

**DuFief ES SIP
2010 - 2012 Objective 1**

**STUDENT AND
STAKEHOLDER FOCUS**

MSA – analyzed disaggregated 2010 data

- 44.2% (rdg. & math) of special education population was proficient or advanced meeting AYP through Safe Harbor.
- 59.4% (rdg. & math) of FARMS population was proficient or advanced meeting AYP through the confidence interval.
- 70% (rdg. & math) of African American population was proficient or advanced meeting AYP through the confidence interval
- On MSA math and reading tests, the LEP (88.7%), Asian (92.6%), and White (91.1%) subgroups met AYP

TN2

14.3% of grade 2 special education students scored 50% or higher on TN2. 0% scored at 70% or higher.

**FACULTY AND STAFF
FOCUS**

- *Training on identified instructional strategies
- *Development of grade level monitoring tools for Learning Center students (Quarters 2 - 4)
- *Interactive strategies on Promethean Board
- *Grading for students with IEPs
- *Differentiated instruction: amount of work, modifications, various modalities, research-based interventions

LEADERSHIP

Vision: We envision a DuFief ES community where staff and parents enthusiastically support students in mastering academic and social skills that guide them to become productive, life long learners.

Mission: The staff, students and parents of DuFief ES will stimulate and challenge all students to develop their academic, social and emotional potential. This is achieved by providing a safe and nurturing environment that promotes open communication and collaboration. We will provide effective instruction for all students to instill a sense of responsibility and to become life long learners. Success will be measured by setting goals, collecting data and evaluating progress.

Communication/Monitoring: The leadership team (including staff, parents and community members) will communicate and monitor the SIP and supporting action plans quarterly at leadership meetings. This information is also shared through staff and team meetings, the private folder, PTA meetings and the school newsletter.

STRATEGIC PLANNING

During the 2010 - 2012 school years, DuFief will focus on providing a differentiated, rigorous program for our special education subgroup designed to increase math and reading achievement on MSA and TN2. This focus also impacts the FARMS, African American, and LEP subgroups. The increase in achievement will be measured by...

- An 13.2% increase of special ed students scoring proficient or advanced on MSA reading (47.1% - 60.3%)
- A 14.7% increase of special ed students scoring proficient or advanced on MSA math (41.2% to 55.9%)
- A 20% increase in the special education subgroup scoring 50% or higher on TN2 (14.3% - 34.3%)

PROCESS MANAGEMENT

- Develop grade level monitoring tools based on State and MCPS Curricula to evaluate learning center special education student progress in reading/math
- Analyze progress monitoring data for instructional implications in reading/math
- Identify and implement instructional strategies to increase student performance on State and MCPS curriculum objectives
- Review grading procedures for students with an IEP
- Review paperwork to determine appropriate levels of state tests for students to take (MSA, Mod-MSA, ALT-MSA)

PERFORMANCE RESULTS

2010 TN2 composite percentages (50% or higher) – Grade 2

Group	percent	Number of Test Takers
All	84.3%	70
Spec. Ed.	14.3%	7

2010 TN2 reading composite percentages (at least 70%) – Grade 2

Group	percent	Number of Test Takers
All	49.3%	71
Spec. Ed.	0.0%	8

2010 Math MSA Data

Student Group	Reading		Math	
	#	%	#	%
All	217	91.2	217	89.4
Asian	81	92.6	81	92.6
African American	15	73.3	15	66.7
White	118	92.4	118	89.8
Hispanic	*	*	*	*
Special Education	34	47.1	34	41.2
LEP	22	86.4	22	90.9
FARMS	16	62.5	16	56.3

*for trend data, see attached charts

*Reading 3-D data attached

**MEASUREMENT, ANALYSIS,
AND KNOWLEDGE
MANAGEMENT**

- Data chats
- BCRs
- MAP-R & Reading 3-D data
- Observations in small group setting
- Math unit assessments
- Formative test data – class quizzes, teacher observation, warm-ups, exit cards

