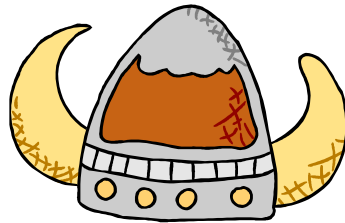


COBB COUNTY SCHOOL DISTRICT

Awtrey Middle School



SCHOOL IMPROVEMENT PLAN 2006-2009

Revisions

2006-2007
2007-2008
2008-2009

Jeff Crawford
Principal

James Carter
Area Assistant Superintendent

SCHOOL IMPROVEMENT PLAN

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PROFILE

Executive Summary

Awtrey Middle School (AMS), in Kennesaw, Georgia is one of 24 middle schools in the Cobb County School District (CCSD), and one of five middle schools in Area 5. CCSD is located in the metropolitan Atlanta area and is the 2nd largest school district in the state. Awtrey Middle School serves a socio-economically and ethnically diverse student body of 877 students. Although AMS is a well-established middle school, the community it serves has changed significantly over the past decade. Student enrollment has fluctuated dramatically due to new construction of homes and schools in the area. The current enrollment of 877 students represents a diverse population with approximately 50% Caucasian, 29% African American, 11% Hispanic, 5% Asian, and 5% Multi-Racial students. While the surrounding area is still experiencing growth, student enrollment has stabilized during the past three years. Awtrey has been commended for extraordinary gains toward AYP with a ranking in the 95th percentile within Georgia (with at least 20% of all students exceeding standards).

AMS serves a wide range of students' needs such as students with special needs, gifted students and ESOL/IEL students. Students at AMS are provided a quality instructional program that reflects the middle school philosophy of a "school within a school". Students are divided among teacher-teams for academic classes, and are provided a variety of options of non-core subjects such as art, business, general music, instrumental and vocal music as well as physical and health education.

Awtrey's plan for professional learning fosters collegiality through collaboration, provides teachers with the needed resources to share and implement best practices, and enhances professional expertise within a results-oriented professional learning community. The collective commitment, vision, values and goals of the AMS faculty is to provide an exceptional instructional program that meets the needs of all children.

Data driven decision making provides a foundation for instructional planning. Formative and summative assessments provide vital information to monitor student achievement and adjust instructional plans to realize greater levels of student potential. Classroom assessment data, the Georgia Criterion Reference Competency Test (CRCT), and the Georgia 8th Grade Writing Assessment data are analyzed to guide instructional planning. Based on student achievement data, stakeholder input, and the latest educational research about school improvement and increasing student achievement, the AMS faculty has established the following priorities and goals. Based on a common focus and commitment to fostering student achievement and improving school performance teachers will implement strategies that support these academic and school improvement goals.

1. Students will use critical reading and writing skills to demonstrate mastery of content area standards.
2. Students will meet or exceed math standards.
3. Teachers will collaborate to improve student achievement and integration of technology.

School Improvement Team Members:

NAME	POSITION
Kay Dean	Language Arts Coordinator
Stephanie Humphrey	Math Coordinator
Molly Worthy	Science Coordinator
George Cronin	Social Studies Coordinator
Missi Voss	Technology Coordinator
Sherry Wiedman	Target Coordinator/Team Leader
Spring Voltz	6 th Grade Team Leader
Wanda Lipscomb	7 th Grade Team Leader
Jill Stittleburg	8 th Grade Team Leader
Mike Sessoms	Band Director/Connections Team Leader
David Bell	Special Education Team Leader
Dorothea Brantley	Reading Teacher
Cindy Boling	Media Specialist
Karen Davis	Special Education Lead Teacher
Amanda Debardeleben	Graduation Coach
Jeff Crawford	Principal
Anita Evans	AP
Tawanna Rusk	AP
Sandie Drummond	AA
All meetings open to any interested staff and other staff attended various meetings.	

