

## Student and Stakeholder Focus

*What do our students need?*

As a result of the root cause analysis, it was revealed that students need:

- instruction matched to background knowledge
- instructional materials adapted to allow access to the curriculum
- develop and use academic vocabulary
- be exposed to explicit vocabulary instruction

## Leadership

**Mission:** We will be personally responsible for achievement, respectfully interact, focus on effective effort, embrace diversity, and ensure a safe, clean, orderly environment.

We will communicate:

- At staff development, team, department, staff, PTSA and parent advisory meetings
- Through monthly newsletters, the website, e-mail, IC and SIP folders on T-shared, and ConnectEd

We will monitor by:

- Monthly ASC meetings and IC meetings

## Organizational Performance Results

*How will we know when we get there?*

- School and grade level MSA data for 2012 by subgroup for proficiency + advanced
- School and grade level MSA data by subgroup from 2009-2012 for proficiency + advanced (trends)
- ALT-MSA and Mod-MSA data
- MSA data by teacher and math/reading course for 2011-2012
- MAP-R, walk-throughs, informal observations, student survey, and climate survey

## Strategic Planning

*What is our goal?*

**GOAL 1:** To increase the percentage of students meeting proficiency in the following sub-groups by at least 34% for African American, 38% for Special Education, 45% for LEP, 47% for FARMS in order to meet or exceed the 2012 math AMO of 85.7 %.

**GOAL 2:** To increase the percentage of students meeting proficiency in the following sub-groups by at least 27% for Special Education, and 23% for LEP in order to meet or exceed the 2012 reading AMO of 90.4 %.

## Measurement, Analysis, and Knowledge Management

*How will we monitor along the way?*

Student Data Points and Monitoring

Tools:

County unit formative assessments, grades through subgroup and subject and teacher  
MAP-R, MAP-M, ineligibility, Intervention data (SRI, FASTT MATH)

Teacher Data Points and Monitoring

Tools: informal observations, informal observation feedback walk through, peer visits, surveys.

## Faculty and Staff Focus

*What resources do we need?*

As a result of the root cause analysis, professional development will be provided on the following in order to meet students' needs:

- check for understanding to adjust instruction
- co-teaching model
- differentiation for special education. students
- explicit vocabulary instruction
- data analysis
- culturally responsive learning environment

## Process Management

*How will we get there?*

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

- Co-planning for co-teachers and cohort planning teams will be monitored and coaching/feedback will be provided
- Clear and explicit instructional practices will be implemented and monitored through informal observation
- Consistent data analysis processes will be implemented and monitored in team and department data chats including IDT and will be monitored by instructional leadership

