

DuFief Elementary Math SIP 2009-2010

10/09

STUDENT AND STAKEHOLDER FOCUS

MSA-analyzed disaggregated 2008-09 data

- 39.4% of the special education population was proficient or advanced meeting AYP through Safe Harbor.
- 36.4% of the FARMS population made AYP through the confidence interval.
- The Af. American (56%, 5 of 9) and Hispanic (66.7%, 4 of 6) populations met AYP in math through the confidence interval.
- On MSA subtests the Asian (91.2%) and White (89.3%) subgroups met AYP.

Number of Students in Advanced Math:

- Grade 5 – 56%
- Grade 4 – 59%
- Grade 3 – 51%
- Grade 2 – 40%
- Grade 1 – 34%

LEADERSHIP

Vision: We envision a DuFief Elementary School Community where staff and parents enthusiastically support students in mastering academic and social skills that guide them to become productive, life long learners.

Mission: The staff, students and parents of DuFief ES will stimulate and challenge all students to develop their academic, social and emotional potential. We will achieve this by providing a safe and nurturing environment that promotes open communication and collaboration. We will provide effective instruction for all students to instill a sense of responsibility and to become life long learners. Success will be measured by setting goals, collecting data and evaluating progress.

Communication/monitoring:

The DuFief Leadership Team which includes staff, parents and community members will communicate and monitor the School Improvement Plan and supporting action plans quarterly at leadership meetings. The school's mission, vision, core values, and school improvement plan are also shared through staff meetings, team meetings, the private folder, PTSA meetings and the school newsletter.

PERFORMANCE RESULTS

2010 Math 6 by Gr. 5 MCPS strategic target = 50%
2009 - 10 Students Accelerated in Math

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
adv	total	adv	total	adv	total	adv	total	adv	total
21	62	25	63	32	63	37	63	43	76

Gr. 1-34% Gr. 2-40%, Gr. 3-51%, Gr. 4-59%, Gr. 5-56%

2009 TN2 math and math computation

Math concepts			Math computation		
#	50 th %	70 th %	#	50 th %	70 th %
65	86.7	72	65	93.3	80

2009 Math MSA Data

Student Group	Advanced		Proficient		Basic	
	#	%	#	%	#	%
All	138	61.9	61	27.4	24	10.8
Asian	54	68.4	18	22.8	7	8.9
African American	1	11.1	4	44.4	4	44.4
White	82	63.6	36	27.9	2	33.3
Hispanic	1	16.7	3	50	2	33.3
Special Education	4	12.1	9	27.3	20	60.6
LEP	1	11.1	5	55.6	3	33.3
FARMS	0	0	4	36.4	7	63.6

*for trend data, see attached charts

STRATEGIC PLANNING

During the 2009 - 2010 school year:

DuFief Elementary will focus on providing a rigorous academic program for all students in order to maintain or increase math achievement for all student groups. This increase in math achievement will be measured by...

- A 2.14% increase (89.3% to 91.44%) in the over all number of students scoring proficient and advanced on the math MSA (AYP)
- A 12.13% increase (39.4%-51.53%) in the number of Special Ed. students scoring proficient or advanced on the math MSA. (Safe Harbor)
- A 6.66% increase (67.7%-73.36%) in the number of LEP students scoring proficient or advanced on the math MSA. (AYP)
- A 6.66% increase (66.7%-73.36%) in the number of Hispanic students scoring proficient or advanced on the math MSA. (confidence interval)
- An 8.8% increase (55.5%-64.38%) in the number of African American students scoring proficient or advanced on the math MSA (confidence interval)
- A 12.72% increase (36.4 to 49.12%) in the number of FARMS students scoring proficient or advanced on the math MSA. (confidence interval)
- 55% of grade 5 students will successfully complete the Math 6 class
- 50% of grade 2 – 4 students will participate in adv. Math by 2010-11.

PROCESS MANAGEMENT

- Analyze math data to identify students who are not proficient
- Develop, implement, and monitor progress of specific goals/ intervention plans designed for students not scoring proficient on the math MSA and students near advanced on math MSA
- Implement strategies to increase math facts fluency
- Continue FASTT MATH and Study Island
- Stress challenge instruction to ready all students for advanced math classes

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- *Math unit tests (K-Math A)
- *warm ups and exit cards
- *class goal set for math facts
- * math fact progress
- *formative test data - class quizzes and teacher observation
- *Data chats – team meetings

FACULTY AND STAFF FOCUS

Trainings:

- Planning, implementing and managing small group instruction
- Analyzing data and using results to inform instruction

Professional Dev. Opportunities

- Mini workshops (during staff meeting, flex time, etc.) addressing higher level thinking skills, math discourse, manipulatives

Dufief Elementary Reading SIP 2009-2010

PERFORMANCE RESULTS

2009 TN2 Reading Data

# tested	50% NCE	70% NCE
65	80%	55%

*for disaggregated data, see attached chart

2009 Reading MSA Data

Student Group	Advanced		Proficient		Basic	
	#	%	#	%	#	%
All	125	56.1	76	34.1	22	9.9
Asian	48	60.8	26	32.9	5	6.3
African American	2	22.2	4	44.4	3	33.3
White	72	55.8	45	34.9	12	9.3
Hispanic	3	50	1	16.7	2	33.3
Special Education	3	9.1	11	33.3	19	57.6
LEP	0	0	6	66.7	3	33.3
FARMS	1	9.1	4	36.4	6	54.5

LEADERSHIP

Mission: The staff, students and parents of DuFief ES will stimulate and challenge all students to develop their academic, social and emotional potential. We will achieve this by providing a safe and nurturing environment that promotes open communication and collaboration. We will provide effective instruction for all students to instill a sense of responsibility and to become life long learners. Success will be measured by setting goals, collecting data and evaluating progress.

