

North Bethesda Middle School  
School Improvement Plan 2009-2010  
Algebra Goal

**Student and Stakeholder Focus**

Based on the 8<sup>th</sup> Grade algebra enrollment data, we discovered our total number of students successfully completing algebra or Higher by Grade 8 is 79.53%. This is down from 81.41 in 2008-2009. Our percentages within the AA, H, Sp. Ed., and FARMS subgroups enrolled in algebra increased in the 2008-2009 school year. This year, Hispanics and LEP increased in enrollment, but the enrollment for African Americans, Sp. Ed., and FARMS is lower although overall enrollment in Algebra is higher. As a result, we will increase **achievement** of 8<sup>th</sup> grade algebra at North Bethesda Middle School, with a special focus on closing the achievement gaps of previously underrepresented groups (AA, H, Sp. Ed., LEP, and FARMS) by continuing to develop a school model which incorporates:

- Analysis of student learning
- Quality instructional practices
- Targeted Interventions
- Professional collaboration

**Faculty and Staff Focus**

- Provide training and support on available technology programs to increase achievement.
- Target specific, higher level equitable practices and differentiation to assure rigorous instruction for all students.
- Provide time for peer visits to look for rigor.
- Use data to guide instruction.
- Incorporate fundamental mathematical concepts for Algebra.
- Implement positive behavior management strategies, building teacher and student relationships, and C.A.R.E. implementation.

**Leadership**

**Mission:** Our school provides an environment where all students thrive emotionally, academically, and socially.

**Vision:** We envision a learning environment where individual differences are valued and every student achieves personal growth and academic success. Strong relationships between staff, students and parents are nurtured so that every student takes intellectual risks, thinks broadly, self-advocates and contributes to his or her community.

- We will collaborate to establish, implement and align consistent policies, curricular expectations and assessments.
- Progress toward goals will be monitored through observations of, and feedback from staff, students, and community, and progress will be communicated through a variety of sources including walkthroughs.
- We will be professionally evaluated according to the Professional Growth System and be given feedback to foster improvement.
- We will communicate our vision, mission, SIP plan and progress at staff, team, department, PTSA meetings and through the website.

**Strategic Planning**

By June 2010, 8<sup>th</sup> grade students will meet the county goal of 80% of students in all subgroups successfully completing Algebra I or higher by the end of Grade 8.

**Process Management**

- Collaborate and analyze data monthly through Algebra courses.
- Update SIP Team quarterly on students' progress.
- Identify needs of students not meeting criteria.
- Explore resource materials and strategies to support achievement in Algebra.
- Analyze assessments for instructional purposes for planning.
- Monitor supported students' performance after each assessment to inform instruction.
- Identify students for EDP and summer math classes.
- Include students in data analysis and goal setting to improve overall class performance.

**Organizational Performance Results**

8<sup>th</sup> Grade Algebra or Higher Enrollment by Percentage

Sub-Group	2007-08 %	2008-09	2009-10
AA	40.9	87.5	64.7
Asian	91.3	82.35	97.9
White	88.1	82.18	87.5
Hisp.	55	75.86	77.7
Sp Ed	51.4	56.25	43.2
LEP	92.9	42.85	87.5
FARMS	18.2	66.66	57.1
All	81	81.67	83.1

MCPS 2009-10 Target for Successful Algebra Completion: 80%

8<sup>th</sup> Grade Algebra or Higher Enrollment By Number

Sub-Grp	2007-08 #	2008-09	2009-10
AA	9	21	11
Asian	21	28	47
White	163	143	141
Hisp.	11	22	28
Sp Ed	19	18	12
LEP	13	3	8
FARMS	2	14	12
All	205	214	227

**Measurement, Analysis, and Knowledge Management**

- Algebra Unit Assessments
- Report card grades
- MCPS Formative assessments
- Teacher developed formative assessments
- Observational data points (i.e. homework, class participation, student discourse)
- Use established criteria to move students