

## Student and Stakeholder Focus

Based on the disaggregated data for the 2010-2011 school year:

- Special education subgroup did not meet the AMO or fall within the confidence interval band for reading. Special Education Proficiency percent was 68.20 and the current AMO was 85.90.
- Special education subgroup did not meet the AMO or fall within the confidence interval band for math. Special Education Proficiency percent was 63.60 and the current AMO was 84.5.
- FARM subgroup reached the proficiency percent within the confidence Interval band --Reading 77.30; Math 81.80.
- Black or African American subgroup reached the proficiency percent within the confidence Interval band for math, 77.80.

Root Cause Analysis, derived from data chats, review of DOI, a review of students performance on mClass, TN2, MAP-R and MSA, revealed that students across all subgroups need to improve in the area of critical thinking. Students need to:

- Think deeper
- Increase vocabulary of content material
- Increase exposure to a variety of literary genre, format, and content text.
- Construct well developed responses.
- Increase understanding of concepts and demonstrate this understanding in a variety of ways.

## Faculty and Staff Focus

In order to achieve our goals and objectives, school staff members will require the following professional development:

- Developing critical thinking skills utilizing equitable practices with an emphasis on student discourse

## Leadership

**Vision:** Bethesda Elementary School is dedicated to creating a community of life-long learners who demonstrate responsibility, respect, kindness, and consideration while achieving their highest academic potential.

**Mission:** We, the students, staff, and parents of Bethesda Elementary School will dedicate

ourselves to the pursuit of academic excellence by:

- Striving for a high level of success for all students
- Ensuring that the safety and welfare of all is a top priority
- Working collaboratively to ensure that all voices are heard
- Showing respect for each other in pursuit of academic excellence

**Communication:** Our goals and actions will be communicated to all stakeholders through our school newsletters, our website, and through staff, leadership, and PTA

## Strategic Planning: Goals and Measures

- By 2014, all students (100%) will be in the proficient or advanced category as measured by the MSA in math and reading.
- Increase the number of students moving from proficient to advance by 6% as measured by the MSA by 2012.
- Increase the overall number of students at or above the 50<sup>th</sup> percentile to moving above the 70<sup>th</sup> percentile by 5% as measured by the TN2 by 2012.
- Increase the number of Special Education, African American, and FARMS students in the proficient and advanced categories in Math by 10% as measured by the MSA.
- Increase the number of Special Education, African American, and FARMS students in the proficient and advanced categories in Math by 10% as measured by the MSA.
- Increase the number of Special Education, and FARMS students in the proficient and advanced categories in Reading by 10% as measured by the MSA.

## Process Management

- Incorporate problem-solving including Math Forum during math instruction.
- Construct higher level tier of questioning and evaluate student responses.
- Provide direct vocabulary instruction.
- Develop and use consistent grading rubrics and monitoring tools
- Provide opportunities for student discourse in all content areas, including cooperative learning strategies.
- Provide small, differentiated group instruction.
- Incorporate regular discussion of students' progress and performance during team and staff meetings using team-developed data monitoring tools.
- Develop master schedule that allows for supported classes, targeting students need meeting proficiency levels.
- Develop a special education plan that specifies how instruction designed to increasing reading and math proficiency levels will be delivered.

## Organizational Performance Results

(Summative Measures)

Please refer to page 2.

## Measurement, Analysis, and Knowledge Measurement

### Students:

- Math formative and summative assessments
- BCR's
- mClass
- MAP-R
- Intervention progress (LLI, ReadAbout, after-school office hours, Lexia)
- Report card grades
- Accelerated math participation

### Staff:

- Quarterly data chats
- Observations
- Staff development surveys and evaluations
- Formal and informal observations
- Documentation of Interventions
- Anecdotal notes
- Grade level data monitoring tools

### Parents:

- Parent surveys