

STUDENT AND STAKEHOLDER FOCUS

An in-depth analysis of student reading achievement data identified the following:

MSA

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

- Hispanic
 - 15.8 percentage points lower
- Limited English Proficient
 - 22.3 percentage points lower
- SPED/IEP
 - 14.2 percentage points lower

TN/2 (grade 2)

The following subgroups scored lower than the White subgroup:

- African American
 - 23 percentage points lower
- Hispanic
 - 31 percentage points lower
- Limited English Proficient
 - 37 percentage points lower
- SPED/IEP
 - 37 percentage points lower

FACULTY AND STAFF FOCUS

Increase staff capacity in the following areas:

- Implement co-teaching models
- Using the Common Core State Curriculum and Curriculum 2.0 to create high-quality lessons
- Planning and monitoring for interventions and acceleration
- Differentiating reading instruction for English language learners and students with disabilities
- Infusing Critical Thinking and Promethean Technology into everyday instruction
- Adapting to changes to the New Online Achievement and Reporting System
- Discussing Diversity, Equity and Closing the Achievement Gap

Evaluate to determine the effectiveness of the staff development by:

- Focusing on Seven Keys to College Readiness
- Conducting building walk-throughs
- Retrieving quarterly feedback
- Engaging in collegial conversations, interviews, and focus group sessions with staff

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 2012, students at Cloverly Elementary School will demonstrate increased academic achievement and performance in reading comprehension with an emphasis on **African American, Hispanic, Limited English Proficient, and Special Education** population as measured by:

MSA

- 96% or more of all students in grades 3-5 will score proficient or advanced
- Hispanic, from 79.2% to 96%, or a 16.8 point increase
 - LEP, from 72.7% to 96% or a 23.3 point increase
 - SPED, from 80.8%, to 96% or a 15.2 point increase

TN2

90% or more of all students in grade 2 will perform at or above the 50th percentile in Reading

- African American/Black, from 64% to 90% or a 26 point increase
- Asian, from 83% to 90% or a 7 point increase
- Hispanic, from 56% to 90% or a 34 point increase
- White, from 87% to 90% or a 3 point increase
- FARMS, from 77% to 90% or a 13 point increase
- MULTI, from 71% to 90% or a 19 point increase
- LEP, from 50% to 90% or a 40 point increase
- SPED, from 50% to 90% or a 40 point increase

65% or more of all students in grade 2 will read at or above the 70th percentile in Reading

- All, from 63% to 65% or a 2 point increase

MCPSAP

92% or more of all kindergarten students will read at text level 6 or higher
86% 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 Reading Action Plan by the Leadership Team
- Facilitating Grade-level *Data Chats* with teachers and specialists
- Conducting Collaborative Grade Level Weekly Team Meetings

PERFORMANCE RESULTS

MSA Reading: 2012 AMO Target 90.6			
Group	2009	2010	2011
All	96.8	94.4	93.9
AA	91.7	89.3	90.6
Asian	100	96.8	95.0
Hispanic	100	86.4	79.2
White	97.1	97.5	95.0
FARMS	100	86.7	87.0
LEP	93.3	75.0	72.7
SPED/IEP	87.0	87.6	80.8
MULTI	X	X	95.0
AM	X	X	X

TN/2 Reading			
Group	2009	2010	2011
All	80.0	78.3	77.0
AA/BL	73.7	80.0	64.0
Asian	72.7	80.0	83.0
Hispanic	40.0	36.4	56.0
White	93.3	88.1	87.0
FARMS	60.0	45.5	77.0
LEP	41.7	55.5	50.0
SPED/IEP	50.0	50.0	50.0
MULTI	X	X	71.0
AM	X	X	100.0

TN/2 Percent at or above 50th Percentile

Kindergarten Met or Exceeded Text Level 6			
Group	2009	2010	2011
All	83.1	91.8	89.2
Grade 1 Met or Exceeded Text Level 16			
Group	2009	2010	2011
All	67.6	79.9	83.8

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
- Collaborative Action Plan data
- MSA Public Release Items
- Brief Constructed Response scores
- Progress monitoring