

**STUDENT AND
STAKEHOLDER FOCUS**

Analysis of the 2010 MSA disaggregated math data, indicate that the Asian (77.8%) group and the Special Education (60%) group scored proficient or advance only within the confidence interval. We will monitor the progress of these two groups and provide strategic intervention as needed.

Based on the TN2 math data, 50% of grade 2 met or exceeded the 50th NCE and 33% met the 70th percentile. In math computation 69% of grade 2 met or exceeded the 50th NCE, and 57% met the 70th percentile. Further analysis indicate that in the math category 35% of the Hispanic students, 34% of the LEP students and 14% of the Special Education students met or exceed the 50th NCE. In the math computation category 21% of the Special Education students met or exceed the 50th NCE. In order to ensure continued growth in meeting the 50th NCE, these groups will be closely monitored and offered strategic intervention as needed.

The 2010 MSA disaggregated Reading data, indicate that the Asian (77.8%) and the Special Education (60%) groups met AYP within the confidence interval. These two groups will need direct monitoring of their progress to ensure that they meet MSA Reading expectations in 2011 as measured by the AMO.

The disaggregated TN2 data, found in reading 47% of grade 2 met or exceeded the 50th NCE benchmark; 25% met the 70th percentile. Further analysis indicate that in reading 29% Hispanic, 31% LEP, 7% Special Education and 43% FARM met or exceed the 50% NCE benchmark. In order to ensure continued growth in meeting benchmark, these groups will need to be closely monitored.

FACULTY AND STAFF FOCUS

Based on assessment data, MCPS's initiatives, and stakeholder feedback our foci will be:

- Staff development calendar designed to support math and reading SIP goals
- Implementation of co-teaching model in grades one and two
- The continuation of small group guided reading and math instruction
- Use MCPS curriculum ,Maryland State curriculum and Common Core State Standards to collaboratively plan lessons, that incorporate best practices, rigor and differentiation
- Equity training for leadership team
- Common planning time
- Paraeducators will receive ongoing training in curriculum implementation and small group instructional strategies.

LEADERSHIP

Mission Statement

New Hampshire Estates seeks to be a role model of a multicultural learning community. Parents and staff pledge to work together to support students, helping them meet high academic standards. We provide a safe, caring and nurturing environment. We teach students to be responsible, creative, and respectful. Through engaging, meaningful instruction, we empower them to become life-long learners.

STRATEGIC PLANNING

NHE's goal is for all students to excel in reading, writing and mathematics. Our school will focus on language development, reading comprehension and fluency. In addition we will focus on problem solving, mathematics language development and math discourse. Students will be tested using county, state and national assessments.

Math Goals/Objectives for 2010-2011:

- Increase the percentage of students performing at or above the 50th NCE on TN/2 Math subtest from 50% (2010) to 55%.
- Increase the percentage of students performing at or above the 70th percentile on TN/2 Math subtest from 33% (2010) to 36%.
- Increase the percentage of students performing at or above the 50th NCE on TN/2 Math Computation subtest from 69% (2010) to 74%.
- Increase the percentage of students performing at or above the 70th percentile on TN/2 Math Computation subtest from 57% (2010) to 60%.
- 85.7% of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance in mathematics on the MSA.

SIP Reading Goal/Objective for 2010-2011:

- Increase percentage of second grade students meeting the MCPS AP-PR (mClass) Text Reading and Comprehension (TRC) from 76% to 81%
- Increase the percentage of students scoring at or above the 50th NCE on the TN2 reading subtest from 43% to 48%.
- Increase the percentage of students scoring at or above the 70th percentile on the TN2 reading subtest from 25% to 27%.
- On third grade MSA 83.6% of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Running records qualitative analysis
- mClass reports
- Quarterly report card grades
- Strategic monitoring tool for math and reading
- Observations and reflections on student progress
- Spelling inventory data sheets
- Letter naming assessment
- Walk throughs 2 times a year
- Math unit assessment reports
- Examination of student work in grade level and Collaborative Problem Solving meetings

