

### STUDENT AND STAKEHOLDER FOCUS

An analysis of the trend data in Math indicates that there is a need to continue to move students from basic to proficient and advanced levels on the MSA Math, with special emphasis on the student groups that are at risk for not meeting the AMO in 2010, based on the MSA Math scores from 2009 - African American, Hispanic, FARMS, Limited English Proficient (LEP), and Special Education (SPED).

An analysis of the trend data in Algebra enrollment indicates that the African American and Hispanic student groups are underrepresented.

### FACULTY AND STAFF FOCUS

Provide professional development for staff to meet grade level and individual needs (professional and support staff).

- Plan and implement effective math instruction
- Provide teacher mentoring
- Train on collecting, analyzing and maintaining data notebooks to make decisions and drive instruction
- Incorporate relevant mathematics in everyday instruction across content areas
- Continue effective use of manipulatives in instruction
- Incorporate equitable classroom practices
- Use technology to support differentiation and small group instruction
- Write BCRs and ECRs to justify and explain
- Improve classroom management strategies
- Utilize strategic monitoring tools and processes to inform instructional decisions

### LEADERSHIP

#### **Vision:**

The Neelsville staff, students, parents, and community are devoted to the concept that Neelsville is the "School of the Universe." We continuously seek ways to improve in order to fulfill the premise that with effective effort all students can experience academic success and develop a sense of personal and social responsibility. We provide a structured and rigorous learning experience and opportunities to explore a variety of interests that value and respect our diversity and student individuality.

**Core Values:** At the "School of the Universe," our core values are honesty, respect, and responsibility.

The vision and core values are communicated and monitored through written communication- newsletters, student handbook, PTSA meetings, team /department, ASC and SIP meetings and celebrations.

### STRATEGIC PLANNING

Our Goal: To close the achievement gap for students performing below standard in math we need to:

- Meet or exceed 2010 MSA Math AMO of 71.4% focusing on increasing the following student groups
 

African American -14%	LEP -14%
Hispanic -14%	SPED -14%
FARMS -14%	
- To increase the number of African American and Hispanic students in Algebra I or higher by 10% and successfully complete the class.

### PROCESS MANAGEMENT

To reach our goals the staff will work cooperatively in departments, teams and cohort planning groups to:

- Collect, analyze and disaggregate data from multiple sources to guide instruction/intervention decisions (Academic Intervention Math Coach, Student Data, Administration, SDT, Math Resource Teacher, MyMCPS, and Teacher Data Notebooks).
- Provide matched professional development to assist teachers in meeting the needs of their students.
- Develop intervention programs based on academic needs, specifically for those students who did not meet the AMO: Special Education, AA, Hispanic, LEP, and FARMS students.
- Continue alignment of high-quality instruction to the Voluntary State Curriculum.
- Implement recommendations from Math audit from FY 09.

### PERFORMANCE RESULTS

MSA Math 2010 AMO=71.4%	2006	2007	2008	2009
All	59.5	58.7	56.1	60.9
AA	44.9	44.4	43.1	53.8
Asian	81.1	82.1	82.0	85.6
Hispanic	53.2	53.1	49.8	49.3
White	71.3	69.2	70.7	76.4
FARMS	49.4	46.1	48.4	49.7
LEP	35.3	35.4	36.2	39.7
SPED	18.5	29.6	20.0	30.6

Algebra I or Higher								
Enrollment	2007		2008		2009		2010	
	#	%	#	%	#	%	#	%
All	121	50.0	166	56.1	140	49.0	188	
AA	20	27.0	48	42.9	41	40.0	47	25.0
Hispanic	38	50.7	39	48.1	32	40.0	57	30.0
Completion /Proficient	2007		2008		2009		2010	
	#	%	#	%	#	%		
All	86	36.3	118	41.3				
AA	15	20.8	28	27.2				
Hispanic	18	25.0	24	29.6				

### MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Teacher Data Notebooks  
Academic Intervention Plans  
GT enrollment and performance  
Data Meetings –

- Special Education (IEPs)
- ELL/RELL Team
- Grade-level Teams
- Instructional Leadership
- ASC

Monitoring Tools/Formative Assessments –

- FASTT Math
- Understanding Math
- Double period math
- Math 7 Enrichment
- Skills Tutor
- Study Island

Progress Reports, Report Cards  
Periodic Walk-throughs  
Informal Observations  
Staff Needs Assessment