**Action Plan 2011-2012**

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>1. <u>Data Analysis- Informal Observations:</u>                      All content specialists and supervising administrators will implement a schedule to informally observe teachers <u>at least three</u> times per quarter at least 20 minutes to monitor changes in instruction based on professional development. After each informal observation teachers are expected to write a reflection about the feedback. Teachers will meet quarterly with an observer to discuss trends and identify next steps.</p>	<p>Khadija Barkley                      Alison Tillery                      James Richard                      AnneMarie Smith                      Douglas Nelson  <i>Administrative Team</i></p> <p>Nancy Easley                      Megan McLaughlin                      Taiwo Okusaga                      Nancy Sesler                      Bob Waechter                      Alex Tsironis                      Joanne Breiner  <i>Content Specialists</i></p> <p>Karen Green-Turner  <i>Literacy Coach</i></p>	<p>Informal Observation Form</p> <p>Observation Summary Sheet</p> <p>ORID data process</p> <p>OCTO support – Kara Trenkamp</p>	<p>Informal observation schedule</p> <p>Binder of informal observations by teacher</p> <p>Observation data summary and action plan</p> <p>Tracking database</p>	<p>IC or ASC Meetings</p> <p>Content Special Information Meetings</p> <p>Quarterly (see appendix D)</p> <p>Khadija Barkley                      Alison Tillery                      James Richard                      AnneMarie Smith                      Douglas Nelson  <i>Administrative Team</i></p> <p>Nancy Easley                      Megan McLaughlin                      Taiwo Okusaga                      Nancy Sesler                      Bob Waechter                      Alex Tsironis                      Joanne Breiner  <i>Content Specialists</i></p>	<p>Informal Observation Data shows the following:</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>2. <u>Interdisciplinary Data Team Meetings</u>: The IDT will meet at least once a week to review one or more of the following data points by subgroup:</p> <ul style="list-style-type: none"> <li>• Ineligibility/grades</li> <li>• Attendance</li> <li>• Behavior Trend Data</li> <li>• Instructional Trends based on Professional Development</li> <li>• Cross-curricular content standards/skills focus based on student performance</li> <li>• MSA Data</li> <li>• MAP-R and MAP-M</li> </ul>	<p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Pam Lloyd, <i>SDT</i></p> <p>Susie Kaigler, <i>Resource Counselor</i></p> <p>Cynthia Costantino, <i>Attendance Secretary</i></p> <p>Eileen Carraway Leigh Ann Coleman Benaë Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p> <p>Susie Kaigler <i>Resource Counselor</i></p> <p>Stacy Dobres Karen Joseph Sarah Patterson Linda Ramos <i>Counselors</i></p>	<p>Sheila Berlinger, <i>Staff Development Specialist, DILS</i></p> <p>Cynthia Eldridge, <i>Supervisor, MSIA</i></p> <p>ORID process</p> <p>HS Predictability Success Monitoring Tool</p> <p>MyMCPS (Attendance, communication log, ineligibility, AYP predictor)</p> <p>Pupil Enrichment Team</p> <p>Holly Mikulski, <i>Instructional Data Assistant</i></p>	<p>Data: (D/E lists Ineligibility list Suspension Data SOAR data, SRI, FASTT MATH)</p> <p>ORID data process results and next steps</p> <p>Professional Development Walk-through Data</p>	<p>IC or ASC Meetings</p> <p>Quarterly  (see appendix D)</p> <p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Eileen Carraway Leigh Ann Coleman Benaë Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p>	<p>The results of the ORID process indicate the following need:</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>3. <u>Data Analysis: Walk-Throughs:</u> Walk-throughs will be conducted quarterly for 20 minutes at the beginning or end of class. Walk-throughs will focus on the implementation of staff development initiatives based on our root-cause analysis in classes with targeted students.</p>	<p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Nancy Easley Megan McLaughlin Taiwo Okusaga Nancy Sesler Bob Waechter Alex Tsironis Joanne Breiner <i>Content Specialists</i></p> <p>Karen Green-Turner <i>Literacy Coach</i></p> <p>Pam Lloyd, <i>SDT</i></p> <p>Eileen Carraway Leigh Ann Coleman Benaë Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p>	<p>MCPS Walk-through manual</p> <p>Shelia Berlinger, <i>Staff Development Specialist, DILS</i></p> <p>Nina Khouri, <i>Instructional Specialist, ESOL</i></p> <p>Lorene Mayes-Winslow, <i>Instructional Specialist SpEd</i></p>	<p>Walk-through look-for sheets</p> <p>Walk-through schedule</p> <p>Walk-through data</p> <p>Walk-through action plan</p> <p>Collaborative Planning Form</p>	<p>IC or ASC Meetings</p> <p>Quarterly</p> <p>(see appendix D)</p> <p>Alison Tillery, <i>Assistant Principal</i></p>	<p>___ of ___ visits had evidence of _____.