PERFORMANCE RESULTS

TerraNova 2 nd Edition 2010			
	% of students at 50 th NCE or Higher		
Composite	47		
Reading	43		
Language	53		
Lang Mechanics	65		
Mathematics	50		
Math Computation	69		
2010 MSA Reading Proficiency (AMO –78.2%)			
	Percent Proficient	Number of Test Takers	Number Proficient
All Students	85.9	78	67
African American	87.0	23	20
Asian*	77.8	9	7
Hispanic	87.5	40	35
White	83.3	6	5
FARMS	87.3	63	55
Special Education*	60.0	10	6
Limited English Proficiency	82.2	45	37
2010 MSA Mathematics Proficiency (AMO – 80.9%)			
	Percent Proficient	Number of Test Takers	Number Proficient
All Students	89.7	78	70
African American	95.7	23	22
Asian*	77.8	9	7
Hispanic	90.0	40	36
White	83.3	6	5
FARMS	87.3	63	55
Special Education*	60.0	10	6
Limited English Proficiency	86.7	45	39

* AYP Met with Confidence Interval

PROCESS MANAGEMENT

- Monitor student/school progress towards achieving SIP goals through monthly School Leadership Team meetings, quarterly data chats, monthly Collaborative Problem Solving meetings, and weekly grade level team meetings
- Weekly Principal's Core Team Meeting
- Use PDSA process to continuously evaluate SIP
- Monitor Baldrige action plan for math and reading during grade level team and SLT meetings
- NHE and Oak View collaboration Core Team meetings

Math Action Plan

School: New Hampshire Estates Elementary School			Date: October 1, 2010		
SIP Math Goals/Objectives for 2010-2011:					
<ul style="list-style-type: none"> • Increase the percentage of students performing at or above the 50th NCE on TN/2 Math subtest from 50% (2010) to 55%. • Increase the percentage of students performing at or above the 70th percentile on TN/2 Math subtest from 33% (2010) to 36%. • Increase the percentage of students performing at or above the 50th NCE on TN/2 Math Computation subtest from 69% (2010) to 74%. • Increase the percentage of students performing at or above the 70th percentile on TN/2 Math Computation subtest from 57% (2010) to 60%. • 85.7% of all students and of the <u>7</u> subgroups represented at our school will demonstrate proficient or advanced performance in mathematics on the MSA. 					
Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Teachers will implement the MCPS curriculum along with the Common Core State Standards (CCSS).	Classroom Teachers Math Specialist	MCPS Curriculum CCSS Professional Development	Performance Data from Math Unit Assessments	Monitored at the end of each unit and grading quarter Monitored by Teachers, Math Specialist and Administrators	
2. Classroom teachers will differentiate in mathematics using small group targeted instruction to meet the diverse needs of students.	Classroom teachers Math Specialist	Data analysis and strategic planning time	Performance on Math Unit Assessments	Monitored at the end of each unit and grading quarter Monitored by Teachers and Math Specialist	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
3. Use Strategic Monitoring Tool to follow students' progress and identify academic needs	Math Specialist IDA Classroom Teachers	SMT document with undated data	Performance Data from Math Unit Assessments	Following each identified data collection point. Monitored by Math Specialist and Administrators	
4. Teacher will participate in quarterly data chats to analyze data for instructional implications.	Math Specialist EMT Team Classroom teachers	Data Chat Capture Sheet	Student Performance Data	Monitored each grading quarter Monitored by Math Specialist and Administrators	
5. Teachers will participate in monthly collaborative problem solving meetings to examine and discuss specific students' progress (including a focus on Asian and Special Education students)	Classroom Teachers Math Specialist Assigned Team Members	Collaborative Problem-Solving Referral Document	Identified Students' Performance Data	Monitored each grading quarter Monitored by Math Specialist and Administrators	
6. Classroom teachers will reteach as needed and conduct quarterly retesting of specific categories on unit assessments.	Math Specialist IDA Classroom teachers	Data Analysis and Strategic planning Time	Performance Data from Math Unit Assessment	Monitored each grading quarter Monitored by Math Specialist and Administrators	

