

STUDENT AND STAKEHOLDER FOCUS

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

- in the Hispanic test group
- in the FARMS test group
- in the LEP 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
- Providing professional development opportunities on QAR and test-taking skills
- Providing professional development in best practices for LEP students
- Developing a consistent BCR criteria for success
- Group scoring of BCRs and BCR redos monthly with data-based discussion and reflection
- Analyzing CARS data at grade level team meetings and as a leadership team
- Providing professional development in comprehension skill groups and reading groups
- Developing skill groups to address students' areas of need and provide rigor (using CARS data and other formative assessments)

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

Reading

Maryland State Assessment

Basic to Proficient – During the 2009-2010 School Year

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

- 7.8% from 73.4% to 81.2% (2010 AMO) in the Hispanic test group
- 7.6% from 73.6% to 81.2% (2010 AMO) in the FARMS test group
- 5% from 76.2% to 81.2% (2010 AMO) in the LEP test group
- 2.4% from 78.8% to 81.2% (2010 AMO) in the African American test group

Proficient to Advanced –

- Students will demonstrate an overall improvement in reading scores on the MSA of 3% from 29% advanced to 32% advanced.

Terra Nova 2

Basic to Proficient – During the 2009-2010 School Year

- Students will demonstrate an overall improvement of 3% from 60% scoring at/above the 50thile to 63% scoring at/above the 50thile.

Proficient to Advanced –

- Students will demonstrate an overall improvement of 3% from 39% scoring above the 70thile to 42% scoring above the 70thile.

PROCESS MANAGEMENT

Procedures in place to ensure implementation of actions in all categories

In order to improve student learning in reading, especially in the Hispanic, FARMS, LEP, 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 reading data through the use of reading BCRs with redos and CARS data
- provide posted anchor charts, explanatory devices, graphic organizers, and visuals for students
- provide posted school-wide BCR criteria for success

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 Reading Night with reading centers, plays, read-alouds, and other student-centered activities
- post school-wide BCR criteria for success on t-shared

PERFORMANCE RESULTS

Reading MSA

Total Percent Proficient and Advanced

	2004	2005	2006	2007	2008	2009	Change
All	68.1	74.6	75.5	85.3	88.1	83.4	-4.7
AA	54.2	61.2	56.9	73.3	74.5	78.8	+4.3
A	100	88.9	86.4	92.9	93.5	93.3	-0.2
H	44.7	58.5	69.0	73.9	83.6	73.4	-10.2
W	87.3	89.1	88.3	93.8	96.6	90.7	-5.9
FARMS	45.5	54.2	50.7	63.6	76.1	73.6	-2.5
SPED	33.3	46.7	61.1	38.5	66.7	84.6	+17.9
LEP	20.0	51.7	72.0	57.7	82.8	76.2	-6.6

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

Green: Students did not meet AMO.

AMO Requirements

2004	2005	2006	2007	2008	2009	2010
46.3	57.8	62.5	67.2	71.8	76.5	81.2

Reading Terra Nova 2 Scores

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

	2006	2007	2008	2009	Change
All	64.6	48.6	53.2	60.0	+6.8
AA	33.3	35.0	46.1	59.0	+12.9
A	80.0	57.1	72.7	100	+27.3
H	33.3	36.8	48.0	52.0	+4.0
W	63.6	64.2	56.6	68.0	+11.4
Spec	0% *	n/a	n/a	n/a	n/a
LEP	45.4	31.5	55.5	53.0	-2.5

*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 CARS assessments (grades 2-5)
- Analyzing running record data (K-5) and Primary Reading Assessment Data (K-2)
- Analyzing formative and summative data during grade level data meetings with a member of the administrative team
- Implementing and monitoring reading BCRs
- Giving practice MSA tests 3 times a year
- Using MSA Coach and/or other MSA test preparation programs