</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>4. <u>Comprehensive Staff Development Plan:</u> Professional development will be provided on the following:</p> <ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Using data to adapt instruction</li> <li>• Co-teaching model</li> <li>• Differentiation (scaffolding)</li> <li>• Explicit Vocabulary Instruction</li> <li>• Culturally responsive learning environment</li> </ul>	<p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Nancy Easley Megan McLaughlin Taiwo Okusaga Nancy Sesler Bob Waechter Alex Tsironis Joanne Breiner <i>Content Specialists</i></p> <p>Karen Green-Turner <i>Literacy Coach</i></p> <p>Pam Lloyd, <i>SDT</i></p> <p>Eileen Carraway Leigh Ann Coleman Benaë Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p>	<p>Staff Development Plan</p> <p>Pam Lloyd, <i>SDT</i> Sheila Berlinger, <i>Staff Development Specialist, DILS</i></p> <p>Alice Wright, <i>Instructional Specialist, SpEd</i></p>	<p>Training Plans</p> <p>Professional Development Schedule</p> <p>Walk-through data</p>	<p>IC or ASC Meetings</p> <p>Quarterly  (see appendix D)</p> <p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Pam Lloyd, <i>SDT</i></p>	<p>Walk through data shows ___% of teachers successfully implement _____ strategy</p> <p>Informal observation show . . .</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>5. <u>Instructional Practices – GOOD FIRST INSTRUCTION</u>                      Teachers will incorporate the following strategies in their instruction on a consistent basis:</p> <ul style="list-style-type: none"> <li>• Framing the Learning</li> <li>• Literacy</li> <li>• Critical Questions and Challenges</li> <li>• Checking for Understanding</li> <li>• Culturally Responsive Learning Environment</li> <li>• Differentiation</li> </ul>	<p>Khadija Barkley                      Alison Tillery                      James Richard                      AnneMarie Smith                      Douglas Nelson  <i>Administrative Team</i></p> <p>Nancy Easley                      Megan McLaughlin                      Taiwo Okusaga                      Nancy Sesler                      Bob Waechter                      Alex Tsironis                      Joanne Breiner  <i>Content Specialists</i></p> <p>Karen Green-Turner  <i>Literacy Coach</i></p> <p>Pam Lloyd, <i>SDT</i></p> <p>Eileen Carraway                      Leigh Ann Coleman                      Benae Gibson                      Caroline Hyatt                      Don Milner                      Heather Mahon                      Stacy Markowitz  <i>Team Leaders</i></p> <p>All teachers</p> <p>Para-educators</p>	<p>Planning Template</p> <p>Collaboration Template</p> <p>SSPGS instructional support (Kim Bishop)</p> <p>Valerie Padilla, Nina Khouri  <i>Instructional Specialists, ESOL</i></p> <p>Karen Greene-Turner  <i>Literacy Coach</i></p> <p>Office of the Skillful Teaching</p> <p>Peer to Peer Coaching</p>	<p>Walk-through data</p> <p>Informal observation data</p> <p>Informal Trend Chats</p>	<p>IC and ASC</p> <p>Quarterly</p> <p>(see appendix D)</p> <p>Nancy Easley                      Megan McLaughlin                      Taiwo Okusaga                      Nancy Sesler                      Bob Waechter                      Alex Tsironis                      Joanne Breiner  <i>Content Specialists</i></p>	<p>___ department identified the following patterns and strengths and opportunities:</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>6. <u>Success Beyond the Bell</u>: Clemente's comprehensive after school program will</p> <ul style="list-style-type: none"> <li>Identify, invite, instruct and monitor at-risk students for the comprehensive afterschool program</li> <li>George B. Thomas Saturday Learning Academy.</li> </ul>	<p>Eileen Carraway <i>After School Activities Coordinator</i></p> <p>James Richard <i>Assistant Principal</i></p> <p>Susie Kaigler <i>Resource Counselor</i></p> <p>Stacy Dobres Karen Joseph Sarah Patterson Linda Ramos <i>Counselors</i></p> <p>Jonathan Reader <i>Athletic Director</i></p> <p>Patricia Fetner <i>Intramural Coordinator</i></p> <p>Pat Harris, <i>Instructional Specialist</i></p>	<p>Recreation Department</p> <p>MC Collaboration Counsel</p> <p>Core Team</p> <p>George B. Thomas Saturday School</p> <p>Extended Day Program</p>	<p>Collaboration Council's Monitoring Tool for Youth Engagement</p> <p>Ineligibility</p> <p>Attendance</p>	<p>Each 10 week session (see appendix D)</p> <p>Semester</p>	<p>___ enrolled in Success Beyond The Bell</p> <p>___ enrolled in George B. Thomas Saturday Learning Academy</p> <p>Student Performance Data shows ___</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>7. <u>Collaborative Planning</u>: Course-alike teams will meet weekly to:</p> <ul style="list-style-type: none"> <li>To plan for the administration of 2 common assessments per unit</li> <li>Analyze formative and summative unit</li> <li>Back-map curriculum</li> <li>Co-planning for co-teachers and cohort planning teams will be monitored and coaching/feedback will be provided</li> </ul>	<p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Nancy Easley Megan McLaughlin Taiwo Okusaga Nancy Sesler Bob Waechter Alex Tsironis Joanne Breiner <i>Content Specialists</i></p> <p>Karen Green-Turner <i>Literacy Coach</i></p> <p>All teachers</p>	<p>Back mapping calendar (needs protocol)</p> <p>Cohort planning protocol</p> <p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team</i></p> <p>Nancy Easley Megan McLaughlin Taiwo Okusaga Nancy Sesler Bob Waechter Alex Tsironis Joanne Breiner <i>Content Specialists</i></p> <p>Lisa Ridenour, <i>RTSE</i></p> <p>Pam Lloyd, <i>SDT</i></p> <p>ORID process</p> <p>Item analysis data</p>	<p>Quarterly Back Mapping</p> <p>2 common formative assessments prior to summatives</p> <p>ORID process Results</p> <p>Walk-throughs of planning session</p>	<p>IC ASC Quarterly (see appendix D)</p> <p>Nancy Easley Megan McLaughlin Taiwo Okusaga Nancy Sesler Bob Waechter Alex Tsironis Joanne Breiner <i>Content Specialists</i></p>	<p>___ department indicates the following patterns of strength and opportunities in back mapping, data analysis, and common assessments:</p>

Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Results
<p>8. <u>Community Outreach Plan:</u> The community outreach team will implement a strategic plan to inform and engage parents and students in programs and practices that assist the student's academic success and ensure a welcoming school environment at RCMS. This plan will include school wide community events.</p> <p>See plan. <a href="#">SIP Plan 2011-2012/2011-2012 Community Outreach Plan.doc</a></p>	<p>AnneMarie Smith <i>Assistant School Administrator</i></p> <p>Giuseppina Alving <i>Community Outreach Coordinator</i></p> <p>Oliver Fajardo, <i>ESOL Community Outreach Coordinator</i></p> <p>Eileen Carraway <i>ESOL Community Outreach Coordinator</i></p> <p>AnneMarie Smith Joanne Breiner Eileen Carraway Patrick Dunn, PTSA President Heather Mahon Stacy Markowitz Carmen Torres <i>Community Outreach Committee</i></p>	<p>Giuseppina Alving <i>Parent Community Coordinator, DFCP</i></p> <p>Oliver Fajardo, <i>ESOL Community Outreach Coordinator</i></p> <p>Eileen Carraway Leigh Ann Coleman Benae Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p> <p>Patrick Dunn <i>PTSA President</i></p> <p>Lisa Murdock <i>NAACP Representative</i></p>	<ul style="list-style-type: none"> <li>• See community outreach plan</li> <li>• Evaluation meeting data</li> <li>• Attendance records</li> <li>• Volunteer data</li> </ul>	<p>IC or ASC Meetings Bi-annually (see appendix D)</p> <p>AnneMarie Smith <i>Assistant School Administrator</i></p>	<p>___# of parents in attendance</p> <p>___ increase in EDLINE activation</p> <p>Climate Survey results show:</p>
<p>9. <u>Intervention Academic Intervention Plans:</u> Students who qualify for 3 or more subgroups or as identified by grade level instructional leaders will have an academic intervention plan written by their counselor in collaboration with team leaders, student and parent.</p>	<p>Khadija Barkley Alison Tillery James Richard AnneMarie Smith Douglas Nelson <i>Administrative Team Admin Team</i></p> <p>Susie Kaigler <i>Resource Counselor</i></p> <p>Stacy Dobres Karen Joseph Sarah Patterson Linda Ramos <i>Counselors</i></p> <p>Eileen Carraway Leigh Ann Coleman Benae Gibson Caroline Hyatt Don Milner Heather Mahon Stacy Markowitz <i>Team Leaders</i></p>	<ul style="list-style-type: none"> <li>• Academic Intervention Plan</li> <li>• Student grades and interims</li> <li>• Team time</li> </ul>	<ul style="list-style-type: none"> <li>• Student interviews</li> <li>• MSA data</li> <li>• Data from goal setting</li> <li>• Kid Talk notes</li> </ul>	<p>IC or ASC Meetings</p> <p>Quarterly (see Appendix D)</p> <p>Susie Kaigler <i>Resource Counselor</i></p>	<p>___% of students ineligible.</p>