DuFief ES SIP
2010 - 2012 Objective 1

MSA Math Assessment

Group	Year	Percent Proficient	Number proficient	Test Takers	Confidence Interval
All Students	2010	89.4	194	217	71.9 – 86.8
	2009	89.3	199	223	66.2 – 82.3
	2008	89.9	195	217	60.4 – 77.7
	2007	87.3	206	235	55.3 – 72.5
	2006	92.2	226	245	50.1 – 67.4
	2005	92.7	228	246	44.8 – 62.4
	2004	89.5	145	162	33.5 – 54.6
Special Education	2010	41.2	14	34	60.6 – 98.2
	2009	39.4	13	33	54.9 – 93.5
	2008	36.7	11	30	45.8 – 92.3
	2007	34.6	9	26	38.4 – 89.5
	2006	55.6	15	27	32.7 – 84.9
	2005	46.4	13	28	27.6 – 79.6
	2004	42.3	11	26	17.6 – 70.5
Limited English Proficient	2010	90.9	20	22	56.0 – 102.8
	2009	66.7	6	9	49.6 – 98.8
	2008	71.4	15	21	41.3 – 96.9
	2007	47.4	9	19	34.0 – 93.8
	2006	61.5	8	13	21.2 – 96.4
	2005	62.5	5	8	5.0 – 102.2

DuFief ES SIP
2010 - 2012 Objective 1

MSA Math Assessment

Group	Year	Percent Proficient	Number Proficient	Test Takers	Confidence Interval
FARMS	2010	56.3	9	16	55.0 – 102.8
	2009	36.4	4	11	39.4 – 109.0
	2008	25.0	2	8	
	2007	33.3	2	6	
	2006	*	*	*	
	2005	20.0	1	5	
	2004	20.0	1	5	
African American	2010	66.7	10	15	51.0 – 107.7
	2009	55.5	5	9	36.1 – 112.3
	2008	20	1	5	
	2007	*	*	*	
	2006	*	*	*	
	2005	*	*	*	
	2004	*	*	*	
Hispanic	2010	*	*	*	*
	2009	66.7	4	6	25.0 – 12304
	2008	40.0	4	10	
	2007	16.7	1	6	
	2006	51.5	6	12	
	2004	40.0	2	5	

DuFief ES SIP
2010 - 2012 Objective 1

MSA Reading Assessment

Group	Year	Percent Proficient	Number proficient	Test Takers	Confidence Interval
All Students	2010	91.2	198	217	74.0 – 88.4
African American	2010	73.3	11	15	53.9 – 108.6
Hispanic	2010	*	*	*	*
Farms	2010	62.5	10	16	54.7 – 107.7
Special Ed	2010	47.1	16	34	63.1 – 99.4
LEP	2010	86.4	19	22	58.6 – 103.8
All Students	2009	90.2	201	223	68.8 – 84.3
African American	2009	66.6	6	9	39.6 – 113.4
Hispanic	2009	56.7	4	6	28.9 – 124.2
FARMS	2009	45.5	5	11	42.8 – 110.2
Special Ed	2009	42.4	14	33	57.8 – 95.2
LEP	2009	66.7	6	9	52.7 – 100.4

DuFief ES SIP
2010 - 2012 Objective 1

MCPSAP – PR results

Grade Level	No. of Test Takers	Percent at Benchmark
Kindergarten:		
All	46 (with L.C.)	85%
Special Education	9 (with L.C.)	33%
African American	5 (with L.C.)	40%
Hispanic	4 (none in L.C.)	100%
Grade 1		
All	69 (with L.C.)	88%
Special Education	8 (with L.C.)	37.5%
African American	2 (none in L.C.)	100%
Hispanic	3 (with L.C.)	66.7%
Grade 2		
All	73 (with L.C.)	60.3%
Special Education	7 (all L.C.)	0.0%
African American	6 (with L.C.)	33.3%
Hispanic	3 (with L.C.)	33.3%

(grades K – 2)

The following assessments will be used to judge end results and answer the question, “Have our actions made a difference?”

- 2011 and 2012 MSA disaggregated data results
- 2010 and 2011 TN2 results (students attaining 50% or better on the assessment)
- 2010 and 2011 end of year benchmark data on MCPSAP-PR assessments

DuFief ES SIP 2010 - 2012 Objective 2

STUDENT AND STAKEHOLDER FOCUS

MSA – analyzed 2010 data

- 89.4% of total school population in grades 3 – 5 was proficient or advanced in math meeting AYP
- 91.2 % of total school population in grades 3 – 5 was proficient or advanced in reading meeting AYP
- 57% of total school population in grades 3 – 5 scored in the advanced range in reading
- 57% of total school population in grades 3 - 5 scored in the advanced range in math.

