
11	637	4	73	402	118	40		37	14
12	621	1	70	388	119	43		36	16

Performance Targets

a. The percent of students who attain a passing scale score or higher on the following HSA assessments will increase as follows:												
English, by	79%	Biology, by	79%	Algebra I, by	79.84%							
Government,	%											

HSA DATA Table

Subgroups	English			Biology			Government			Algebra I		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
All Students	82.1	89.8	89.4	82.8	87.6	88.9	87.4	94.1	93.6	78.5	89.7	90.1
Am. Indian/Alaskan Native	NA	NA	*	NA	NA	100.0	NA	NA	100.0	NA	NA	*
Asian/Pacific Islander	90.8	95.3	92.6	93.2	96.4	95.7	90.8	98.1	97.1	95.0	100.0	100.0
African American	77.2	86.2	86.6	78.9	83.1	85.8	77.2	92.0	92.7	73.5	85.9	87.0
White	97.3	99.2	98.5	94.2	98.5	97.8	97.3	99.3	97.1	88.0	96.8	96.8
Hispanic	72.5	84.4	82.9	68.1	77.0	78.9	72.5	88.9	84.2	68.4	85.3	82.9
Special Education	54.3	61.4	72.5	48.4	60.0	75.0	54.6	73.9	75.0	33.3	56.8	60.0
Free & Reduced Meals	70.9	81.0	81.7	69.0	75.4	79.3	70.9	88.8	86.5	65.9	82.9	84.2
Limited English Proficient	*	63.6	40.0	22.2	30.6	33.3	*	64.3	26.7	42.1	70.8	81.0

## Analysis of Data and Implications

**SAMPLE**

What does the data tell you about how your strategies are (are not) making a difference in achievement.	What implications does the data have for instructional practice moving forward?	What is your action plan to close the gaps in the data between now and the next round of PMAPP?

Attachment(s)

Add appropriate attachments here.