

**STUDENT AND STAKEHOLDER FOCUS**

Analysis of 2011MSA disaggregated reading data show that ESOL (25%) did not meet the 2011 AMO. Based on the analysis of disaggregated math data, (27.1%) Hispanic, (26.3%) FARMS (50.0%) Special Education and Limited English Proficient (33.6) and all students (23.4%) did not meet the 2011AMO (84.5%). Based on analysis of all 2010-2011 performance data the root cause analysis completed by the leadership team, the focus of our action plan steps will be on reading comprehension, math conceptual understanding and critical thinking, and parent involvement. Test groups of concern are Hispanic, African American, FARMS, ESOL, and Special Education. Coordination of funds – see attached school wide reform strategies to assist transition to school activities to ensure that underperforming students reach proficient and advanced. See narrative for root cause analysis.

**FACULTY AND STAFF FOCUS**

As a result of this data, Sargent Shriver staff focus will be on:

- Training on critical thinking and conceptual understanding for math for staff in Grades 3 – 5 building in strategies for checking for understanding.
- Continuing professional development using Jan Richardson: The Next Step in Guided Reading
- Implementation of Universal Design for Learning training for selected staff
- Expansion of Program of Assessment Diagnosis and Instruction expansion to include Grade K – 3

**Sargent Shriver School Improvement Reading and Math Plan Linkages 2011-2012**

**LEADERSHIP**

**Vision:** We the students, families and staff of Sargent Shriver Elementary School will strive to be an inclusive community of lifelong learners and high achievers. We will create a safe, respectful environment that celebrates diversity. We aim to be a community-based model of academic success and social and emotional well-being. The plan will be monitored by the leadership team five times throughout the year and will be shared with the PTA and communicated on our website and in our parent and staff newsletters.

**STRATEGIC PLANNING**

**At least 90.6 percent of students will meet or exceed the 50<sup>th</sup> percentile in reading on Terra Nova 2. At least 89.7 percent of students will meet or exceed the 50<sup>th</sup> percentile in math on Terra Nova 2.**

**At least 90.6 percent or more of our students in Grades 3, 4 and 5 will be proficient or advanced on the 2012 Reading MSA. At least 89.70 percent or more of our students in Grades 3, 4 and 5 will be proficient or advanced on the 2012 Math MSA.**

**Objectives:**

- Continue and refine extended team planning with the Hispanic, African Americans, FARMS, ESOL and Special Education students in order to plan instruction, establish common formative assessments, and collaboratively score.
- Use daily oral rehearsal as a scaffold to written response with specific attention to the needs of our Hispanic, African American, FARMS, ESOL and Special Education students and by including explicit instruction of academic vocabulary.
- Expand the implementation of Walk-Throughs to include math walk-throughs in order to provide staff with feedback on student engagement, use of conceptual development of concepts, and implementation of specific strategies related to critical thinking that target needs of all students with emphasis on Hispanic, African Americans, FARMS, ESOL and Special Education students.
- Continue the study of comprehension strategies and share best practices at team and professional development meetings.
- Increase training for parents on quarterly curriculum expectations through grade level parent forums and grade level team newsletters.

**PROCESS MANAGEMENT**

Goals will be accomplished through data analysis, strategic team planning and instruction, monitoring of instructional programs and interventions.

**Planning:** Teams will develop unit plans during their extended team planning time, develop weekly formative assessments, and establish consistent standards for proficiency.

**Instruction:** Every student in K-5 will receive small guided reading groups daily. Math and reading instruction will focus on a comprehensive understanding of the curriculum using planned questions, academic vocabulary, and student engagement. Instruction will include strategies to increase Hispanic, African American, FARMS, ESOL, and Special Education learners' participation, language and vocabulary acquisition, and communicate high expectations.

**Monitoring:** Teams meet weekly to determine which students are not reaching proficiency based on common formative assessments. Grade level teachers will turn in data weekly for SMT to record levels of proficiency on grade level formative assessments in reading, writing and math. Grade level teams will monitor student proficiency at monthly data chat meetings. School Improvement Team will review this data in summary on a quarterly basis.

**Intervention:** Focus teachers and paraeducators will be assigned to students based on academic need. Specific student needs will be identified through data chat, school improvement team, and Collaborative Problem Solving (CPS) meetings. Interventions will be implemented and monitored utilizing the classroom teacher, paraeducator, and focus teacher. Interventions will be monitored and adjusted as needed.

**ORGANIZATIONAL PERFORMANCE RESULTS**

% Reading All Gr. 3-5	2008	2009	2010	2011
All Students	77.4%	83.5%	79%	83.1%
Asian	97.9%	94.4%	90%	97%
AA	74.6%	87.6%	83.8%	74.4%
White	82.3%	96.7%	90.5%	94.4%
Hispanic	73.6%	78%	74.3%	81.4%
Sp Ed	58.5%	70.3%	61.3%	72.2%
ESOL	55.6%	62.8%	69.1%	75%
FARMS	54.9%	79.5%	75.5%	80.2%

% Math All Gr. 3-5	2008	2009	2010	2011
All Students	75.3%	78.3%	79.4%	76.6%
Asian	95.3%	97.3%	92.5%	88.2%
AA	70.6%	78.2%	78%	79.5%
White	82.3%	90.3%	95%	88.9%
Hispanic	71.2%	72%	74.9%	72.9%
Sp Ed	50.7%	62.1%	71%	50%
ESOL	52.3%	58.6%	69.8%	66.4%
FARMS	60%	74%	76%	73.7%

See MSA data chart

**MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

8 Measures to include teachers in the decisions regarding the use of academic assessments.

Teacher teams meet regularly to monitor and discuss student performance and plan instruction using the following processes and tools as appropriate to their grade levels

- Fountas & Pinnell Grades 3 – 5 Benchmark Assessments (tri-annually)
- Common Reading Formatives ( grades 2 – 5)
- Data Chats
- Increasing our use of Student Response Journals K` – 5 and measure progress using MSA reading rubrics.
- Oral Responses (mClass, F & P, ESOL Common Tasks)
- Weekly running records for all students working below reading target
- Professional Development monitored through walk throughs & student surveys
- Student Data Notebooks
- Math Formatives
- Math Unit Assessments
- MAP - P

