

STUDENT AND STAKEHOLDER FOCUS

Based on analysis of MSA Reading data, we found that, in order to meet the AMO in all subgroups, more of our current grade 4 Hispanic 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. 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 on the MSA. The focus also needs to be on those subgroups that are not proportionately represented at the advanced level.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Academic intervention plan data for students in grades 1-5
- Grade level formative assessment data (K-5)
- Student data notebooks with student work samples
- Teacher data notebooks with student scores
- mClass Reading for K-2: 2006-2007
- MAP-R 2006-2007
- Mastery Planning tools

Thurgood Marshall Elementary School 2007-2008 School Improvement Plan Reading Goal

LEADERSHIP

Vision: To be developed

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 and supported through staff meetings, courageous and reflective conversations, formative data collection and monitoring, School Improvement Team meetings, and PTA meetings.

STRATEGIC PLANNING

Goal: All students will demonstrate at or above proficiency in Reading with special focus on current grade 4 Hispanic students, as well as increasing the overall number of students in the advanced category by 5%. In order for all subgroups to be represented proportionate to the subgroups within the school population the following increases are needed in the advanced category:

- Grade 3 African American +35.9%
- Grade 3 Hispanic +35.9%
- Grade 4 African American +33%
- Grade 4 Hispanic +39.3%
- Grade 5 African American +23.4%
- Grade 5 Hispanic +30.9%

Broad Actions:

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

Faculty & Staff Focus

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

Focus areas:

- Creating and monitoring AIPs
- Monitoring tools
 - MClass progress monitoring (K-2)
 - Formative assessments
 - Grade 3-5 monitoring tool
 - MAP-R data
- Mastery Planning/Backwards Design Process
 - creating formative assessments and monitoring tools for written comprehension
 - data analysis and monitoring
 - examining student work
 - collaborative scoring
- Literacy—emphasis on rigor through:
 - William and Mary R/LA program
 - Novel Studies
 - Junior Great Books
- Equitable classroom strategies
- Student use of data
 - data notebooks
 - goal setting/self assessment

PROCESS MANAGEMENT

See attached Action Plans and “Broad Actions” above.

PERFORMANCE RESULTS

MSA Reading

2006 Target (AMO): 62.5

2007 Target (AMO): 67.2

2008 Target (AMO): 71.8

	% Prof/Adv. 2005	% Advanced 2005	% Prof/Adv 2006	% Advanced 2006	% Prof/Adv 2007	% Advanced 2007	% increase (P+A) needed to meet 2008 AMO
Grade 3							
African American*	64	8	55.6	5.6	70	0	1.8
Asian/Pacific Islander	90.9	45.5	88.2	17.6	88.2	29.4	0
Hispanic*	50	20	75	0	57.1	0	14.7
White	79.2	22.9	86.7	26.7	92.3	35.9	0
SpEd	54.5	0	57.1	7.1	n/a	n/a	n/a
FARMS	55	5	58.8	0	54.5	0	17.3
LEP	50	16.7	n/a	n/a	n/a	n/a	n/a
All Students	75.2	23.8	78	16.4	84.9	27.4	0
Grade 4							
African American*	n/a	n/a	60.8	13	87.5	6.3	0
Asian/Pacific Islander	n/a	n/a	86.4	36.4	95	25	0
Hispanic*	n/a	n/a	100	18.2	90	0	0
White	87.5	12.5	78.5	21.6	96.4	39.3	0
SpEd	90	10	64.3	14.3	85.7	21.4	0
FARMS	83.4	16.7	70.5	17.6	93.8	0	0
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Students	90.4	19.1	78.5	22.4	93.2	23	0
Grade 5							
African American*	n/a	n/a	80	46.7	50	20	21.8
Asian/Pacific Islander	n/a	n/a	96	52	96.3	51.9	0
Hispanic*	n/a	n/a	66.7	25	87.5	12.5	0
White	100	50	91	58.9	84.9	43.4	0
SpEd	100	40	100	50	80	40	0
FARMS	57.1	0	62.6	18.8	73.3	13.3	0
LEP	n/a	n/a	n/a	n/a	80	20	0
All Students	89.5	47.1	88	51.9	84.7	40.8	0