

STUDENT AND STAKEHOLDER FOCUS

Reading:

Based on analysis of our 2009 MSA Reading data and 2009 TN/2 Reading data, we found that, in order to meet the AMO in all subgroups, more of our current Grade 3 African American, Hispanic, ESOL, FARMS, and current Grade 5 Hispanic, LEP, and FARMS students need to demonstrate proficiency in reading while the remaining subgroups need to maintain proficiency. Our school improvement goal is based on an in-depth analysis of disaggregated data.

Math:

Based on analysis of our 2009 MSA Math data, we found that, in order to meet the AMO in all subgroups, more of our current Grade 5 African American and LEP students need to demonstrate proficiency in math while the remaining subgroups need to maintain and exceed proficiency.

Based on analysis of the 2009 summative math data, we predict in order to meet the Grade 3, 2010 MSA Math AMO, our African American students need to demonstrate proficiency on the math unit assessments.

The expectations of the school community suggest that we also need to focus on rigor by moving more students from the proficient to the advanced category in reading and math on MSA. The focus also needs to be on those subgroups that are not proportionately represented at the advanced level.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Reading Goal:

- mClass Reading for K-2: 2009-2010
- MAP-R 2009-2010
- Informal Reading Inventory for Grades 3-5

Math Goal:

- Grade level summative assessment data (K-5)
- FASTT Math Progress Monitoring (Grades 3-5)
- Peer Visits Math Capture Sheet

Reading and Math Goal:

- Staff Meeting Agendas
- Vertical Articulation Meeting Agendas
- School Informal Observation Card
- Summarizers

Thurgood Marshall Elementary School 2009-2010 School Improvement Plan Reading and Math Goal Draft

LEADERSHIP

Mission: To work together to provide a welcoming and helpful environment where every student is working towards realizing his/her highest goals as a life-long learner and a respectful and responsible citizen.

The vision and mission of the school will be sustained, supported, and communicated through staff meetings, collaborative team planning meetings, courageous and reflective conversations, formative data collection and monitoring, Leadership and School Improvement Team meetings, PTA meetings, and Thurgood Marshall website.

STRATEGIC PLANNING

Reading Goal: All students will demonstrate at or above proficiency in Reading with special focus on our current Grade 3 African American, Hispanic, LEP, FARMS, and current Grade 5 Hispanic, LEP, and FARMS students. In addition, we will increase the overall number of students in each subgroup, in the advanced category, by 5% or more in Grades 3 - 5.

Reading Broad Action:

- Provide direct instruction, modeling, and guided practice in reading and writing.

Math Goal: All students will demonstrate at or above proficiency in Math with special focus on current Grade 5 African American and LEP students. In addition, we will increase the overall number of students in each subgroup, in the advanced category, by 5% or more in Grades 3-5.

Math Broad Actions:

- Monitor individual student achievement in order to provide necessary interventions and accelerations.
- Provide direct instruction, modeling, and guided practice in math.

PROCESS MANAGEMENT

See attached Action Plans and "Broad Actions" above.

PERFORMANCE RESULTS

MSA Reading 2009 (Target: 76.5%)	% Prof/Adv	% Advanced
Grade 3	92.4%	41.8%
Grade 4	93.4%	42.9%
Grade 5	92.3%	53.8%
MSA Math 2009 (Target: 74.2%)		
Grade 3	94.9%	47.5%
Grade 4	94.8%	63.6%
Grade 5	88.5%	39.7%

*See attached Disaggregated 2009 MSA Performance Results by subgroups

TN/2 2009 Reading Scores (Second Grade)	50th percentile or higher
All of Grade 2	76.3%
African American	50%
Asian	84.6%
Hispanic	76.9%
White	81.6%
ESOL	66.7%
FARMS	50%
Special Education	NA

Faculty & Staff Focus

Reading

- Based on our school goal and needs assessments, the SDT and Reading Specialist, with support from AEL, will provide ongoing professional development to increase teacher and staff capacity.

Reading Focus areas:

- Literacy—emphasis on rigor through:
 - Jacob's Ladder
 - Critical Thinking Questions
- Vocabulary Instruction
- Diversity Training (Whole Staff & Leadership Team)
 - Eliminating the racial achievement gap
 - Equitable classroom strategies

Math

- Based on our school goal and needs assessments, the SDT, IDA, with support from OOD and OCIP, will provide ongoing professional development to increase teacher and staff capacity.

Math Focus areas:

- FASTT Math Monitoring tools (Grade 2 accelerated math class and Grades 3-5)
- Math Block
- Vocabulary Instruction
- Math Discourse
- Diversity Training (Whole Staff & Leadership Team)
 - Eliminating the racial achievement gap
 - Equitable classroom strategies

PERFORMANCE RESULTS

MSA Reading

2007 Target (AMO): 67.2

2008 Target (AMO): 71.8

2009 Target (AMO): 76.5

2010 Target (AMO): 81.2

	% Prof/Adv 2007	% Adv 2007	% Prof/Adv 2008	% Adv 2008	% Prof/Adv 2009	% Adv 2009	% increase needed to meet 2010 AMO
Grade 3							
African American	70	0	57.1	14.3	76.9	15.4	4.6%
Asian/Pacific Islander	88.2	29.4	100	36.4	100	65	
Hispanic	57.1	0	70	0	100	25	
White	92.3	35.9	95.6	35.6	91.9	43.2	
SpEd	n/a	n/a	71.4	0	N/A	N/A	
FARMS	54.5	0	72.2	11.1	88.2	N/A	
LEP	n/a	n/a	60	0	N/A	11.8	
All Students	84.9	27.4	90.8	28.7	92.4	41.8	
Grade 4							
African American	87.5	6.3	90.9	9.1	83.3	0	
Asian/Pacific Islander	95	25	91.7	66.7	100	62.5	
Hispanic	90	0	83.3	0	72.7	9.1	8.5%
White	96.4	39.3	100	39.5	100	53.7	
SpEd	85.7	21.4	88.9	11.1	N/A	N/A	
FARMS	93.8	0	91.7	0	73.3	13.3	7.9%
LEP	n/a	n/a	80	20	66.7	16.7	14.5%
All Students	93.2	23	94.7	32	93.5	42.9	
Grade 5							
African American	50	20	75	50	72.7	27.3	8.5%
Asian/Pacific Islander	96.3	51.9	93.8	87.5	85.7	64.3	
Hispanic	87.5	12.5	91.7	25	90	30	
White	84.9	43.4	100	70.4	100	65	
SpEd	80	40	86.7	46.7	60	0	
FARMS	73.3	13.3	81.3	31.3	75	18.8	6.2%
LEP	80	20	n/a	n/a	60	20	21.2%
All Students	84.7	40.8	92.5	62.7	92.3	53.8	