

**ORGANIZATIONAL
PERFORMANCE RESULTS**

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What questions:

1. What summative measures will be used to determine progress with the SIP goals over time?

School-wide BCR's
TN2, mClass3D, MAP-R and MSA
Unit Math Assessments

2. What data will be used to compare results with similar schools?

TN2 MSA mClass3D

How questions:

1. How well are we doing in achieving our goals and action plans?

	TN2 2006	TN2 2007	TN2 2008	TN2 2009
Reading	53.8%	54%	49%	56%
Language	58.8%	64%	60%	59%
Language mechanic	72.5%	64%	61%	57%
Math	58%	51%	57%	57%
Math Comp	63%	54%	66%	73%

MSA Reading 2006/2007/2008 %'s

	Adv 2006	Prof. 2006	Bas 2006	Adv 2007	Prof. 2007	Bas 2007	Adv 2008	Prof 2008	Bas 2008	Adv 2009	Prof 2009	Bas 2009	% increase needed for 2009
3rd Grade													
African American	0	47.1	52.9	5.3	52.6	42.1	5.0	45.0	50	0	73.3	26.7	24.5%
Asian	9.1	72.7	18.2	8.3	83.3	8.3	0	82.4	17.6	42.9	50.0	7.1	0
Hispanic	0	59.1	40.9	5.9	58.8	35.3	0	66.7	33.3	0	94.1	5.9	9.8%
White	15.0	65.0	20.0	23.3	63.3	13.3	13.6	77.3	9.1	31.3	62.5	6.3	0
SpEd	0	63.6	36.4	7.1	28.6	64.3	0	37.5	62.5	5.0	70.0	25.0	39.0%
FARMS	0	51.5	48.5	3.4	62.1	34.5	0	58.8	41.2	9.1	75.8	15.2	17.7%
LEP	0	66.7	33.3	0	64.3	35.7	0	50.0	50	5.0	85.0	10.0	24.5%
All Students	5.7	60.0	34.3	12.8	62.8	24.4	5.4	67.6	27.0	17.7	71.0	11.3	3.5%
4th grade													
African American	6.7	60.0	33.3	11.8	76.5	11.8	5.9	58.8	35.3	20.0	53.3	26.7	11.8%
Asian	20.0	73.3	6.7	30.8	69.2	0	35.7	57.1	7.1	46.2	46.2	7.7	0
Hispanic	11.8	64.7	23.5	10.0	85.0	5.0	11.1	66.7	22.2	5.3	78.9	15.8	0
White	50.0	39.3	10.7	44.4	50.0	5.6	45.2	51.6	3.2	38.1	61.9	0	0
Sped	6.7	60.0	33.3	0	81.8	18.2	0	71.4	28.6	0	50.0	50	5.1%
FARMS	10.0	50.0	40.0	16.7	73.3	10.0	11.8	55.9	32.4	13.3	70.0	16.7	8.8%
LEP	n/a	n/a	n/a	0	85.7	14.3	0	72.7	27.3	5.6	72.2	22.2	3.8%
All Students	26.7	56.0	17.3	23.3	70.6	5.9	27.2	58.0	14.8	26.5	61.8	11.8	0
5th Grade													
African American	11.1	38.9	50.0	17.6	35.3	47.1	40.0	60.0	0	13.3	66.7	20.0	0
Asian	60.0	40.0	0	46.2	30.8	23.1	64.3	35.7	0	64.3	35.7	0	0
Hispanic	11.1	60.0	38.9	20.0	20.0	60.0	27.3	59.1	13.6	15.0	65.0	20.0	0
White	35.0	50.0	5.0	51.7	34.5	13.8	73.3	26.3	0	65.6	31.3	3.1	0
Sped	14.3	21.4	64.3	14.3	14.3	71.4	27.3	63.6	9.1	7.7	53.8	38.5	0
FARMS	3.7	37.0	59.3	13.6	22.7	63.6	7.3	63.4	7.3	24.2	60.6	15.2	0
LEP	9.1	9.1	81.8	0	0	100	20.0	40.0	40.0	18.8	56.3	25.0	16.5%
All Students	25.8	48.5	25.8	36.5	31.1	32.4	49.3	46.7	4.0	43.2	46.9	9.9	0

Reading mClass Reading 3D

Grade Level	2008	2009	Benchmark Target	Percent Needed
Kindergarten	85%	71%	90.0%	19%
First Grade	69.1%		90.0%	
Second Grade	56.1%	70%	90.0%	70%

