

Rosemary Hills Primary School 2008-2009

STUDENT AND STAKEHOLDER FOCUS

-After in-depth analysis of the MClass data it was found that students in the subgroups of Hispanic, ESOL, African American and Special Ed (as defined by having an IEP) had a steady decline from Kindergarten through 2nd grade in the number of students who were proficient or greater than proficient on the TRC while the number of students who were below proficient had a steady increase.

-After in-depth analysis of the TN2 data it was found that the students in the subgroups of Hispanic, ESOL and Special Ed scored much lower than their white peers in all areas reading, language and math. It was also noted that overall students did not perform as well in math applications as they had in previous years, with significant drops in African American and Asian American students.

-After examining the county performance targets and our school's data it was found that our subgroups fell far below the county target for reading.

-After examining teacher recommendations for students to receive acceleration in math, it was found that a disproportionate number of African American and Hispanic students were identified as needing support to be on grade level and not given the opportunity to practice higher level concepts.

FACULTY AND STAFF FOCUS

- Training on learning styles
- Training on equity/ cultural differences
- Grade level planning time for differentiation, data analysis
- Focused in house walk throughs -Training on guided reading with Jan Richardson
- Training on differentiation

Modified on 5/18/2009

LEADERSHIP

The vision of Rosemary Hills Primary School is to foster life long learners by caring for and nurturing the whole child.

The mission of Rosemary Hills Primary School is that every student will learn. We strive for continuous improvement for staff and students.

STRATEGIC PLANNING

By the end of the 2008-2009 school year:

Reading Goal: At least 86.5% of our students will be at or above the benchmark for reading by the end of Grade 2

Math Goal: At least 41.1% of all subgroups (African American, Hispanic, Asian, White) will demonstrate developing or complete understanding of accelerated items on unit assessments in mathematics

Broad Actions

1. Grade level teams will analyze and use data to plan together weekly
2. Teachers will develop and monitor intervention plans to help students meet the grade level

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Student progress on individual academic intervention plans
- Flexibility of math groupings
- MCLASS testing data in the fall, winter and spring
- Progress monitoring using the palm

ORGANIZATIONAL PERFORMANCE RESULTS

Percentage of students at or above 50th NCE on TN/2 2008

Subgroup	Reading	Language	Language Mechanics	Math	Math Comp
All Students	71.2	72.6	68.9	71.7	72.2
African American	56.7	56.7	50	53.1	55.1
Asian American	81.8	81.8	81.8	72.7	91
Hispanic	47.1	58.8	64.7	47.9	73.7
White	87	87.8	80.5	91.1	82.1
Spec. Ed	50	30	50	50	70
LEP	41.7	50	50	32	25

RHPS 1st & 2nd Gr. Mathematics Class Enrollment (Based on 2007-2008 End-of-Year Data)

Subgroup Population	% of RHPS Population	# of Students Receiving Acceleration	% of Students Receiving Acceleration	% Increase Needed This Year to Meet Target of 41.1%
All Students=384	100.0	204	53.1	On Target
African American=46	11.9	12	26.0	15.1
Asian=30	7.8	18	10.6	30.5
Hispanic=39	10.1	7	17.9	23.2
White=269	70.0	167	62.0	On Target

Reading

Subgroup	% of RHPS Population	% Meeting Benchmark	% Increase Needed This Year to Meet Target of 86.5%
All Students	100.0	78.9	7.6
African American	16.0	52.0	34.5
Asian	8.0	77.8	8.7
Hispanic	13.0	42.1	44.4
White	63.0	89.1	On Target
FARMS	7.8	54.5	58.5
SpEd	10.6	20.0	32.0
LEP	14.8	28.0	66.5

PROCESS MANAGEMENT

See action plan