Significant Accomplishments

Focusing on increased use of critical thinking and reasoning skills; having students apply knowledge across disciplines to solve real-world problems; consistent, intentional teaching of critical reading skills and vocabulary; writing as evidence of learning in all content areas; teaching test taking skills; and increasing teacher collaboration have resulted in several significant accomplishments. AMS has been recognized by the Governor's Office of Student Achievement for greatest gains in CRCT scores for 2006, and for improving and promoting excellence in student achievement. Awtrey has been a member school in the Successful Practices Network of Model Schools, and has been invited twice to present our best practices at two Model Schools conferences. Awtrey is the only middle school in Georgia chosen to participate in the Trends in International Math and Science Study for 2007 conducted by the National Center for Education Statistics of the U.S. Department of Education. Awtrey's Reading/English Language Arts CRCT scores have shown an increase in the number of students achieving exceeds standards as an entire student population and subgroup performances. In 2008, 96% of the students met the standards, and 37.1% of the students achieved exceeds standards (a 27% increase from 2007 to 2008). The following subgroups also earned increases for the number of students exceeding standards, comparing the 2007 and 2008 Reading/ELA CRCT. White students earned a 23% increase, black students earned a 57% increase, Hispanic students earned a 16% increase, students with disabilities earned a 113% increase, and economically disadvantaged students earned a 53% increase. With this pattern of growth for exceeding standards, the faculty and staff will continue to focus on reading and writing, as evidence of learning, across the curriculum.

Increased collaboration between AMS and North Cobb High School is resulting in a stronger, more rigorous 6-12 instructional program. Awtrey is supporting NCHS' Advanced Placement, International Business Magnet, and AVID programs continuing to progress toward the Advanced Placement Certification Program, and implementing the Middle School Affiliate Criteria; offering Chinese language study to eighth grade students; increasing enrollment and offerings in Advanced Content classes; and teaching literacy, study, and organizational skills to all students. Teachers at AMS and NCHS will collaborate in curriculum areas where greatest need is determined by examining school data trends.

Significant Challenges

Despite the pattern of growth for all students at Awtrey, a significant challenge continues to be differences in achievement between subgroup populations. These subgroups include black students, Hispanic students, students with disabilities, and economically disadvantaged students. The greatest challenge is ensuring a framework of collaboration that allows for a seamless and viable curriculum for all students in a strong instructional program. AMS teachers share a strong belief that student learning is greatly impacted by the level and frequency of teacher collaboration. Therefore, UBD lesson planning and Learning Communities will continue to support collaboration focused on curriculum, instruction, and assessment. Also, the AMS faculty recognizes that each child has different needs, and that meeting individual needs through differentiation poses additional challenges. Therefore, teachers will continue to work in collaborative teams to analyze school and student profile data, implement Georgia Performance Standards, plan rigorous, relevant lessons, and meet the needs of all learners.

Organizational Characteristics

AMS is an established school that opened in 1965 as a Junior High School serving students in grades 7-9 and made the transition to a middle school in 1973 serving students in grades 6-8. The building capacity is currently 1180 students, having been through two construction projects in the 1980's and the late 90's. AMS' attendance zone includes two elementary schools (Big Shanty and Lewis) and two high schools (North Cobb and Allatoona). The faculty and staff are comprised of 64 classroom teachers, two guidance counselors, four administrators, one graduation coach and thirty support staff. The average number of years of experience is eleven years with many teachers holding Master's degrees or higher. The support staff includes a school secretary, bookkeeper, school clerk, pupil personnel clerk, campus officer, clinic nurse, five paraprofessionals, and custodial and cafeteria staff.

The current enrollment of 877 students remains ethnically diverse with approximately 50% Caucasian, 29% African American, 11% Hispanic, 5% Asian, and 5% Multi-Racial students. Students from government-subsidized homes, apartments, mobile homes, and single dwelling residences attend AMS and make up a socio-economically diverse student body. Food and Nutrition Services reports that 34% of AMS students receive free or reduced meal assistance. This is an increase from previous school years. For example, there were 27% in 2007-2008 school year.

Teachers at all three grade levels are organized into interdisciplinary academic teams. In addition to team teachers, there are two foreign language teachers, seven gifted education teachers, eleven connections & P.E. teachers, and ten special education teachers. The core academic class offerings are math, science, language arts, and social studies. The instructional program also includes foreign language and reading in eighth grade, Read 180 in all grades, AVID, and advanced math courses at all three grade levels. Students have the opportunity to earn high school credit for these courses. Students with special needs are served through our special education department utilizing a variety of models including consultation, inclusion, small-group, and self-contained. Students also benefit from a variety of connections, music, and physical education classes that include art, business education, general music, chorus, band, and orchestra. Students will also be scheduled for an advisory period each week to facilitate the development of relationships and to collaborate on issues to foster the realization of potential.

