***Title I School Improvement Grant (SIG), section 1003(g), FY 2009***

***SIG Culminating Matrix for SY 2010-2011***

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| **School:** Commodore J. Rogers Elementary/Middle School **LEA:** Baltimore City Public School System  **Principal:** Marc Martin **LEA Turnaround Director:** Beth Nolan  **Intervention Model: LEA Central Support Team Lead:** Tasha Franklin Johnson  **Date of Submission to MSDE:** |

***Directions****: Each participating LEA will submit a culminating matrix for each Tier I and Tier II school receiving School Improvement Grant (SIG) funds. This matrix will include each of the identified goals established for the Tier I and Tier II schools, as approved in its SIG Application. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. A completed matrix from the LEA must be submitted to MSDE on or before August 17, 2011. If the LEA has questions, please contact all of the MSDE SIG I Leads (Jim Newkirk, Tina McKnight, and Geri Taylor Lawrence).*

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| Reading Goal #1: |
| **Met (all)/Partially Met (subgroups)** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Supporting Data for Reading: | | | | | | |  | SY2011 Target | SY2011 Actual | SY2010 Actual | Gap | SY2011- SY2010 Differential | | SY2011 Actual- SY2011 Target | | All | 54.1 | 60.4 | 45.9 | 6.3 | 14.5 | | African American | 53.4 | 59.5 | 45.0 | 6.1 | 14.5 | | White | 57.5 | na | 50.0 | na | na | | Hispanic | 67.1 | 66.7 | 61.5 | -0.4 | 5.2 | | SPED | 45.6 | 32.7 | 35.6 | -12.9 | -2.9 | | FARMS | 52.1 | 59.8 | 43.5 | 7.7 | 16.3 | |
| **Summary of Program and Budget Modifications (if needed):** Commodore increased resources for summer stipends so staff could return to school early for additional growth opportunities. This also ensured that all staff would have the skills necessary to be successful in the upcoming school year. Commodore also increased funds for their extended day program so they can pay targeted staff to work beyond the regular school day. This will increase student time on task and allow for necessary intervention blocks. |
| Math Goal #1: |
| **Met (all)/Partially Met (subgroups)** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Supporting Data for Math: | | | | | | |  | SY2011 Target | SY2011 Actual | SY2010 Actual | Gap | SY2011- SY2010 Differential | | SY2011 Actual- SY2011 Target | | All | 51.4 | 51.9 | 42.9 | 0.5 | 9.0 | | African American | 51.9 | 51.6 | 43.5 | -0.3 | 8.1 | | White | 36.5 | na | 25.0 | na | na | | Hispanic | 60.5 | 54.2 | 53.8 | -6.3 | 0.4 | | SPED | 32.3 | 20.4 | 20.0 | -11.9 | 0.4 | | FARMS | 50.8 | 51.7 | 42.1 | 0.9 | 9.6 | |
| **Summary of Program and Budget Modifications (if needed):** Commodore increased resources for summer stipends so staff could return to school early for additional growth opportunities. This also ensured that all staff would have the skills necessary to be successful in the upcoming school year. Commodore also increased funds for their extended day program so they can pay targeted staff to work beyond the regular school day. This will increase student time on task and allow for necessary intervention blocks. |
| Attendance Goal #1: |
| Met |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Supporting Data for Attendance: | | | | | | |  | SY2011 Target | SY2011 Actual | SY2010 Actual | Gap | SY2011- SY2010 Differential | | SY2011 Actual- SY2011 Target | | All | 89.8 | 93.7 | 89.0 | 3.9 | 4.7 | |
| **Summary of Program and Budget Modifications (if needed):** |