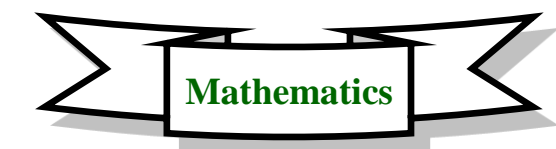


Glen Haven Elementary Mathematics School Improvement Plan 2011 - 2012



LEADERSHIP

Glen Haven Elementary School's staff, students, and parents mission is to work collaboratively to ensure that student achievement in mathematics increases for all subgroups, as measured by formative and summative assessments through:

- GHES Professional Learning Community Leadership Team
- Curriculum Team Meetings
- Professional Development
- Vertical Team Meetings
- Horizontal Team Meetings
- Quarterly Data Meetings
- Examining Student Work (ESW) Staff Meetings
- Title I Information Meetings
- Baldrige-Guided Practices
- Back-to-School Night
- Teacher-Parent Conferences
- Email, Webpage
- Character Counts Program
- Grade Level Parent Meetings
- Family Math Night
- PTA Meetings
- Math Month Activities

Communications: Translation of all written documentation in Spanish and English (i.e. parent newsletters), Connect Ed (Spanish and English), Staff Bulletin, Interim Reports, Report Cards.

STRATEGIC PLANNING

Student Performance on TN2 by Subgroups 2011

2011 TN2 Composite	MCPS 2009	GHES 2009	MCPS 2010	GHES 2010	MCPS 2011	GHES 2011
Asian	77.8%	--	84.3%	57.1%	84.9%	50.0%
African American	52.0%	65.7%	59.0%	65.7%	56.8%	57.9%
White	82.2%	83.3%	87.6%	100%	87.6%	57.1%
Hispanic	44.8%	46.4%	49.8%	30.7%	52.1%	53.8%
ESOL	38.3%	22.7%	52.7%	40.8%	54.5%	47.7%
Special Education	39.3%	33.3%	36.3%	50.0%	32.2%	20.0%
FARMS	42.3%	52.5%	71.8%	53.0%	71.8%	55.4%

Glen Haven ES will meet or exceed the MCPS performance targets for TN2 for 2011 – 2012.

Student Performance on MSA by Subgroups 2011

2011 MSA TARGET: 84.5%	GRADE 3			GRADE 4			GRADE 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Asian	88.9%	**	100%	88.9%	77.8%	*	85.7%	87.5%	70.0%
African American	86.7%	77.4%	92.9%	69.6%	87.5%	87.6%	62.5%	76.2%	76.2%
White	83.3%	80.0%	*	81.8%	71.4%	*	66.7%	77.8%	*
Hispanic	82.1%	84.0%	66.6%	76.2%	83.9%	92.3%	63.0%	78.9%	64.5%
LEP	81.3%	72.2%	74.4%	87.5%	68.8%	92.3%	42.9%	*	37.5%
Special Education	--	80.0%	*	37.5%	50.0%	*	42.9%	75.0%	*
FARMS	82.2%	75.7%	80.6%	72.2%	77.6%	97.2%	66.7%	75.8%	56.8%

Glen Haven ES will meet and/or exceed the state 2011-2012 Annual Measurable Objective, 89.7% in Math, with a focus on current 3rd grade Asian, Limited English Proficiency (LEP) and Special Education students, and on current 4th grade Hispanic students at risk for meeting the AMO for 2011-2012. Glen Haven ES will meet or exceed the state 2011-2012 benchmark for students scoring at the advanced level on the MSA in math for all students.

Glen Haven ES will meet or exceed the state 2011 benchmark for students scoring at the advanced level on the MSA in math for all

ORGANIZATIONAL PERFORMANCE RESULTS

GHES

2012 Target – TN2 Reading/LA 85.0%

2012 Target – TN2 Math 85.0%

	2008-2009 TN2	2009-2010 TN2	2010-2011 TN2
Reading	49.5%	57.1%	67.0%
Language	59.8%	56.1%	52.0%
Mathematics	66.0%	46.9%	64.0%
Language Mechanics	59.0%	62.5%	59.0%
Math Computation	74.0%	58.3%	75.0%

2012 Target – MSA Reading 90.6%

2012 Target – GHES Reading 91.0%

	2008 - 2009 MSA Reading AMO=76.8%	2009-2010 MSA Reading AMO=81.2%	2010-2011 MSA Reading AMO=85.9%
Grade 3	82.0%	88.6%	79.3%
Grade 4	84.8%	73.8%	87.1%
Grade 5	73.5%	87.7%	86.4%

2012 Target – MSA Math 89.7%

2012 Target – GHES Math 91.0%

	2008 - 2009 MSA Mathematics AMO=69.1%	2009-2010 MSA Mathematics AMO=79.4%	2010-2011 MSA Mathematics AMO=84.5%
Grade 3	83.8%	81.2%	84.1%
Grade 4	76.6%	83.8%	92.1%
Grade 5	65.4%	78.9%	68.3%

STUDENT AND STAKEHOLDER FOCUS

All grade levels met the AMO in math, with the exception of the following subgroups: in grade 3, Hispanic students; in grade 5, Hispanic, Limited English Proficiency (LEP), and FARMS. Student achievement will increase in math in all subgroups through a consistent PreK-5 instructional program, continuous data analysis, and timely, specific feedback that will drive daily instruction.

Current grade 3 Asian, Limited English Proficiency (LEP) and Special Education students; current grade 4 Hispanic students will require ongoing support to meet the 2011-2012 AMO.

MSA advanced level data shows the need for increased rigor in all grade levels.

1. Empower students to take ownership of their learning
2. All stakeholders will foster an environment of high academic expectations and positive relationships
3. Monitor and record stakeholder satisfaction (students, staff, parents)
4. Incorporate parent feedback into Parent Plan & Compact
5. Focus on students on the cusp in every subgroup
6. Analyze the data of the past fifth grade students

PROCESS MANAGEMENT

- Analyze and discuss students mathematics data among horizontal and vertical teams weekly and quarterly
- Collect monthly progress monitoring data to review student intervention plans.
- Quarterly data chats are held to monitor school-wide progress
- Participation in staff development opportunities to ensure quality delivery of the instructional program
- Baldrige Quality Tools are utilized to monitor the School Improvement Plan
- Quarterly interims are sent home to all students' families

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- MCPS Formative and Pre-Assessments
- Kindergarten through Grade2 Mathematics Formatives-EIC
- Math Unit Assessments Grades 3-5
- Computation Quizzes
- Rubrics (SC & MCPS)
- Brief Constructed Response (BCR)
- Teacher/Peer Observations
- Data Notebooks
- Data Meetings and Data Chats
- Walkthroughs/Data Centers
- Math Olympics-Math Facts
- Lesson Plans
- Student, Staff, Parent Surveys

FACULTY AND STAFF FOCUS

Math

- Examining Students' Work
- Acceleration and Enrichment
- Differentiation/Small Group
- Display and use of Math manipulatives
- Modeling manipulatives/Centers
- Writing in Math
- Program of Assessment, Diagnosis and Instruction (PADI)/Critical Thinking emphasis on Quantitative Reasoning
- Anchor Activities for Differentiation

Technology

- Integrate digital content
- Math Facts

MCPS Initiatives

- Curriculum 2.0
- Universal Design for Learning (UDL)
- Seven Keys to College Readiness