

School Improvement Action Plan – Goal Two SY 2012-2013

PART I: OVERVIEW

Darby Elementary School

Date: 2012-2013

<p>SMART Goal Statement: All students will increase performance on math skills using instructional interventions implemented in all curricular areas as measured by the Terra Nova 3 Math subtests and other system-wide and school based assessments. The targeted skills are _____.</p>	
<p>Targeted Subgroup: Students qualified for ESL services</p>	
<p>Triangulation of Data:</p> <ul style="list-style-type: none"> • Data Carousel/Stakeholder Perception Results 2011-2012 • Terra Nova Test Results 2010-2011; 2011-2012 • End of the Year McMillian Curriculum Assessment 2010-2011 (4th-6th) • Item Analysis of End of the Year Math Curriculum Assessment 2011-2012 (PreK-6th) • Item Analysis of Diagnostic Placement Math assessment 2011-2012 (K-6th) 	
<p>System-wide Assessment(s) <u>Name:</u> TerraNova 3rd Edition(grades 3-6) <u>Indicator of success:</u> There is a meaningful increase in the percentage of students scoring in the top two national quarters, and a meaningful decrease in the percentage of students scoring in the bottom national quarter as measured by the Terra Nova Multiple Assessments, 3rd Edition.</p>	<p>Proposed Local Assessment(s) [This decision has not been made as of May 2012] <u>Name:</u> Diagnostic test <u>Indicator of success:</u> There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the diagnostic math assessment.</p> <p><u>Name:</u> EOY assessment from the Math curriculum <u>Indicator of success:</u> There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local math assessment.</p> <p><u>Name:</u> Sure Start Assessment <u>Indicator of success:</u> There is a meaningful increase in the percentage of Sure Start students scoring at the standard or higher as measured by the local Sure Start Creative Curriculum assessment.</p> <p><u>Name:</u> Target group assessment-EOY Math Curriculum test <u>Indicator of success:</u> There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local math assessment.</p>

Interventions and their descriptions applicable to ALL Students		
Intervention	Brief Description:	
Intervention	Brief Description:	
Interventions and their descriptions applicable to the Targeted Subgroup		
Intervention	Brief Description:	
Intervention	Brief Description:	
Interventions Implementation Timeline		
Interventions	Resources	POC
1. 2.		

Interventions have not been selected as of May 2012.

Part II

**Darby Elementary School
Results-Based Staff Development Plan
Intervention:**

Staff Development Outcome

(What do teachers need to know and be able to do?)

Appropriately collect, analyze, and use data to make instructional decisions

Teacher Indicators

(What teacher accountability evidence will we accept to verify staff development was effective.)

Administrator observations and conferences with teachers

Student Outcome

(What do we want students to know, learn, demonstrate?)

Student will improve in the area of Math.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	Effective use of data	CSILT	Teachers receive training		September/ October
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Use of both local expertise and ISS support	CSILT	Meeting notes		October/ November
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Teachers will meet in collaborative meetings to share experiences and lessons	CSILT	Meeting notes		October/ November
On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Support will be offered through after-school staff development as needed. Teachers will collaborate regularly in meetings to support one another and provide feedback.	CSILT	Meeting notes Power Point Presentation		ongoing
Follow-up for Current Staff <i>Collaborative meetings</i>	Monthly collaborative meetings and CSILT	CSILT	Meeting minutes;		Ongoing
Long-Term Maintenance Plan for New Staff	Individual conferences with new staff to guide and support them with current goals	CSILT; grade level leaders; mentor teacher	Meeting minutes		ongoing

