

STUDENT/STAKEHOLDER FOCUS

Based on an analysis of Hoover's MSA math data, the School Improvement Team noticed an achievement gap between students in identified subgroups (African American, FARMS, and special education compared to the other subgroups). 79% of African American students, 69% of special education students, and 76% of FARMS students scored at the Proficient/Advanced level in math compared to the average rate of 90% for white students, 90% for Hispanic students, and 99% for Asian students.

In 6th grade, 35% of AA students, 46% of Hispanic students, 31% of FARMS students, and 13% of special education students scored at the Advanced level in math compared to 88% Asian students and 73% white students.

In 7th grade, 41% of AA students (increased from 27.3% in 2009), 40% of Hispanic students (increased from 38.5% in 2009), 73% of FARMS students (increased from 33.3% in 2009), and 21% of special education students scored at the Advanced level in math compared to 79% Asian students and 73.0% white students.

In 8th grade, 32% of AA students (decreased from 50.0% in 2009), 31% FARMS students (increased from 28.6% in 2009), and 36% special education students (decreased from 50% in 2009) scored at the Advanced level in math compared to 90% of Asian students, 63% of Hispanic students, and 85% of white students.

Hoover Middle School

Mathematics - Rigor/Remediation Goal 2010 - 2011 (Sept. 21, 2010)

LEADERSHIP

The School Improvement Team of Hoover Middle School meets quarterly as part of a Professional Learning Community.

Vision: To foster an environment where all students are successful.

Mission: To provide a rigorous educational program where students are actively engaged in their learning by focusing on the Baldrige Core Values of **Management by Fact**, using data to drive decisions; **Agility**, the desire and ability to respond quickly to make changes based on stakeholder input and/or data analysis; **Focus on the Future**, to collaborate with vertical and grade-level teams with the end in mind; and **Visionary Leadership**, when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence.

The vision, mission, and core values are communicated to all stakeholders on Hoover's website, on posters in the school, in the PTA newsletter, at open-invitation grade-level meetings with parents, at quarterly grade-level data meetings, at staff training meetings, at team meetings, and at department meetings.

STRATEGIC PLANNING

Goal: By June 2011, students will demonstrate increased academic achievement in math by:

- increasing the percentage of students who are performing at the Proficient and the Advanced levels on the Math MSA to 98% in the following subgroups:

Subgroup	2010 Results			2011 Goal		
	Adv.	Prof.	Basic	Adv.	Prof.	Basic
African American	36% (22/62)	43% (27/62)	21% (13/62)	87% (59/68)	11% (7/68)	2% (2/68)
FARMS	27% (10/37)	49% (18/37)	24% (9/37)	87% (34/39)	11% (4/39)	2% (1/39)
Hispanic	48% (29/60)	42% (25/60)	10% (6/60)	87% (53/61)	11% (7/61)	2% (1/61)
Special Education	25% (25/100)	44% (44/100)	31% (31/100)	87% (81/93)	11% (10/93)	2% (2/93)

FACULTY AND STAFF FOCUS

With support from OOD and the Diversity Team, the administrators, the ILT, the SDT, and the reading specialist will provide ongoing training for the staff in the following areas:

Focus Areas:

- Critical Thinking
- Student Engagement
- Equitable teaching strategies
- Different ways to assess student learning
- Race and equity topics
- Literacy across the content areas
- Evaluation of impact of training on student achievement
- Data analysis

PROCESS MANAGEMENT

- Staff will collaborate with content and grade level counterparts to implement reading and writing strategies in their instructional programs.
- Staff will develop and implement enrichment and intervention programs for students.
- Staff will analyze formative and summative data from assessments in order to make instructional decisions.
- Staff will articulate vertically with cluster schools to facilitate a successful transition for students.
- The staff at Hoover MS will incorporate strategies to improve the performance of the identified subgroups.
- Hoover's School Improvement Team with representation of all stakeholders will meet quarterly to evaluate key processes and action steps.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Teacher-created formal and informal assessments
- Student self-assessments and reflections
- Quarterly and/or semester exams
- Analysis of all standardized test results (MSA, HSA)
- Pinnacle and Edline reports
- Interim reports
- Quarterly grades
- Range-finding
- Walkthroughs
- Observations
- Surveys
- Achievement Series data points