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	Adv 2006	Prof. 2006	Bas 2006	Adv 2007	Prof. 2007	Bas 2007	Adv 2008	Prof 2008	Bas 2008	Adv 2009	Prof 2009	Bas 2009	% increase needed for 2009
3rd Grade													
African American	17.6	47.1	35.3	11.0	47.0	42.0	10.0	35.0	55.0	13.3	33.3	53.3	29.2%
Asian	45.5	54.5	0.0	25.0	75.0	0.0	35.3	58.8	5.9	64.3	28.6	7.1	0.0
Hispanic	13.6	59.1	27.3	18.0	59.0	24.0	6.7	60.0	33.3	5.9	76.5	17.6	7.5%
White	60.0	35.0	5.0	33.0	57.0	10.0	36.4	59.1	4.5	56.3	43.8	0	0.0
SpEd	9.1	45.5	45.5	14.0	36.0	50.0	0.0	37.5	62.5	15	35	50	36.7%
FARMS	12.1	57.6	30.3	7.0	62.0	31.0	8.8	50.0	41.2	18.2	57.6	24.2	15.4%
LEP	8.3	50.0	41.7	0.0	85.0	15.0	5.6	61.1	33.3	10	70.0	20.0	7.5%
All Students	32.9	48.6	18.6	22.8	58.2	19.0	23.0	52.7	24.3	33.9	46.8	19.4	0.0
4th grade													
African American	20.0	46.7	33.3	24.0	53.0	24.0	5.9	52.9	41.2	13.3	73.3	13.3	15.4%
Asian	66.7	20.0	13.3	77.0	23.0	0.0	14.3	78.6	7.1	61.5	30.8	7.7	0.0
Hispanic	29.4	41.2	29.4	24.0	65.0	20.0	11.1	50.0	38.9	15.8	68.4	15.8	13.1%
White	50.0	36.7	13.3	56.0	39.0	6.0	64.5	29.0	6.5	52.4	47.6	0	0.0
Sped	0.0	43.8	56.3	90.0	45.0	45.0	7.1	35.7	57.1	10.0	70.0	20.0	31.4%
FARMS	9.5	47.6	42.9	30.0	50.0	20.0	8.8	52.9	38.2	16.7	73.3	10.0	12.5%
LEP	0.0	16.7	83.3	0.0	57.0	43.0	0.0	72.7	27.3	11.1	72.2	16.7	1.5%
All Students	42.9	36.4	20.8	39.7	47.1	13.2	30.9	48.1	21.0	35.3	55.9	8.8	0.0
5th Grade													
African American	0.0	55.6	44.4	12.0	47.0	41.0	50.0	80.0	15.0	6.7	53.3	40	0.0
Asian	60.0	40.0	0.0	54.0	31.0	15.0	42.9	50.0	7.1	7.1	85.7	7.1	0.0
Hispanic	0.0	78.9	21.1	13.0	40.0	47.0	22.7	45.5	31.8	5.0	60.0	35.0	6.0%
White	20.0	80.0	0.0	45.0	41.0	14.0	36.8	52.6	10.5	46.9	50.0	3.1	0.0
Sped	0.0	50.0	50.0	0.0	23.0	77.0	0.0	36.4	63.6	7.7	30.8	61.5	37.8%
FARMS	0.0	59.3	40.7	9.0	41.0	50.0	17.1	53.7	29.3	6.1	60.6	33.3	3.4%
LEP	0.0	58.3	46.7	0.0	20.0	80.0	20.0	0.0	80.0	0	68.8	31.3	54.2%
All Students	14.7	66.2	19.1	32.4	40.5	27.0	25.3	57.3	17.3	22.2	59.3	18.5	0.0

MSA Math 2006/2007/2008 %'s

pg.2

**Sequoyah E.S. School
Improvement Plan**

STUDENT AND STAKEHOLDER FOCUS

Based on the analysis of data on achievement, the priority goal of our SIP will focus on:

After analyzing the disaggregated data, our goal is to have students to meet or exceed target goals reading, math and math 6. There will be a particular focus on closing the achievement gap between our White/Asian students and our Hispanic/African American students. Our focus will also be on improving the performance of our FARMS, Special Education and Limited English Proficient Students.

More specifically, we have developed strategies that will decrease the continued achievement gap, focus on delivery of services to specified groups of students; maximize human resources within the building, and increase parent involvement that reflects the diversity of our school population.

