

STUDENT AND STAKEHOLDER FOCUS

An analysis of the disaggregated data in Reading indicates that there is a need to continue to move students from basic to proficient and/or advanced levels on the MSA Reading assessment, with a special emphasis on AA, Hispanic, LEP, FARMS, and Special Education students who did not meet the AMO for 2009; and for AA, Hispanic, LEP, FARMS, and Special Education students who are at risk for not meeting the AMO in 2010, based on the MSA Reading scores from 2009.

FACULTY AND STAFF FOCUS

To provide professional development for staff to meet grade level and individual needs (professional and support staff), we will:

- Continue training on effective differentiation of reading instruction
- Include direct instruction of reading strategies in all content area classes
- Continue training on how to collect, analyze and maintain data notebooks to make data-based decisions to drive instruction
- Incorporate equitable classroom practices
- Use technology to support differentiation and small group instruction
- Provide training and mentoring to staff on reading related strategies (i.e. word walls, BCRs, vocabulary)
- Improve classroom management strategies
- Promote Professional Development Opportunities (PDO)
- Utilize strategic monitoring tools and processes to inform instructional decisions

LEADERSHIP

Vision:

The Neelsville staff, students, parents, and community are devoted to the concept that Neelsville is the “School of the Universe;” we continuously seek ways to improve in order to fulfill the premise that with effective effort all students can experience academic success and develop a sense of personal and social responsibility. We provide a structured and rigorous learning experience and opportunities to explore a variety of interests that values our diversity and respects student individuality.

Core Values: At the “School of the Universe,” our core values are honesty, respect, and responsibility.

YOU CAN “GET SMART!”

We communicate with staff, students and parents through a our school website, newsletter, student handbook, informational nights, PTSA meetings, EDLine, Connect ED, team /department, ASC and SIP meetings and celebrations.

STRATEGIC PLANNING

Our Goal: To close the achievement gap for students performing below standard in Reading we need:

- To increase the percentage of students performing at the proficient and/or advanced levels on MSA by 10%
 - Hispanic from to, from % to %
 - LEP from to, from % to %
 - FARMS from to, from % to %
 - SPED from to, from % to %
- To continue our progress with the African American and Hispanic students and increase the percentage performing at the advanced level by 10% from XXX to XXX

PROCESS MANAGEMENT

To reach our goals the staff will work cooperatively in departments, teams and cohort planning groups to:

- Develop, implement and model lessons that incorporate the steps of the writing process to improve the quality of student writing
- Develop, implement and model lessons that incorporate effective reading strategies to improve student comprehension of informational and literary text on a variety of levels
- Continue to align instruction to Voluntary State Curriculum (VSC)
- Utilize specific feedback from assessment and instruction from multiple sources (Student Data, Administration, SDT, English Resource Teacher, Reading Specialist, MyMCPS, Teacher Data Notebooks)
- Match professional development to assist teachers in meeting the needs of their students with a special emphasis on data analysis to inform instruction
- Continue before and after school programs based on academic needs, specifically those who did not meet the AMO
- Continue a teacher mentoring program to help teachers to meet the needs of students individually
- Continue parent outreach and ongoing communication between home and school

ORGANIZATIONAL PERFORMANCE RESULTS

NMS READING MSA
% Proficient/Advanced
2010 AMO = 80.8%

	2006	2007	2008	2009
All	72.9	75.2	79.8	84.0
AA	66.8	68.6	77.4	82.8
Asian	84.0	83.6	91.0	94.8
Hispanic	61.0	70.5	71.8	78.1
White	85.5	83.7	87.8	89.4
FARMS	63.7	66.7	72.1	76.6
LEP	40.5	59.3	62.9	62.1
SPED	43.8	51.3	50.4	56.1

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Teacher Data Notebooks
Academic Intervention Plans (AIP)
GT enrollment and performance
Data Meetings –

- Special Education (IEPs)
- ELL/RELL Team
- Grade-level Teams
- Instructional Leadership
- Achievement Steering Committee

Monitoring Tools / Formative Assessments –

- Accelerated Reading
- READ 180/ SRI
- MAP-R
- Unit Tests
- BCR practice
- Corrective Reading
- Reading Assistance
- Skills Tutor
- Study Island
- MSA Scores

Progress Reports, Report Cards
Periodic Walkthroughs
Informal Observations
Staff Needs Assessment