Other stakeholder involvement in the school includes a very active PTSA organization that supports the instructional goals of the school, student and teacher recognition, improved communication, individual classroom and school-related needs, and increased parent volunteerism. The PTSA has also established priority areas to serve the needs of international students, community outreach needs, literacy, and youth violence issues. Through strong partnerships with Acworth United Methodist Church, Chick-fil-A (Town Park), Kroger (Kennesaw), The Little Clinic (Kennesaw), Publix (Cobb Parkway), Starbucks (Hwy 41), and Texas Road House (Town Center), students and their families are provided support through an annual Thanksgiving food drive, holiday "adoptions" of families at Christmas, and other critical needs that arise throughout the year.

Student Performance Data Analysis

Student achievement data is gathered by longitudinal comparisons of mastery of standards on the Georgia Criterion Reference Test (CRCT) and the Middle Grades Writing Assessment (MGWA). Based on Georgia criteria established to comply with the No Child Left Behind Act of 2002 (NCLB), AMS has earned Adequate Yearly Progress (AYP) for the last three school years. Students at large met the test participation criteria of at least 95% of students being tested and the criteria for no more than 15% of students absent for more than 15 days per year. Additionally, all students, including student subgroups, met the Annual Measureable Objectives (AMO) for Reading/ELA and Mathematics. As the data from student performance is analyzed, specific strategies are implemented to improve student achievement, facilitating an earning of increased scores. In the fall of 2006 AMS was awarded the bronze medal from the state of Georgia for greatest gains over the previous year's results.

Analyzing the spring 2008 CRCT data, AMS was listed as a school meeting AYP as measured by the aforementioned criteria to comply with NCLB, succeeding in meeting the participation and attendance requirements.

On the measure of academic achievement, students made gains in both reading/language arts and math. Analyzing the 2008 CRCT reading/language arts scores, 96% of all students met or exceeded standards, an increase from 81% in 2003. All subgroups of students increased mastery of reading/language arts standards as indicated by the increase in the number of students exceeding standards. Analyzing the 2008 CRCT math scores, 85.1% met or exceeded standards, an increase from 75% in 2003.

A comparison of student scores on the MGWA shows a slight increase from last year's scores but a decrease over the previous two years. The percentage of students meeting/exceeding the standard increase from 72% (2007) to 74% (2008), but the decrease is evident from 93% (2006) meeting or exceeding standards. A new test was implemented in 2007, and new strategies are being implemented to better meet the requirements of this assessment.

After reviewing the data regarding student achievement in the areas of reading/language arts, and writing, it was determined that improving student mastery and application of literacy skills (reading and writing) will continue to be a school-wide goal. The AMS faculty believes that integrating writing genres in all content areas significantly impacts student achievement. Additionally, research shows that students successful in reading and writing are successful in other subjects as well. Therefore, integrated reading/literacy standards will remain a school-wide instructional priority as students use writing to demonstrate mastery of content area standards.

Student achievement data gathered from the End of Course Test (EOCT) in the area of mathematics indicates that AMS students in advanced math classes are scoring significantly higher than the state and county averages. Test results on the EOCT for AMS students in Algebra revealed the percent pass rate maintains at 100% with 100% exceeding standards. However, students in grade-level courses show an academic weakness in mathematics, specifically in computation and problem-solving skills. Therefore, improving student mastery of math standards is a school wide instructional goal.

AMS will continue to use formative teacher assessments as a source of data to help drive instruction. Not only will this provide an additional student profile data, but it will also allow us to more closely monitor school wide student achievement progress.

Stakeholder Perceptual Data Analysis (new survey results not posted in CCSD test website)

In January of 2008, the School Improvement Opinion Survey was administered district wide for the fifth consecutive year. The purpose of the survey was to provide schools with feedback from students, parents, and staff, as a meaningful part of the school improvement framework. The survey items target eight domains: Curriculum, Assessment, Instruction, Planning & Organization, Student/Family/Community, Professional Learning, Leadership and School Culture.

