

# NORTH CHEVY CHASE SCHOOL SCHOOL IMPROVEMENT PLAN 2011-2012

## NCC Vision

*We envision a nurturing, positive, and safe school community where we all take ownership of our roles and responsibilities to achieve academic and personal excellence for all.*

## MISSION:

***Maximizing potential one child at a time.***

Our commitment to address the needs of different learning styles includes an adaptive curriculum where teachers, with the support of the administration, encourage success by using their creativity and continuously acquired learning to maximize each child's potential.

## LEADERSHIP

*The School Improvement Team, which includes members of all stakeholders groups, will utilize the PDSA process in monitoring, and communicating improvement of student achievement by:*

- *Weekly- grade level team meeting*
- *Bi-monthly- Instructional Council Meeting*
- *Quarterly- School Improvement Team*
- *Quarterly Interims*
- *Quarterly Data Chats*
- *Parent Coffee Sessions*

## STAKEHOLDER FOCUS

***To increase student achievement in math for individual subgroups:***

- ❖ **Hispanic from 74.5 to 88.8%**
- ❖ **FARMS from 74.2 to 88.8%**
- ❖ **Special Ed from 75.6 to 88.8%**
- ❖ **ESOL from 78 to 88.8%**

**To increase student achievement in reading for individual subgroups:**

- ❖ **Hispanic to 90.7%**
- ❖ **FARMS to 90.7%**
- ❖ **Special Ed to 90.7%**
- ❖ **ESOL to 90.7%**

## ORGANIZATIONAL PERFORMANCE RESULTS

- *MSA trend data (See attached)*
- *Stakeholder Survey*

## STRATEGIC PLANNING

**Goal:** By June 2012, the students of North Chevy Chase Elementary will demonstrate an overall improvement in academic achievement.

### Measure:

Increase the percent of students from Basic to Proficient and Proficient to Advanced on MSA in reading and math by 10% for each grade level by 10% for each level.  
Special Education, FARMS ELL's and Hispanic students will meet or exceed the 2011-2012 AMO: 90.7.8% in Reading and 88.8 % in Math.  
The school's targeted subgroups' achievement will mirror the achievement of the school-wide population.

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

**Formative measures that have been identified to use along the way to ensure that we are on the right track:**

1. Math Unit Assessments
2. MAP-R assessments reviewed at data meetings.
3. Monthly BCRs in Math and Reading
4. Indicator level monitoring tools for reading and math
5. Report Cards Data
6. Gifted and Talented Data
7. NCC Intervention Plan
8. MSA Practice Sessions

## FACULTY AND STAFF FOCUS

- Develop capacity in implementing academic discourse, higher-level questioning, and teaching of higher-level thinking skills.
- Develop school-wide consistency in expectation when scoring monthly BCRs by using a consistent protocol.

## PROCESS MANAGEMENT

SIP Team will meet quarterly to monitor progress on school goals and to participate in communication efforts.  
(See Action Plan)

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**ORGANIZATIONAL PERFORMANCE RESULTS TREND DATA**

<b>Performance Results 2007 MSA as Percent of Students Meeting Proficiency</b>																			
<b>2008</b>					<b>2009</b>					<b>2010</b>					<b>2011</b>				
<b>Sub-group</b>	<b>Read AMO %</b>	<b># Proficient</b>	<b>Math AMO %</b>	<b># Proficient</b>	<b>Sub-group</b>	<b>Read AMO %</b>	<b># Proficient</b>	<b>Math AMO %</b>	<b># Proficient</b>	<b>Sub-group</b>	<b>Read AMO %</b>	<b># Proficient</b>	<b>Math AMO %</b>	<b># Proficient</b>	<b>Sub-group</b>	<b>Read AMO %</b>	<b># Proficient</b>	<b>Math AMO %</b>	<b># Proficient</b>
<b>Am. Ind.</b>	NA	NA	NA	NA	<b>Am. Ind.</b>	NA	NA	NA	NA	<b>Am. Ind.</b>	NA	NA	NA	NA	<b>Am. Ind.</b>	NA	NA	NA	NA
<b>Asian</b>	95.2	20/21	90.5	19/21	<b>Asian</b>	86.4	19/22	90.9	20/22	<b>Asian</b>	91.6	22/24	91.7	22/24	<b>Asian</b>	90.5	19/21	85.8	18/21
<b>Afr Am</b>	100	49/49	89.8	44/49	<b>Afr Am</b>	93.9	46/49	77.6	38/49	<b>Afr Am</b>	94.2	48/51	86.3	44/51	<b>Afr Am</b>	100	42/42	90.4	38/42
<b>White</b>	99.5	214/215	96.3	207/215	<b>White</b>	98.4	247/251	96.0	241/251	<b>White</b>	98.2	279/284	94.4	268/284	<b>White</b>	97.6	284/291	97.6	284/291
<b>Hisp.</b>	92.3	24/26	84.6	22/26	<b>Hisp.</b>	90.3	28/31	74.2	23/31	<b>Hisp.</b>	78.0	32/41	63.4	26/41	<b>Hisp.</b>	80.4	41/51	74.6	38/51
<b>FARM</b>	93.1	27/29	75.9	22/29	<b>FARM</b>	89.3	25/28	60.7	17/28	<b>FARM</b>	75.0	27/36	50.0	18/36	<b>FARM</b>	83.9	26/31	74.2	23/31
<b>SPED</b>	93.9	31/33	63.6	21/33	<b>SPED</b>	93.0	40/43	67.4	29/43	<b>SPED</b>	73.2	30/41	43.9	18/41	<b>SPED</b>	76.7	33/43	72.1	31/43
<b>LEP</b>	85.0	17/20	70.0	14/20	<b>LEP</b>	73.1	19/26	65.4	17/26	<b>LEP</b>	66.7	12/18	55.6	10/18	<b>LEP</b>	80.0	20/25	75.0	21/28
<b>All</b>	98.7	308/312	93.9	293/312	<b>All</b>	96.3	340/353	91.2	322/353	<b>All</b>	95.3	381/400	90.0	360/400	<b>All</b>	95.6	409/428	93.5	400/428