Vision: We envision a DuFief Elementary School Community where staff and parents enthusiastically support students in mastering academic and social skills that guide them to become productive, life long learners.

Communication/monitoring:

The DuFief Leadership Team which includes staff, parents and community members will communicate and monitor the School Improvement Plan and supporting action plans quarterly at leadership meetings. The school's mission, vision, core values, and school improvement plan are also shared through staff meetings, team meetings, the private folder, PTSA meetings and the school newsletter.

STRATEGIC PLANNING

During the 2009 - 20010 school year:

DuFief Elementary will focus on providing a rigorous academic program for all students in order to maintain or increase reading achievement for all student groups. This increase in reading achievement will be measured by...

- A 2% increase (90.2% - 92.2%) in the over all number of students proficient and advanced on the reading MSA
- A 11.5% increase (42.4%-53.9%) in the number of Special Ed. Students scoring proficient or advanced. (confidence interval) (5 students)
- A 6.6% increase (66.7%-73.3%) in the number of LEP students scoring proficient or advanced (AMO) (4 students)
- A 6.6% increase (66.7%-73.3%) in the number of Hispanic students scoring proficient or advanced (5 students)
- A 6.6% increase (66.7%-73.3.8%) in the number of African American students scoring proficient or advanced (confidence interval) (1 student)
- A 10.9% increase (45.5 - 56.4%) in the number of FARMS students scoring proficient or advanced (Confidence interval) (2 students)
- A 2% increase in students going from proficient to advanced on the reading MSA assessment

PROCESS MANAGEMENT

- Analyze reading data to identify students who are not proficient
- Develop, implement, and monitor progress of specific goals/ intervention plans designed for students not scoring proficient on the reading MSA and for students close to scoring adv.
- Instruct BCR process
- Use rubrics for group scoring and student self-evaluation to identify students' needs

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

READING

- * BCRs
- * MAP R and Reading 3D data
- *small group intervention data
- *teacher made formatives / observations
- *Data chats

STUDENT AND STAKEHOLDER FOCUS

MSA—analyzed disaggregated 2009 data

- 42.4% of special education students were proficient or advanced, making AYP through Safe Harbor.
- 66.7% of LEP subgroup scored proficient or advanced making AYP through confidence interval.
- 45.5% of the FARMS population scored proficient or advanced making AYP through confidence interval.
- Both Af. American (66.6%, 5 of 9 students) and Hispanic (66.7% , 4 of 6) populations met AYP through the confidence interval.
- On MSA subtests the Asian (93.5%) and White (90.7%) subgroups met AYP.

TN2

- 80% of Gr. 2 students scored above 50% NCE
- 55% of Gr. 2 students scored above 70% NCE

FACULTY AND STAFF FOCUS

Trainings:

- Planning, implementing and managing small group instruction
- Vocabulary development to increase reading fluency
- Analyzing data and using results to inform instruction

Professional Dev. Opportunities

- Observe colleagues implementing small group instruction.
- Review current videos on new reading strategies
- Invite guest speaker for reading strategies

**DUFIEF ES
PUPIL
SERVICES
2009-2010**

LEADERSHIP

The mission of the staff, students and parents of DuFief ES is to stimulate and challenge all students to develop their academic, social and emotional potential. We will achieve this by providing a safe and nurturing environment that promotes open communication and collaboration. We will provide effective instruction for all students so as to instill a sense of responsibility and to become life long learners. Success will be measured through academic data, evaluating progress and setting goals.

The DuFief Leadership Team which includes staff, parents will communicate and monitor the processes that will be implemented to improve positive student behavior as measured by the climate survey data.

**PERFORMANCE
RESULTS**

2 Question Survey

130 student

	student
Teasing is a problem	54%
Bullying is a problem	48%

**STUDENT AND
STAKEHOLDER FOCUS**

- 48% of students feel bullying is a problem
- 54% of students feel teasing is a problem

STRATEGIC PLANNING

During the 2009-2010 school year: To improve school climate, stakeholders will focus on increasing positive and respectful behavior. This improvement will be measured by a 10% decrease in the number of reported classroom disruptions and incidents of teasing

**MEASUREMENT,
ANALYSIS, AND
KNOWLEDGE
MANAGEMENT**

- *student contact database
- *student surveys
- *staff surveys
- *student self-referral
- *anecdotal information from staff
- *baseline data from 2009 – 2010 climate survey

**FACULTY AND STAFF
FOCUS**

Staff development trainings(for all staff) on Character Counts, identifying teasing/bullying behaviors and learning to appropriately reinforce positive conflict resolution strategies.

Use of Character Pillar tickets and COM program to reinforce positive behaviors.

PROCESS MANAGEMENT

- Create and distribute “teasing/bullying” surveys to 2nd-5th grade students. Provide clear directions for teachers to read to students.
- Utilize school-wide programs such as Character Counts and DeBug (K-2) plus various conflict resolution strategies (3-5)
- Teach classroom guidance lessons on **positive** behaviors and teasing
- Conduct classroom meetings facilitated by counselor and classroom teacher.