STUDENT AND STAKEHOLDER FOCUS

As a result of our root cause analysis, we determined that all students, but specifically our Black/African American and Hispanic students, need daily access to individualized, monitored, rigorous instruction in Math and Reading in an environment that actively promotes respect for all, regardless of race or difference.

FACULTY AND STAFF FOCUS, (see p. 2)

As a result of our root cause analysis, professional development will focus on:

- Developing personal capacity to act more effectively as leaders of racial equity and eliminate classroom and school policies, practices, and procedures that perpetuate disparities in student outcomes by race;
- Monitoring instructional reading levels during small, guided groups, and analyzing data and instructional practices to promote student achievement.

LEADERSHIP (see p. 2)

Vision: to create a community of learners that ensures success for every student and inspires lifelong learning.
Mission: to promote the successful academic, social, and personal development of all students by:
- Setting high expectations
- Fostering motivated learners through excellence in teaching
- Providing a positive atmosphere which promotes mutual respect, collaboration, and effective communication
- Respecting and celebrating diversity
- Establishing accountability among students, parents, and staff

STRATEGIC PLANNING (see p. 2)

To increase the percentage of students meeting or exceeding the 2016 MCPS mean in Math and Reading as measured by, MAP-P/MAP-M and AP-PR/ MAP-R, respectively in the following subgroups:

Math:
Grades K – 2:

We will reduce the difference in performance by 15% between the following student groups:

- Asian (91%) and Black/African American (62%).
- Asian (91%) and Hispanic (77%).
- Asian (91%) and White (88.3)
- Asian (91%) and Multiple Races (78%)
- Non-ESOL (93%) and ESOL (68%)
- Non-FARMS (91%) and FARMS (68%)
- Non-SpEd: (89%) and SpEd (53%)

PROCESS MANAGEMENT (see p. 3)

As a result of a root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:

Professional Learning Cycle:

- Engage in learning about: 1) operationalizing and leading for racial equity, 2) monitoring instructional reading levels and analyzing data to improve student achievement, and 3) using the Formative Assessment Process in Math to Monitor student performance and promote student achievement.
- Implement and monitor equitable practices, including the use of monitoring strategies during small, guided reading instruction, data analysis, and the use of formative assessments in math to promote student achievement.

PERFORMANCE RESULTS

For 2014 – 2015 data results, please see page 3 "Performance Results".

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Use of multiple data sources to monitor student progress:
- Data Chats
- Professional Development evaluations
- Instructional Walkthroughs
- Administer and analyze Progress Monitoring Data of at risk students in grades K-5
  - Student Learning Objectives
  - Grade Book
  - MIRL
- Evaluation of interventions
- Analyze MAP-R/MAP-M data
- Administer and analyze mClass data
- Administer and analyze formative assessments
- Administer and analyze Teacher Perception Data
- Administer and analyze Student Perception Voice Data

FACULTY AND STAFF FOCUS, (cont. from p. 1)

As a result of our root cause analysis, professional development will focus on:

- Developing facility in using the Formative Assessment Process in Math to monitor student performance and promote student achievement.

LEADERSHIP, cont. from p. 1

Communication: The school vision/mission, goals and expectations are communicated through:
- Leadership/team/data/PTA meetings
- School newsletter/Grade level newsletters
- School website/Grade level websites
- Professional Development
- PTA *E-Blast*

Monitoring:
- Quarterly SIP meetings for all stakeholders
- Monthly Leadership/Staff meetings/Grade level team meetings/ Data chats

STRATEGIC PLANNING, cont. from p. 1

Math:

Grades 3 - 5:

We will reduce the difference in performance by 15% between the following student groups:

Asian (99.3%) and Black/African American (80.6%).
Asian (99.3%) and Hispanic (80%).
Asian (99.3%) and White (93.3%)
Asian (99.3%) and Multiple Races (94.3%)
Non-ESOL (93%) and ESOL (90.3%)
Non-FARMS (91%) and FARMS (66%)
Non-SpEd: (89%) and SpEd (39%)

Reading:

AP-PR, Grades K – 2

Asian (94.7%) and Black/African Am (74.2%)
Asian (94.7% and Hispanic (66%)
Asian (94.7%) and White (86.5%)
Asian (94.7%) and Two or More Races (94.4%)
Non-ESOL (93%) and ESOL (77.9%)
Non-FARMS (91%) and FARMS (68%)
Non-SpEd: (89%) and SpEd (38%)

Grades 3 – 5:

Black/African/Two or More Races (100%) and Asian (93.7%)
Black (100%) and Hispanic (90%)
Black/African/Two or More Races (100%) and White (86.9%)
Non-ESOL (93%) and ESOL (75.9%)
FARMS (100%) and Non-FARMS (91%)
Non-SpEd: (89%) and SpEd (65%)

PROCESS MANAGEMENT, cont. from p. 1

o   Evaluate the effectiveness of teaching and learning about equitable practices, including the use of monitoring strategies during small, guided reading instruction, data analysis, and the use of formative assessments in math to promote student achievement

o   Data Collection:

▪   Develop Criteria for Success for Instructional Rounds

▪   Develop Criteria for Success for Planning for:

•   Equitable practices

•   Coaching for Equity

•   Monitoring Reading Levels

•   Formative Assessment Process

▪   Gather Data using Criteria for Success (Capture Sheet)

▪   Analyze Instructional Rounds Data

▪   Share Data with ILT

▪   Share data with staff

Identify next steps in the implementation of equitable practices, including the use of monitoring strategies during small, guided reading instruction, data analysis, and the use of formative assessments in math to promote student achievement