

Sargent Shriver Elementary School
School Improvement Plan Linkages **Reading** 2008-09

**STUDENT AND
STAKEHOLDER FOCUS**

Analysis of 2008 MSA disaggregated Grade 3 Reading data show that African American (69.2%), Hispanic (66.7%), FARMS (68.5%), Special Education (50.0%) and LEP (53.6%) did not meet 2008 AMO (71.8%). These test groups are all areas of concern for reaching 2009 AMO (76.5%).

Analysis of MSA disaggregated grade 4 Reading data show that all test groups made AMO except Special Education (71.4%). Special Education is an area of concern for reaching 2009 AMO (76.5%)

Analysis of disaggregated grade 5 Reading data show that six test groups: African American (73.3%), Hispanic (65.7%), FARMS (67.1%), Special Education (53.8%) LEP (33.3%) and White (71.4%) did not meet the MSA 2008 AMO 71.8%. These test groups are all areas of concern for reaching 2009 AMO (76.5%). Analysis of our Spring 2008 mCLASS data, findings revealed that 43% of our 2nd Graders did not meet the benchmark. Eleven percent of our second grade students did not meet the district benchmark of reading at Level M or greater.

FACULTY AND STAFF FOCUS

Identify reasons for, and tools to consistently communicate high expectations.

Major Professional Development Topics:

- ESOL/Vocabulary strategies
- Higher Order Questioning (Continuation of focus on Student Discourse)
- Balanced Literacy Mini Course
- Accelerated Programs

3 *Instruction by highly qualified teachers.* See attached Action Plan 4 *High-quality and ongoing professional development* See attached Action Plan 5 *Strategies to attract highly qualified teachers* See attached Action Plan

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. (See attached narrative) Core values, be respectful, be responsible, and be ready to learn are communicated to all stakeholders and posted throughout the school.

STRATEGIC PLANNING

During the 2008 -2009 year

In 2008, 78.4% met proficiency in Reading. In 2009 Sargent Shriver ES will meet proficiency of 80% or greater for all students on MSA. Testing groups of concern are listed in Student and Stakeholder Focus. In 2008, 81% of students in kindergarten, Grades 1 and 2 met or exceeded county benchmarks as measured on the spring administration of mCLASS Reading 3D. In 2009, 83% of students in kindergarten, Grades 1 and 2 will meet or exceed county benchmarks.

2 *School wide reform strategies* See attached Action Plan

7 *Plans to assist transition to school* See attached

9 *Activities to ensure that underperforming students reach proficient and advanced* See attached Action Plan. See narrative for root cause analysis.

10 *Coordination of funds* See attached

PROCESS MANAGEMENT

Stakeholders will accomplish goals through data analysis, strategic planning, and strategies focused on providing a high quality instructional program.

6 *Strategies to increase parental involvement* See attached Action Plan

**ORGANIZATIONAL
PERFORMANCE RESULTS**

2009 AMO: Reading 76.5% Math 74.2%

2008 AMO Reading: 71.8% Math 69.1%

As a result of analyzing 2008 MSA data, it was found that overall 72.9% of our Grade 3 population was proficient or advanced in reading; 88.7% of our grade 4 students were proficient or advanced in reading.; 71.6% of our grade 5 students performed at the proficient or advanced level in reading. These represent a decrease in Grade 3 scores, and an increase grade 4 scores. Grade 5 scores are baseline data.

**MEASUREMENT, ANALYSIS,
AND KNOWLEDGE
MANAGEMENT**

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

Student Discourse in reading instruction
Walk Through (Discourse, Questioning, ESL)

Fall and winter mCLASS
MAP-R

Fountas & Pinnell Grades 3 – 5
Benchmark Assessments (tri-annually)
Data Chats

Strategic Monitoring Tool
Student Data Notebooks (see Action Plan)

Sargent Shriver E.S. **Math** Linkages Chart 2008-09

**STUDENT AND
STAKEHOLDER FOCUS**

Analysis of 2008 MSA disaggregated grade 3 Math data revealed that the Limited English Proficient (64.3%) and Special Education (50.0%) test groups did not meet the 2008 AMO (69.1%). The Hispanic (72.5%) and FARMS (70.4%) test groups are also areas of concern for reaching 2009 AMO (74.2%). Analysis of MSA disaggregated Grade 4 Math data revealed that all test groups made AMO. The Special Education (71.4%) and African American (75%) test groups are also areas of concern for reaching 2009 AMO (74.2%). Analysis of disaggregated grade 5 Math data revealed that five subgroups did not make AMO: Hispanic (56.7%), FARMS (58.6%) Special Education (30.8%) African American (60.0%) and LEP (27.8%) The White (71.4%) test group is also an area of concern for reaching 2009 AMO (74.2%)

FACULTY AND STAFF FOCUS

Identify reasons for, and tools to consistently communicate high expectations.

- ESOL/Vocabulary strategies
- Higher Order Questioning (Continuation of focus on Student Discourse)
- Math Mini Course
- Math ½ Day Staff Development

3 Instruction by highly qualified teachers See attached Action Plan 4 High-quality and ongoing professional development See attached Action Plan 5 Strategies to attract highly qualified teachers

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. (See attached narrative) Core values, be respectful, be responsible, and be ready to learn are communicated to all stakeholders and posted throughout the school.

STRATEGIC PLANNING

During the 2008 -2009 year

In 2008, 77.2 % met proficiency in Math. In 2009, Sargent Shriver ES will meet proficiency of 80% or greater for all students on MSA. Testing groups of concern are listed in Student and Stakeholder Focus This school year 52% of fifth graders are enrolled in Math 6. We will continue to exceed the MCPS benchmark for fifth graders enrolled in Math 6 for the 2009-2010 school year.

2 School wide reform strategies See attached Action Plan

7 Plans to assist transition to school. See attached

9 Activities to ensure that underperforming students reach proficient and advanced See attached Action Plan

10 Coordination of funds See attached

PROCESS MANAGEMENT

Stakeholders will accomplish goals through data analysis, strategic planning, and strategies focused on providing a high quality instructional program.

6 Strategies to increase parental involvement See attached Action Plan

**ORGANIZATIONAL
PERFORMANCE RESULTS**

*2009 AMO: Reading 76.5% Math 74.2%
2008 AMO Reading: 71.8% Math 69.1%*

As a result of analyzing 2008 MSA data, it was found that overall 77.6% of our Grade 3 population was proficient or advanced in math; 85.6% of our Grade 4 students were proficient or advanced in math; 62.7% of our Grade 5 students performed at the proficient or advanced level in math. These percentages represent an increase in proficiency for grades 3 & 4, and baseline data for Grade 5.

For disaggregated data see attached table.

**MEASUREMENT, ANALYSIS,
AND KNOWLEDGE
MANAGEMENT**

Staff Selection of Strategy implementation to be monitored- Student Discourse in mathematics instruction

Math unit assessments (focus on VSC/Grades 3 - 5)

Math formatives for Math 6

Learning Walks (Discourse, Questioning, ESL)

Data Chats

Strategic Monitoring Tools

Student Data Notebooks (See Action Plan)

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