

STUDENT AND STAKEHOLDER FOCUS

- Twenty of 72 students scored below the 50th percentile on TN2. Ten of these students had IEPs and five students were ESOL students.
- While 93% of grade 3 students, 95% of grade 4 students and 98% of grade 5 students scored proficient and advanced on MSA, only 44% of grade 3, 47% of grade 4 and 84% of grade 5 students scored advanced.

Therefore, we will improve reading achievement by targeting students who are ESOL and/or special ed and increasing the number of students scoring advanced on MSA

Burning Tree E.S. Reading Goal 2009-2010

FACULTY AND STAFF FOCUS

- Train staff in the use of Promethean Board and other technology to enhance reading instruction and data monitoring
- Focus data chats on class and student level data
- Ensure that all staff are trained in Junior Great Books and Jacobs Ladder
- Train appropriate staff to implement researched-based reading interventions (SPED Staff, LC Coordinator, RS)
- Poll staff to determine effectiveness of CTT process

LEADERSHIP

Based on our shared beliefs of providing an engaging and challenging curriculum to all students and our commitment to working collaboratively to provide differentiated instruction, this goal focuses our collective efforts to increase achievement in reading. The administration and staff will closely monitor student progress through an analysis of formative and summative reading data (individual student and class data) during reading collaborative team time, data chats and leadership meetings. We will share our findings with parents at quarterly SIP meetings and PTA meetings.

STRATEGIC PLANNING

- Ninety percent of students in grade 2 will score above the 50th percentile on TN2
- Ninety percent of students in grades K, 1, and 2 will meet or exceed the benchmark in reading as measured by end-of-year mClass data
- MSA Reading:
 - 97% of our 3rd through 5th grade will meet proficient/advanced on MSA
 - 60% of students in grades 3-5 will score advanced on MSA

PROCESS MANAGEMENT

1. Utilize monthly Collaborative Team Time (CTT) to focus on discussing student work, analysis of student data, differentiation (remediation and acceleration), and reflecting on instructional strategies
2. Create CTT for resource specialists to discuss student needs; utilize staff meetings to provide time for specialists and grade level teams to discuss student needs
3. Determine and implement the appropriate reading intervention supports for special ed, LEP and, RELD students.
4. Continue reading interventions three times per week for at-risk students (especially special education and ESOL students); focus interventions on the student's area of need: decoding, comprehension or fluency; monitor data to ensure that interventions are effective and matched to student needs
5. Use Collaborative Problem Solving process to develop intervention plans for students not meeting standard.
6. Provide parent training on Junior Great Books that will enable smaller discussion group opportunities for students
7. Train staff on collaborative scoring of common BCRs to determine what constitutes an advanced response. Use VSC Toolkit and rubrics to analyze responses

PERFORMANCE RESULTS

Summative Measures:

- mClass: 93.1% of kindergarten, 83.5% of grade one and 71% of grade two students met end of year benchmark
- TN2: 69.4% of all students met the 70th percentile on the reading subtest. 27% scored below the 50th percentile.
- MSA data indicates 93% of Grade 3 students, 95% of Grade 4 students and 98% of Grade 5 students scored proficient and advanced, while only 44% of grade 3, 47% of grade 4 and 84% of grade 5 students scored advanced.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Grade level team analysis of BCRs and reading responses and discussion of instructional implications
- Benchmarking progress on MCPSAP-PR (group scoring of written responses)
- Analysis of MAP-R data 3x/year
- Analysis of report card grades quarterly
- Discussion of common formative assessments
- Progress monitoring of intervention programs
- Monitoring of Corrective Reading and Horizons Data