

Ashburton Elementary School 2008-2009 School Improvement

STUDENT and STAKEHOLDER FOCUS

- In order to have all students meet or exceed proficiency 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.
- An analysis of the mClass reading data indicates that 48.2% of the second graders need to acquire the essential skills and knowledge to meet or exceed standards in reading by Grade 3. The data also indicates that we need to monitor the advanced performance measured by the MSA in Grades 3, 4, and 5, by increasing the rigor in reading and mathematics. (*Proficient/Advanced - Good/Great*)
- Our school improvement goals are based on an in-depth analysis of MSA, TN2, and mClass disaggregated data with a specific focus on reading and mathematics and specific interventions matched to students' needs.

FACULTY and STAFF FOCUS

(Staff Development Action Plan Attached)

We will provide staff training on the following in order to reach our goals:

- Professional Learning Communities Institute (PLCI) - Diversity and Equity training – monthly team/quarterly staff
- Curriculum implementation training with a reading focus
- Data analysis - Data Driven Decision-Making & Monitoring Tools training
- Using rubrics effectively to measure student performance – group scoring/analysis
- Using intervention plans and/or differentiation strategies to meet all student needs
- Effective feedback training

LEADERSHIP

The SIT, PLCI, Leadership, and Grade Level Teams:

- will review and revise the school's vision, mission and SIT goals and communicate this information to the Ashburton Learning Community.
- will monitor progress towards goals on an on-going basis and communicate progress through a variety of methods (website, PTA newsletter, principals' newsletter, AES news, morning announcements, PTA meetings, cluster meetings, listserv).
- will collaborate to facilitate consistent implementation of SIT, shared decision-making and collaborative problem solving.
- will work as a team to use strategies for improving positive relationships and productive learning environments.

STRATEGIC PLANNING: GOALS and MEASURES

Reading Goal:

- All students will meet or exceed grade level proficiency standards in reading (AMO-76.5%) as measured by the Maryland School Assessment with specific focus on Hispanic/Latino, African American, and Special Education students.
- Students in Grades K, 1, and 2 will meet or exceed the benchmark in reading (86.5%) as measured by mClass data by the end of Grade 2.

Mathematics Goals:

- All students will meet or exceed grade level proficiency standards in mathematics (AMO-74.2%) as measured by the Maryland School Assessment with specific focus on Hispanic/Latino, African American, and Special Education students.
- Students in all grade levels will meet or exceed the target (41.1%) of being enrolled in an accelerated math class, with specific focus on Hispanic/Latino and African American students.

PROCESS MANAGEMENT

Reading Goal:

Use comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals by differentiating lessons that meet all students' needs (remediation and acceleration) for Reading /Language Arts as measured by:

- Administer Monthly BCRs and analyze data through group scoring
- Analyze mClass Reading Data and progress monitoring
- Administer and analyze MAP-Reading Data
- Administer mClass Reading and analyze data through group scoring of written responses
- Utilize reading Exit Cards, quizzes, tests, teacher observation, teacher feedback, data notebooks for reteaching and acceleration instruction

Mathematics Goal:

Use comprehensive planning skills to design effective instruction focused on student mastery of curriculum goals by differentiating lessons that meet all students' needs (remediation and acceleration) for Mathematics as measured by:

- Math unit assessments data - Group scoring
- Math Exit Cards, quizzes, tests, teacher observation, teacher feedback, data notebooks

PERFORMANCE RESULTS

Summative Measures:

Progress will be assessed and analyzed to identify instructional implications:

Summative Reading Data:

- MSA Reading Data
- mClass Reading Data
- MAP-R
- TN2 Reading Data in Grade 2

Summative Mathematics Data:

- MSA Mathematics Data
- End of the Year Math Unit Assessment Data
- TN2 Mathematics Data in Grade 2
- Math Acceleration Data in Grade 5

(See attached performance targets and disaggregated data)

MEASUREMENT, ANALYSIS, and KNOWLEDGE MANAGEMENT

Formative Measures:

Progress will be assessed to identify instructional implications. We will analyze intervention data, participate in Data Chats, and monitor Strategic Monitoring Tools Data:

Reading:

- Monthly BCRs – Group scoring
- mClass Reading Data and progress monitoring
- MAP-Reading Data
- mClass Reading Data - Group scoring written responses
- Reading Exit Cards, quizzes, tests, teacher observation, teacher feedback, data notebooks

Mathematics:

- Math unit assessments data - Group scoring
- Math Exit Cards, quizzes, tests, teacher observation, teacher feedback, data notebooks