**Appendix A: Root Cause Analysis**

<b>African American (math) (pathway one)</b>	<b>LEP-(math/reading)</b>	<b>FARMS-(math)</b>	<b>Special Education (math/reading)</b>
<p><b>Why:</b> Why are our African American students not meeting the AMO in math?  <b>Cause:</b> African American students do not feel cared for or connected.  <b>Data:</b> student survey</p>	<p><b>Why:</b> Why is there such inconsistency in our LEP students meeting the AMO for reading and math?  <b>Cause:</b> lack of effective vocabulary instruction used by teachers  <b>Data:</b> Student interview</p>	<p><b>Why:</b> Why are minority students who are affected by poverty not meeting the AMO in math?  <b>Cause:</b> reading comprehension is low  <b>Data:</b> Fall 2010 MAP-R data</p>	<p><b>Why:</b> Why aren't special education students meeting the AMO (reading and math)?  <b>Cause:</b> Inconsistent models of effective co-teaching for instruction  <b>Data:</b> walk through data</p>
<p><b>Why:</b> Why do African American students not feel cared for in math classes?  <b>Cause:</b> lack reward/incentive system, lack of use of equitable calling practices, lack of positive/encouraging comments, and lack of student discourse.  <b>Data:</b> Student surveys and walk-throughs</p>	<p><b>Why:</b> Why is there a lack of vocabulary instruction used by teachers?  <b>Cause:</b> lack of capacity of staff  <b>Data:</b> teacher survey, walk through summary, student interviews</p>	<p><b>Why:</b> Why is reading comprehension low?  <b>Cause:</b> Lack of focus school-wide on literacy; Not frontloading vocabulary  <b>Data:</b> May 2011 walk-through</p>	<p><b>Why:</b> Why are there inconsistent models of effective co-teaching?  <b>Cause:</b> Co-teaching is ineffective because it is not being monitored or evaluated.  <b>Data:</b> Teacher survey</p>
<p><b>Why:</b> Why aren't math teachers using equitable calling practices, student discourse, and using a reward/incentive system with their African American students?  <b>Cause:</b> Teachers are not planning for them and may not know how to use them  <b>Data:</b> Teacher survey</p>	<p><b>Why:</b> What does staff lack capacity in vocabulary instruction and student discourse?  <b>Cause:</b> no formal training with evaluation; not consistently monitored  <b>Data:</b> Walk-through</p>	<p><b>Why:</b> Why is there a lack of effective vocabulary instruction?  <b>Cause:</b> no formal training with evaluation; not consistently monitored  <b>Data:</b> Walk-through</p>	<p><b>Why:</b> Why is there a lack of knowledge about effective co-teaching?  <b>Cause:</b> lack of training, monitoring, planning around effective co-teaching</p>

