

Travilah Elementary School



Baldrige Guided School Improvement Plan as of 10/05/09

Our Vision: Travilah Elementary School students, staff, parents and community are committed to creating an educational setting that results in high academic achievement and continuous growth as defined in our Baldrige Guided School Improvement Plan.

Our Mission: We will work to realize our vision through an emphasis on mutual respect, open communication and high expectations. The Travilah Expectations will be modeled and honored by students, staff and the school community.

The expectations for students are:

My school, my family and I expect me to be the best person I can be today. I will live these expectations by:

- Being kind in what I say and do.
- Being honest and making good choices.
- Following school rules and being a good friend.
- Taking responsibility for myself and my learning.

The expectations for staff are:

We will support all children in meeting the student expectations. We will consistently do this by:

- Being kind and supportive in what we say and do.
- Making well-informed decisions and choices that put children's best interests first.
- Supporting the school's vision and mission by creating a positive learning environment that promotes high standards for **all** children.
- Continuously improving our teaching skills and strategies that enable us to help students to take responsibility for themselves and their learning.

The expectations for the community are:

We will support the students and staff in achieving the vision of the school. We will do this by:

- Being respectful, supportive and kind in our interactions with others.
- Staying informed and actively involved in the decisions that affect our children.
- Providing a learning environment in the home that enhances and supports the school's vision and mission.
- Encouraging and supporting our children's abilities and efforts to be responsible for themselves and their learning.

Leadership

The Baldrige Leadership Team (BLT) Mission

As the BLT, we provide the support, structures, and data analysis necessary for academic rigor, professional development, and high expectations. We facilitate the reciprocal flow of this information with the Trivilah learning community to ensure student success through ongoing communication with all stakeholders. We work to foster respect and collaboration among all stakeholders. Our SIP is drafted by the BLT during Summer Leadership. In addition to BLT, we include members of the PTA. The plan is shared and refined during pre-service with the entire staff and parents, and shared with the community at Back to School Night. The plan is monitored quarterly at the BLT and then through grade level team meetings. Ongoing input is obtained from all stakeholders.

Student And Stakeholder Focus

**Specific grade level subgroup goals have been determined and are reviewed and updated regularly by grade level teams. These goal sheets are an attachment to this School Improvement Plan. Students participate in this process by monitoring their progress through entries in their individual data notebooks.

Strategic Planning

Teachers will continuously analyze a repertoire of data in order to differentiate instruction to meet all students' needs. Students will demonstrate continuous improvement as measured by formative and summative classroom assessments, and the following MCPS and Maryland state assessments

Based on the analysis of our data, our focus is for 100% of students to achieve proficiency in reading and math and to increase the number of students achieving at the advanced levels, in reading and math, as measured by the M.S.A.

1. **Grades K-1:** Meeting or exceeding the benchmark on the **MCPSAP-PR** and MCPS math unit assessments monitored throughout the year. ** (Key #1: Advanced reading in grades K-2)
2. **Grade 2:** Meeting or exceeding the Terra Nova 2 standards (50th national percentile), MCPSAP-PR benchmarks, and MCPS math unit assessment standards. ** (Key #1: Advanced reading in grades K-2)
3. **Grade 3-5:** Meeting or exceeding Proficient or Advanced standards on M.S.A. (Maryland State Assessment) in reading and math, MAP-R assessment in reading, and MCPS math unit assessments. ** (Key 2: Advanced reading MSA in grades 3-5)

Organizational Performance Results (Summative)

Kindergarten mClass Spring 2009 (Key #1: Advanced reading in grades K-2)	
Met Benchmark (3): 100% (57/57)	
Level 4-5: 16% (9/57)	Level 6+: 84% (48/57)

TN2: Second Grade (Key #1: Advanced reading in grades K-2)				
Content Area	2007 (50 th)	2008 (50 th)	2009 (50 th)	2009 (70 th)
Composite	93.5	92	?	
Reading	76.6	85	82	57
Language	90.9	90	86	82
Mathematics	92.2	93	91	75
Language Mechanics	90.3	92	91	76
Mathematics Comp.	92.2	96	82	69

Maryland School Assessment (Key 2: Advanced reading MSA in grades 3-5)								
Grade	Content Area	2003	2004	2005	2006	2007	2008	2009
3	Reading	93	92.9	89.2	95.5	97.4	98.7	97.3
	Math	95.3	95.2	93.2	93.2	94.9	98.7	97.4
4	Reading	NA	91.2	96.5	91.8	100	97.5	96.3
	Math	NA	96.2	96.5	95.9	100	98.7	100
5	Reading	86.7	91.4	91.5	96.4	100	97.7	98.8
	Math	83.8	89.4	94	98.8	96.1	100	97.6

Grade 5 Students in Math 6 and 7 (Key 3: Advanced math in grade 5)			
	2007-8	2008-9	2009-10
White	50% (24/48)	76% (34/45)	81% (34/42)
African American	0% (0/1)	22% (2/9)	33% (3/9)
Asian	66% (23/35)	69% (18/26)	93% (28/30)
American Indian	NA	NA	0% (0/1)
Hispanic	0% (0/3)	0% (0/2)	33% (1/3)
All	44% (47/99)	66% (54/82)	76% (65/85)

Measurement, Analysis, and Knowledge Management (Formative)

- MCPS math unit assessments
- Staff will analyze data from MSA, TN/2, MAP-R, MCPS-AP-PR, and ongoing reading assessments, both district-made and teacher-made, which will help to determine instructional groupings for differentiation.
- Staff will analyze information from MCPS and school surveys to assess levels of satisfaction.
- Teams, including the SDT and Reading Specialist, will develop grade level goals through quarterly data chats, monitor student progress, update AIPs and modify instructional strategies to meet their goals.
- Analyze specific standardized test questions.
- Student data notebooks.
- Staff, student, and parent participation in satisfaction surveys and conducting an analysis of the data.

Faculty and Staff Focus

- Staff training on
 - Instructional uses of technology including Elmos and Promethean Boards
 - myMCPS portal
 - Small group/differentiated instruction
 - Cluster Focus on Race and Equity: Leadership Team
 - Higher order thinking skills including vocabulary
- Celebration of staff successes at staff meetings and in the Principal's bulletin
- Hold Monthly Staff Development Trainings
- Peer Visits
- Promote staff respect and collaboration through monthly vertical meetings
- Revise committee structure

Travilah E.S. Baldrige Guided School Improvement Plan

Process Management

- All staff will work in grade level and vertical/horizontal teams to analyze student work and formative assessment data.
- Staff will maintain data notebooks to track progress in areas identified by grade level teams.
- Staff will continually update Academic Intervention Plans
- Staff will continue to provide support to identified students through participation in the Travilah Learning Club and/or front loading.
- Counselor and staff sponsors will coordinate a peer mediation program to support interpersonal skill development and foster conflict resolutions skills.
- All instructional staff will design, implement, and assess learning experiences and lessons that incorporate the use of technology into instruction.
- Ongoing monitoring of student progress will determine differentiated instructional groupings.
- School schedule will support academic grouping needs.
- Collaboration with ESOL, SLP, Reading Specialist, and Resource teacher to reinforce grade level objectives through professional discussions and working with students.
- Fabulous Fridays – fourth grade small tutoring to support skills of the week using MAP R data.
- Homework Club
- K-5 consistent instructional practices: vocabulary building, BCR discussions, anchor papers, modeling rubrics and high frequency words.