

STUDENT AND STAKEHOLDER FOCUS

Rationale

Since 97.5% of our students achieved *proficient* or *advanced* on MSA (2008-2009), we will continue to monitor student reading performance (K – 5) and program to ensure proficiency for each student.

While Seven Locks students exceeded adequate yearly progress in all subgroups for reading, we will strive to reduce the discrepancy between the percentage of White (59.8%), Asian (50.0%) and Hispanic (57.1%) students scoring in the *advanced* range on the MSA in Reading, compared with the percentage of African-American (40.0%) students scoring in the advanced range.

We intend

- To provide rigorous instruction in reading for all students and subgroups of students,
- To prepare our students for advanced reading in grades K – 2 and grades 3 – 5,
- To maximize the number of opportunities for students to advance their performance in reading.

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.

Monitoring

- The SLES mission and vision are communicated regularly to parents through Parent Bulletins and to staff through Staff Bulletins, as well as on the Seven Locks website. They are reviewed annually.
- The School Improvement Team, Leadership team, and Reading Committee monitor the data. Individual student progress is monitored during data reviews at the end of each marking period.

PERFORMANCE RESULTS

Student achievement

- MClass Scores: Fall 2009 and Spring 2010; % scoring in the *basic* and *advanced* ranges overall; % scoring in the *basic* and *advanced* ranges in African American and Hispanic subgroups.
- Map R Scores: Fall 2009 and Spring 2010, % scoring in the *basic* and *advanced* ranges overall; % scoring in the *basic* and *advanced* ranges in African American and Hispanic subgroups.
- MSA Scores: Spring 2009 and Spring 2010 % scoring in the *proficient* and *advanced* ranges overall; % of African American students scoring in the advanced range.

Leadership systems, benchmarking, key processes and systems

- MCPS Quarterly Reading Targets used to gauge the achievement of individual students and subgroups.

(See attachments)

STRATEGIC PLANNING Obj. #2 (Reading)

Measurable Priority School Improvement Goal/Objective:

- **To increase student achievement in reading while maintaining a positive attitude, for all students, at all levels, as measured by:**
 - **100% of total students performing at proficiency or above on the MSA in reading** 2008-2009 actual: 98.5% 2010 goal: 100%
 - **An 8.3% increase in the number of students that score in advanced on the MSA in reading** 2008-2009 actual: 56.7% 2010 goal: 65%
 - **A 25% increase in African American students scoring in advanced** 2008-2009 actual: 40% 2010 goal: 65%
 - **An 8% increase in Hispanic students scoring in advanced** 2008-2009 actual: 57.0% 2010 goal: 65%
 - **A 9% decrease in the number of students performing at basic on the mClass and MAP-R assessments (from 9% to 0%) and a 10% increase in the number of students performing at advanced on the mClass and MAP-R assessments (from 55% to 65%)**
 - **An increase of 28% in the number of African American students (from 37% to 65%) and of 28% in the number of Hispanic students (from 37% to 65%) performing at advanced on the mClass and MAP-R assessments.**

FACULTY AND STAFF FOCUS

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

PROCESS MANAGEMENT

- A yearlong training calendar has been developed which includes reading training and diversity training, as well as equitable practices training
- Team leaders will guide discussion and analysis of reading instruction and achievement and report to Leadership Team
 - Analyze formative assessments to determine progress and need for adjusting instruction
 - 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 reading

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- mClass scores (3 times a year)
- MAP-R (3 times a year)
- Quarterly Data Review meetings
- MCPS quarterly reading targets
- Disaggregate data and analyze
- Analysis of Plan, Do, Study, Act