

Garrett Park Elementary School 2009-2010 School Improvement Plan

STUDENT and STAKEHOLDER FOCUS	LEADERSHIP	PERFORMANCE RESULTS																								
<ul style="list-style-type: none"> An in-depth analysis of the assessment data (mClass, MSA, TN/2, Math unit assessments) shows that all students must reach and maintain proficiency levels in math and reading and in doing so, each grade level will focus on the following subgroups (Note: some students are in multiple subgroups): <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Kindergarten</td> <td>Reading: Trends show LEP and SPE; Data will be updated after fall mCLASS</td> </tr> <tr> <td></td> <td>Math: Trends show LEP and SPE; Data will be updated after fall assessments</td> </tr> <tr> <td>First Grade</td> <td>Reading: A (1) AA (2) W (3)-frustration or below Many students reading above level-writing skills need work</td> </tr> <tr> <td></td> <td>Math: differentiation and acceleration</td> </tr> <tr> <td>Second Grade</td> <td>Reading: 38 students –proficient moving students to advanced level All students moving to level P by end of year 2 students reading sig. below level</td> </tr> <tr> <td></td> <td>Math: accelerating students (solidly); 12-13 need to be watched carefully</td> </tr> <tr> <td>Third Grade</td> <td>Reading: Reading: 10 students barely profi. (many subgroups) Skill target areas: writing, wd. recog/comp/wtg.</td> </tr> <tr> <td></td> <td>Math: accelerate students (solidly)</td> </tr> <tr> <td>Fourth Grade</td> <td>Reading: 1 As – Basic; 2 barely proficient; 11 just missed advanced</td> </tr> <tr> <td></td> <td>Math: 1 H – basic; 8 barely proficient; 11 just missed advanced</td> </tr> <tr> <td>Fifth Grade</td> <td>Reading: 1 H, 1 Af A – basic; 2 Af A, 4 H, 1 W – keep eye on/barely prof; group barely adv – keep an eye on 1 Af A, 1 A, 2 H, 4 W</td> </tr> <tr> <td></td> <td>Math: 3 Af, 2 H, 1 W – basic; barely prof – 3 Af, 5 H, 2 W; push/keep adv 2 H, 3 W</td> </tr> </table> <ul style="list-style-type: none"> MCPS (Spring 2009) climate data showed the following areas of need: safety, bullying and teasing An informal K-5 student survey indicates concerns in: safety, mutual caring and respect <p style="text-align: center;">STAFF FOCUS</p> <p>Professional development on the following:</p> <ul style="list-style-type: none"> ○ Using data to determine instructional implications ○ Implementing accommodations ○ Instructional strategies (including differentiation) to meet the needs of students ○ Math and reading content training to deepen knowledge and skills ○ Instructional uses of technology to support student learning ○ Paraeducator training to reinforce student learning 	Kindergarten	Reading: Trends show LEP and SPE; Data will be updated after fall mCLASS		Math: Trends show LEP and SPE; Data will be updated after fall assessments	First Grade	Reading: A (1) AA (2) W (3)-frustration or below Many students reading above level-writing skills need work		Math: differentiation and acceleration	Second Grade	Reading: 38 students –proficient moving students to advanced level All students moving to level P by end of year 2 students reading sig. below level		Math: accelerating students (solidly); 12-13 need to be watched carefully	Third Grade	Reading: Reading: 10 students barely profi. 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The BGSIP Team will revise the School Improvement Plan in response to changing needs of students and the Garrett Park Elementary School community. Revisions and updates will be communicated through the Principal and PTA newsletters, staff and PTA meetings, SIP bulletin board and postings on the Garrett Park Elementary School Web site. <p style="text-align: center;">STRATEGIC PLANNING: GOALS and MEASURES</p> <ul style="list-style-type: none"> Each student will meet or exceed proficiency in reading and math with continual emphasis on the following subgroups: African Americans, Hispanic, Free and Reduced Meals (FARMS), Limited English Proficiency, and Special Education, as evidenced by performances on MSA, TN/2, mCLASS, and math unit assessments. The School Leadership Team will develop climate goals <p style="text-align: center;">PROCESS MANAGEMENT</p> <ul style="list-style-type: none"> Use curriculum indicators to collaboratively examine student work for instructional implications. Grade level teams will participate in data meetings to analyze results, monitor progress, and drive instruction. Collaborate with stakeholders to develop, implement, and evaluate intervention plans for students not meeting academic and/or behavior standards or for underperforming students. Provide on-going staff development to enhance Staff’s skills, professional goals, and use of best practices. Provide parents and volunteers with strategies on how to best support student learning. 	<p style="text-align: center;">PERFORMANCE RESULTS</p> <ul style="list-style-type: none"> see attached SIP Performance Results see attached student survey results <p style="text-align: center;">MEASUREMENT, ANALYSIS, and KNOWLEDGE MANAGEMENT</p> <p>Progress will be monitored using the following (see grade level action plans for details):</p> <ul style="list-style-type: none"> BCRs/ECRs – brief/extended constructed responses (F/S) Pre-assessments (F) Summarizers (F) Anecdotal records (F) Classwork (F) Teacher-made assessments (F/S) Journals (F) Running records (F/S) Checklists(F) Oral discussions (F) Observations (F/S) Staff, parent and student surveys(F) Behavior referrals (F) Unit Assessments (S) MCPS Progress Monitoring Tools in Reading/Language Arts (F) Fountas and Pinnell Benchmark Assessment System (F)
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