



Forsyth County Schools A.I.M.

School: West Forsyth High School Mathematics Department

Principal: Ms. Betty Pope, SY2012-2013

Action Plan

Goal Statement:

- (1) The percentage of students exceeding on the Coordinate Algebra End of Course Test will be at least 30% as measured by the CCGPS Coordinate Algebra EOCT administered in May 2013.
- (2) The percentage of students exceeding on the GPS Math II EOCT will be at least 30% as measured by the GPS Math II EOCT administered in December 2012 (Accel Math II students) and May 2013 (Math II students).
- (3) The average ACT math score for all students taking the ACT exam in the SY 2012-2013 will be 23.7.

SMART Goals:

Specific and Strategic

Measurable

Attainable

Relevant

Time Oriented

Actions / Strategies / Interventions	Results Indicators	Monitor and Evaluate Results
Teachers of Coordinate Algebra, Coordinate Algebra Support, and Accel Coordinate Algebra/Analytic Geometry A classes will utilize the frameworks/Study Guides found on the GaDOE website for on-going reviews (including test practice, sponge activities).	If teachers utilize GaDOE study guide questions and/or frameworks to prepare review activities, then students will familiarize themselves with the Coordinate Algebra standards that they will master.	During regular (every three weeks) content collaboration team meetings, teachers will discuss students' level of mastery of standards found in the GaDOE frameworks.
Teachers of Coordinate Algebra, Coordinate Algebra Support and Accelerated Coordinate Algebra/Analytic Geometry A will continue to work within their collaboration teams to maintain rigor throughout the year to discuss strategies for preparation for the EOCT CCGPS Coordinate Algebra exam. As needed, these classes will utilize the computer lab to prepare students using on-line practice tests available through USA Test rep, ANGEL Assessments and/or paper-and-pencil practice tests.	If teachers collect student data from Angel/USA Test Prep, then students will receive direct feedback on their progress toward exceeding the Coordinate Algebra standards.	Each unit, teachers will assign 5-10 EOCT practice questions and will analyze students' mastery of standards.

Teachers of Coordinate Algebra, Coordinate Algebra Support and Accelerated Coordinate Algebra/Analytic Geometry A will include higher-order multiple-choice questions in both class discussions and on all summative assessments.	If teachers analyze student data from higher-order multiple choice questions, then students will be successful on similar higher-order EOCT items.	On each of the summative assessments, teachers will include items of DOK level 2 or higher to further enhance the students' achievement of Coordinate Algebra standards.
Math 2, Accel Math 2 and Math 2 Support teachers will utilize the frameworks/study guide found on the GADOE website to provide higher-order practice multiple choice questions (to include EOCT released items or diagnostic test items) in both the daily warm-ups and on all summative assessments.	If Math 2, Accel Math 2 and Math 2 Support teachers provide higher-order practice multiple choice problems, then students will become familiar with the higher-level questions needed for success on the Math 2 EOCT.	Math 2 teachers will collect/maintain results of EOCT items on unit tests and the daily warm ups. Accel Math 2 teachers will provide daily EOCT warm ups and administer diagnostic test questions for each unit.
Math 2, Accel Math 2 and Math 2 Support teachers will continue to work within their collaboration teams to maintain rigor throughout the year to discuss strategies for preparation for the EOCT CCGPS Coordinate Algebra exam. As needed, these classes will utilize the computer lab to prepare students using online practice tests (e.g. USATestPrep) or paper and pencil practice and review.	If Math 2, Accel Math 2 and Math 2 Support teachers utilize the computer lab to prepare using online practice tests, the students will learn computer test-taking strategies and tools to be more comfortable taking the Math 2 EOCT in this manner, and therefore increase students' scores.	Students will submit USATestPrep quizzes to be assessed.
Math 2, Accel Math 2 and Math 2 Support teachers will identify at-risk students and provide additional intervention and support through Instructional Focus study groups.	If Math 2 and Math 2 Support teachers identify at-risk students and apply additional intervention during Instructional Focus, then these students will have additional opportunities to practice the standards of GPS Math 2	Teachers will provide additional help through the Test Prep workbook and work with students in a small group setting during Instructional Focus
Math 3, Accel Math 3, Math 4, AMDM, Calculus, AP Calculus, and AP Statistics teachers will incorporate practice ACT math problems in warm-ups at least once each week.	If students in Math 3, Accel Math 3, Math 4, AMDM, Calculus, AP Calculus, and AP Statistics practice ACT math problems, they will become more familiar with the types of questions that will appear on the math section of the ACT exam	To determine whether the goal was met, at the end of the SY 2012-2013 the math department chair will review the ACT math scores of those WFHS students who have taken the ACT exam during thid school year.

	and could improve their score on this portion of the exam.	
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