**Appendix B: Data Summary Page for Math**

**Successful Completion of Algebra %**

	08-09	09-10	10-11	11-12
AA (BL)	71.2%	69.0%	85.7%	
HI	77.8%	68.3%	82.5%	
AS	98.6%	98.6%	98.0%	
WH	87.9%	88.4%	96.3%	
MU			100%	
ALL	85.9%	78.4%	92.6%	

**Algebra Enrollment by Race**

	08-09 #	09-10 #	10-11 #	11-12 #
AA (BL)	68	85	49	63
HI	59	67	57	71
AS	86	70	84	91
AI	1	1	1	
WH	97	101	81	58
MU			12	16
ALL	311	324	284	300

**Enrollment in Grade 8 Algebra and above by Race**

Sub-Group	% 09-10	% 10-11	% 11-12
Total	80.9	68.9	81.5
African American	57.3	53.5	85.7
Hispanic	79.2	50.0	82.5
Asian	97.2	91.6	98.8
American Indian	100	-	100.0
White	91	81.8	96.3
MU		92.3	100.0

**Math MSA Scores (% Proficient + Advanced)**

Sub-Group	2009 AMO=64.3	2010 AMO=71.4	2011 AMO=78.6	Gain/Loss from 10-11	Confidence Band for 2011	# of students to reach 2012 AMO of 85.7
African American	52.1 Safe harbor	47.1 Not met	52.1 Not met	+5	71.5-85.7	268
Hispanic	51.9 Not met	56.1 Safe harbor	57.0 Not met	+0.9	71.5-85.6	241
Asian	95.3 Met AMO	98.0 Met AMO	96.2 Met AMO	-1.8	71.5-85.7	238
White	84.3 Met AMO	83.9 Met AMO	87.0 Met AMO	+3.1	71.0-86.2	185
LEP	33.8 Not met	38.3 Safe harbor	41.1 Not met	+2.8	65.0-92.1	65
SpEd	42 Safe harbor	36.1 Safe harbor	48.6 Not met	+12.5	68.9-88.3	112
FARMS	45.1 Not met	43.2 Not met	49.0 Not met	+5.8	72.4-84.8	335
ALL	70.4 Met AMO	69.5 Confidence Band	72.6 Not met	+3.1	75.1-82.1	988

**Math MSA (% of students Advanced only)**

Sub-Group	All 2011	Gr 6 2011	Gr 7 2011	Gr 8 2011
African American	13.7	10.9	8.1	22.2
Hispanic	15.7	19.4	12.8	14.9
Asian	80.4	79.2	81.2	81.0
White	61.3	65.2	61.5	58.3
MU	44.9	*	*	*
LEP	*	*	*	9.1
SpEd	11.3	10.8	10.8	12.0
FARMS	12.8	15.6	.0	17.5
ALL	40.8	41.7	38.5	42.1

\*indicates a percentage  $\leq 5.0$  or  $\geq 95$

**Math MSA 2011 Scores (% of students Proficient only)**

Sub-Group	ALL 2 11	Gr de 6	Grade 7	Grade 8
AA	37.8	43.6	39.4	30.3
Hispani	41.1	46.2	45.3	32.7
Asian	16.5	17.7	14.1	17.7
White	25.7	26.1	24.6	26.0
MU	32.7	*	*	*
LEP	32.0	*	*	27.3
SpEd	31.5	37.8	29.7	28.0
FARMS	35.3	38.5	40.4	28.5
ALL	31.0	33.8	32.0	27.4