Reading Action Plan

School: New Hampshire Estates Elementary School	Date: October 2010
SIP Reading Goal/Objective for 2010-2011:	
<ul style="list-style-type: none"> • Increase percentage of second grade students meeting the MCPS AP-PR (mClass) Text Reading and Comprehension (TRC) from 76% to 81% • Increase the percentage of students scoring at or above the 50th NCE on the TN2 reading subtest from 43% to 48%. • Increase the percentage of students scoring at or above the 70th percentile on the TN2 reading subtest from 25% to 27%. • 83.6% of all students and of the <u>7</u> subgroups represented at our school will demonstrate proficient or advanced performance in reading on the MSA. 	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Grade level teams will use common core standards, MSDE curriculum, MCPS curriculum and MCPS-adopted resources to conduct quarterly, weekly, and daily planning.	Classroom Teachers	common core standards MSDE curriculum, MCPS curriculum MCPS-adopted resources	Quarterly and daily plans posted to T-Share Weekly agendas	Weekly Administration	
2. Quarterly data chats and monthly collaboratively problem solving meetings (CPS) will identify and address grade level and individual student needs.	Grade Level Teams Reading specialist Administration EMT Team All staff serving student of concern	CPS Data Collection Sheets Strategic Monitoring Tool (SMT)	Agenda CPS Data Collection Sheets Strategic Monitoring Tool (SMT)	Quarterly (data chat) Monthly(CPS) Team Leaders Administration	
3. ESOL team will provide a monthly Language Mechanic focus with activities/resources for PreK/HS through 2 nd grade.	ESOL Team	Oral and written assessments	Oral assessment preK/HS through 2 nd grade; written assessment 1 st and 2 nd grades only	mClass BOY, MOY, and EOY Monitored by ESOL team	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
4. Increase percentage of students meeting/exceeding EOY Oral Reading Fluency (ORF) benchmark from 52% to 65% at grade one and from 53% to 70% at grade two by identifying causes (e.g. reading for comprehension; rapid word solving; HF-word automaticity; and text confidence) and providing targeted instruction.	Classroom Teachers	Planning Resources (CCSS, MSC, MCPS Curriculum, Words Their Way, Fountas & Pinnell Phonics and other professional resources)	mClass EOY Oral Reading Fluency (ORF) benchmark ORF Progress Monitoring	EOY Ongoing Administrators Classroom Teachers Reading Specialist	
5. Establish baseline percentages of all MSA testing groups, with special emphasis on Asian and Special Education students, scoring proficient and advanced on mClass written responses (BCRs) at TRC 10-16 and J-P. Students will be provided multiple opportunities to respond orally to the comprehension demands beginning at Pre-K/HS through grade 2 (as appropriate).	Classroom Teachers Reading Specialist IDA	SMT Whole and Small Group Reading Comprehension Planning	Oral Prompts and BCRs mClass Written Response Data (text levels 10-P)	Ongoing mClass BOY, MOY, and EOY Administrators Classroom Teachers Reading Specialist	
6. Kindergarten team will provide intervention for students identified as high risk on the MOY letter naming fluency subtest.	Classroom Teachers Kindergarten reading support	Letter naming resources	LNF Progress Monitoring	EOY mClass LNF	
7. Establish baseline data for grade level and by MSA testing groups* for upper-case and lower-case letter identification and consonant sounds. Intervention will be provided for students who have low letter-sound knowledge by using best-practices instructional strategies with a specific focus on Shared Reading and Interactive Writing.	Classroom Teachers Reading Support Reading Specialist	Resources for Teaching Phonemic Awareness, Phonics, Interactive Writing and Shared Reading	Identification Data: NHE ABC Assessment (Letter name; sound; word association; and letter formation) Spelling Inventory Monitoring Tools: NHE Hearing and Recording Sounds in Words Assessment	Bi-weekly assessment on identified students Reading Support Classroom Teachers	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
8. Professional development will focus on developing oral reading fluency	Reading Specialist Reading Team	Professional Literature	Staff meeting summarizers	Sept. Jan. April Reading specialist SDT Administrators	
9. Implement Junior Great Books for grade levels K-2 nd and William and Mary at grade 2.	Classroom Teachers Reading Support Reading Specialist	<ul style="list-style-type: none"> – Professional Training – Junior Great Books Materials (including audio) – Wm. And Mary Materials 	BCR Monitoring Grade 2 mClass EOY Benchmark	mClass BOY, MOY, and EOY written response data (BCRs) Administrators Classroom Teachers Reading Support Reading Specialist	

*Race, FARMS, ELL