We will focus on these goals in the following ways:

- Redesign of the academic intervention program, by infusing specific intervention practices demonstrated to be effective with students most in need of them.
- Increase participation and communication with African American and Hispanic parents through: PTA outreach, NAACP Representative participation, weekly Data Notebook review, Nightly homework folder (assignment book) review for grades 2-5, and collaboration with our cluster Parent Community Coordinator to create outreach opportunities.
- Redistribute staff according to instructional strengths thereby increasing delivery of rigorous instruction by content experts.
- Reconfigure teaching teams and specialist assignments to create additional small group instructional experiences for students who would benefit most.
- Increase individual student goal-setting, self-advocacy, and ability to meet school wide expectations through Baldrige, guidance, and PBIS processes.

FACULTY AND STAFF FOCUS

How does the school's faculty and staff education and training support the achievement of the school improvement goals?

Training staff on how to:

- Analyze and interpret data focusing on disaggregated data to drive instruction.
- Align instruction with the MD VSC
- Incorporate vocabulary into instructional planning and delivery
- Incorporate Strategies that Work into math instruction
- Incorporate School Wide PBIS into academic and behavior expectations

Professional Growth Opportunities:

- The Skillful Teacher I and II
- Junior Great Books training
- William and Mary training
- Critical Thinking Skills in Primary Grades
- Teacher's Observing Teachers (TOT)

Staff Development Time/Curriculum Meetings:

- Grade level teams to collaborate to analyze student work to inform instruction
- Receive differentiated direct instruction on Strategies That Work and incorporate Understanding Poverty into instruction.
- Direct training on Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6
- Training on cultural differences between/among ethnicities
- Common planning time
- Develop common language and practices for school-wide behavior expectations (PBIS)
- Blending reading strategies with math processes
- Train Staff on student advocacy skills

Other Collaboration/Professional development and growth

- *Intra staff communication*
- Vertical articulation
- *Implementation of higher level Baldrige and AIP processes*
- *Increase special education outreach/involvement beyond PTA*
- *Increase opportunities for African American and Hispanic parental involvement in educational process*
- *Foster Vertical conversations about curriculum and instruction*

LEADERSHIP

Sequoyah is a community of learners that is dedicated to the support & development of productive citizens. We will foster life-long learners in a respectful environment that is conducive to positive change, collaboration, communication and acceptance.

Sequoyah students are respectful, responsible, safe and read [to learn].

Communication:

- Using a variety of communication vehicles (website, newsletters, connected, parent conferences, PTA meetings etc...), all stakeholders will communicate the vision, mission, values, goals/objectives, and performance expectations of the Sequoyah community.
- Monthly SIP meetings
- Monthly PBIS meetings
- Monthly Instructional Council meetings
- Committee Meetings: Diversity Committee, STEM (Science, Technology, Engineering and Mathematics) Committee, Reading Committee
- Increase PTA membership of ESOL parents
- Bi-annual International Night: it opens avenues for communication
- Use of Connect-Ed for critical and/or time sensitive issues
- Outreach to African-American and Hispanic families

Monitoring Plan: - See Action Plan

- Needs assessments and surveys of all stakeholders

STRATEGIC PLANNING

Based on student and stakeholder needs, what are the measurable priority school improvement goals?

By June 2010, students will demonstrate increased achievement in:

Reading - 90.0% or more of second grade students will meet or exceed benchmark in mClass

81.2% of students will meet or exceed the grade level benchmark on MAP-R. 81.2% of students meeting or exceeding proficient on MSA. Increase in number of FARMS, ESOL, African American, Hispanic and Special Education students meeting or exceeding proficient on MSA. 81.2% of students will achieve a 2 or 3, based on the MSA rubric, on grade-wide BCR's that will be administered at least 1x per quarter

Math - Increase the number of students enrolled in above grade-level math in order to achieve the goals of the math pathway: 45% or more proficient

79.4% or more of students will meet or exceed benchmark on MSA math. 80% or more of students will achieve a 2 or 3, based on the MSA rubric, on grade-wide BCR's that will be administered at least 1x per quarter. 45% or more of fifth grade students will successfully complete Math 6.