Results from the 2008 Cobb County School Improvement Opinion Survey:

Relative strengths were demonstrated in the domains of Curriculum, Instruction and Leadership. In the domain of Curriculum, respondents noted an overall frequency of 91.5% for written and aligned curriculum documents and 92% for horizontal and vertical alignment. In the domain of Instruction, respondents noted an overall frequency of 94.6% for high and clear expectations and 91.5% for process for continuous improvement. In the domain for Leadership, respondents noted an overall frequency of 89.2% for school leadership demonstrates role of lead learner and 90.7% for school leadership team operational and representative.

Relative weaknesses were demonstrated in the domains of Student/Family/Community, Professional Learning and School Culture. In the domain of Student/Family/Community, respondents noted an overall frequency of 47.8% for school promotes parenting skills and 66.9% for organizational structure and processes encourages student, family, community involvement. In the domain of Professional Learning, respondents noted an overall frequency of 48.8% for partnerships to support student learning and 60.9% for school culture for continuous learning. In the domain of School Culture, respondents noted an overall frequency of 67.6% for school reinforces self-governance and self improvement for students and staff and 75.3% for rules, practices and procedures support positive relationships and interactions.

Awtrey Middle School recognizes all stakeholders promote the school improvement process. We will utilize the 2008 School Improvement Opinion Survey to reflect upon and refine our practices. As we continue to improve upon our strength, we will also address our relative weaknesses through open communication and the development of action plans to demonstrate growth.

SCHOOL MISSION AND BELIEFS

INTRODUCTION

The school mission and belief statement were developed by a committee consisting of parents and teachers. Each year the School Improvement mission and belief statements are reviewed by the local school improvement committee.

MISSION

AMS strives to establish a positive learning environment where students, teachers, administrators, parents, and community members share the responsibility for advancing and promoting sound learning opportunities for all students. We are committed to providing a relevant, challenging curriculum to prepare students with the interpersonal skills and knowledge base necessary to become productive citizens and life-long learners in an ever-changing global community.

BELIEFS

The following statements we believe to be true about Awtrey Middle School and our mission as educators:

- Each student is valued as an individual.
- All students can learn when provided a variety of instructional strategies and opportunities.
- A safe and physically comfortable environment promotes student learning.
- Maximum learning occurs when students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- A commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life long learners.

ACTION PLAN

Priorities

The Action Plan is divided into two parts---one part for student achievement and one part for school performance. The first section of the plan looks at student achievement.

STUDENT LEARNING PRIORITY

The greatest learning priority for students at AMS is increasing reading, writing and mathematics achievement. Based on local, state, and national standards, students at AMS show an academic weakness in mathematics. Additionally, while reading achievement has improved over the last several years, there is still a need for application of these skills across content areas. Through increasing the rigor and relevance in instruction, students will use higher order thinking skills and communicate through writing while applying knowledge to solve real world problems. All teachers will integrate reading/writing instruction across the curriculum. By combining writing and literacy strategies with specific content, teachers can help deepen students' understanding of ideas and concepts while improving writing as well as reading comprehension (AVID Press, 2002). With this focus on literacy as a means of increasing understanding within content areas, student achievement will improve. And, writing ability is a skill that transfers to the real world and will help students become better communicators. Writing is an active task that requires students to organize their thoughts to make meaning from information.

The 2007-2008 academic focus for student learning at AMS is the application of reading, writing, and mathematics skills and will continue in the 2008-2009 school year. These priorities are based on current school performance, school improvement research and the belief that maximum learning occurs when students are provided a variety of instructional strategies and opportunities geared towards their individual needs. We will utilize formative assessment data gathered from pre and post benchmark tests as well to redirect instruction and plan for student learning. The development of our AVID program, the Read 180 program and UbD lesson planning will further enhance instructional practices to close gaps and increase the percent of students meeting/exceeding standards in Mathematics, English Language Arts and Reading as measured by Spring 2009 CRCT scores.

