

GOAL 3: To increase the acceleration and advanced achievement of students in GT/Honors level classes, with a focus on African American and Hispanic students, as evidenced by:

:

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
1. Increase the enrollment of 8 th grade students in Algebra and/or Honors Geometry to 75% and support those students to successfully complete the course as evidenced by passing semester grades and final exam grades in order to progress toward the MSTAT goal of 80 % successful completion by 2010.	Support Classes AM/PM Tutoring Sessions Data Management Systems	Algebra formative and unit assessments Report card grades Final exams	AEI/Math CS Algebra Teachers & Co-Teachers Ongoing
Results (include evaluation of processes for effectiveness and efficiency)			

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
2. Ensure that at least 80% of the students in Honors English receive passing grades on the unit assessments and on their quarterly report cards.	Data Recording and Goal Setting Sheets Individual Student Support/Tutoring Sessions	Formative Assessments Interim Grades Quarterly Report Card Grades Unit Assessments	Reading and English Teachers English/Reading Content Specialist English/Reading Administrator AEI Literacy Coach Sept - June
Results (include evaluation of processes for effectiveness and efficiency)			

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
3. Teachers will explain and discuss performance data with students in order to motivate them toward higher achievement.	Student performance data (MSA, MAP-R, Unit Assessments, Formative Assessments, Quarterly Report Card Grades) BEST Groups	Record of individual data chats Grade level meetings Monitoring tool Self-evaluation tool Student Action Plans	Administrators & counselors via small group meetings Team leaders BEST teachers Ongoing
Results (include evaluation of processes for effectiveness and efficiency)			

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
4. Differentiate content, process, and/or product to effectively work with diverse learners in accelerated classes so that at least 80% of the students achieve at least a report grade of C or better.	Training Materials/Activities Curriculum Guides Other online and print resources	Content meeting agendas/Notes SDT training notes/minutes Cohort meetings minutes <i>Walk-throughs</i> Formative and summative data from accelerated classes	AEI/Math Content Specialists AEI/Literacy Coach SDT Content Specialists All teachers Ongoing

Results (include evaluation of processes for effectiveness and efficiency)			
---	--	--	--

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
5. Invite focus students with AIP's to participate in after-school math, science, social studies and Reading/Literary classes to support their academic progress and achievement in order to prepare them for acceleration into GT/honors levels classes with a participation rate goal of 80%.	After school interventions and enrichment classes (Lights Camera Literacy, ELO programs)	Formative/Summative Classroom Data After school program assessment data After school participation data	ELO coordinator After-school program teachers Grade level teams October - May

Results (include evaluation of processes for effectiveness and efficiency)			
---	--	--	--

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
6. Accelerate 7 th grade students into IM or Algebra and accelerate 6 th grade students into Math B or IM with a focus on African-American & Hispanic students to achieve at least a 50% enrollment in and successful completion of accelerated classes at each grade level.	IM, Math B, and Algebra enrollment and performance data	Interim grades Report card grades Teacher recommendations Formative Assessments Unit Assessments	Counselors AEI/Math Content Specialist Math Teachers & Co-Teachers ----- Mid-quarterly & quarterly

Results (include evaluation of processes for effectiveness and efficiency)			
---	--	--	--

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
7. Articulate with feeder elementary schools on accelerating students in grade 6 with a focus on African-American & Hispanic students in order to gain at least a 10% increase in accelerated student enrollment	IM and Math A, B enrollment data for 6 th grade	Articulation meeting agendas/minutes Teacher exchange visit data	AEI Math Content Specialist Staff Development Teacher ----- Fall & Spring Meetings Fall Exchange Visits

Results (include evaluation of processes for effectiveness and efficiency)			
---	--	--	--