

Seven Locks E.S. 10-1-09 School Improvement Plan

STUDENT AND STAKEHOLDER FOCUS

Rationale

Since 61.2% of our students in grades 1 – 5 are accelerated in math, and since 44% of our accelerated students and 59% of our on- grade-level students score 90% or above on unit assessments in the grade level instructed (2008-2009), we will continue our acceleration efforts started two years ago, striving to increase the overall number of students demonstrating complete understanding by 20%.

While Seven Locks students exceeded adequate yearly progress in all subgroups for math, we will strive to reduce the discrepancy between the percentage of White (58%) and Asian (75%) students scoring in the advanced range on the MSA in Math, compared with the number of African-American (40%) and Hispanic (29%) students scoring in the advanced range.

We intend

- To provide increased enriched and accelerated instruction in math for all students and subgroups of students, as well as opportunities for reteaching and retesting.
- To prepare all of our students for success in Algebra I or above by grade 8
- To maximize the number of opportunities for students to advance their math (multiple paths)

LEADERSHIP

Vision

Our vision, at Seven Locks Elementary School (SLES), is to create a caring and positive learning community where all are valued, respected, and empowered to reach their full potential in a changing world.

Mission

SLES provides a rigorous instructional program for all students to become independent thinkers, problem solvers, and life-long learners who are prepared for the challenges they face in a changing and complex world.

Communication and Monitoring

- Parent Bulletins and Staff Bulletins will communicate the school's vision, mission, values, goals, objectives and performance expectations.
- The School Improvement Team and Leadership team will meet quarterly and monitor the data for trends in student achievement in math, with particular attention to progress of subgroups
- Each teacher will monitor student progress in team meetings and data review sessions

PERFORMANCE RESULTS

- **Student achievement**
 - Math unit assessments
 - MSA scores
 - Data Review Reports
 - % change in on-, above-, and below-grade-level report card data for students receiving grade-level instruction with enrichment
 - Year-to-year increase in enrollment in highly accelerated math classes
- **Student, teacher, and parent satisfaction**
 - Self-reported staff/student/parent survey
- **Staff training and well-being**
 - Needs assessment of staff
 - Surveys of staff (Plus, Deltas) at the end of math training sessions
- **Leadership systems, benchmarking, key processes and systems**
 - Quarterly Data Reviews focusing on individual student achievement and subgroup achievement
 - Quarterly School Improvement Team Reviews of student achievement (See attachments)

STRATEGIC PLANNING Obj. #1 (Math)

Measurable Priority School Improvement Goal/Objective:

- **To increase student achievement in math while maintaining a positive attitude, by providing accelerated and enriched instruction for all students, at all levels, as measured by**
 - **100% of total students performing at Proficient or above on the MSA in math** 2008-2009 actual: 98.5% 2010 goal: 100%
 - **An 8% increase in the number of students that score advanced on the MSA in math** 2008-2009 actual: 57% 2010 goal: 65%
 - **A 25% increase in African American students scoring advanced on the MSA in math** 2008-2009 actual: 40% 2010 goal: 65%
 - **A 36% increase in Hispanic students scoring advanced on the MSA in math** 2008-2009 actual: 29% 2010 goal: 65%
 - **A 20% increase in students who demonstrate complete understanding on math unit assessments** 2008-2009 actual: 51% 2010 goal: 71%
- School teams will write math action plans, based on specific needs, to support this goal, will monitor student progress, and will adjust action plans based on data review..
- Leadership Team, School Improvement Team, classroom observations will be used to monitor student achievement and implement PDSA to make modifications as needed

FACULTY AND STAFF FOCUS

- Math professional development training will take place during staff meetings, 16 hours for professional development, team meetings, vertical team meetings, workshops, and conferences with colleagues. It will include 3 sessions in staff meetings on Equitable Classroom Practices and Diversity and 3 sessions on math instructional strategies.
- Leadership Team will serve as a positive vehicle for team concerns regarding math instruction.
- Respond to Plus/Delta feedback at all math trainings

PROCESS MANAGEMENT

- A yearlong training calendar has been developed which includes math training and diversity training, as well as equitable practices training
- Team leaders will guide discussion and analysis of math instruction and achievement and report to Leadership Team
 - Analyze formative assessments and unit assessments to determine progress and need for reteaching
 - Analyze our data and revise goals and action plans accordingly based on results of Plan, Do, Study, Act
- SIT will monitor data quarterly
- Survey staff and parents about level of student achievement in math

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Math Formative Assessments
- Math Unit Assessments
- Quarterly Data Review meetings
- Analysis of end-of -unit assessments
- Re-teach and retest, as needed
- Disaggregate data and analyze
- Analysis of Plan, Do, Study, Act process

SLES Disaggregated MSA Math Achievement Data and Targets for 2009-10

Subgroups	Students scoring in the Advanced or Proficient Range in 08-09	08-09 Students scoring in the Advanced Range in 08-09	Percent difference between subgroup and total percent of students scoring in the Advanced Range in 08-09	Targets for Scoring in the Advanced Range in 09-10
African-American	100%	40%	-17.5%	65%
Hispanic	100%	28.6%	-28.9%	65%
White	97.9%	57.7%	+0.2%	65%
Asian	100%	75%	+17.5%	65%
Special Education	87.5	18.8	-38.7%	--
All Students	98.5%	57.5%	0	65%

2009-10 Math Instructional Grouping of Fifth Grade Students

Math Instructional Level	Number of Students	Percent
Math 5 with extensions into Math 6	20/46	44%
Math 6 with extensions into Math 7	24/46	52%*
Math 7 with extensions into Algebra 1	2/46	4%*
*56% of fifth grade students are accelerated one or two years above grade level.		

2009-2010 Percent of African-American Students Enrolled in Accelerated Math (one full year above grade level)

Grade	Number of African American Students in Grade	Percent Enrolled in Accelerated Math
3	3	33%
4	2	50%
5	6	17%

SLES Disaggregated Two-Year MSA Math Achievement Trend Data (2008 and -2009)

Subgroups	Students scoring in the Advanced or Proficient Range in 07-08	Students scoring in the Advanced or Proficient Range in 08-09	07-08 Students scoring in the Advanced Range in 07-08	08-09 Students scoring in the Advanced Range in 08-09
African-American	86%	100%	28%	40%
Hispanic	100%	100%	50%	28.6%
White	99%	97.9%	67.7%	57.7%
Asian	100%	100%	80.0%	75%
Special Education	94.7%	87.5	31.6%	18.8
All Students	98.3%	98.5%	65.3%	57.5%