SCHOOL PERFORMANCE PRIORITY

The focus in Area 5 is on increased academic achievement for all students across the K-12 spectrum. In order to establish learning priorities and to create a curriculum that is relevant, rigorous, and seamless, vertical communication is essential. Special emphasis will be on implementing essential standards, common assessments, common writing strategies, and consistent use of writing rubrics among all levels. Increased collaboration and teaming is particularly important to Awtrey so that together we can identify students who are at risk of academic failure, diagnose and address student-learning needs, and formulate an instructional plan. Our collaborative teams are a vehicle whereby teachers meet to analyze student achievement data and increase the proficiency of our students in all content areas. In these Collaborative Teams, teachers will examine data, refine common assessments and design differentiated lessons to foster student success and help all students achieve grade level standards. According to Roland Barth (2002), acknowledging, celebrating and exchanging craft knowledge are powerful means for building a school culture hospitable to human learning. Many school faculties are congenial but few characterize themselves as collegial (Barth, 2002). Collegiality is characterized by authentic interactions that are professional in nature and include: openly sharing failures and mistakes; demonstrating respect for each other; and constructively analyzing and criticizing practices and procedures (Fullan and

Hargreaves, 1996). In the same respect, Marzano's research indicates staff collegiality and professionalism is one of the most important school level factors influencing student achievement.

Furthermore, collaborative teaming will allow for grade level and subject specific data driven planning while focusing on math, reading, vocabulary in the content, and technology integration. Through collaboration, inter-disciplinary teaching will be enhanced and content specific strategies will be shared. To create relevant, engaging lessons to improve student achievement, teachers will also employ research based and proven effective strategies for differentiated instruction as well as technology integration in each content area. Research indicates collaboration is one of the best professional development opportunities afforded teachers. "In a professional learning community, collaboration is embedded into every aspect of the school culture." (Eaker & Dufour, 2002).

STUDENT PERFORMANCE ACTION PLAN: GOAL 1

Student Performance Goal 1:	Performance Indicators	Current Performance Levels	Benchmarks
<p style="text-align: center;">Students will use critical reading and writing skills to demonstrate mastery of content area standards.</p>	<p>Student will learn and use of content-specific vocabulary in writing in all subject areas as evidenced by word walls.</p> <p>Student use/examples of a variety of strategies (Thinking Maps, CRISS strategies and other graphic organizers) to demonstrate mastery of curriculum standards</p> <p>Student writing samples that present ideas clearly with sound supporting ideas, details and conclusions.</p> <p>Student writing samples that contain organized thoughts that progress logically and have smooth transitions.</p> <p>Student writing samples that contain precise, vivid language that shows a sense of audience and a clear style and personality.</p> <p>Students will interpret charts and graphs across disciplines.</p> <p>Students will learn to extrapolate information from both prose and document information.</p>	<p>74% of 2007-2008 8th grade students at AMS write on or above grade level (2008 MGWA)</p> <p>96% of current 6th grade students read on or above grade level (2008 CRCT).</p> <p>94% of current 7th grade students read at or above grade level (2008 CRCT).</p> <p>98% of current 8th grade students read at or above grade level (2008 CRCT).</p> <p>94% of 6th graders met or exceeded English Language Arts standards.</p> <p>94% of 7th graders met or exceeded English Language Arts standards.</p> <p>95% of 8th graders met or exceeded English Language Arts standards.</p> <p>English Language Arts: Percent meeting or exceeding All students 96% Black students 94.8% Hispanic students 92.7% SWD 79.2%</p> <p>Writing -- data attachment.</p>	<p>MGWA (Middle Grades Writing Assessment) Goal 100%</p> <p>6th Grade Reading CRCT Goal 100%</p> <p>7th Grade Reading CRCT Goal 100%</p> <p>8th Grade Reading CRCT Goal 100%</p> <p>6th Grade ELA CRCT Goal 100%</p> <p>7th Grade ELA CRCT Goal 100%</p> <p>8th Grade ELA CRCT Goal 100%</p> <p>Reduce gaps among subgroups by 10% for SWD</p>

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 1: Teachers will incorporate writing activities into all content areas. Utilize school-wide writing rubric and editing check-list for students and teachers across the curriculum. Teachers will utilize word walls for use in literacy across the curriculum.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Develop quadrant D /UbD lessons Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Create benchmark tests units/9week instructional periods in core content courses Utilize rubric to grade writing assignments Collaboratively grade student writing samples	UbD lesson plan training Collaborate on Literacy strategies Word Wall use for new teachers. Data Team training	School Focused Staff Development funds Title II funds	Classroom walk throughs Data Team: goal statements and goal attainment forms Writing rubric data collection spreadsheet/benchmark tests PAI evaluations Pre/Post conferences Read 180/lexile scores Student nominations for Quadrant teacher of the month
2007-2008	Refine UbD lessons plan and post to web Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Refine benchmark tests units/9week for core content courses Utilize rubric to grade writing assignments Create content writing prompts	UbD lesson plan training Collaborate on Literacy strategies Word Wall use for new teachers How to use rubric effectively	School Focused Staff Development funds Title II funds	Classroom walk throughs Data Team: goal statements and goal attainment forms Writing rubric data collection spreadsheet/benchmark tests Read 180/lexile scores

