Wyngate Elementary 2011-2012 School Improvement Plan Linkage Chart

STUDENT AND STAKEHOLDER FOCUS

Using data (MSA, MAP-R, MCLASS, MAP-P, trend data, unit assessments, teacher reports, etc.) from the previous year and the targets determined by MCPS our school improvement plan stakeholders (teachers, administration and parent representatives) determined that our math and reading scores on county and state assessments have consistently exceeded MCPS targets. With this in mind, the staff developed a list of standard common practices that they will continue in order to maintain success in reading and math for all students. Staff will monitor our Special Education students carefully to determine progress towards state assessment limits as this was a sub-group most endanger of not meeting annual yearly progress. Reading and Math Data will continue to be collected and reviewed quarterly by stakeholders at quarterly SIP review meetings.

The staff agreed to focus school-wide improvement on the area of writing based on the data we collected for our writing goal at the end of the 2010/2011 school year. We will collect writing samples from students throughout the year (samples that have been through the writing process and "cold write" assessment samples). We will use these samples to determine scoring accuracy among staff members and compared to other schools, and to monitor student growth in writing. Data collected will be reviewed by parent and teacher stakeholders quarterly at SIP review meetings to monitor progress and determine next steps.

LEADERSHIP

Wyngate ES's mission statement and school improvement plan can be accessed by all stakeholders by visiting the school website:
http://www.montgomeryschoolsmd.org/schools/wyngatees/about/

As a warm, caring community working together, we began the school improvement plan in April of 2011 as staff and parent stakeholders reviewed 2010/11 data and determined needs and areas of focus. The plan was then drafted by the leadership team over the summer and finalized by staff and parent stakeholders at the beginning of the school year. It is used to guide all school-wide decision making. Progress on our writing goal is monitored through on-going collaboration on grade level teams as well as quarterly data analysis by staff and parent stake holders (SIP review meetings).

ORGANIZATIONAL PERFORMANCE RESULTS

As stated in the action plan, we will collect and group score independent/cold writing pieces 3 times (beginning of the year, mid-year, and end of the year). We will use the county-provided 6 trait writing rubric to determine scores and look for growth in independent writing. Data will be presented and reviewed at the end-of-the-year School Improvement Plan review meeting to determine next steps.

Data used to develop plan is attached.

FACULTY AND STAFF FOCUS

Using the ORID Focused Conversation process, the leadership team determined a need for professional development on the following:

- *Providing timely and appropriate feedback to students (to include peer and teacher conferencing)*
- *Managing mini-lessons and independent writing time*
- *Providing accommodations and determining grades for students with IEPs,504s or ESOL plans.*
- *Matching 6-trait rubric scores with grades*
- *using exemplar papers to instruct students on standards*
- *making instruction accessible to all students (UDL)*

The staff development teacher will collect, analyze and use feedback from faculty regarding the level of satisfaction/dissatisfaction surrounding professional development to adjust professional development delivery as necessary. Application and Student data will be monitored informally by the RS, SDT, and administration.

Comprehensive Professional Development Plan (CPDP) is attached.

STRATEGIC PLANNING

- **85% of students will demonstrate proficiency (score of 18 or more on the 6-trait rubric) by the end of the year in writing as indicated by the body of evidence (assessments and/or completed writing pieces taken through the writing process) collected by the classroom teacher.**
- **70% of students will demonstrate proficiency by the end of the year as indicated by the 6-trait rubric on an independent writing piece**

These goals were determined by the parent and teacher stakeholders using the ORID Focused Conversation (See Attached) process to review baseline data collected during the 2010/2011 school year. After reviewing the data, the leadership team decided on next steps needed to improve writing for the 2011/2012 school year. From these decisions the action plan and comprehensive professional development plans were developed.

Action plan is attached.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Teachers will collect a body of evidence for each student that shows progress in writing both with and without teacher support. This body of evidence will include quarterly assessments and completed writing pieces. These pieces will be scored by their teachers using the county-provided 6-trait writing rubric. On and below grade level data will be collected by classroom teachers and reported by grade level to be reviewed by stakeholders during quarterly school improvement plan (SIP) review meetings. As we progress through the year, stakeholders will continue to assess progress and make decisions to revise school improvement goals and/or action plan as needed.

PROCESS MANAGEMENT

Staff members reviewed and finalized SIP, Action Plan, and comprehensive professional development plan (CPDP) on September 12. Quarterly SIP review meetings will take place to monitor progress and update School Improvement Plan based on the data collected and analyzed. Feedback taken from these meetings will be used to improve subsequent meetings for stakeholders.