

STUDENT AND STAKEHOLDER FOCUS

As a result of analyzing disaggregated MSA data, it was found that Highland View performed well on the reading portion of the MSA. The goal to decrease the number of basic students ensures that the school can continue to meet or exceed the state target for reading. It was further found that the students' performance on the math section of the test had declined from the previous year. The confidence interval was needed in all but the White testing group. As a result, we will continue to implement and monitor our interventions in reading while concentrating on improving our total math program.

The overall data also shows an achievement gap between the performance of our White and Asian students versus our African American and Latino students. We are committed to eliminating this gap.

FACULTY AND STAFF FOCUS

- ❖ Create a strategic monitoring tool to determine students needing interventions based on AMO goals.
- ❖ Effective Planning using Curriculum Guides and VSC
- ❖ Equity Study
- ❖ Professional Development & Implementation:
 - MSA strategies
 - Effective use of supports during the reading block
 - Equitable Practices
 - Data Interpretation- ORID
 - Use of Monitoring Tools
 - Co-Teaching Models
 - Paraeducators- Reading Strategies
 - Effective use of the Math Block
 - Effective instruction for written responses in reading and math

LEADERSHIP

The mission of Highland View Elementary School is to prepare our students for success in a global society by promoting their academic, social, and emotional development.

- We will set high expectations for teaching and learning.
- We will create a safe and positive learning environment that encourages students to take risks and solve problems both independently and collaboratively.
- We will partner with families and the community to encourage student effort and to celebrate our diversity and accomplishments
- We will teach and model respect for ourselves, others, and our school community.

We will communicate our vision, expectations, goals, and core values through newsletters, our website, assemblies, announcements, and school events. We will monitor how well we are communicating our progress through the use of staff and student surveys, plus/delta evaluations, data meetings, and informal conferences.

STRATEGIC PLANNING

By June 2010, students at Highland View Elementary will demonstrate increased academic achievement in reading and math as measured by:

Decrease by 5% percent the number of students in grades 3-5 scoring Basic on the reading portion of the Maryland School Assessment.

Increasing the percent of all students meeting and exceeding the Maryland School Assessment Math standards by 5% to meet the AMO of 79.4%.

- ❖ The number of African American students meeting and exceeding the MSA Math standards will increase by 15% (from 64.7%)
- ❖ The number of Asian students meeting and exceeding the MSA Math standards will increase by 20% (from 60%)
- ❖ The number of Hispanic students meeting and exceeding the MSA Math standards will increase by 7% (from 73%)
- ❖ The number of Special Education students meeting and exceeding the MSA Math standards will increase by 40% (from 64.7%) (Safe Harbor 2.1%)
- ❖ The number of LEP students meeting and exceeding the MSA Math standards will increase by 18% (from 64.5)
- ❖ The number of FARMS students meeting and exceeding the MSA Math standards will increase by 15% (from 64.2%)

PROCESS MANAGEMENT

- ❖ Teams will review performance data to determine groupings and provide differentiation.
- ❖ Teams will meet weekly and plan instruction that is aligned to curriculum and VSC documents.
- ❖ Grade level teams K-5 will implement the Balanced Literacy Program.
- ❖ Grade level teams will participate in targeted data meetings to analyze student performance results on specific measures and determine instructional implications.
- ❖ Analyze disaggregated reading and math data by grade to develop, monitor and revise goals/objectives/programming for students.
- ❖ Match professional development with grade level and individual needs and evaluate the effectiveness of training.
- ❖ Develop the master schedule to support instructional priorities.
- ❖ Utilize equitable practice strategies to increase student achievement for all.

PERFORMANCE RESULTS

MSA Proficiency Data (2008-2009)

	Reading		
	3 rd Grade	4 th Grade	5 th Grade
All Students	89%	81%	87%
African American	78%	64%	92%
White	89%	89%	100%
Hispanic	93%	87%	76%
Asian	100%	100%	75%
Special Education	100%	33%	80%
LEP	94%	79%	77%
FARMS	82%	76%	77%

MSA Proficiency Data (2008-2009)

	Math		
	3 rd Grade	4 th Grade	5 th Grade
All Students	74%	80%	66%
African American	60%	68%	57%
White	78%	94%	100%
Hispanic	81%	80%	54%
Asian	66%	66%	50%
Special Education	60%	0%	60%
LEP	72%	69%	50%
FARMS	65%	66%	55%

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Weekly:

Grade level planning with support staff

- action minutes
- focus on student needs and grouping
- monitoring tools

Bi-Monthly

- common math formative assessments
- Principal's Advisory Committee Meetings

Monthly:

- reading and math data meetings
- staff meeting agendas
- Instructional Improvement Team meetings
- Team Leader Meetings

Quarterly-as administered

- m-Class 3D
- math unit assessments
- MAP-R
- report cards
- interim reports
- IEP goals--progress
- ELL progress
- Mock MSA (October & January)