

7/26/11

%  
1.4%  
69%

## STUDENT AND STAKEHOLDER FOCUS

What do our students need?

In order to have all students achieve proficiency in Math and Reading by 2014, we have analyzed disaggregated student data.

The 2011 MSA data shows:

Sub-Group	Not Prof. Math	Not Adv. Math	Not Prof. Rdg.	Not Adv. Rdg.
All	16.7%	60%	5.7%	38.4%
BL	33%	82.3%	12.8%	59.1%
MU	24.1%	63.8%	10.3%	48.3%
IEP	48.8%	94.2%	24.4%	77.9%
LEP	50%	83.7%	14.7%	56%
FARMS	31.3%	83.1%	12.8%	57.7%

74.5% successful completion of Algebra with a grade of C or higher by grade 8.

## LEADERSHIP

**Mission:** We provide a quality educational experience that enables students to become lifelong learners, caring human beings, and responsible citizens.

**Core Values:** See attachment

Mission and values are communicated and monitored by:

- Agendas, newsletters, website, Edline-for the school community
- Celebrations - "Within Our Walls", Drops, PBIS, Honor Roll
- Meeting Evaluation and Feedback
- Data Analysis - impact on student achievement and a safe and welcoming learning environment
- Classroom Observations – impact on teaching and learning

## STRATEGIC PLANNING

What is our goal?

**Implement, monitor, and hold all staff accountable for utilizing instructional strategies that are essential for some and good for all students to achieve at high levels.**

**Goal 1:** To meet or exceed the AMO of 85.7% in Math for all students with a focus on students in the African American, Two or More Races, Special Education, LEP, and FARMS sub groups as measured by the Maryland State Assessment (MSA).

**Goal 2:** To meet or exceed the AMO of 90.4% in Reading for all students with a focus on students in the FARMS, LEP and Special Education sub group as measured by the Maryland State Assessment (MSA).

**Goal 3:** Increase the number of students performing at advanced as measured by the Math and Reading MSA by 5%. (Key # 2)

**Goal 4:** To meet or exceed the MCPS performance target of 69% for Algebra completion (grade of C or higher) by grade 8. (Key #4)

## PROCESS MANAGEMENT

How will we get there?

- Develop Academic Improvement Plans for all students scoring within -10 to +5 range of proficiency on the Maryland State Assessment.
- Identify patterns in student data not meeting proficiency and tailor professional development accordingly
- Effectively program for student needs through specific Math, English, and Reading courses.

## ORGANIZATIONAL PERFORMANCE RESULTS

How will we know when we get there?

### Baseline Data from MSA 11-Prof/Adv.

Sub Group	M10 %	M11 %	R10 %	R11 %	# of Students to reach 2012 Annual measurable objectives in addition to current proficient/advanced	
ALL	86.3	84.5	92.2	94.2	M12= 11	R12 = (+3.8%)
BL	70	68	83.6	87	M12 = 36	R12 = 7
MU	-	79.3	-	89.5	M12 = 5	R12 = 1
IEP	52.9	52.4	64.8	75	M12 = 29	R12 = 13
LEP	71	61.8	83.3	84.4	M12 = 10	R12 = 3
FARMS	71.9	69.4	81.8	86.6	M12 = 32	R12 = 7

### Advanced Performance

Sub Group	%Adv. Math	# of Students to move from Prof. to Adv. (5% goal)	%Adv. Reading	# of Students to move from Prof. to Adv. (5% goal)
	M11	M12	R11	R12
All	40%	45	61.6%	48
BL	17.7%	10	40.9%	10
MU	36.2%	3	51.7%	3
IEP	5.8%	5	22.1%	5
LEP	16.3%	2	44%	2
FARMS	16.9%	10	42.3%	10

## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

How will we monitor along the way?

AIP

- Data points: Math formatives, Unit Assessments, Ineligibility, Report Card Grades, Math data page-monitoring tool, Reading Unit Assessments, Intervention Program Reports/Monitoring
- Interims and Progress reports
- AIP Data Monitoring Sheet
- Kid Talk Notes
- George B. Thomas Learning Academy Programming and Interventions
- Monthly Math, Reading, and English data meetings
- Study Island
- Understanding Math
- Corrective Reading/ Read 180/ Reading 7/ Reading 8/ Reading Assistant
- Double Period Algebra and Math 7
- Academic Performance of students in advanced courses
- Professional Development
  - Informal and formal observations

## FACULTY AND STAFF FOCUS

What resources do we need?

Training will be provided on:

- Differentiation to meet individual needs.
- Examining student work collaboratively
- Cultural competence /Equitable practices in the classroom.
- Rigor/Critical Thinking
- Reading Strategies