

Student and Stakeholder Focus

To ensure all students meet or exceed proficiency as we build the foundation for college readiness, we analyzed disaggregated student achievement data to identify trends, gaps, and determine root causes as the basis of our goal setting and action planning. Our goals will focus on all students achieving proficient and advanced levels in reading and math, with an increased focus on the underachieving subgroups.

2009 Data Results Summary

- **Reading MSA:** all subgroups exceeded the 2010 AMO. LEP students achieved the greatest increase of all subgroups (8.9%), but performed just above the AMO (1.3% points). Advanced levels decreased in all subgroups except AA students who realized a 6% increase in advanced. AA, H and A students underperformed W students in the advanced area.
- **Math MSA:** all subgroups exceeded the AMO except special education students who realized a 1.3% decrease from the prior year. The % of students performing at the advanced level increased for all subgroups except LEP and special education. AA and H students underperformed W and A students in the advanced area.
- **TN2 Reading Subtest:** 66% of all Gr. 2 students achieved at or above the 50th %tile on the reading subtest and 72% achieved at or above the 50th %tile on the math subtest. AA, H, LEP, SpEd, FR students underperformed W and A students.
- **MCPSAP-PR:** 90% of K students met benchmark; 57% met Key #1. 88% of Gr. 1 students & 65% of Gr. 2 students met benchmark. No Gr. 2 subgroups met the target. H, LEP and SpEd students in Gr K, 1, 2 underperformed W and A students.

Faculty and Staff Focus

Each month, we will provide professional development, incorporating a focus on special education and English Language Learners (ELLs)

- Building positive relationships with students
- Teaching to student strengths
- Online integrated curriculum
- Strategies to support ESOL, RELLE and special education students
- Inclusive practices & co-teaching
- 7 Keys and rigor
- High expectations
- Equitable practices

Leadership

The vision of Oakland Terrace is to ensure an environment in which all students will grow intellectually, socially, emotionally and individually through an integrated curriculum. By working together, students, parents, and staff will create an atmosphere, which encourages greater self-esteem, a love for learning, mutual respect and trust. Students leaving Oakland Terrace will develop a pathway for learning in a diverse world.

The mission of Oakland Terrace Elementary is to empower our students by

- Creating an atmosphere of mutual respect and personal responsibility
- Combining remediation, grade level instruction and acceleration through various learning styles
- Nurturing the development of lifelong learners
- Promoting productive citizens in our diverse world

We will communicate our vision, expectations, goals and core values through staff and team meetings, newsletters, data notebooks, school website, community meetings, rubrics, progress reports and conferences.

Strategic Planning

By June 2011 Oakland Terrace will demonstrate increased academic achievement through our focused efforts on quality instruction, rigor and equitable practices, as measured by the following:

Reading Goals:

- All students will meet or exceed the AMO (**85.9%**) on the Maryland School Assessment. A priority focus will be placed on increasing the proficiency of LEP and special education students by 10 percentage points.
- **75%** of students in each subgroup will meet or exceed the 50th %tile on the reading subtest of TN2, with specific focus on African American, Hispanic, FARMS, LEP and special education students.
- **90%** of all students in Grades K-2 will meet or exceed the benchmark in reading, as measured by MCPSAP-PR, with specific focus on Hispanic, LEP and special education students.




Mathematics Goals:

- All students will meet or exceed the AMO (**84.5%**) on the Maryland School Assessment. A priority focus will be placed on increasing the proficiency of LEP students by 10 percentage points and special education students by 12 percentage points.
- 45% of students in grade 5 will successfully complete Math 6 or higher.

Writing Goal:

- All students will compose the MCPS recommended written products, K-5, for all purposes for writing (personal expression, to inform, to persuade) for each grade level, employing appropriate language for particular audiences.

7 Keys School Improvement Goals: OTEs will demonstrate the following:

-  **KEY 1** 40% of students in each subgroup will achieve at or above the 70th percentile on TN2 reading subtest, with a priority focus on subgroups that achieved at less than 25% advanced (H, FARMS, LEP, & SpEd)
55% of kindergarten students in each subgroup will achieve at or above level 6 in reading, as measured by the MCPSAP, with a priority focus on subgroups that achieved at less than 40% (H, FARMS, LEP & SpEd)
-  **KEY 2** 40% of students in each subgroup will achieve advanced on the MSA reading assessment, with a priority focus on subgroups that achieved at less than 30% advanced (FARMS, LEP, SpEd)
-  **KEY 3** 45% of students in each subgroup will successfully complete Math 6 or higher by Grade 5, with a priority focus on increasing enrollment for under-represented subgroups at all grades (AA, H, LEP, SpEd).

