

STUDENT AND STAKEHOLDER FOCUS

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

- in the Special Education test group
- in the FARMS test group
- in the Hispanic test group

The White and African American test groups did make the 2010 AMO; however, we would like to continue this progress in order to ensure that these test groups make AMO in 2011.

FACULTY AND STAFF FOCUS

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

- collaborating with the Equity Team to evaluate the use of two school-wide equitable practices (strategies #17 and #22)

***Addendum - Developing a consistent Criteria for Success for writing goals at every grade level*

- create quarterly grade level content maps and post on T-shared
- participate in vertical discussions during staff seminars at least three times per year
- provide professional development in comprehension skill groups and reading groups to address students' areas of need and provide rigor (using CARS data and other formative assessments)

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

Reading

Maryland State Assessment

Basic to Proficient – During the 2010 - 2011 School Year

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

- 8.2% from 77.7% to 85.9% (2011 AMO) in the Special Education test group
- 6.7% from 79.2% to 85.9% (2011 AMO) in the FARMS test group
- 5.2% from 80.7% to 85.9% (2011 AMO) in the Hispanic test group

Proficient to Advanced –

- Students will demonstrate an overall improvement in reading scores on the MSA of 3% from 48.3% advanced to 51.3% advanced.

TerraNova2

Basic to Proficient – During the 2010 - 2011 School Year

- Students will demonstrate an overall improvement of 3% from 57.0% scoring at/above the 50thile to 60% scoring at/above the 50thile.

Proficient to Advanced –

- Students will demonstrate an overall improvement of 3% from 35% scoring above the 70thile to 38% scoring above the 70thile.

PROCESS MANAGEMENT

Procedures in place to ensure implementation of actions in all categories
In order to improve student learning in reading, especially in the Special Education, FARMS, and Hispanic 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 reading data through the use of reading BCRs with re-dos and CARS data
- provide posted anchor charts, explanatory devices, graphic organizers, and visuals for students
- provide posted school-wide BCR Criteria for Success

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 two Family Learning Nights with reading and math centers and other student-centered activities
- post school-wide BCR criteria for success on T-shared

PERFORMANCE RESULTS

Reading MSA

Total Percent Proficient and Advanced

	2005	2006	2007	2008	2009	2010	Change
All	74.6	75.5	85.3	88.1	83.4	86.5	+3.1
AA	61.2	56.9	73.3	74.5	78.8	81.3	+2.5
A	88.9	86.4	92.9	93.5	93.3	90.5	-2.8
H	58.5	69.0	73.9	83.6	73.4	80.7	+7.3
W	89.1	88.3	93.8	96.6	90.7	83.9	-6.8
FARMS	54.2	50.7	63.6	76.1	73.6	79.2	+5.6
SPED	46.7	61.1	38.5	66.7	84.6	77.7	-6.9
LEP	51.7	72.0	57.7	82.8	76.2	88.0	+11.8

Key: **Yellow:** Students met AMO.

Green: Students did not meet AMO.

AMO Requirements

2005	2006	2007	2008	2009	2010	2011
57.8	62.5	67.2	71.8	76.5	81.2	85.9

Reading TerraNova2 Scores

Percentage Indicates the Percentage of Students at or above the 50thile score.

	2006	2007	2008	2009	2010	Change
All	64.6	48.6	53.2	53.2	57.0	+3.8
AA	33.3	35.0	46.1	46.1	41.0	+5.1
A	80.0	57.1	72.7	72.7	100	+27.3
H	33.3	36.8	48.0	48.0	38.0	-10.0
W	63.6	64.2	56.6	56.6	68.0	+11.4
Spec	n/a	n/a	n/a	n/a	n/a	n/a
LEP	45.4	31.5	55.5	55.5	52.0	-3.5
All – 70 th ile & above	No Data	34.0	37.0	39.0	35.0	-4.0

**Fewer than 8 students were in the special education test group during the 2006-2010 school years.*

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Information and Analysis

Instructional Formative Assessments

- Giving CARS assessments (grades 2-5)
- Analyzing running record data (K-5) and Primary Reading Assessment Data (K-2)
- Analyzing formative and summative data during grade level data meetings with a member of the core team
- Implementing and monitoring reading BCRs
- Giving practice MSA tests 2 times a year
- Using MSA Coach and/or other MSA test preparation programs