

**Wyngate Elementary
School Improvement Plan 2009-2010
Reading**

STUDENT AND STAKEHOLDER FOCUS

MSA data indicates that we have met or exceeded county benchmarks in reading according to data from MSA, MAP-R, and MClass.

TN2 Data indicates that there is a smaller percentage of AA and Hispanic students scoring above the 50th percentile

Faculty and Staff Focus

- SDT/RS will provide resources for modeled lessons, coaching, and training as needed to support best practices in reading instruction.

LEADERSHIP

The school mission and School Improvement Plan (SIP) guides school-wide decision making. We will monitor what is working and what is not working to advance student achievement through data analysis.

STRATEGIC PLANNING: Goals and Measures

- Maintain or increase % of K-2 grade students in all subgroups meeting EOY benchmarks in reading according to MClass data.
- Maintain or increase % of students in grades 3-5 reading at or above grade level as measured by MCPS benchmarks.
- Maintain or increase % of students scoring proficient or advanced on the MSA (3-5)
- Maintain or increase % of students exceeding the 50th percentile on the T/N2 in reading & language.
 - Number of AA students exceeding the 50th percentile on T/N2 will increase from 67% to 75%
 - Number of HIS students exceeding the 50th percentile on the T/N2 will increase from 50% to 75%

PROCESS MANAGEMENT

- Use a variety of instructional models: whole group, small group and one to one.
- Administer and analyze formative assessments quarterly (minimum).
- Study My MCPS data and formative data to create small groups for instruction based on identified areas of student need
- Vertical articulation meetings will be scheduled to discuss strengths and needs as identified through student performance will be identified and thereby modifications in instruction can be made.
- Teams will analyze student data monthly in meetings to identify and discuss students not meeting or exceeding benchmarks.
- Elicit student feedback using "Plus/Delta" charts frequently throughout the year.
- Students who do not exhibit progress in reading will be discussed with the support team and "action plans" will be developed and followed-up upon to ensure student success.
- Implement a school wide reading incentive program
- Monitor at-risk subgroups and SIP goals at monthly leadership meetings.

PERFORMANCE RESULTS

MSA Trend Data – Reading

Year	06	07	08	09
AMO	62.5	67.2	71.8	76.9
All	98.5	97.1	98.6	98.6
AA	N/A	100	100	100
Asian	100	89.6	96.9	94
His	100	100	100	100
White	98.6	97.7	98.6	98.6
FARMS	N/A	N/A	NA	98.6
SPED	94.0	94.4	97.9	92.3

TN2 Trend Data – Reading > 50%le

Year	08	09
All	96	89
AA	NA	67
Asian	na	83
His	na	50
White	na	93
FARMS	na	na
SPED	na	86
LEP	na	na

INFORMATION AND ANALYSIS

- Use of My MCPS to analyze student progress and data.
- Teachers administer and group score quarterly reading assessments.
- MSA, TN/2, MCPS-AP (Mclass), teacher observation, formative (running records, BCRs, anecdotal records, data notebooks, exit cards, etc.) and summative assessments will be used to assess student performance and progress.
- Data will be used for instructional decision making and regrouping of students as needed.