

**STUDENT AND STAKEHOLDER FOCUS**

Based on the analysis of our disaggregated MSA data in math, Maryvale must make gains in the following areas in order to reach the 2011 AMO:

- in the African American test group

The FARMS test group did make the 2010 AMO; however, we would like to continue this progress in order to ensure that this test group makes AMO in 2011.

**FACULTY AND STAFF FOCUS**

To implement this SIP, staff development will focus on the following:

- collaborate with the Equity Team to facilitate and evaluate the use of two equitable strategies (#17 and #22)
- monitor BCR or formative assessment data based on quarterly group scoring
- create quarterly grade level content maps and post on T-shared
- participate in vertical discussions during staff seminars at least three times per year

**LEADERSHIP**

Maryvale Elementary School believes that all students can and will achieve excellence. We are a community of learners:

- creating a supportive, collaborative, and engaging teaching and learning environment, ensuring a high level of achievement, utilizing rigorous and differentiated instruction, analyzing data in our decision making process, and fostering culturally competent classrooms.

This mission will be communicated to all stakeholder groups. The administrative team, leadership team, and committees will monitor all processes that support student achievement and areas of need based on student data. Our mission was generated with input from all stakeholder groups and reviewed with the staff.

**STRATEGIC PLANNING Math**

**Maryland State Assessment**

*Basic to Proficient – During the 2010 - 2011 School Year*

Students will demonstrate an overall improvement in math scores on the MSA of

- 11.5% from 73.0% to 84.5% (2011 AMO) in the African American test group

*Proficient to Advanced –*

- Students will demonstrate an overall improvement in math scores on the MSA of 3% from 35.0% advanced to 38.0%.

**Terra Nova 2**

*Basic to Proficient – During the 2009-2010 School Year*

- Students will demonstrate an overall improvement of 3% from 65% scoring at/above the 50<sup>th</sup> %ile to 68% scoring at/above the 50<sup>th</sup> %ile.

*Proficient to Advanced –*

- Students will demonstrate an overall improvement of 3% from 49% scoring above the 70<sup>th</sup> %ile to 52% scoring above the 70<sup>th</sup> %ile.

**PROCESS MANAGEMENT**

**Procedures in place to ensure implementation of actions in all categories**

**In order to improve student learning in math, especially in the LEP, Hispanic, and African American test groups, all stakeholder groups will**

- Analyze data at quarterly collaborative grade level data meetings, committee meetings, leadership meetings, and core team meetings to develop, monitor, and revise goals to achieve proficiency
- analyze math data through the use of math BCRs and re-dos
- provide student-friendly accommodations lists for students for the special education and LEP test groups

**Quality Tools in use to analyze and improve school processes and student learning**

- present data (student-led discussions) during Town Hall meetings
- utilize student and teacher data notebooks
- institute a Math Day with student-centered activities and institute two Family Learning Nights with reading and math centers and other student-centered activities

**PERFORMANCE RESULTS**

**Math MSA**

**Total Percent Proficient and Advanced**

	2005	2006	2007	2008	2009	2010	Change
All	72.1	78.5	82.6	89.4	85.1	89.5	+4.4
AA	50.7	63.8	62.2	76.5	77.2	73.0	-4.2
A	81.5	90.9	96.4	96.8	100	100	-----
H	66.0	69.0	67.4	85.5	76.6	90.4	+13.8
W	89.1	91.5	94.8	96.6	91.8	98.8	+7.0
FARMS	49.4	56.2	57.6	73.1	72.4	81.6	+9.2
SPED	33.3	50.0	30.8	61.9	92.3	88.9	-3.4
LEP	62.1	68.0	50.0	89.7	71.5	92.0	+20.5

Key: Yellow: Students met AMO.

Green: Students did not meet AMO.

**AMO Requirements**

2005	2006	2007	2008	2009	2010	2011
53.6	58.8	63.9	69.1	74.2	79.4	84.5

**Math TerraNova2 Scores**

Percentage Indicates the Percentage of Students at or above the 50<sup>th</sup> %ile score.

	2006	2007	2008	2009	2010	Change
All	90.7	73.9	68.4	65.0	70.0	+ 5.0
AA	66.6	65.0	69.2	53.0	64.4	+11.4
A	100	100	81.8	100	100	-----
H	40.0	57.8	60.0	48.0	52.0	+ 4.0
W	90.9	85.1	70.0	86.6	81.0	-5.6
Spec	0.0*	n/a	n/a	n/a	n/a	n/a
LEP	59.0	68.4	55.5	50.0	48.0	-2.0
All – 70 <sup>th</sup> %ile & above	No Data	52.0	37.0	49.0	52.0	-3.0

**MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

Information and Analysis

**Instructional Formative Assessments**

- Giving math formative assessments (K - Math 6 and Math 7)
- Analyzing exit cards at grade level meetings
- Analyzing formative and summative data during grade level data meetings with a member of the core team
- Implementing and monitoring math BCRs
- Giving practice MSA tests 2 times a year
- Using MSA Coach and/or other MSA test