By June 2010, students at SES will demonstrate increased academic achievement in reading as measured by increasing the percent of all students meeting and exceeding MSA reading standards by 5% based on the 2010 reading benchmark of 81.2%. Those sub groups that have already attained the 81% goal will increase their proficiency by 5%:

The number of African American students meeting and exceeding MSA reading standards will increase by 5.7% (from 75.5%). The number of Hispanic students meeting and exceeding MSA reading standards will increase by 5% (from 86.1%). The number of English Language Learners (LEP) meeting and exceeding MSA reading standards will increase by 5% (from 81%). The number of Special Education students meeting and exceeding MSA reading standards will increase by 10.0% (from 62.2%). The number of FARMS students meeting and exceeding MSA reading standards will increase by 5% (from 84.3%)

By June 2010, students at SES will demonstrate increased academic achievement in math as measured by increasing the percent of all students meeting and exceeding the MSA math standards by 5% based on the 2010 reading benchmark of 79.4%. Those sub groups that have already attained the 79.4% goal will increase their proficiency by 5%:

The number of African American students meeting and exceeding MSA reading standards will increase by 15.0% (from 64.4%). The number of Hispanic students meeting and exceeding MSA reading standards will increase by 5% (from 77.2%). The number of English Language Learners (LEP) meeting and exceeding MSA reading standards will increase by 5% (from 77.4%). The number of Special Education students meeting and exceeding MSA reading standards will increase by 15% (from 56.2%). The number of FARMS students meeting and exceeding MSA reading standards will increase by 5% (from 77.5%)

80% of intervention students will read at or above as measured by meeting or exceeding the benchmark established by mClass or MAP-R, for their grade level. Progress will be monitored every 10-14 days on targeted skills using formative assessments. 90% of students in grades K-5 will meet or exceed standard (score of 2 or 3) when responding to monthly BCRs. Data will be reported out by grade level. 81.2% of all students in grades 3-5 will read at or above grade level as measured by meeting or exceeding the benchmark established by MAP-R, for their grade level. 90% of Kindergarten, First and Second grade students will meet or exceed the benchmark as measured by mClass reading 3D. (See Organizational Performance Results for percentage increases)

Sequoyah E.S. School Improvement Plan

PROCESS MANAGEMENT

What key processes including quality tools, will be put in place to support and sustain the school improvement goals and processes?

LASW - Looking at Student Work—Teams will look at and analyze student work and disaggregated data during staff development days and team meetings to inform instruction

Curriculum - Staff development meetings two times per month based on targeted reading, math, and vocabulary development strategies. Opportunities for vertical teaming to identify interventions for targeted academic areas of need

Leadership - Facilitate data chats to discuss students not meeting benchmark that will enable staff to identify upgrades and needs for addressing student performance

PTA - Assist with providing resources that are identified areas of need based on student performance (e.g. materials, books, volunteer time). Maintain a Read At Home Bulletin Board and Sequoyah Stallion Book Club, generate list of parents willing to translate documents, and use PTA meeting to increase knowledge of PBIS, BCRs, testing; share what happens in an inclusion class.

Academic Support- Level of support to be determined by data that focus on foundational reading skills, guided reading, comprehension, and problematic mathematical strands

Collaboration of academic support and classroom teachers to align instruction and outcomes

Provide academic support with after-school clubs

Fifth grade students trained in Ruth Rales intervention to provide cross-age reading tutoring

Positive Behavior Interventions and Supports- Level of support to be determined by data that focus on foundational social skills, communication, and problematic locations within the building. We will provide support for yTier II and Tier III students, as well as, have staff and students assemblies to support our three expectations: Respectful, Responsible and Safe

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Annual
 - MSA
 - 3-5 (reading and math)
 - 5 (science)
 - TerraNova 2
 - 2nd grade
- County Wide Assessments
 - Math Unit Assessments
 - mClass K-2
 - MAP-R Measures of Academic Progress Reading (3-5)
 - Science Assessments (4-5)
 - Social Studies Assessments (1-5)
 - Music/Art/PE Assessments (K-5)
- Formative measures:
 - MCPS Math Formative Assessments (K-5)
 - Monthly Reported Running records (K-5)
 - Monthly Reading Formatives (K-5)
 - Teacher made quizzes and tests (K-5)
 - Student work (K5)
 - CARS Comprehensive Assessment of Reading Strategies (2-5)
 - BCR analysis
 - Building Level Walkthroughs
 - Data chats
 - SWIS database (office referrals and teacher referrals)
 - "Kid Talk" meetings
 - Teacher and student data notebooks