Process Management

Develop a master schedule to support instructional priorities, collaborative planning and data analysis

- Teams will identify goals and develop action plans which will be monitored quarterly
- Reading Action Plan (attached)
- Math Action Plan (attached)
- Writing Action Plan (attached)

Grade level teams will meet weekly to analyze student work and performance data to determine flexible groupings and provide ongoing differentiation

Organizational Performance Results

See assessment results on page 2

- MSA
- TN2
- MCPSAP-PR

Measurement, Analysis, and Knowledge Management

Weekly:

- Action minutes from grade level planning with support staff

Monthly:

- Data dialogues
- Data notebooks
- Running records K-5
- BCR data
- Attendance data

Quarterly and as administered:

- Review of SIP and analysis of data (Staff meetings/SIT meetings)
- Interims/progress reports
- IEP/AIP goal progress
- ELL goal progress
- MAP-R
- MCPSAP-PR & progress monitoring
- Evaluation of staff development activities
- Walk-throughs
- Data centers
- Peer visit notes
- Survey results

Additional Resources:

- GBT Saturday School
- MSA Club
- Morning Club

Organizational Performance Results

Year	2003	2004	2005	2006	2007	2008	2009	2010	Year	2003	2004	2005	2006	2007	2008	2009	2010
AMO	43.8	46.3	57.8	62.5	67.2	71.8	76.5	81.2	AMO	41.4	44.1	53.6	58.8	63.9	69.1	74.2	79.4
All	78.2	72.3	83.2	85.4	90.7	92.6	92.4	94.1	All	81.3	73.6	85.1	88.0	90.4	91.3	91.8	92.0
Af. Am.	75.0	66.0	77.1	91.0	91.4	91.8	92.9	91.7	Af. Am.	59.4	58.5	74.3	84.6	82.9	95.9	90.0	89.3
Asian	73.9	87.0	88.2	84.6	86.8	94.1	90.9	97.5	Asian	95.7	95.7	97.1	94.9	97.4	97.1	93.9	92.5
Hispanic	61.7	61.1	72.0	75.0	83.3	88.9	88.3	89.7	Hispanic	70.0	93.9	80.4	79.3	84.3	81.8	86.2	88.5
White	88.9	84.5	95.7	93.6	97.6	96.0	95.8	100	White	91.7	88.7	92.2	98.2	97.6	95.0	96.6	98.0
FARMS	61.1	60.0	76.7	78.8	85.2	88.7	88.9	87.5	FARMS	66.7	60.0	81.7	80.7	82.8	85.2	88.9	87.5
SPED	55.6	40.0	61.8	62.5	79.3	82.9	80.0	86.5	SPED	44.4	35.0	58.8	62.5	65.5	82.9	74.3	73.0
LEP	33.0	29.6	58.3	51.2	75.0	81.4	73.6	82.5	LEP	66.7	51.9	61.1	60.5	70.0	67.4	79.2	86.0

2011 AMOs: Reading 85.9 Math 84.5

TN2 Reading Percent at or above 50 th %tile/NCE					TN2 Math Percent at or above 50 th %tile/NCE				
Year	2007	2008	2009	2010	Year	2007	2008	2009	2010
All	58.6	67.0	64.0	66.0	All	56.6	73.0	62.0	72.0
Af. Am.	58.6	54.0	60.0	44.0	Af. Am.	65.5	62.0	57.0	78.0
Asian	63.6	58.0	59.0	75.0	Asian	63.6	58.0	71.0	88.0
Hispanic	37.0	60.0	44.0	37.0	Hispanic	25.0	54.0	38.0	47.0
White	74.2	83.0	89.0	86.0	White	71.0	95.0	84.0	79.0
FARMS	50.0	50.0	40.0	38.0	FARMS	39.5	50.0	38.0	51.0
SPED	28.6	12.0	40.0	18.0	SPED	28.6	25.0	20.0	36.0
LEP	36.0	44.0	45.0	39.0	LEP	18.0	28.0	34.0	45.0

MCPSAP-PR Reading 2009-2010						
	Kindergarten Percentage at or Above Benchmark	Kindergarten Percent Above Benchmark	Grade 1 Percentage at or Above Benchmark	Grade 1 Percent Above Benchmark	Grade 2 Percentage at or Above Benchmark	Grade 2 Percent Above Benchmark
All	90	57	88	46	65	33
Af. Am.	86	52	96	44	53	18
Asian	100	61	69	31	71	35
Hispanic	75	31	70	16	45	1
White	97	73	95	60	78	55
FARMS	77	33	73	25	45	1
SPED	75	17	73	0	25	1
LEP	76	28	75	21	44	1