

Brooke Grove Elementary School
School Improvement Plan 2010-2011
Differentiation

Leadership

Vision: Brooke Grove Elementary is a collaborative community committed to the development of a positive learning environment that values diversity, respects the individual as well as the group, and inspires intellectual and personal growth.

Mission: We are a diverse learning community committed to educating our children in a positive and safe environment that fosters respect and acceptance. We are dedicated to motivating every student to achieve his/her highest emotional, social and academic potential. As role models, we will hold ourselves accountable for planning, measuring, and achieving our desired goals through communication, collaboration, and support of one another.

Student and Stakeholder Focus (Student Needs based on Data)

We did not make AYP on the MSA Assessment in the subgroup of FARMS Reading.

Based on review of MSA, TN2, GT, Math data, we see an achievement gap among our Special needs students, FARMS students and African American students with the general education students in math and reading.

Increase the number of special needs students performing at the proficient level through drilling down and providing interventions and explicit instruction.

Increase the number of African American and FARMS students receiving accelerated instruction through explicit monitoring of student data and achievement and increasing opportunities for rigor and differentiated instruction for each and every student.

Strategic Planning (Measurable Goals)

- Increase proficiency performance (proficient + advanced) on MSA Reading and Math Assessments for all students, including at risk students, with an emphasis on the following subgroups.
- FARM students to 2011 AMO (from 60.5% to 85.92%) in Reading
- FARM students to 2011 AMO (from 52.6% to 84.53%) in Math
- Special Education students to 2011 AMO (from 51.3% to 85.92%) in Reading
- Special Education students to 2011 AMO (from 41.0% to 84.53%) in Math
- African American students to 2011 AMO from 73.50% to 85.92% in Reading and from 69.40% to 84.53% in Math

Process Management (Action Plan)

- Identify at risk students and provide specific, focused instruction along with strategic intervention programs.
- Monitor all students' progress with on-going assessments and report the results during monthly progress monitoring meetings and quarterly data chats.
- Use the Fontas and Pinnell Assessment System to consistently measure the reading progress of all students in grades 3-5.
- Use the math formative assessments and state assessment limits to consistently measure the math progress of all students on grade level curriculum.
- Equitable practices and relationship building.
- Students receiving accelerated reading and math instruction and Critical Thinking opportunities
- Periodic review and analysis of data by the SIP committee

Faculty and Staff Focus:

- Monitoring Achievement of Targeted Students
- Effective and Explicit Good First Instruction
- Small Group Differentiated Instruction for reading and math
- Student Service Model for addressing student needs
- Continuous Test Preparation and Practice
- Provide training on Critical Thinking Cultural Diversity, Writing, and Equitable Strategies
- Focus on Writing Instruction

Performance Results -Summative Data

MSA								
Grade	Read 2010	Rea 2009	Sped	FAR M	AA	Rea 2008	Rea 2007	Rea 2006
All	87.9	87.4	51.3	60.5	73.5			
3	86.2	83.8	53.8	61.5	76.5	85.5	83.9	82.0
4	86.1	88.7	38.5	53.3	65.2	88.1	90.0	81.6
5	90.2	90.2	44.4	61.5	93.3	88.2	85.7	77.0
	Math 2010	Mat 09				Mat 08	Mat 07	Mat 06
All	83.7	85.8						
3	80.0	82.4	30.8	53.8	64.7	88.4	76.8	79.5
4	84.7	93.4	30.8	60.0	65.2	89.8	80.0	82.8
5	83.6	82.0	44.4	46.2	80.0	83.6	79.8	78.0

TN2 in 50th percentile or higher						
2008	2010	2009	Read	Lang	Math	Math Comp
71.9	79.1	78.8	65%	76%	82%	76%
Hisp	87.5	75.0	62%	62%	100%	100%
Afr Am	75.0	62.5	67%	75%	67%	67%
Asian	75.0		58%	58%	58%	58%
White	83.4	85.4	67%	87%	93%	80%
FARMS	87.5	36.4	50%	62%	100%	100%
SpEd	25.0	25.0	36%	36%	50%	57%

GT Students					
	2009-2010	Grade 2 2010	Grade 3	Grade 4	Grade 5
# of GT	76/192 39.6%	19/62 30.6%	25/66 37.9%	25/65 38.5%	26/61 42.6%
AfAm		0	3	1	4
Hispanic		3	4	3	3
Asian		4	0	4	6
AmIndian		0	0	n/a	1
White		13	18	17	12
MSA Advanced			Grade 3		

Information and Analysis

- Formative Data
- Math Unit Assessments and Formatives
 - MAP-R
 - mClass Assessments & Progress Monitoring
 - Fontas & Pinnell Running Records for targeted 3-5th grade students
 - Kids Talk and Data Chat Meetings
 - Weekly meetings with Staff Development Team analyzing data