TN2 – analyzed 2010 data

- 84.3% of grade 2 students scored 50% or higher on TN2.
- 49.3% of grade 2 students scored 70% or higher on reading portion of TN2 (one of the 7 Keys)

FACULTY AND STAFF FOCUS

*Use of discourse and manipulatives in math

*Teacher/student classroom management strategies

*Interactive strategies on Promethean Board

*Differentiated instruction: amount of work, modification, various modalities, research-based interventions

*Training on informational text organization and reading of informational texts by students (2011 - 2012 school year)

LEADERSHIP

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Mission: The staff, students and parents of DuFief ES will stimulate and challenge all students to develop their academic, social and emotional potential. This is achieved by providing a safe and nurturing environment that promotes open communication and collaboration. We will provide effective instruction for all students to instill a sense of responsibility and to become life long learners. Success will be measured by setting goals, collecting data and evaluating progress.

Communication/Monitoring: The leadership team (including staff, parents and community members) will communicate and monitor the SIP and supporting action plans quarterly at leadership meetings. This information is also shared through staff and team meetings, the private folder, PTA meetings and the school newsletter.

STRATEGIC PLANNING

During the 2010 - 2012 school years, the school focus will be on providing a rigorous reading and math program designed to increase achievement on the reading and math MSA, and to increase the percentage of students scoring 70% or higher on reading TN2. The increase in achievement will be measured by...

- An 2.2% increase in students scoring proficient or advanced on MSA reading (91.2% to 93.4%)
- A 2.7% increase in students scoring proficient or advanced on MSA math (89.4% to 92.1%)
- A 13 % increase in students scoring advanced on reading MSA. (from 57% to 70%)
- A 13% increase in students scoring advanced on math MSA. (from 57% to 70%)
- A 10.7% increase in grade 2 students scoring 70% or higher on reading portion of TN2. (from 49.3% to 60%)

PROCESS MANAGEMENT

- Analyze progress monitoring data continuously for instructional implications in reading and math
- Identify and implement instructional strategies and interventions for students identified as near basic or near advanced on MSA, TN2, MCPSAP-PR, MAP-R, Math unit assessments to increase performance on State and MCPS curriculum objectives
- Implement teacher/classroom management strategies to assure all students have access to curriculum

PERFORMANCE RESULTS

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2010 TN2 reading composite percentages (at least 70%) – Grade 2

Group	percent	Number of Test Takers
All	49..3%	71

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Special Education	34	47.1	34	41.2
LEP	22	86.4	22	90.9
FARMS	16	62.5	16	56.3

*for trend data, see attached charts

*for number of students in advanced in math , see attached charts

*Reading 3-D data attached

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Data chats
- BCRs
- MAP-R & Reading 3-D data
- Observations in small group setting
- Math unit assessments
- Formative test data – class quizzes, teacher observation, warm-ups, exit cards
- Fountas/Pinnell Benchmark Asses.

DuFief ES SIP
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 Objective 2

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DuFief ES SIP
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	2009	55.5	5	9	36.1 – 112.3
	2008	20	1	5	
	2007	*	*	*	
	2006	*	*	*	
	2005	*	*	*	
	2004	*	*	*	
Hispanic	2010	*	*	*	*
	2009	66.7	4	6	25.0 – 123.04
	2008	40.0	4	10	
	2007	16.7	1	6	
	2006	51.5	6	12	
	2005	33.3	2	6	
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DuFief ES SIP
 2010 - 2012
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DuFief ES SIP
2010 - 2012
Objective 2

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Hispanic	3 (with L.C.)	66.7%
Grade 2		
All	73 (with L.C.)	60.3%
Special Education	7 (all L.C.)	0.0%
African American	6 (with L.C.)	33.3%
Hispanic	3 (with L.C.)	33.3%

(grades K – 2)

2010 - 2011 Students in Advanced Math

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
adv	total	adv	total	adv	total	adv	total	adv	total
20	41	42	66	30	64	33	58	46	62

Gr. 1-49%;Gr. 2-64%, Gr. 3-47%, Gr. 4-57%, Gr. 5-74%

The following assessments will be used to judge end results and answer the question, “Have our actions made a difference?”

- 2011 and 2012 MSA disaggregated data results
- 2010 and 2011 TN2 results (students attaining 50% or better on the assessment)
- 2010 and 2011 end of year benchmark data on MCPSAP-PR assessments

Objective 1 Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

School: DuFief ES

Date: October 1, 2010

SIP Goal/Objective #1 During the 2010 – 2011 school years, DuFief will focus on providing a differentiated, rigorous program for our special education subgroup designed to increase math and reading achievement on MSA and TN2. This focus also impacts the FARMS, African American, and LEP subgroups.

