

# Burning Tree E.S.

# DRAFT

## STUDENT AND STAKEHOLDER FOCUS

Based on the analysis of data on student achievement, the priority goals of our SIP will focus on:

- Improvement in academic achievement in reading, targeting students who are ESOL and/or SPED.
- Reduce the numbers of students in the primary grades who score in the strategic and intensive range on MCPSAP
- Increase the percent of students meeting proficient and advanced in MSA reading

## LEADERSHIP

The Burning Tree Community has formed a partnership that promotes excellence in education in a safe and nurturing environment. Collectively, we foster the development of creative thinking, problem-solving, respect for individual differences and high ethical standards. Our goal is to prepare students to be fully participating citizens and leaders in the 21st century.

## STRATEGIC PLANNING

By June 2009, students at BTES will demonstrate increased academic achievement in reading by:

### MCPSAP Reading

- 82.9 % of K-2<sup>nd</sup> Grade will make reading level benchmark.

We will also reduce by 25% the number of students in strategic and intensive between September 2008 and May 2009.

### MSA Reading

- 97% of our 3<sup>rd</sup> through 5<sup>th</sup> grade will meet proficient/advanced on MSA.
- The number of students scoring advanced will increase to 60%.

## PROCESS MANAGEMENT

1. Continue quarterly intervention grid progress/needs (Leadership Team)
2. Focus additional intervention support for targeted sub groups: ESOL and SPED (LC Cood.,SPED staff, RS, SDT)
3. Create data notebook/log documenting interventions supports and progress monitoring (Reading Intervention Providers, Classroom teachers)
4. Collaborate with SPED office to identify training for researched based interventions grids (SDT, RS, LC Coord)
5. Train appropriate staff on the implementation of researched based reading interventions. (SPED Staff, LC Coord., SDT, RS)
6. Project professional development needs for the year based on SIP and teacher input. (SDT)
7. Schedule additional support for ESOL children who will take MSA
8. Quarterly analysis of MCPSAP-R, report card grades, anecdotal records(Leadership Team)
9. Gather data on essential learnings for use in instruction and grading and reporting
10. Junior Great Books/ Jacobs Ladder training for those 3-5 teachers who have not been formally trained, FY09

## PERFORMANCE RESULTS

- MSA data (disaggregated)
- MCPSAP-R Benchmark data
- MCPSAP Progress Monitoring Data
- MAP-R (Fall, Winter, Spring)
- Corrective Reading Data
- Horizons Data
- TN2

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Benchmarking progress on MCPSAP-Primary Reading and MAP-R
- Quarterly analysis of report card grades
- Anecdotal records by teacher
- Management of Intervention Grid
- Progress monitoring of intervention programs (e.g. mastery assessments)

## FACULTY AND STAFF FOCUS

- Train all paraeducators and new staff in instructional strategies
- Using data notebooks/logs- for students receiving services
- Train teachers on researched based reading intervention programs
- Collaborate w/SPED office on intervention strategies
- Train staff on progress monitoring tools at all grades

# Reading Goal 2008