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 1: Teachers will incorporate writing activities into all content areas. Utilize school-wide writing rubric and editing check-list for students and teachers across the curriculum. Teachers will utilize word walls for use in literacy across the curriculum.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2008-2009	Utilize quadrant D lessons/UbD. Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Utilize benchmark tests units/9week in core content courses Utilize rubric to grade writing assignments Utilize school-wide writing prompts, using the state writing rubric to grade Utilize student writing samples to analyze progress with writing skills	UbD lesson plan training Quadrant D lesson planning Collaborate on Literacy strategies Word Wall use for new teachers	School Focused Staff Development funds Title II funds	Classroom walk throughs Data Team: goal statements and goal attainment forms Writing rubric data collection spreadsheet/benchmark tests PAI evaluations Pre/Post conferences Read 180/lexile scores Teacher survey Cluster Meetings to focus on writing progress

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 2: Teachers will plan and implement an interdisciplinary research project based on the Rigor/Relevance Framework.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Utilize quadrant D lessons/UbD. Utilize differentiation to assist students' in participating in interdisciplinary project. Collaborate to develop interdisciplinary project specifications for specific content areas. Recruit volunteers to judge projects.	UbD lesson plan training. Quadrant D lesson planning Collaboration	School Focused Staff Development funds Title II funds	Classroom walk throughs PAI evaluations Pre/Post conferences. Observations Student work samples
2007-2008	Utilize Model Schools Interdisciplinary plans. Utilize differentiation to assist students' in participating in interdisciplinary project Collaborate to develop interdisciplinary project specifications for specific content areas to be used throughout the year Recruit volunteers to judge projects	UbD lesson plan training Collaboration	School Focused Staff Development funds Title II funds	Observations Student work samples Collaboration logs
2008-2009	Utilize quadrant D lessons/UbD. Utilize differentiation to assist students' in participating in interdisciplinary project Collaborate to develop interdisciplinary project specifications for specific content areas Recruit volunteers to judge projects	UbD lesson plan training Quadrant D lesson planning Collaboration	School Focused Staff Development funds Title II funds	Classroom walk throughs PAI evaluations Pre/Post conferences. Observations Student work samples UbD lesson plans

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 3: Teachers will teach content specific vocabulary and instruct students in the use of reading strategies to aid in reading and writing across the curriculum. Teachers will tailor instruction to match student needs with the most effective instructional strategies.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Utilize quadrant D lessons/UbD Embed Literacy skills into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Utilize benchmark tests for all units/9week instructional periods Utilize rubric to grade writing assignments Provide a variety of reading materials that include both prose and document forms of literature into content curriculum	UbD lesson plan training Quadrant D lesson planning Collaborate on Literacy strategies Word Wall use for new teachers Use of Lexile sores and data to collect implementation effectiveness	School Focused Staff Development funds Title II funds	Classroom walk throughs Writing rubric data collection spreadsheet Teacher survey Student nominations for Quadrant teacher of the month Benchmark tests Observations
2007-2008	Utilize UbD lesson plans Implement Word Walls effectively Utilize differentiation to assist students' needs as determined by benchmark tests Utilize benchmark tests for all units/9week instructional periods Utilize rubric to grade writing assignments AVID note-taking strategy Provide a variety of reading materials that include both prose and document forms of literature into content curriculum	UbD lesson plan training Differentiate teacher learning (ie: new teachers may need CRISS strategies, etc.) Collaborate on Literacy strategies Word Wall use for new teachers. AVID strategies Use of Lexile sores and data to collect implementation effectiveness	School Focused Staff Development funds Title II funds	Classroom walk throughs Writing rubric data collection spreadsheet Teacher survey PAI Observations Collaboration logs

