Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

South

Southwest Middle School

Principal: **Area Superintendent:**

Dr. Mark Mullins

Mr. Todd Scheuerer

SAC Chairperson:

Mr. Daniel A. DeSousa

Superintendent: Dr. Brian Binggeli

Mission Statement:

Empowering each student to emerge as an independent learner and a responsible citizen.

Vision Statement:

Cultivate a safe, supportive, and collaborative environment where students accept challenges, become critical thinkers, and apply skills sets and strategies to reflect on how they can improve the community.

Brevard County Public Schools
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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

In review of multiple sources, these data reveal that there are deficiencies in student literacy. This trend is evident in a comparison of the 2011 and 2012 FCAT data. In three content areas, the percentage of students meeting high standards in reading, math, and science all demonstrated a significant drop: Reading (-16%), Writing (-11%), Math (-15%), and Science (-15%). In addition, there was a nominal increase in the percentage of students in the lowest 25% making gains in reading and a -18% decrease in the lowest 25% in mathematics.

Last year, the faculty targeted writing alone after scores dropped from 91% to 79% for students meeting high standards in writing. Although there have been changes to the proficiency ceiling, the drop in proficiency over this three year period trended negatively with a 23% drop in proficiency. This trend continued despite the efforts made last year in implementing our writing goal.

Young adolescents reveal a growing capacity for thinking about how they learn, for considering multiple ideas, and for planning steps to carry out their own learning activities (National Middle School Association, 2003). After input from teacher leaders and department heads through survey and PLCs, the faculty has indicated literacy and critical thinking skills may have had the greatest effect causing such dramatic drops in proficiency across the board.   After a review of the previous year's school improvement plan, the SIP committee's input is to hybridize both reading and writing and present a literacy goal coupled with a critical thinking goal. The hybridization of a reading and writing goal are reciprocal an exponential in nature. Spiraling either upward or downward—the literacy goal can have a profound implication for the development of a wide range of cognitive capabilities and increased proficiency for standardized testing (Cunningham & Stanovitch, 2001).

Analysis of Current Practice: *(How do we currently conduct business?)*

Each department has addressed writing through the use of department writing plans, qualitative writing prompts in core academic courses, and targeted formative and summative assessments from the language arts department in order increase student proficiency in writing conventions and supporting the main idea. Each student prepared a number of writing samples that were used by the faculty to determine performance level which best represents a student's usual performance across a variety of writing tasks and types of writing.

In previous years, writing and reading have been generally taught as independent entities with respect to the various disciplines. Although these activities alone are important, the hybridization of a reading and a writing goal into a school-wide literacy goal will positively impact student achievement. Each department has incorporated a focus on writing, but these activities and prompts have been administered with very little cross-discipline comparisons. This year's literacy goal will assist by focusing non-fiction reading, summarizing, and journaling in each core academic and elective. Immediate feedback to students and final review by the language arts department will allow us to qualitatively track improvement and identify possible programmatic deficiencies prior to any standardized testing experience.

Although some teachers incorporate critical thinking into the subject specific curricula, a focused goal of critical thinking is not addressed as a school-wide goal. As higher-order questioning skills become more important in standardized testing, there are no school-wide goals or action steps to address these skills with our students. The state Board of Education designed the new FCAT 2.0 with the expectation that students will know more before they start the test and be able to comprehend more challenging reading passages drawn from classic works. Questions incorporate a larger portion of higher cognitive complexity questions sets. The state uses Webb's Depth of Knowledge chart to decide how students are progressing. Low-level thought is characterized by recall style questioning—something that is used regularly on campus and is in part a product of exam generating software producing questions at the lower levels. As the test evolves, so will our new focus on having students analyze and provide evidence for their choices by applying high-level thought.

Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

The curriculum is the primary goal for achieving any school objective. The use of 'academic reflection journals' will ensure that the curriculum (as it pertains to our goals) is relevant, challenging, integrative, and exploratory. In higher order cognitive domains, there are strong theoretical reasons to expect a positive and unique effect on avid reading and non-fiction based journaling. Vocabulary development provides a case in point. The bulk of vocabulary growth occurs indirectly through language exposure (both verbally and in text) rather than direct teaching (Miller & Gildea, 1987; Sternberg, 1985, 1987). As a student uses the academic reflection journal, he or she will be able to relate content specific vocabulary drawn from non-fictional text. The journal process will provide students an opportunity to defend their position or summarize the non-fictional work.

The review of literature evidenced a dramatic decline in reading and reading test scores for students at the national, state and local school district levels during the last two decades (ALSC, 2005; NEA, 2004). The influence of reading nonfiction text on reading skills was also found, as well as the impact of information literacy and research skills. The alignment of FINDS: a research process model (FDOE: UCF, 2008) to standards was explored. A meta-analysis of these findings supports our literacy goal of increasing the effect on achievement when students not only take ownership in their journaling, but do so by employing summarizing, defending a position, and incorporating higher order questioning throughout the process.

In a reading research report, the National Education Association (2004) concluded that "comprehension "is the reason for reading" (p. 1), and the strategies for the analysis of it should come from a variety of complex informational texts from all subject areas. A later report the National Education Association (2002) released showed evidence from four national case studies that one of the essential reading skills is a student's ability to search for critical information in nonfiction text. Information literacy has been found in a review of the literature, to be the process that can best address students asking the right questions, seeking and evaluating different sources, and showing application of the resources they find in the genre of nonfiction text (AASL, 2007; Benson, 2003; Birch, Greenfield, Janke, et al., 2008).

Last year, Southwest began writing in all academic classes, but this was not enough to combat the larger issue of literacy. With content specific journaling and reading and summarizing non-fictional test, it is our belief that the hybridized literacy goal will have a profound effect on student achievement if implemented school-wide.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Each Faculty member and administrator will integrate literacy strategies and skill sets into his or her learning environment to increase student performance in both reading and writing.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Familiarizing new faculty with long-term trends	1. Review school-wide 2012 FCAT data with Faculty and Parents	Principal	Pre-planning		Faculty meeting attendance
2. Unit allocations and development of a scope and sequence	2. Increases the amount of Critical Thinking Classes for our lowest 25/ESOL	Administration	Pre-planning		Master Schedule
3. Funding Sources for Academic Reflection Journal (SAC approval)	3. Administration will provide necessary material for the academic reflection journals (i.e. lined paper, card stock, and travelling bins).	Principal / SAC Chair	September		SAC Minutes
4. Working an additional FLEX day into the schedule as to not interfere with early release or other planned FLEX activities.	4. Add a FLEX day for purpose of journal assembly. (assembly instructions)	Administration / Guidance	September		AS400

5. Timely Organization of Journal Bins and Rotation Scheduling	5. Each Student will create and maintain a academic reflection journal that will rotate monthly through MESH sequence.	Faculty	September – April		MESH Team Minutes
6. Finding level appropriate non-fictional text for all disciplines.	6. MESH PLCs will create two prompts for journaling during their component of the rotation (1 based on reading a non-fictional text and student created summary)	Faculty Subject area PLCs	September-April		PLC Agendas / Incorporation into Academic Reflection Journals (ARJs)
7. Non-L.A. teachers using same instructional methodology (internal consistency)	7. Teachers will instruct students to use complete sentences and proper conventions for all journal entries.	Faculty	Ongoing		Journal feedback pages
8. Adjusting time in MESH scope and sequence to accommodate the time needed.	8. Teachers will have students peer share and indentify errors in conventions and students will correct errors.	Faculty/Students	Ongoing		Feedback Entries in ARJs; AS400
9. Proper planning to ensure EACH student receives feedback prior to journal rotation	9. Prior to journal rotation each teacher will include written feedback for each student's journal.	Faculty / Dept. Chairs	Ongoing		Feedback Review Pages in ARJs
10. Construction of a list of defined, consistent rubrics	10. L.A. teachers will provide the initial final formative feedback to both students and MESH team.	L.A. Department Chair / L.A. Department	October		Faculty Meeting Attendance
11. Some faculty members will want instruction on content/ assessment terms and how they are applied	11. Teachers will incorporate vocabulary instruction to include both content and assessment terms (i.e. infer formulate, distinguish, predict)	Faculty	Ongoing		Lesson Plans, Teacher designed assessments
12. There is no school-wide adopted advanced organizers	12. Teachers will incorporate advanced organizers in learning activities.	Faculty	Ongoing		Lesson Plans
13. Both L.A. and other MESH teachers will need a rubric and practice to ensure school-wide consistency	13.Lessons will require proper use of conventions and complete sentences for writing activity.	L.A. Department and MESH faculty	Ongoing		Faculty Meeting / PLC attendance
14. Providing easy access to passages that are used school-wide (for data comparison)	14.Reading and summarizing passages will be become a component of the classroom instruction.	Faculty / Media Specialist	Ongoing		AS400 / Lesson Plans
15. Subscriptions may be needed to find/ use non-fictional text throughout the MESH classes	15. Non-fictional text (i.e. print) will be read and summarized as regular component of instruction. (common)	Faculty / Media Specialist	Ongoing		Check out Logs, AS400, Teacher Plans

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

As the student Academic Reflection Journals (ARJ) are a year-long literacy improvement goal, each teacher will have the ability view student achievement as the year progresses. In a MESH subject, each teacher can review how student work has improved form past performance in one's own class, or how a student's writing has improved throughout the school year (i.e. use of proper grammar, conventions, and proper identification/summary/defense of non-fictional sources.

Defined school-wide rubrics will allow language arts teachers to quantifiably document relative achievement from September to the end of the school year. Qualitative analysis on concept mastery (especially as it pertains to summarizing non-fictional text) will be done before the ARJ is returned to the student. Ongoing qualitative feedback is interlaced with the journal rotation between MESH courses—teachers will have the opportunity to read colleagues feedback and offer constructive advice when needed. MESH teams of teachers will work as a unit in the implementation of the ARJs which can be discussed during weekly team meetings as well as grade/subject level PLCs.   Qualitative observations made throughout the ARJ process will serve as measure as they are evaluated initially and cumulatively by the language arts department.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Using the ARJs, students will become stewards of their own progress toward literacy. Students can track their own achievement through seeing the improvement in their literacy over the school year. As a qualitative measure, the teacher feedback pages will serve as a great formative assessment technique to help students incrementally increase writing proficiency, reading, and subject specific summaries of non-fictional passages.

As literacy is fundamental to achievement on the FCAT, the above mentioned efforts should drive an increase in the percentage of students meeting high standards in not only reading and writing, but also in math and science—where reading non-fictional text is a key element with the additions made in the FCAT 2.0.

Given the school-wide focus on literacy and higher order questioning coupled with increased exposure to non-fictional text, we expect all FCAT tested subject areas, we expect to see the following growth: : Reading (5%), Writing(5%), Math (5%), and Science (5%).

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> The southwest community will establish and sustain a culture that promotes a risk-free exchange of ideas. Faculty and administrators will utilize extended thinking strategies to empower students reflect, evaluate, apply skills, and make connections to solve complex problems.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Allocations and scheduling constraints make common planning difficult.	1. The master schedule will be created to accommodate multiple levels of PLCs.	Administration	Pre-planning		Common Team and Grade Level Planning on the schedule
2. Coordinating teacher leaders will need to come to consensus on resources and common language	2. Professional development, resources, and training will be provided to faculty to promote a common language and understanding of extended thinking strategies.	PLCs Facilitators/ Admin/department heads	Ongoing		PLC
3. Some faculty will need assistance with technology.	3. An intranet folder will be created as resource toolbox with promoting extended thinking strategies.	Technology Specialist / PLC Facilitators	Ongoing		Usage logs (upload/ download) for Brononet
4. Collaboration and coordination with T.V. Productions will have to be balanced to not outweigh the course curriculum	4. Weekly announcements will include a "Thought of the Week" and/or Essential Question for student reflection.	T.V. Productions / Admin/ Faculty	Ongoing		AS400
5. Student participation could be low without proper recognition/ incentive	5. Administration will provide the opportunity for the students to write reflective responses using proper conventions, and selected student responses will receive school-wide recognition.	Administration	Ongoing / Lunch Hour		Tally count of responses
6. Courses without a defined scope and sequence must determine the order of benchmarks taught	6. PLCs will develop and implement common assessments using higher levels of cognitive complexity	Faculty	Ongoing		Evidence of Common Assessment Analysis

7. Some faculty will need guidance in ensuring the proper reading level of primary/ secondary sources	7. Teachers will assist students in developing the skills necessary to use primary and secondary sources to formulate and support their inferences and conclusions.	PLC Facilitators / Department Chairs	Ongoing		GradeQuick
8. Timely feedback from faculty is an essential component for success.	8. Teacher will provide constructive feedback (verbal/written) for critical thinking activities to encourage student growth.	Faculty	Weekly		IPPAS Evaluation System

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Teachers will integrate the "thought of the week" into their current weekly lesson plans. Informal surveys / formative assessment of student work will serve as a qualitative measure of lesson effectiveness. Student participation in the "thought of the week" will qualitatively gauge student interest/participation in the weekly critical thinking activity.

Common assessments and subsequent data analysis of benchmark driven higher order questions help a teacher gauge the effectiveness of higher order questioning techniques. As these data are benchmark driven, departments can use the data not only drive instruction but also to provide individual teacher assistance on content strands where his or her students did not perform to the department standard.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Growth in quality of responses and use of proper conventions can serve as a qualitative measurement of student achievement as the "thought of the week" improve over time with respect to the instructional focus placed on these activities. The weekly focus will allow the students an opportunity for self reflection as they compare their responses to the example (winning response).

Quantitative measures will include data analysis of commonly assessed benchmarks in quizzes, tests, and common department exams. Additionally, student engagement in familiarizing, understanding, and comprehension of higher-order questioning will be demonstrated across the board when conducting next year's analysis of FCAT data.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> Southwest Middle School will encourage increased parental involvement by providing opportunities for participation in a variety of school-based activities. These opportunities are designed to increase student achievement while enriching both the school and community.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Parent access to internet and computer may be an issue due to the area's socioeconomic trends	1. Increase consistent teacher communication through EdLine Activation and Use	GSP, Faculty	Weekly		EdLine Account Activation and Teacher Usage Logs
2. Parent work schedules / commitments could hinder participation	2. Provide regularly scheduled events designed to engage parents in after school activities	Faculty, Sponsors, Parent Coordinators, and Administration	Events scheduled throughout the year		Headcount Survey at a particular event
3. Parents that work during school hours might not be able to utilize the station	3. Provide EdLine and school based surveys access for parents (guidance computer station).	Technology Specialist, GSP, and support staff	Ongoing		Computer Usage Log
4. Providing enough opportunities for parents to get involved	4. Increase parent volunteerism at the school supported by recruiting initiatives	Volunteer Coordinator	August-May		Volunteer Logs

5. Analysis of parent survey to address areas of comment / concern needs to be completed to ensure a meaningful FAQ	5. Develop an FAQ link on our school website that addresses common parent concerns (identified through parent survey and ongoing communications)	School Advisory Council and Administration	October- February		Webpage Counter

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

EdLine usages and a consistent interval of grade report updates in imperative and can be monitored through the EdLine software. Input from the school advisory council will serve a one qualitative measure in addition to contact logs between the school (faculty) and parents.

Quantitative measures to determine the level of implementation will include Parent EdLine activation statistics, parent survey participation numbers, and the school-based EdLine computer station usage log. Parental involvement data can also be derived from the volunteer hour accumulations as well as head counts at all afterschool events and comparing those to previous years.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Strong parental involvement has been linked to greater student achievement. Qualitative data is collected from students using an end-of-year student climate survey. Last year was the first survey of its type administered and data will be compared to identify any trends in parental involvement at the school as it relates to the myriad of variables considered when writing the climate survey.

As parental communication between teachers and parents is increased, parents can be actively involved quantitatively as they monitor student grades throughout the year. Parental EdLine activation and use will support classroom efforts and ultimately serve to raise the drops in FCAT results through several departments.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): Students prefer to read fictional text. 1.		
Strategy(s): 1. **The school's reading goal is hybridized with the writing goal for combined literacy with a focus on non-fictional text—See Goal 1.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): Students will have less time to read fictional text with the school-wide literacy goal** **Strategy(s):** 1. **School-wide "reads" will take place throughout the school year.**	27.6% = 273	29% = 286

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Strategy(s):** Using phonemic awareness strategies to improve reading of sight words. It's correlating goal could be - identifying high frequency sight words from a given list by phonetically sounding them out.	17% = 1	34% =2
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Students will have less time to read fictional text with the school-wide literacy goal** **Strategy(s):** 1. **School-wide "reads" will take place throughout the school year.**	29% = 288	31% = 305
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Strategy(s):** **1.** Using phonemic awareness strategies to improve reading of sight words. It's correlating goal could be - identifying high frequency sight words from a given list by phonetically sounding them out.	50% = 3	66% = 4
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	N/A	
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1. **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	57% = 124	59% = 130
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**	64%	68%

Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	37.7%	39.7%
Black:	55.6%	57.6%
Hispanic:	44.0%	46.0%
Asian:	30%	32%
American Indian:	100%	100%
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	90% = 27	92% = 28
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	58% = 125	60% =
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	48% = 286	50% = 295

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 56.7%		Utilization of Achieve-3000 Software	GSP

2012 Current Percent of Students Proficient in **Reading:** 10%		Additional Critical Thinking Classes	GSP
2012 Current Percent of Students Proficient in **Writing**: 23.3%		7/8 Grade ESOL Teaminig	GSP

Mathematics Goal(s): 1.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	**29% = 287**	**31% = 296**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	17% = 1	33% = 2
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** 1.	30% = 298	32% = 315
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	50% = 3	66% = 4
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	16% = 1	32% =2

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	N/A	
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**	65	68
Student subgroups by ethnicity : White: Black: Hispanic: Asian: American Indian:	32% 51% 39% 40% 100%	34% 53% 41% 43% 100%
English Language Learners (ELL) not making satisfactory progress in Mathematics	67% = 20	70% = 23
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	56% = 121	58% = 125
Economically Disadvantaged Students not making satisfactory progress in Mathematics	45% = 263	47% = 278

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage

		reflects)
Barrier(s): Students need practice in summarizing non-fictional text **Strategy(s):** 2. **The school's reading goal is hybridized with the writing goal for combined literacy with a focus on non-fictional text—See Goal 1.**	66.5% = 322	67% = 325
FCAT: Students scoring at Achievement level 3.0 and higher in writing	66.5% = 322	67% = 325
Florida Alternate Assessment: Students scoring at 4 or higher in writing	16% = 1	34% =2

Science Goal(s) (Elementary and Middle) **1.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): There is no benchmark driven common assessments **Strategy(s):** 1. **The department will assess each student with common benchmark assessment to track student data and assist in benchmark mastery**	34% = 168	40% = 195
Students scoring at Achievement level 3 in Science**:**	34% = 168	40% = 195
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0 = 0	16% = 1
Students scoring at or above Achievement Levels 4 and 5 in Science:	12% = 58	20% = 98
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	16% =1	34% = 2

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**	44% = 67	46% =70
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	51% = 78	53% = 81
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11 **64%**		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**	 3 2 1	
English Language Learners (ELL) not making satisfactory progress in Algebra	0	
Students with Disabilities (SWD) not making satisfactory progress in Algebra	4	
Economically Disadvantaged Students not making satisfactory progress in Algebra	4	

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**	100% = 20	100% = 20
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	100% = 20	100% = 20
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11 63		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**	0 0 0	

English Language Learners (ELL) not making satisfactory progress in Geometry	0	
Students with Disabilities (SWD) not making satisfactory progress in Geometry	0	
Economically Disadvantaged Students not making satisfactory progress in Geometry	0	