

Leadership

The Luxmanor Elementary School Community will work together to ensure learning that knows no limits. We will do whatever it takes!

- Develop Strategic Plan for continuous school improvement based on data
- Communicate school's mission and School Improvement Plan (SIP) to all stakeholders regularly through School Improvement Team (SIT), Academic Leadership Team (ALT), staff development meetings, Academic Support Team (AST) meetings, grade level team meetings, parent communication by newsletters and Luxmanor Elementary School (LES) webpage, morning announcements, and Town Hall Meetings, and class meetings.
- Monitor through ongoing formative and summative data analysis at SIT, ALT, AST, and grade level team meetings.

Luxmanor School Improvement Plan Academic 2009-2010

Student and Stakeholder Focus

Analysis of disaggregated 2009 MSA Reading data indicates that:

- the percentage of students scoring at the advanced level is 59% with Hispanic (36%) and African American (33%) students being underrepresented
- the number of students scoring at the basic level is 3% with Hispanic (7%) and African American (4%) students being overrepresented

Analysis of disaggregated 2009 MSA Math data indicates that:

- The number of students scoring at the advanced level is 51% with Hispanic (21%) and African American (33%) students being underrepresented
- the number of students scoring at the basic level is 7% with African American (25%) students being overrepresented

Analysis of disaggregated 2009 TN2 Reading data indicates that:

- The number of students scoring at or above the 50th NP is 86% with Hispanic (75%) students being underrepresented

Analysis of disaggregated 2009 TN2 Math data indicates that:

- The number of students scoring at or above the 50th NP is 98% with African American (86%) students being underrepresented

Analysis of 2004-2009 MSA Reading trend data indicates that:

- The number of students scoring advanced and proficient has increased from 89.1% in 2004 to 94.3% in 2009 with Hispanic (100% to 77%) students underrepresented

Analysis of 2004-2009 MSA Math trend data indicates that:

- The number of students scoring advanced and proficient has remained flat from 91% in 2004 to 91% in 2009 with Hispanic (71.4% to 77%) and African American (71.4% to 76%) students underrepresented

*See attachment 1 for data

Strategic

Strategic Planning

Outcome: The Luxmanor Elementary School goal is to:

- Increase the number of students scoring advanced on the MSA Math by 5% from 51% to 56% and decrease the number of students scoring basic by 3% from 7% to 4%.
- Increase the number of African American students scoring advanced on MSA Math by 10% from 33% to 43% and decrease the number of African American students scoring basic by 10% from 25% to 15%.
- Increase the number of Hispanic Students scoring advanced on MSA Math by 10% from 21% to 31% and decrease the number of Hispanic students scoring basic by 5% from 7% to 2%.
- Increase the number of students scoring advanced on the MSA reading by 5% from 59% to 64% and decrease the number of students scoring basic from by 2% from 3% to 1%.
- Increase the number of African American students scoring advanced on MSA Reading by 10% from 33% to 43% and decrease the number of African American students scoring basic by 4% from 4%-0%.
- Increase the number of Hispanic Students scoring advanced on MSA Reading by 10% from 36% to 46% and decrease the number of Hispanic students scoring basic by 5 % from 7% to 2%.

Organizational Performance Results

- 2010 MSA Reading and Math Data
- 2010 TN2 Reading and Math Data
- MSA Trend Data from 2004 – 2010

Operational

Faculty and Staff Focus

Staff Development Training:

- Differentiated Lessons
- Equitable Strategies
- Reading and Math BCRs
- Test Taking Skills
- Data analysis by grade level teams
- Local school database usage
- MCPS specialists to provide training
- Familiarity with VSC
- Peer Visits
- Tuning Protocols

Monitoring Tools:

- Teacher surveys about Staff Development
- Walk throughs
- Teacher Observations
- Teacher Self Assessment/Reflection

Process Management

- Academic Support Team meetings with grade level teams to discuss students with the possibility to score basic on the MSA, TN2 or not meeting benchmark on MAP-R, mClass
- Weekly team meetings to analyze performance data and plan for instruction
- Weekly curriculum planning time to align instruction with the MCPS curriculum
- Reading and math intervention planning with SDT, Reading Specialist, classroom teachers and para-educators to target students with the potential to not meet MCPS benchmarks
- Teachers will develop classroom data boards to monitor student progress and achievement
- Teachers will use equitable classroom practices to develop and maintain culturally relevant classrooms
- Teachers will analyze math unit assessment data to determine instructional focus

Measurement, Analysis & Knowledge Management

Formative Data:

- mClass - TRC Benchmark and Progress Monitoring
- Math Unit assessments
- MAP-R
- Rubric scored BCRs
- Teacher observation and anecdotal notes about student performance
- Informal Reading Inventories (IRI)
- Exit Cards
- Anecdotal notes in reading and math
- Math Mad Minutes
- Teacher Surveys