

**Dr. Sally Ride Elementary School
School Improvement Plan (2008-2009)
READING
10/6/2008**

Student and Stakeholder Focus

In order to have all students meet or exceed proficiency in **reading** by the end of the school year 2013-2014, we have analyzed disaggregated student achievement data to identify subgroup trends, make comparisons, identify gaps, and determine root causes as the basis of our goal setting process and action planning.

Based on the analysis of the data, the needs of students in **reading** are:

- Special education students need to make AMO (2008 – 42.2% & 2009 – 76.5%)
- African American students need to make AMO (2008 – 63.2% & 2009 – 76.5%)
- Hispanic students need to make AMO (2008 – 67.5% & 2009 – 76.5%)
- FARMS students need to make AMO (2008 – 65.7% & 2009 – 76.5%)
- LEP students need to make AMO (2008 – 64.0% & 2009 – 76.5%)

1a, 1b, & 2a: Train parents on goals and how to implement at home

Leadership

Mission: We are a diverse learning community comprised of educators, students, and parents who have high expectations and strive together to achieve high standards of life-long learning for all students.

School-to-Home: Back-To-School Night, Parent/Child Co-Learning Nights, Parent Conferences, Monthly Team Newsletters, Principal's Newsletter, Interims & Report Card Checklists

Staff: Weekly Town Meetings, Bi-weekly Team Planning Meetings, Monthly Leadership Meetings, Monthly ESIT Meetings, & Quarterly SIP Meetings: using essential learning/ indicators monitoring tools, targeted students' monitoring tool, & intervention monitoring tools

Performance Results
Reading MSA 2006, 2007 and 2008
Reading

2006 Target (AMO) 62.5
2007 Target (AMO) 67.2
2008 Target (AMO) 71.8
2009 Target (AMO) 76.5

NCLB Subgroups	% Prof/ Adv 2006	% Prof/ Adv 2007	% Prof/ Adv 2008	% Inc. for 2009	Target # of Students
All Students	75.8	75.8	76.9		177
African American	60.4	61.5**	63.2**	13.3	53
Asian/ Pac. Idr.	82.8	94.5	92.5		44
Hispanic	66.0	63.4**	67.5**	9.0	38
White	85.1	78.0	85.2		41
FARMS	53.3	55.9	65.7**	10.8	52
SPED	38.3	41.7***	42.2***	34.3	29
LEP	65.5	55.2	64.0**	12.5	26

*Areas not met
** Areas met by Confidence Interval
*** Safe Harbor

**Faculty and Staff Focus
READING**

1a: Train intervention providers for targeted interventions

1b: Vocabulary training to ensure common understanding & implementation

2a: Committee to create and train staff on plan

3: Continue Developing Culturally Competent Schools training plan during staff meetings
Enduring Understanding: Culture exerts a powerful influence on teaching and learning.

4b: Continue guided reading observations and feedback in grades 3-5

4b: Continue special education program review implementation & determine next steps

Goal: All students will meet or exceed the **reading** AMO 76.5% with special focus on Special Education, African American and Hispanic students.

Broad Actions:

1. Team planning meetings to strategically monitor targeted students and determine appropriate reteaching interventions and instruction.
2. Team planning meetings to strategically monitor targeted students and determine appropriate accelerated instruction.
3. Implement culturally responsive teaching and learning
4. Implement the MCPS curriculum with fidelity (including Horizons and Corrective Reading in the Learning Centers)

Process Management

Broad Action Key Processes:

1. Team planning meetings to strategically monitor targeted students and determine appropriate reteaching interventions and instruction
 - a. Target reading interventions to meet the specific needs of students
 - b. Vocabulary skill building
2. Team planning meetings to strategically monitor targeted students and determine appropriate accelerated instruction.
 - a. Daily/Weekly paper recognition for any book read during the school day & at home
3. Implement culturally responsive teaching
 - a. Staff at staff meetings & paraeducators during Town Meeting
4. Implement the MCPS curriculum with fidelity
 - a. Collaborative planning & refinement of grade level nine week planners
 - b. Observations and feedback provided by OOD, OCIP, & Core Team in grades 3-5 and the Special Ed Office in the Learning Center and Learning & Academic Disabilities classrooms

Measurement, Analysis, and Knowledge Management

Formative Assessments Monitoring Tool

- Team-created based on essential learnings or guide/VSC.
- Analyzed at team planning meetings to drive instruction, start, stop, continue or refine interventions.

Intervention Monitoring Tool

- Providers' daily use of monitoring tool with before, during, & after student data.
- Providers share data with teachers and administration as determined by each team's needs.

Quarterly Reading SIP Database Review

- Assess and report current instructional reading levels for all students (use mClass & MAP-R when appropriate)
- Continue or correct actions as needed.