Other summative measures include MAP-R,

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**School:** North Chevy Chase Elementary School

**Date:** September 2011

**SIP Goal/Objective (Annual Measurable Objective (AMO) 2011):**

1. Ensure that Special Education students, African Americans, Hispanics, students who are FARM, and LEP will meet or exceed the 2011- 2012 AMO: 90.7% in reading; 88.8% in Math

As a result of the School Improvement Plan goals (Strategic Planning/ Process Management), staff members will be able to:

- Review data points of student progress, analyze the results, and adapt instruction to improve student achievement.
- Identify target students who are not making adequate progress during the course of the year.

Action Steps	Persons Responsible	Resources Needed	Monitoring Tools	Monitoring Date	Anticipated Results
Design mock MSA sessions	All Staff	Mdk12.org 'Assessment'	MSA Public Release Items	December 19 <sup>th</sup> & 20 <sup>th</sup> School-wide	
<p>Teachers will implement strategies to strengthen the BCR responses of students in grades 3-6</p> <p>Collaborative Content Teams will develop and score monthly BCRs as a team. Using a school-wide data collection tool, in order to align instruction for consistency of programs and expectations throughout the grades</p> <p>Use model anchor responses to instruct students on how to write a brief constructed response</p>	Math & Reading Teachers Instructional Council	Mdk12.org 'Tools' State Curricula Anchor Responses Effective BCRs Teaching Strategies Curr. Guides Support from the Reading Specialist/Staff Development -Schoolwide Reading & Math Rubric -ACE	-Student written - BCR -Meeting notes -ACE -Rubrics	Monthly in CCT 3 <sup>rd</sup> Week of each month	-Monthly BCRs will show increase in the number of students who receive a score of 2 or 3. The performance of under-represented school groups will parallel those of the rest of the grades' population -Meeting notes will indicate that teachers have engaged in discussions related to BCR scoring and students' performance -Meeting notes will indicate discussion of strengths, needs and instructional implications for students in their respective grades. -Increased number of students who receive proficient and advanced scores on their monthly BCRs.

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Use MSA indicator monitoring grid to track targeted student learning	Grade Level Teams Intervention Team Principal	MyMCPS IDA -SIP plan -School Action Plan -School and grade-level data (MSA, MAP-R, Formative assessments) assessment data -Consistent Data Chats Protocol -Support from SDT and RS -School-wide monitoring tool	-MSA Indicators Grid -Teams notes	Monthly in Instructional Council Teams will consistently monitor targeted students' progress towards meeting the S.I.P. goals and objectives using the school's action plan.	-Teams notes will reflect discussion related to the targeted groups -Progress towards goals will be shared with the whole staff and other stakeholders. -Increase in percent of students scoring at the advanced level on MSA decrease in the number of students scoring at the basic level. -The under achievement of the under-represented school groups will parallel those of the general school's population. - Increase in the number of Special Education students who meet or exceed proficiency levels.
Provide direct instruction to student's on how to use their accommodations	All Staff SPED Team	Accommodation Cards Calculator	Student Interview	By November 17 <sup>th</sup>	-Students can identify at least 80% of personal accommodations.
Implement academic discourse in the classrooms  Implement strategies learned from Discourse Professional  Development to engage students in higher-level thinking and questioning.	Supervisory observations-administrators SDT, RS, Peer Teacher Representatives	Articles Look fors	- Formative and summative assessments will show students mastering higher-level indicators. - Increase in the percentage of students scoring at the advanced level on teacher' created BCRs with an emphasis on targeted subgroups.	By 1 <sup>st</sup> semester	-All students will participate in high-level academic discourse and will be engaged in high-level thinking during large and small group instruction. -Review of students' work samples will show an increase in higher-level responses

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<p>Identify under performing students as well as those who require support in high-level courses (Targeting FARMS/ African American students, Hispanic students, LEP, and Special Education students)</p> <p style="text-align: center;">-</p>	<p>Teachers Special Education Teachers</p>	<p>-MSA data -Unit assessments - MAP-R data -Formative and summative assessments including Informal Reading Support in data analysis and development of strategies. -Support in creating small groups and reteaching. -Formalized reporting system for students' performance in intervention program -School-wide monitoring tool.</p>	<p>-Decrease in the number of students who need continued interventions - Decrease in the number of students who need to be moved to lower level courses -Increase in the number of students receiving accelerated instruction. -Increase in advanced scores and decrease in basic scores on MSA -Increase in performance of African American students, Hispanic students, students who are FARM, LEP students on MSA, math unit assessments. -Increase in performance of Special Education students on MSA</p>	<p>-Students' data will be reviewed at the beginning of the school year –SDT, RS, classroom teachers. - Students who were not in interventions but did not do well on formalized assessments and students new to the school will be given informal assessments RS, SDT, Special Education Teachers. -Students who need to will receive extra support in intervention groups -Teachers will implement differentiated strategies in the classrooms - Plans will be reviewed monthly – administration, teachers, SDT, RS</p>	
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