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 3: Teachers will teach content specific vocabulary and instruct students in the use of reading strategies to aid in reading and writing across the curriculum. Teachers will tailor instruction to match student needs with the most effective instructional strategies.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2008-2009	Utilize quadrant D lessons/UbD. Embed Literacy skills into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Utilize benchmark tests for all units/9week instructional periods Utilize rubric to grade writing assignments Provide a variety of reading materials that include both prose and document forms of literature into content curriculum	UbD lesson plan training Quadrant D lesson planning Collaborate on Literacy strategies Word Wall use for new teachers. Use of Lexile scores and data to collect implementation effectiveness Vertical Team Meetings	School Focused Staff Development funds Title II funds	Classroom walk throughs Writing rubric data collection spreadsheet Teacher survey Benchmark tests Observations

STUDENT PERFORMANCE ACTION PLAN GOAL 1: RESOURCE PLAN

Strategy# 4: Teachers will provide remediation and acceleration to students not meeting standards during the After School Tutoring Program (ASTP).

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Utilize quadrant D lessons/UbD. Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Provide tutoring for identified at-risk students Monitor student progress	UbD lesson plan training Collaborate on Literacy strategies. Differentiation training Data Team training	20 day funds Middle Grades Program funds	Tutoring session rosters Data collection/goal attainment forms Benchmark tests CRCT practice data Performance Series data
2007-2008	Utilize UbD lesson planning. Utilize differentiation to assist students' needs as determined by formative assessments Provide tutoring for identified at-risk students Monitor student progress data teaming	UbD lesson plan training on alternative assessments Differentiation training Data Team training for new staff	20 day funds	Tutoring session rosters Data collection/goal attainment forms CRCT practice data RTI data
2008-2009	Utilize quadrant D lessons/UbD. Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Provide tutoring for identified at-risk students Monitor student progress	UbD lesson plan training Collaborate on Literacy strategies. Differentiation training Data Team training	20 day funds Middle Grades Program funds	Tutoring session rosters Data collection/goal attainment forms Benchmark tests CRCT practice data Performance Series data

STUDENT PERFORMANCE ACTION PLAN: GOAL 2

Student Performance Goal 2:	Performance Indicators	Current Performance Levels	Benchmarks										
<p>Students will meet or exceed mathematics standards.</p>	<p>Student use of content-specific vocabulary in mathematics courses.</p> <p>Student use/examples of a variety of strategies (Thinking Maps, CRISS strategies and other graphic organizers) to demonstrate mastery of curriculum standards</p> <p>Students will interpret charts and graphs across disciplines.</p> <p>Students will be able to write analysis and interpretations involving two or more types of charts/graphs.</p> <p>Students will learn to extrapolate information from both prose and document information.</p>	<p>Mathematics: Percent of students meeting or exceeding</p> <table border="0"> <tr> <td>All students</td> <td style="text-align: right;">85.1%</td> </tr> <tr> <td>Hispanic students</td> <td style="text-align: right;">78.7%</td> </tr> <tr> <td>SWD</td> <td style="text-align: right;">56%</td> </tr> <tr> <td>Econ Disadv.</td> <td style="text-align: right;">74.9%</td> </tr> <tr> <td>Black students</td> <td style="text-align: right;">74.5%</td> </tr> </table> <p>88% of 6th grade students meeting or exceeding standards in Mathematics</p> <p>88% of 7th grade students meeting or exceeding standards in Mathematics</p> <p>74% of 8th grade students meeting or exceeding standards in Mathematics</p>	All students	85.1%	Hispanic students	78.7%	SWD	56%	Econ Disadv.	74.9%	Black students	74.5%	<p>Mathematics: Reduce the gap by 10% for all subgroups</p> <p>100% of 6th grade students will meet or exceed standards in Mathematics</p> <p>100% of 7th grade students will meet or exceed standards in Mathematics</p> <p>100% of 8th grade students will meet or exceed standards in Mathematics</p>
All students	85.1%												
Hispanic students	78.7%												
SWD	56%												
Econ Disadv.	74.9%												
Black students	74.5%												

