

STUDENT & STAKEHOLDER FOCUS

In order to have all students meet or exceed proficiency in reading and math by the end of the 2014 school year we have engaged in an in depth analysis of disaggregated data by subgroup:

- ❖ **MClass** data it was found that 98% of all K (AA 97%, H 100%), 88% of all 1st gr (AA 50%, H, 100%), and 78% of all 2nd gr (AA 72%, H 63%) met the spring benchmark.
- ❖ **Math unit** data it was found that AA and H students were proficient for algebra (83%, 80%) and numeration (90%, 95%) in all grades. Students were relatively more proficient in numeration than algebra.
- ❖ **Reading MSA** it was found that all students and subgroups exceeded the AMO (76.5%) with 91.9% (AA), 96.0% (H), 98.8% (W), 95.2% (As), 96.4% (Farms), 94.4% (SPED) and 94.4% (LEP). The percent of students performing at the advanced level on MSA went up from 11.0% to 35% for AA students and from 10% to 19% for H students.
- ❖ **Math MSA** it was found that all students except SPED exceeded the AMO (74.2%) with 79.7% (AA), 92.0% (H), 95.2% (W), 95.2% (As), 78.2% (Farms), 69.4% (SPED) and 88.9% (LEP). The percent of students performing at the advanced level on MSA went down from 27.0% to 8% for AA students and from 27.6% to 15% for H students.
- ❖ **TN2** data for all students went down: 82.4% to 68.8% (Read), 77% to 70% (Lang), and 86.5% to 66.3% (Math), 77% to 73.8% (LangMech), 87.8% to 75% (Math comp) scored above the 50thile. All subgroups of students did the least well in lang mechanics overall. SPED, Hisp, and AA students did not meet the target in any area.
- ❖ **MAP-R** data showed increases at all grades. 95.8% (3rd), 95.2% (4th) and 89.9% (5th) students met the spring RIT target overall. By race/ethnicity: 85.1% AA, 100% Indian, 96.3% Hispanic, 98.8% White.

WOODLIN SCHOOL IMPROVEMENT PLAN 2009-2010

LEADERSHIP

Vision: We believe in a safe, nurturing environment which promotes high achievement and success for students through integrated and culturally inclusive approach to learning. Students, parents, school staff, and community work together to create an atmosphere of mutual respect where each child can develop his or her potential.

Mission: We pledge to do the best we can do, we'll respect ourselves and others too. We'll put forth our best effort every day. We'll explore, learn, and succeed the Woodlin way!

- ❖ Instructional Support Team – Monitors data on the state, county, and school levels, communicates analysis of data with stakeholders, and provides feedback through classroom visits based on instructional “look fors” in reading and math.
- ❖ School Improvement Team-Through collaboration, the SIP will analyze data and school programs to guide and monitor student progress and achievement. We will advocate for all students to achieve academic and personal excellence and promote a passion for learning in a respectful environment.
- ❖ Staff – Meets weekly as a team and quarterly with instructional support staff to analyze data to plan for instruction and identify strategic monitoring and intervention targets.

The vision, mission, and core values are communicated at town meetings, staff meetings, and through classroom expectations and incentives. In addition, information is shared through data notebooks, reflections, rubrics, data centers, and progress reports.

STRATEGIC PLANNING

By June 2009, students at Woodlin Elementary will demonstrate an improvement in academic achievement as measured by the following target goals:

- 90% of all K-2 students will meet the end of year benchmark based upon spring m-class
- 80% of AA and H students to score proficient (>=75% mastery) on math unit assessments for algebra and number relationships.
- 85% of students in SPED in grades 3, 4, 5 to score prof or adv on reading & math MSA
- AA, H, and FARMS in grades 3, 4, 5 will increase 5% points in at the proficient/advanced level on math 2010 MSA
- Increase of 5% AA and H students scoring at the advanced level in grades 3, 4, 5 on reading and math on 2010 MSA
- 70% of students will meet or exceed the 50thile on TN2 for reading, lang, and math
- 90 % of all students in grades 3, 4, 5 will meet or exceed the target mean RIT score on the spring MAP-R

PROCESS MANAGEMENT

(See attached action plan)

The following actions will enable the staff to meet the goals of the SIP.

- ❖ Parent Outreach (communication formats and parent learning nights)
- ❖ Academic Clubs on Target Skills (sharing the responsibility of teaching clubs, tied to data, personal invitations, creating club structures and activities to support ease of implementation)
- ❖ Staff strategic monitoring format (identify students who are not meeting goals, set up interventions [whom & when] and measure progress toward goals)
- ❖ Collaborative Action Process: Pre-referral intervention strategies with problem analysis and targeted goals
- ❖ Communication Tools: Student data notebooks, data centers, classroom newsletters, and Connect Ed
- ❖ Peer visits with reflection three times per year (same grade, vertical, and open-ended)
- ❖ Town Meeting to celebrate and support continued academic success
- ❖ Quarterly review of SIP and school data with an emphasis on analyzing the correlates of effective schools (safe and orderly environment, expectations, and parent partnerships)

PERFORMANCE RESULTS

(Summative)

AMO Targets 2010

79.4% math 81.2 % reading

MSA	Group	Reading	Math
	All	95.6%	89.2%
	AA	91.9%	79.7%
	Asian	95.2%	95.2%
	Hispanic	96.0%	92.0%
	White	98.8%	95.2%
	Farms	96.4%	78.2%
	SPED	94.4%	69.4%
	LEP	94.4%	88.9%

TN2 *Percent at or above 50th %ile

Group	Rdg	Lang	Lang. Mech	Math	Math Comp
All	68.8%	70.0%	73.8%	66.3%	75.0%
AA	56.6%	53.3%	60.0%	60.0%	63.3%
Asian	71.0%	85.7%	85.7%	85.7%	85.7%
Hisp.	42.8%	57.1%	57.1%	42.8%	57.1%
White	78.4%	81.1%	70.3%	86.5%	83.8%
ELL	33.3%	66.6%	83.3%	33.3%	83.3%
SPED	50.0%	16.6%	16.6%	50.0%	50.0%

FACULTY AND STAFF FOCUS

As a result of the staff development needs assessment, job embedded training and support will be provided to increase all staff capacity in the following areas:

- ❖ 6+1 Traits Writing
 - ❖ Touch Math and Math Discourse
 - ❖ Vertical Math Planning and Analysis
 - ❖ Critical thinking
 - ❖ Arts Integration
 - ❖ Strategic Monitoring and Interventions
- Professional Learning Community processes will be established to facilitate the achievement of school goals through:
- ❖ A continuation of our study and training on diversity and equity for high expectations, positive relationship building, culturally responsive teaching, and rigor.
 - Leadership Team Book Study: Courageous Conversations about Race.
 - Staff Online Module: Communicating High Expectations to Students (CHETS).
 - ❖ Monthly administration of BCR's with a collaborative examination of student work, cross scoring, and analysis.
 - ❖ Classroom data centers & student data notebooks focused on the plan, do, study, act approach to identifying issues, setting goals, implementing strategies and evaluating progress.
 - ❖ Inclusion practices with an emphasis accommodations, and co-teaching models in math.
 - ❖ Staff meetings focused on: Preventing and Addressing Bullying, Beyond the Bake Sale: Building Parent Partnerships, & Critical Thinking.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

(Formative)

- ❖ Quarterly review of SIP and data
- ❖ MCPS and local school formative assessments data (math, BCR)
- ❖ Office referral, suspension, loss of recess data
- ❖ Math and reading summative assessments (unit data, MClass, MAP-R)
- ❖ Intervention data