<i>What is in place for long-term maintenance</i>					
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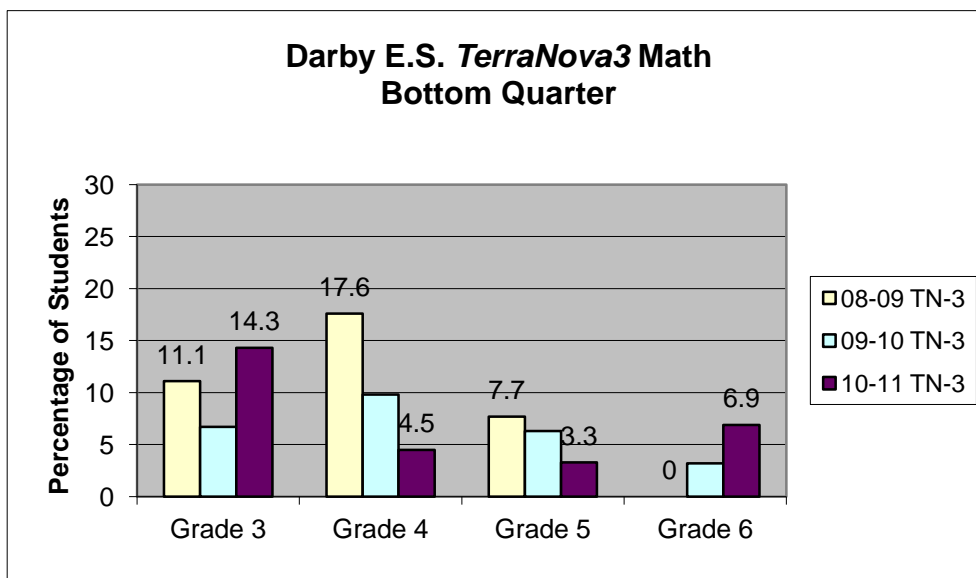
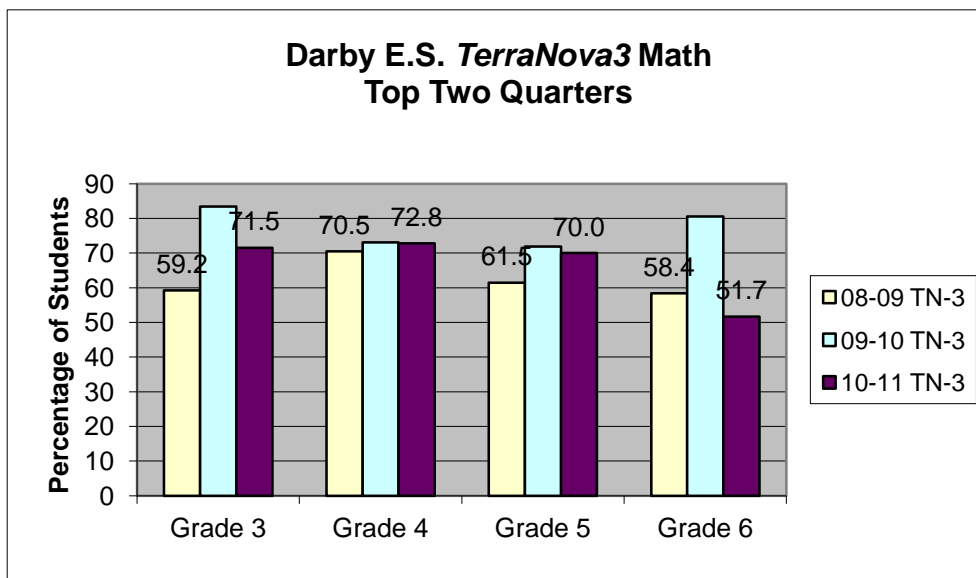
PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
All students will improve in math.			Continuous School Improvement Leadership Team (CSILT)
	Formative Assessment	Periodic collaborative meetings where teachers share student data and collaborate on how to improve instruction.	CSILT

