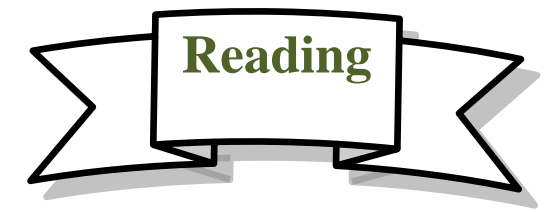


# Glen Haven Elementary Reading School Improvement Plan 2008-2009



## LEADERSHIP

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

- GHES Professional Learning Community Leadership Team
- Curriculum Team Meetings
- Staff Meetings/Professional Development
- Vertical Team Meetings
- Horizontal Team Meetings
- Quarterly Data Meetings
- Title I Informational Meetings
- Baldrige-Guided Practices

- Back-to-School Night
- Teacher-Parent Conferences
- Email, Web Page
- Character Counts Program
- Grade Level Curriculum Nights
- Family Reading Night
- Monthly PTA Meetings
- Reading Week Activities

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

Stakeholders will monitor implementation through agendas, follow-up notes, and Baldrige Quality Tools.

## STRATEGIC PLANNING

Glen Haven ES will meet or exceed the MCPS performance targets for TN2 for the 2008-2009 school year.

2008 TN2 Composite	MCPS 2007	GHES 2007	MCPS 2008	GHES 2008
Asian	83.8%	66.7%	85.6%	45.5%
African American	50.8%	64.5%	56.0%	59.5%
White	84.8%	71.4%	86.3%	64.7%
Hispanic	48.0%	66.7%	53.3%	67.7%
ELL	34.0%	40.0%	43.1%	43.5%
Special Education	36.6%	50.0%	39.8%	22.2%
FARMS	43.3%	62.9%	48.9%	50.9%

Glen Haven ES will meet or exceed the state 2009 Annual Measurable Objective, 76.50% in Reading, with a focus on Limited English Proficient and Special Education students at risk for meeting the AMOs for the 2008-2009 school year.

### Student Performance by Subgroups 2008

2008 MSA TARGET: 74.2%	GRADE 3			GRADE 4			GRADE 5		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Asian	84.6%	100.0%	75.0%	100.0%	91.0%	83.3%	100.0%	100.0%	84.6%
African American	79.3%	81.8%	73.3%	88.5%	82.7%	82.9%	33.4%	66.7%	84.4%
White	88.9%	78.6%	50.0%	100.0%	66.7%	91.7%	66.6%	85.7%	100%
Hispanic	77.0%	71.4%	80.0%	80.0%	90.9%	84.6%	45.2%	64.7%	75.0%
LEP	66.7%	57.1%	45.5%	70.0%	57.2%	58.3%	30.8%	62.5%	55.6%
Special Education	42.9%	90.0%	25.0%	63.6%	53.8%	62.5%	11.8%	50.0%	81.8%
FARMS	81.2%	76.8%	73.3%	83.3%	84.5%	80.9%	37.5%	63.2%	85.2%

## ORGANIZATIONAL PERFORMANCE RESULTS

**GHES**  
2009 Target – TN2 Reading/LA 80%  
2009 Target – TN2 Math 80%

	2006-2007 TN2	2007-2008 TN2
Reading	59.2%	49.5%
Language	59.2%	59.8%
Mathematics	66.2%	66.0%
Language Mechanics	67.6%	58.8%
Math	82.6%	74.0%
Computation		

2009 Target – MSA Reading 76.5%  
2009 Target – GHES Reading 85.0%

	2006-2007 MSA Reading	2007-2008 MSA Reading
Grade 3	83.3%	82.0%
Grade 4	83.7%	84.8%
Grade 5	74.3%	73.5%

2009 Target – MSA Math 74.2%  
2009 Target – GHES Math 85.0%

	2006-2007 MSA Mathematics	2007-2008 MSA Mathematics
Grade 3	79.2%	74.6%
Grade 4	86.2%	80.8%
Grade 5	71.0%	71.6%

## STUDENT AND STAKEHOLDER FOCUS

All grade levels met the AMO in reading, with the exception in the subgroups of Special Education and Limited English Proficient students. Student achievement will increase in reading in all subgroups through a consistent K-5 instructional program, continuous data analysis, and timely, specific feedback that will drive daily instruction.

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

While Special Education and Limited English Proficient groups will require ongoing support to meet the AMOs, specific school groups by grade level are also at risk.

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 Policy & Compact

## FACULTY AND STAFF FOCUS

### Reading/Writing

- Jacob's Ladder
- Instructional Strategies
- Junior Great Books
- BCR Training
- Words Their Way
- PK-2 Phonics
- William & Mary

### Technology

- Integrate digital content for all learners
- Technology Standards
- Accelerated Reader

### MCPS Initiatives

- College Able

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Examining Student Work
- Rubrics (VSC & MCPS)
- Assessments
- Data Notebooks
- Lesson Plans
- Brief Constructed Response (BCR)
- MClass Reading 3D & Progress Monitoring
- Diagnostic Reading Assessment (DRA)
- Measure of Academic Performance in Reading (MAP-R)
- Data Meetings and Data Chats
- Walkthroughs/ Data Centers
- Teacher/Peer Observations
- Student, Staff, Parent Surveys

## PROCESS MANAGEMENT

- Analyze and discuss students reading data among horizontal and vertical teams weekly and quarterly
- Collect monthly progress monitoring data to review student intervention plans.
- Quarterly data charts 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