

## 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 Asian and White subgroups

- \* AA/BL
  - 16.9 percentage points lower
- \* Hispanic
  - 7.5 percentage points lower
- \* SPED/IEP
  - 25.8 percentage points lower
- \* FARMS
  - 18.7 percentage points lower

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

The following subgroups scored lower than both the Asian and White subgroups:

- AA/BL
  - 36 points lower than Asian
  - 26 points lower than White
- Hispanic
  - 22 points lower than Asian
  - 12 points lower than White
- SPED/IEP
  - 50 points lower than Asian
  - 40 points lower than White

## FACULTY AND STAFF FOCUS

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

- Using the Common Core State Standards, Curriculum 2.0, 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
- Adapting to changes to the Online Achievement and Reporting System
- 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 Math

## 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 2012, students at Cloverly Elementary School, **with a focus on African American, Hispanic, Special Education, and FARMS populations**, will demonstrate increased academic achievement and performance in math as measured by:

### **MSA**

- 95% or more of all students will perform proficient to advanced
  - African American/BL, increase from 78.1% to 95% or a 16.9 point increase
  - Hispanic, increase from 87.5% to 95% or a 7.5 point increase
  - FARMS, increase from 78.3% to 95% or a 16.7 point increase
  - LEP, increase from 81.8% to 95% or a 13.2 point increase
  - Special Education, increase from 69.2% to 95% or a 25.8 point increase

### **TN/2**

- 90% or more of all students will perform in the 50<sup>th</sup> percentile or above:
  - African American, increase from 64% to 90%, or a 26 point increase
  - Hispanic, increase from 78% to 90%, or a 12 point increase
  - LEP, increase from 80% to 90%, or a 10 point increase
  - SPED, increase from 50% to 90%, or a 40 point increase
  - FARMS, increase from 86% to 90%, or a 4 point increase

## 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, including Collaborative Planning extended blocks for Grades K to 2.

## ORGANIZATIONAL PERFORMANCE RESULTS

### **MSA Math AMO for 2012: 89.7%**

Group	2009	2010	2011
All	89.3	90.5	92.1
AA/BL	87.5	84.2	78.1
Asian	97	100	95
Hispanic	76.7	71.4	87.5
White	90.7	94.2	95
FARMS	86.7	73.3	78.3
LEP	80	78.9	81.8
SPED/IEP	56.5	69.2	69.2
MULTI	X	X	92
AM	X	X	X

### **TN/2 Math Data (50<sup>th</sup> percentile and above)**

Group	2009	2010	2011
All	85	79.5	87
AA/BL	68	80	64
Asian	82	80	100
Hispanic	80	54.5	78
White	97	88.1	90
FARMS	85	45.5	86
LEP	67	50	80
SPED/IEP	50	33.3	50
MULTI	X	X	100
AM	X	X	X

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

(formative)

- Report card grades
- Grade level meeting notes on student progress
- Progress reports (interims)
- Grade-level formative assessments
- Curriculum 2.0 Tasks
- Cloverly Academic Intervention Plan data
- MSA Public Release Tasks
- BCR scores
- MCPS math unit assessments (3-5/Math 6)
- Teacher and Students Data Notebooks