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Develop quarterly grade level monitoring tools for Learning Center students. (refine during year 2)	LC Coordinator LC & gen ed teachers SDT/RS IDA Goodman Lertora	State curriculum MCPS curr. Guides Planning time	Electronic notebook of completed monitoring tools	Principal/AP LC coordinator CO spec ed personnel Quarterly for each marking period	
Implement monitoring tools and develop lessons/strategies to achieve proficiency on objectives listed on learning center tools. (Refine during year 2)	LC teachers & General ed teachers SDT/RS	Monitoring tools Instructional materials	*completed monitoring tools with data *log of dates CO personnel consult *data chats	Principal/AP observations Quarterly	
Analyze data for general ed., spec. ed students to monitor for projected proficiency on MSA, TN2, MAP-R MCPSAP-PR, math unit assessments	Teachers Resource Tchr SDT/RS Principal/AP ESOL/Speech IDA	Monitoring tools	*review of monitored students thru data chats & monitoring tools *classroom formative assessments	Teachers Principal/AP RS/SDT Resource Tchr ESOL/Speech monthly	

<p>Develop and monitor strategies for spec. ed students projected to score basic on above assessments</p>	<p>Teachers Resource Tchr SDT/RS</p>	<p>List of students Strategy resources</p>	<p>*Feedback and collaboration on identifying and implementing instructional strategies *Classroom observations *Resource Teacher & SDT at targeted team meetings once per month</p>	<p>Teachers Principal/AP Monthly</p>	
<p>Clarification of grading procedures for students with IEPs.</p>	<p>Teachers Resource Tchr SDT</p>	<p>Copy of procedures</p>	<p>Report cards</p>	<p>*Teachers *Resource Tchr in team meetings Quarterly as needed</p>	

Objective 2 - Action Plan 2010-2011

School: DuFief ESDate: October 1, 2010

SIP Goal/Objective #2: During 2010 – 2012 school years, the school focus will be on providing a rigorous reading and math program designed to increase achievement on the reading and math MSA, and to increase the percentage of students scoring 70% or higher on reading TN2.

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Analyze data to identify students who are basic or near advanced in math/reading. Develop, monitor, and revise goals to achieve proficient or advanced.	Teachers Prin/Asst Prin Rdg Spec/SDT ESOL IDA	Reading 3-D TN2/MSA/ MAP-R/ m-class scores math unit assessments	*Spec. Ed (LC) monitoring tools *Data chats *Math unit assess. *Observation *BCRs and group scoring	Teachers Principal AP RS, SDT, Resource monthly	
Differentiation of math curriculum through small group instruction, math discourse (e.g., Math Forum problems), and manipulatives	Teachers SDT Resource Tchr	*Math Forum logins *Discourse workshops/ book group *team collaboration	*Exit cards *unit and formative math assessments *pre/post assessments *student work samples	Teachers Principal AP Leadership Team Weekly team mtgs. Monthly data chats	
Differentiation of reading curriculum through small group instruction	Teachers Reading Spec Resource Tchr	information on small group management	*Teacher observation of students *small group discussion *student work samples	Principal AP Reading Spec Teachers Ongoing at monthly data chats	
Workshop on county-sanctioned Independent reading strategies	Reading Spec	County guidelines and strategies	*literature circle observation *classroom obser.	Teacher Principal/AP Reading Spec. Ongoing thru year	
Instruction of informational reading text structure and before, during, and after reading strategies for informational text (2011 – 2012 school year)	Teachers Reading Spec Resource Tchr	*Text structure for informational text *prereading for infor. text	*Teacher observation of students *Classroom formative & summative assess. *exit cards *student work samples	Principal AP Reading Spec Ongoing 2011-12 year	

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
#1		Learning Center Monitoring Tools (Developing Q2, Q3, & Q4 tools)	*LC teachers *Gen. ed. teachers *SDT/RS *Principal/AP	LC Coordinator *SDT *Central Office Staff	*October, 2010 *January, 2010 *March, 2010	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
#1		Report Card Grading Procedures	*LC teachers *General ed teachers	*Resource Teacher *LC Coordinator	*October, 2010 *January, 2011 *March, 2011 *In team meetings	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
#1 & #2		Interactive strategies on the Promethean Board	*staff	*Promethean Board Committee	*Ongoing thru the year	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
#1 & #2		Differentiated Instruction and effective instructional strategies	*staff	*Leadership Team members	Ongoing at staff meetings	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
#2		Informational text (organization of and reading process for)	*staff	*RS/SDT	*Oct, 2010 *school year 2011 – 2012 Continue in school year 2011-2012	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel