

STUDENT AND STAKEHOLDER FOCUS

MSA Reading 2010

- 93.2% of all students scored proficient or advanced but only 30% of FARMS and 64.3 % of Special Education students met proficiency.
- Of the 10 students in the FARMS subgroup, 8 were Learning Center special education students.
- Of the 43 students in the Special Ed subgroup, 18 were Learning Center students. Only 3/18 LC students scored proficient/advanced.
- 63% of all students scored advanced.

MSA Math 2010

- 93.1% of all students scored proficient or advanced but only 30 % of FARMS and 61% of Special Education students met proficiency.
- Of the 10 students in the FARMS subgroup, 8 were Learning Center special education students.
- Of the 43 students in the Special Ed subgroup, 18 were Learning Center students. Only 3/18 LC students scored proficient.
- 60% of all students scored advanced.

FACULTY AND STAFF FOCUS

We believe that to ensure the success of our special education students and increase the advancement of all students, we need to focus on our staff's capacity to provide grade level instruction to our special education students and integrate more critical thinking skills into instruction.

Staff development and support will focus on the following:

- Collaborative team planning using the state curriculum and assessment limits with the MCPS curriculum
- Effective small group instructional strategies and management for paraeducators
- Critical thinking skills
 - Elementary Integrated Curriculum (Gr K-1)
 - Bloom's New Taxonomy: analysis of questioning and learning tasks

LEADERSHIP

The Burning Tree staff will provide an engaging and challenging curriculum for all students and work collaboratively to provide differentiated instruction. The administration and staff will closely monitor student progress through an analysis of formative and summative data (individual and class data) during CTTs, data chats and leadership team meetings. We will share our findings at PTA meetings, quarterly SIP meetings, and through ongoing parent communication.

STRATEGIC PLANNING

By June 2011 Burning Tree ES will:

- meet AYP in all sub-groups by focusing on rigorous grade level instruction for our special education students.
- increase by 5% the number of students scoring advanced on MSA Math and Reading through a school-wide instructional focus on critical thinking skills.

PROCESS MANAGEMENT

1. Grade level general and special educators will meet weekly in collaborative teams to plan rigorous, differentiated instruction based on an analysis of performance data and student work samples.
2. Learning Center teachers and paraeducators and specialists will meet semi-monthly to plan small group instruction and develop the capacity of paraeducators to work with small groups (MCPS mini-grant)
3. Provide reading and math interventions with fidelity for identified students and monitor effectiveness of interventions on a regular basis.
4. Provide staff development focused on critical thinking and strategies for scaffolding grade level instruction to meet the needs of all students.
5. Enhanced School Improvement Team (ESIT), grade level teams, Instructional Support Team and Leadership team will meet regularly to analyze formative and summative data, monitor progress towards meeting our SIP goals.

Burning Tree E.S. SIP 2010-2011

PERFORMANCE RESULTS

See attachments:

MSA Reading and Math subgroup and level data

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Observational data from classroom look-fors:

- Grade level differentiated instruction in inclusion and special education classrooms
- Critical thinking

Primary reading and MAP-R reading data and progress monitoring

Reading intervention data monitoring

Analysis of BCRs /reading responses through common team rubric

Math unit assessments