

**STUDENT AND
STAKEHOLDER FOCUS**

Based on the analysis of our disaggregated MSA data in math, Maryvale must make gains in the following areas in order to reach the 2010 AMO:

- in the LEP test group
- in the FARMS test group
- in the Hispanic test group

In the African American test group Maryvale did make AMO; however, we would like to continue this progress in order to ensure that this test group makes AMO in 2010.

FACULTY AND STAFF FOCUS

To implement this SIP, staff development will focus on the following:

- Collaborating with the Equity Team to co-plan and facilitate professional development opportunities on race and equity
- Developing systematic collaborative planning sessions and data-based discussions regarding student progress
- Providing professional development opportunities for staff regarding best practices for LEP students
- Monitoring consistently the BCR data and redo data
- Training on BCR scores using MSDE MSA examples
- Testing students using common grade-level formative assessments
- Group scoring of math BCRs with data-based discussion and reflection
- Charting students in each class who are basic, proficient, and advanced to analyze trends from October to April, based on common grade level formative assessments and math forum problems

LEADERSHIP

Maryvale Elementary School believes that all students can and will achieve excellence. We are a community of learners:

- *creating a supportive, collaborative, and engaging teaching and learning environment, ensuring a high level of achievement, utilizing rigorous and differentiated instruction, analyzing data in our decision making process, and fostering culturally competent classrooms.*

This mission will be communicated to all stakeholder groups. The administrative team, leadership team, and committees will monitor all processes that support student achievement and areas of need based on student data. Our mission was generated with input from all stakeholder groups and reviewed with the staff.

**STRATEGIC PLANNING
Math**

Maryland State Assessment

Basic to Proficient – During the 2009-2010 School Year

Students will demonstrate an overall improvement in math scores on the MSA of

- 7.9% from 71.5% to 79.4% (2010 AMO) in the LEP test group
- 7.0% from 72.4% to 79.4% (2010 AMO) in the FARMS test group
- 2.8% from 76.6% to 79.4% (2010 AMO) in the Hispanic test group
- 2.2% from 77.2% to 79.4% (2010 AMO) in the African American test group

Proficient to Advanced –

- Students will demonstrate an overall improvement in math scores on the MSA of 3% from 38.5% advanced to 41.5%.

Terra Nova 2

Basic to Proficient – During the 2009-2010 School Year

- Students will demonstrate an overall improvement of 3% from 65% scoring at/above the 50th %ile to 68% scoring at/above the 50th%ile.

Proficient to Advanced –

- Students will demonstrate an overall improvement of 3% from 49% scoring above the 70th %ile to 52% scoring above the 70th%ile.

PROCESS MANAGEMENT

Procedures in place to ensure implementation of actions in all categories

In order to improve student learning in math, especially in the LEP, Hispanic, and African American test groups, all stakeholder groups will

- analyze data at monthly collaborative grade level meetings, committee meetings, leadership meetings, and administrative meetings to develop, monitor, and revise goals to achieve proficiency
- analyze math data through the use of math BCRs and redos
- provide student-friendly accommodations lists for students for the special education and LEP test groups

Quality Tools in use to analyze and improve school processes and student learning

- present data (student-led discussions) during Town Hall meetings
- utilize student and teacher data notebooks
- institute a Math Day with student-centered activities and institute a Math Family Learning Night where students and families analyze student data notebooks and participate in math activities

PERFORMANCE RESULTS

Math MSA

Total Percent Proficient and Advanced

	2004	2005	2006	2007	2008	2009	Change
All	67.5	72.1	78.5	82.6	89.4	85.1	-4.3
AA	50.0	50.7	63.8	62.2	76.5	77.2	+0.7
A	90.0	81.5	90.9	96.4	96.8	100	+3.2
H	47.4	66.0	69.0	67.4	85.5	76.6	-8.9
W	88.9	89.1	91.5	94.8	96.6	91.8	-4.8
FARMS	42.4	49.4	56.2	57.6	73.1	72.4	-0.7
SPED	50.0	33.3	50.0	30.8	61.9	92.3	+30.4
LEP	13.3	62.1	68.0	50.0	89.7	71.5	-18.2

Key: **Yellow:** Students met AMO.

Green: Students did not meet AMO.

AMO Requirements

2004	2005	2006	2007	2008	2009	2010
44.1	53.6	58.8	63.9	69.1	74.2	79.4

Math Terra Nova 2 Scores

Percentage Indicates the Percentage of Students at or above the 50thile score.

	2006	2007	2008	2009	Change
All	90.7	73.9	68.4	65.0	-3.4
AA	66.6	65.0	69.2	53.0	-16.2
A	100	100	81.8	100	+18.2
H	40.0	57.8	60.0	48.0	-12.0
W	90.9	85.1	70.0	86.0	+16.0
Spec	0.0*	n/a	n/a	n/a	n/a
LEP	59.0	68.4	55.5	50.0	-5.5

* 5 students were in the special education test group during the 2005-2006 school year.

**MEASUREMENT, ANALYSIS, AND
KNOWLEDGE MANAGEMENT**

Information and Analysis

Instructional Formative Assessments

- Giving math formative assessments (K - Math A)
- Analyzing exit cards at grade level meetings
- Analyzing formative and summative data during grade level data meetings with a member of the administrative team
- Implementing and monitoring math BCRs
- Giving practice MSA tests 3 times a year
- Using MSA Coach and/or other MSA test preparation programs