PART IV: STATUS REPORT

DATA DISPLAY: Terra Nova Math

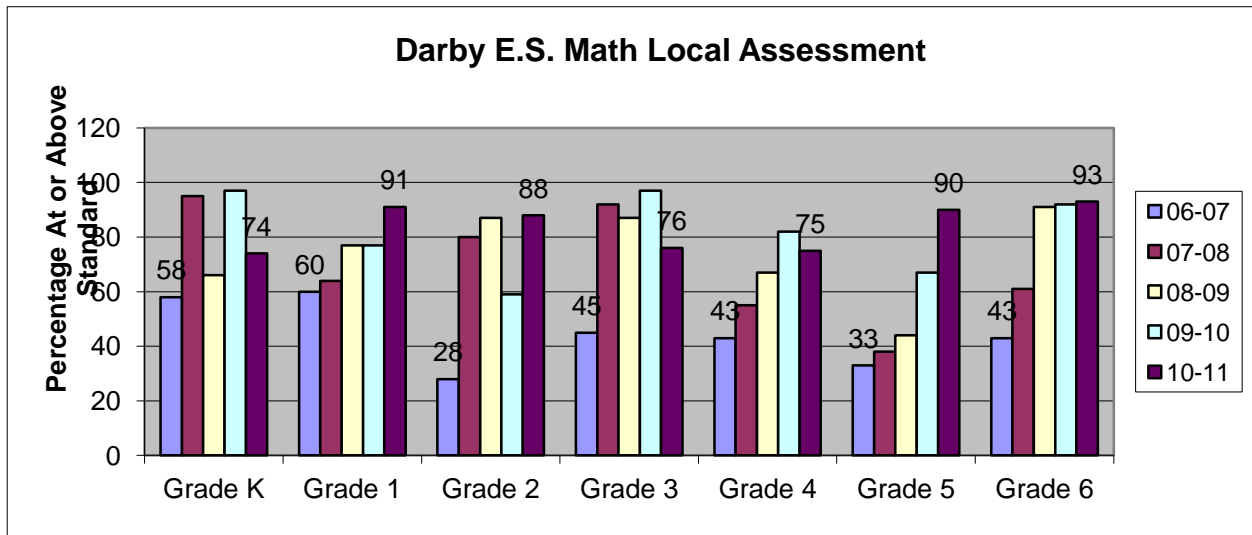


2008-2011 TerraNova Third Edition Analysis

Indicator of Success:

There is a meaningful increase in the percentage of students scoring in the top two national quarters, and a meaningful decrease in the percentage of students scoring in the bottom national quarter as measured by the *Terra Nova Multiple Assessments, 3rd Assessment*

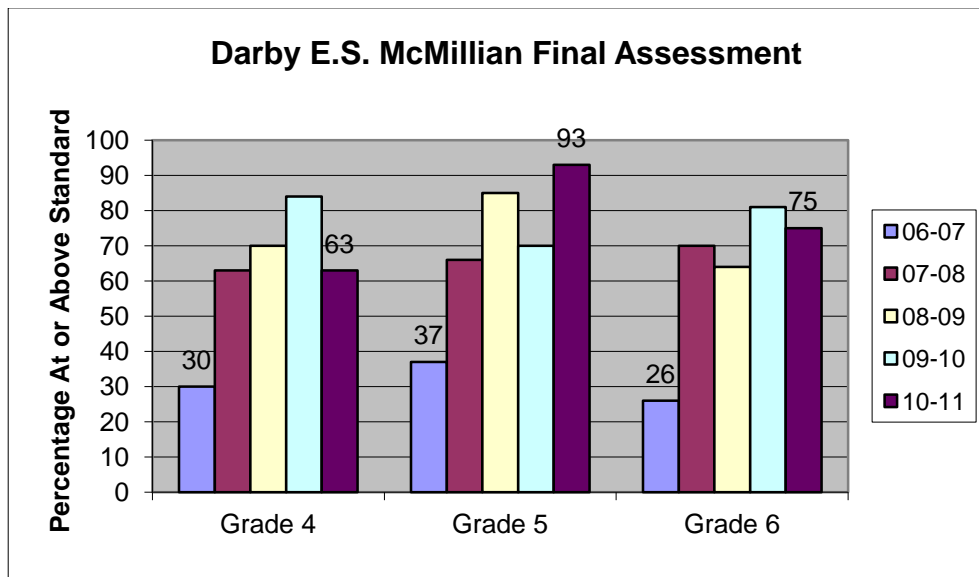
DATA DISPLAY: Local Math Assessment



Indicator of Success:

There is a meaningful increase in the percentage of students scoring at the standard or higher.

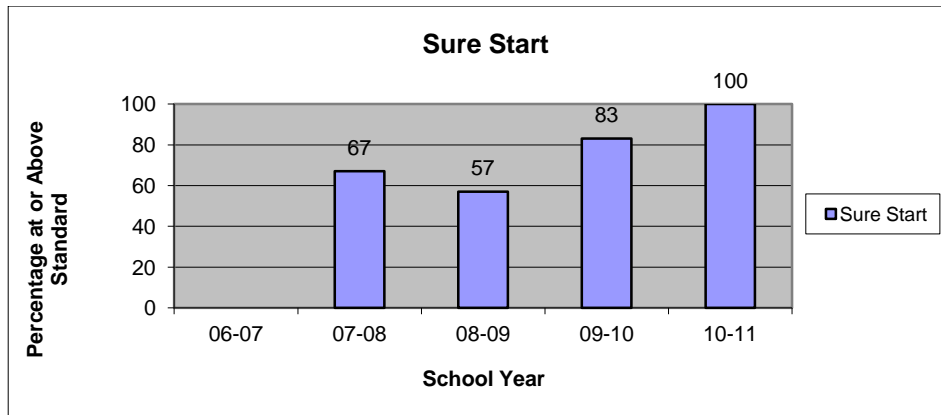
DATA DISPLAY: Final Test of Math Curriculum MacMillan



Indicator of Success:

There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the local math assessment.