\*indicates a percentage  $\leq 5.0$  or  $\geq 95$

**Appendix C: Data Summary Page for Reading**

Sub-Group	2009 AMO=75.9	2010 AM =80.8	2011 AMO 85.6	Gain/ Loss from 1 11	Confidence Band for 2011	# of students to reach 2012 AMO of 90.4
AA	77.9 Met AMO	<b>73.2</b> <b>Not Met</b>	<b>75.7</b> <b>Not Me</b>	+5	79.7-91.5	283
Hispanic	80.6 Met AMO	81.2 Met AMO	<b>79.0</b> <b>Not Met</b>	<b>-2.6</b>	79.5-91.6	255
Asian	98.7 Met AMO	98.4 Met AMO	96.6 Met AMO	<b>-2.2</b>	79.5-91.7	251
White	93.5 Met AMO	94.3 Met AMO	94.0 Met AMO	+0.8	79.1-92.1	192
2+					71.1-100.0	57
LEP	64.9 CB	55.8 Safe harbor	<b>67.1</b> <b>Not Met</b>	+4.4	74.0-97.2	61
Sped	69.9 CB	<b>60.4</b> <b>Not Met</b>	<b>63.4</b> <b>Not Met</b>	+0.8	77.2-93.9	120
FARMS	74.1 CB	<b>71.6</b> <b>Not Met</b>	<b>74.4</b> <b>Not Met</b>	+2.6	80.3-90.9	354
ALL	87.4 Met AMO	85.9 Met AMO	86.1 Met AMO	+1.0	82.6-88.6	1060

**Reading MSA (% of students Advanced only)**

Sub-Group	ALL 2011	Gr 6 2011	Gr 7 2011	Gr 8 2011
African American	34.0	23.5	38.4	40.4
Hispanic	37.9	34.4	44.2	35.9
Asian	86.9	84.4	89.4	87.3
White	73.3	75.4	71.6	72.9
MU	69.4	*	*	*
LEP	≤5.0	*	*	*
SpEd	23.2	21.6	24.3	23.5
FARMS	30.4	23.8	31.8	35.0
ALL	56.9	52.6	60.3	57.9

\*indicates a percentage ≤5.0 or ≥95

**Reading MSA 2011 (% of students Proficient only)**

Sub-Group	ALL 2011	Grade 6	Grade 7	Grade 8
AA	41.7	46.1	43.4	35.4
Hispanic	41.1	40.9	39.5	42.7
Asian	10.0	12.5	7.1	10.1
White	21.1	21.7	22.4	19.8
MU	18.4	*	*	*
LEP	36.0	*	*	18.2
SpEd	36.8	35.1	37.8	37.3
FARMS	43.4	40.2	50.0	40.9
ALL	29.0	30.5	28.5	28.1

\*indicates a percentage ≤5.0 or ≥95

**MAP-R GROWTH % Proficient**

Grade Level	Spring 2011	Fall 2011	Spring 012
6	81.1		
7	82.3		
8	77.2		

**Appendix D: Monitoring Grid for the School Improvement Plan Action Steps \*ASC Meeting**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
1. <u>Data Analysis-Informal Observations</u>	<i>Administrative Team Content Specialists</i>		10/25/11		12/6/11		2/7/12			5/1/12
2. <u>Interdisciplinary Data Team Meetings</u>	<i>Administrative Team Team Leaders</i>	9/20/11*		11/1/11		1/3/12		3/6/12		5/29/12
3. <u>Data Analysis:Walk-Throughs:</u>	<i>Allison Tillery Assistant Principal</i>			11/15/11		1/17/12			4/17/12*	
4. <u>Comprehensive Staff Development Plan</u>	<i>Administrative Team Design Teams</i>			11/8/11		1/10/12		3/20/12		6/5/12
5. <u>Instructional Practices – GOOD FIRST INSTRUCTION</u>	<i>Content Specialists</i>		10/25/11		12/6/11		2/7/12			5/1/12
6. <u>Success Beyond the Bell</u>	<i>Eileen Carraway After School Activities Coordinator</i>			11/29/11			2/14/12			5/22/12
7. <u>Collaborative Planning:</u>	<i>Content Specialists</i>		10/25/11		12/6/11		2/7/12			5/1/12
8. <u>Community Outreach Plan:</u>	<i>AnneMarie Smith Assistant School Administrator</i>					1/31/212				6/5/12
9. <u>Intervention Academic Intervention Plans:</u>	<i>Susie Kaigler Resource Counselor</i>		10/18/11		12/20/11		2/28/12		4/24/12	