

## STUDENT AND STAKEHOLDER FOCUS

An in-depth analysis of student math achievement data identified the following:  
**MSA**

The following subgroups scored lower than both the All and White subgroups

- African American
  - 5.1 points lower than All
  - 3.9 points lower than White
- SPED
  - 9.2 points lower than All
  - 10.1 points lower than White

### **TN/2 (grade 2)**

The following subgroups scored lower than both All and White subgroups:

- Hispanic
  - 40 points lower than All
  - 53.3 points lower than White
- LEP
  - 39.3 points lower than All
  - 51.6 points lower than White
- SPED
  - 30 points lower than All
  - 43.3 points lower than White

## FACULTY AND STAFF FOCUS

### **Increase staff capacity in the following areas:**

- Using the Voluntary State Curriculum and MCPS curriculum to create high-quality lessons
- Planning and monitoring for interventions and acceleration
- Differentiating math instruction for English language learners and students with disabilities
- Infusing Critical Thinking and Promethean Technology into everyday instruction
- Transitioning to the Online Achievement and Reporting System
- Understanding the growth mindset through book study
- Discussing Diversity, Equity and Closing the Achievement Gap

### **Evaluate to determine the effectiveness of the staff development by:**

- Conducting building walk-throughs
- Retrieving quarterly feedback
- Engaging in collegial conversations, interviews, and focus group sessions with staff
- Analyzing student achievement data

## Cloverly Elementary School Reading

### LEADERSHIP

The Cloverly school community, comprised of parents, staff and school administration, developed the schools' vision, the core values, and the SIP goals. The leadership team, comprised of parents, teachers, specialists, and support staff, meet on a quarterly basis to monitor the implementation of the SIP and to communicate the results.

**Vision:** We are dedicated to ensuring success for every student in an inclusive, caring environment.

**Core Values:** We are team players who value integrity, compassion, respect, communication, and excellence.

### STRATEGIC PLANNING

By June 2010, students at Cloverly Elementary School will demonstrate increased academic achievement and performance in reading comprehension with an emphasis on African American, limited English proficient and special education population as measured by:

#### **MSA**

98% or more of all students in grades 3-5 will score proficient or advanced

- African American, from 91.7% to 98%, or a 6.3 point increase
- LEP, from 93.3% to 98% or a 4.7 point increase
- SPED, from 87.0%, to 98% or a 11.0 point increase

#### **TN2**

95% or more of all students in grade 2 will perform at or above the 50<sup>th</sup> percentile in Reading

- African American, from 73.7% to 95% or a 21.3 point increase
- Asian, from 72.7% to 95% or a 22.3 point increase
- Hispanic, from 40.0% to 95% or a 45.0 point increase
- White, from 93.3% to 95% or a 1.7 point increase
- FARMS, from 60.0% to 95% or a 35.0 point increase
- LEP, from 41.7% to 95% or a 53.3 point increase
- SPED, from 87.0% to 95% or a 11.0 point increase

#### **MCPSAP**

86% or more of all kindergarten students will read at text level 6 or higher

80% or more of all grade 1 students will read at text level 16 or higher

### PROCESS MANAGEMENT

- Monitoring students' academic progress through the implementation of teacher data notebooks
- Reviewing Math Action Plan by the Leadership Team
- Facilitating Grade-level Data Chats with teachers and specialists
- Conducting Grade Level Weekly Team Meetings
- Hosting Study Circles on diversity as it relates to student achievement

## PERFORMANCE RESULTS

(summative)

MSA Reading AMO 2010 – 81.2%

Group	2008	2009
All	94.2	96.8
AA	87.0	91.7
Asian	96.7	100
Hispanic	92.9	100
White	96.3	97.1
FARMS	88.0	100
LEP	92.3	93.3
SPED	100.0	87.0

TN/2 Reading		
Group	2008	2009
All	84.2	80.0
AA	70.0	73.7
Asian	81.8	72.7
Hispanic	50.0	40.0
White	93.5	93.3
FARMS	50.0	60.0
LEP	50.0	41.7
SPED	50.0	50.0

TN/2 Percent at or above 50<sup>th</sup> percentile

Kindergarten Met or Exceeded Text Level 6		
Group	2008	2009
All	81.5	83.1
Grade 1 Met or Exceeded Text Level J		
Group	2008	2009
All	59.6	67.6

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

(formative)

- Quarterly review of SIP
- Quarterly analysis of report card grades
- Grade level meeting notes on student progress
- Progress reports (interims)
- Grade level formative assessments (team developed)
- Analysis of MAP-R results
- Analysis of MCPSAP results
- Cloverly Academic Plan Intervention Plan data
- MSA Performance Indicators
- Brief Constructed Response scores
- Progress monitoring