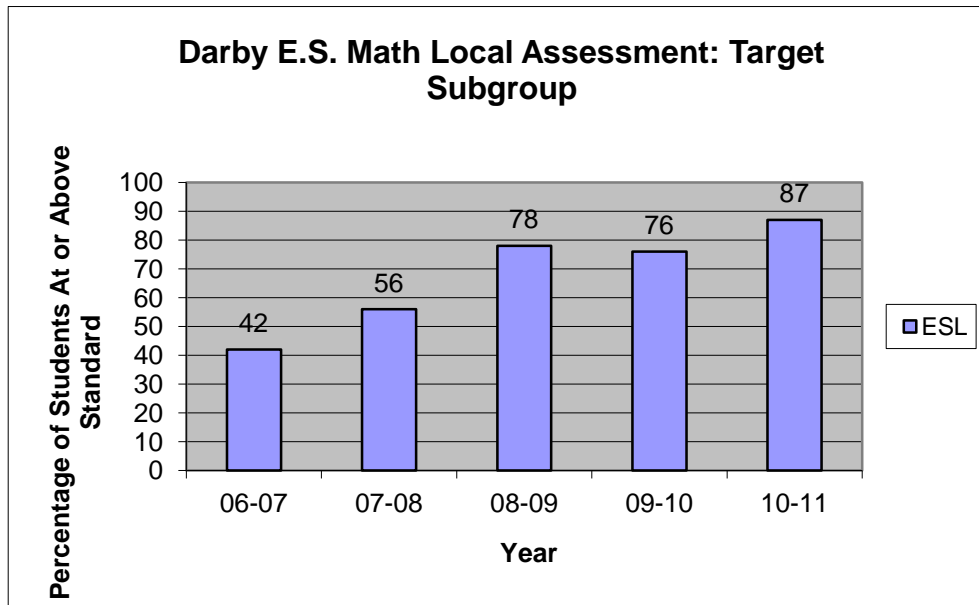
DATA DISPLAY: Sure Start Math Assessment



Indicator of Success:

There is a meaningful increase in the percentage of Sure Start students scoring at the standard or higher as measured by the Creative Curriculum Sure Start assessment.

DATA DISPLAY: ESL Math Assessment (target group)



Indicator of Success:

There is a meaningful increase in the percentage of students scoring at the standard or higher.

ANALYSIS

Impact of each intervention on student performance:

At this time, an intervention is not yet in place.

Action Needed: (How will the School Improvement Plan be modified in light of these assessment results?)

Based on analysis of data, Goal 2 we will revise the math goal to reach further improvement.

Which intervention(s) will continue? Why?

Which intervention(s) will be modified? How?

Which intervention(s) will be discontinued? Why?

PART V: DOCUMENTATION REPORT

(A documentation report will be developed when you have baseline data and at least two consecutive years of meaningful increases in student performance on this goal, and the school has made the decision that they have met this goal.) To facilitate the completion of this report, please complete the first 2 items of the executive summary.

Selection of Goals:

We select our goals by organizing a data carousel where we presented information to the faculty members and parents/community members as well as analyzing the results of the mid-year curriculum assessments. Through that process, we were able to determine math is the subject area with the most room for improvement. Further data was needed in order to narrow the goal. Data was collected in May 2012 for item analysis from the Math Curriculum End of the Year tests, the Diagnostic Placement Tests, and the Terra Nova 3rd Edition Math test.

Selection of Interventions:

The interventions have not been selected as of May 2012.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

Identify the DoDEA standards from all curricular areas that are related to the goal. You should be able to include standards at each grade level in all four content areas as well as standards from other content areas (i.e. art, music, PE, health, technology.)

Grade: all grade PreK-6 adhere to these standards **Subject Area: Math**

Strand: Mathematics Process Standards – the process standards of problem solving, reasoning and proof, communication, connections, and representation are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics.

Grade: all grade PreK-6 adhere to these standards **Subject Area: Social studies**

Strand: **SS1: Civics and Government**

Component SS1.d: Describe the role of citizens, including how to participate in a classroom, ...

Grade: all grade PreK-6 adhere to these standards **Subject Area: Science studies**

Strand: **Sa: Scientific Inquiry**

Note: Standards as mandated by DoDEA were updated as of school year 2009-2010 to more accurately portray the skills to be covered by each grade level. The new standards, as reflected in this document, are much more general thereby reducing the amount specific items sited as standard for each goal.

Identify the research base for each of the interventions you selected for the goal area. Provide a summary of the study done and its outcome on students.

Intervention: ____

Supporting Research:

Intervention: _____

Supporting Research:

Intervention: ____

Supporting Research: