

## Summary of Goals, Key Processes and Action Steps 2005-2008

**Board Goal:** *By 2008, 95% of students in grades 3 through 12 will be at or above grade level as measured by NC EOG or EOC tests, and all student groups will demonstrate high growth.*

<b>SCHOOL:</b> Carnage MS	<b>LEA:</b> Wake County (920)
<b>SCHOOL GOAL:</b> Mathematics	<b>GOAL MANAGER:</b> Administrative Team

### Key Processes & Action Steps: (4 Key Processes)

1	<b>Key Process:</b>	Target students for remediation and enrichment to promote academic growth in mathematics.
	<b>Process Manager:</b>	Assistant Principal, Curriculum & Instruction / Electives Coordinator
	<b>Completion Date:</b>	6/08
	<b>Resources:</b>	EOG / EOC data from previous year, ongoing assessment data, teacher input, Math Department Chair, IRT, ICR teachers, access to position conversion option as permitted by state and/or WCPSS
	<b>Restrainers:</b>	ALP program attendance, scheduling logistics, need for additional curriculum resources and materials
	<b>Process Checks:</b>	quarterly progress check, ongoing assessment
<b>Action Steps:</b>		
1	<b>Action Step:</b>	Reassess the effectiveness of our current ALP tutorial program (after school) for Level 1 & 2 students and explore additional options to enhance the program.
	<b>Completion Date:</b>	6/08
	<b>Process Check:</b>	ALP attendance records EOG data
2	<b>Action Step:</b>	Continue existing and implement new math electives to meet needs of the student population.
	<b>Completion Date:</b>	6/08
	<b>Process Check:</b>	creation of new math electives, course descriptions of math electives, master schedule
3	<b>Action Step:</b>	Expand and coordinate student learning opportunities with individual and/or small group tutorials.

<p><b>Completion Date:</b> 6/08</p> <p><b>Process Check:</b> log of tutorial schedules, tutorial attendance records</p>	
4	<p><b>Action Step:</b> Develop Personal Education Plans (PEPs) to monitor student performance and growth throughout the school year.</p> <p><b>Completion Date:</b> 6/08</p> <p><b>Process Check:</b> PEP paperwork, reports to grade level administrator, Blue Diamond assessment data</p>

2	<b>Key Process:</b>	Increase the use of ongoing assessment programs.
	<b>Process Manager:</b>	IRT
	<b>Completion Date:</b>	6/08
	<b>Resources:</b>	computers, software packages, Math pacing guides, Central Office support, access to position conversions as permitted by the state and/or WCPSS
	<b>Restrainers:</b>	limited computer access, dated hardware, software deficits
	<b>Process Checks:</b>	quarterly assessment check
<b>Action Steps:</b>		
1	<b>Action Step:</b>	Expand the use of the Blue Diamond Assessment program.
	<b>Completion Date:</b>	6/06
	<b>Process Check:</b>	log of computer lab schedule, teacher data sets
2	<b>Action Step:</b>	Analyze Blue Diamond test results.
	<b>Completion Date:</b>	6/06
	<b>Process Check:</b>	teacher data sets
3	<b>Action Step:</b>	Provide professional development related to utilizing assessment programs such as Blue Diamond.

<b>Completion Date:</b> 6/06 <b>Process Check:</b> list of professional development
<b>4</b> <b>Action Step:</b> Research additional assessment program options. <b>Completion Date:</b> 6/08 <b>Process Check:</b> research products such as webliographies, program evaluations, etc.

3	<b>Key Process:</b>	Utilize best practices in mathematics instruction.
	<b>Process Manager:</b>	IRT
	<b>Completion Date:</b>	6/08
	<b>Resources:</b>	Math pacing guide, Math Dept. Chair, professional development, access to position conversions as permitted by the state and/or WCPSS
	<b>Restrainers:</b>	legislative calendar, time for prof. development, need for additional curriculum resources and materials
	<b>Process Checks:</b>	quarterly checks, department meeting minutes
<b>Action Steps:</b>		
	<b>1</b>	<b>Action Step:</b> Develop and implement differentiated teaching strategies. <b>Completion Date:</b> 6/08 <b>Process Check:</b> teacher lesson plans, Curriculum Moment presentations at faculty meetings
	<b>2</b>	<b>Action Step:</b> Integrate math skills into each curriculum area. <b>Completion Date:</b> 6/08 <b>Process Check:</b> teacher lesson plans, Curriculum Moment presentations at faculty meetings
	<b>3</b>	<b>Action Step:</b> Make math an active process with emphasis on technology. <b>Completion Date:</b> 6/08

--

4	<b>Key Process:</b>	Encourage and promote academic success in mathematics.
	<b>Process Manager:</b>	Administrative Team
	<b>Completion Date:</b>	6/08
	<b>Resources:</b>	PTSA, business and community partners, SST committee members, IRT, access to position conversions as permitted by the state and/or WCPSS
	<b>Restrainers:</b>	financial resources
	<b>Process Checks:</b>	Listed Below

**Action Steps:**

- |          |                         |   |
|----------|-------------------------|---|
| <b>1</b> | <b>Action Step:</b>     | Re-evaluate and modify school-wide and team incentive events as needed.                                   |
|          | <b>Completion Date:</b> | 6/08  |
|          | <b>Process Check:</b>   | school calendar   |
| <b>2</b> | <b>Action Step:</b>     | Use Student Support Team (SST) to provide support and additional intervention for any student with needs. |
|          | <b>Completion Date:</b> | 6/06  |
|          | <b>Process Check:</b>   | SST meeting schedules and agendas   |
| <b>3</b> | <b>Action Step:</b>     | Provide opportunity for involvement and participation in after-school programs and clubs.                 |
|          | <b>Completion Date:</b> | 6/06  |
|          | <b>Process Check:</b>   | program attendance records  |