STUDENT PERFORMANCE ACTION PLAN GOAL 2: RESOURCE PLAN

Strategy # 1: Teachers will incorporate charts and graphs into instruction to assist student analysis/evaluation of non-verbal information across the curriculum.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	<p>Collaboratively plan strategies to teach chart and graph interpretations</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests</p> <p>Utilize quadrant D lessons/UbD.</p>	<p>UbD lesson plan training</p> <p>Quadrant D lesson planning</p> <p>Collaborate on instructional strategies.</p> <p>Data Team training</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Classroom walk throughs</p> <p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>PAI evaluations Pre/Post conferences</p> <p>Observation</p>
2007-2008	<p>Collaboratively plan strategies to teach chart and graph interpretations</p> <p>Utilize differentiation to assist students' needs as determined by formative assessments</p> <p>Utilize UbD lessons.</p>	<p>UbD lesson plan/alternative assessment training</p> <p>Collaborate on instructional strategies.</p> <p>Data Team training.</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>PAI evaluations Pre/Post conferences</p> <p>Observation</p>
2008-2009	<p>Change focus of strategy to improving computation and problem solving skills</p> <p>Collaboratively plan strategies to teach problem solving and strengthen computation skills</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests</p> <p>Utilize quadrant D lessons/UbD.</p>	<p>UbD lesson plan training</p> <p>Quadrant D lesson planning</p> <p>Collaborate on instructional strategies</p> <p>Data Team training.</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Classroom walk throughs</p> <p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>PAI evaluations Pre/Post conferences</p> <p>Observation</p> <p>Vertical Team Meetings</p>

STUDENT PERFORMANCE ACTION PLAN GOAL 2: RESOURCE PLAN

Strategy #2: Teachers will review and utilize data to identify flexible grouping in classes to in order to implement differentiated lessons.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	<p>Develop quadrant D lessons/UbD</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests</p> <p>Utilize data team process</p> <p>Collaborate to determine differentiated groups and instructional strategies necessary to utilize with flexible groups</p>	<p>UbD lesson plan training</p> <p>Quadrant D lesson planning</p> <p>Collaborate on instructional strategies.</p> <p>Data Team training.</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Collaborative logs</p> <p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>Observations</p>
2007-2008	<p>Implement UbD lesson plans</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests and formative assessments</p> <p>Utilize data team process</p> <p>Collaborate to determine differentiated groups and instructional strategies necessary to utilize with flexible groups</p>	<p>UbD lesson plan training</p> <p>Flexible grouping</p> <p>Collaborate on instructional strategies.</p> <p>Data Team training.</p> <p>Skills Tutor training</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Collaborative logs</p> <p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>Observations</p>
2008-2009	<p>Utilize quadrant D lessons/UbD</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests</p> <p>Utilize data team process</p> <p>Collaborate to determine differentiated groups and instructional strategies necessary to utilize with flexible groups</p>	<p>UbD lesson plan training</p> <p>Quadrant D lesson planning</p> <p>Collaborate on instructional strategies</p> <p>Data Team training</p>	<p>School Focused Staff Development funds</p> <p>Title II funds</p>	<p>Collaborative logs</p> <p>Data Team: goal statements and goal attainment forms/benchmark tests</p> <p>Observations</p>

STUDENT PERFORMANCE ACTION PLAN GOAL 2: RESOURCE PLAN

Strategy #3: Teachers will provide remediation and acceleration to students not meeting standards during the After School Tutoring Program.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Utilize quadrant D lessons/UbD. Embed Literacy strategies into all content areas Utilize differentiation to assist students' needs as determined by benchmark tests Provide tutoring for identified at-risk students Collaborate to determine ways to monitor at-risk student progress. Monitor student progress	UbD lesson plan training Collaborate on Literacy strategies Differentiation training Data Team training	20 day funds Middle Grades Program funds	Tutoring session rosters Data collection/goal attainment forms Pre/post tutoring data/benchmark tests CRCT practice data Performance Series data At-risk meeting logs
2007-2008	Implement UbD lesson plans Utilize differentiation to assist students' needs as determined by benchmark/formative assessments. Provide tutoring for identified at-risk students (RTI) Collaborate to determine ways to monitor at-risk student progress Monitor student progress	Collaborate on strategies. Differentiation training Data Team training Skills Tutor training	20 day funds	Tutoring session rosters Data collection/goal attainment forms Pre/post tutoring data/benchmark tests CRCT practice data RTI meeting logs

STUDENT PERFORMANCE ACTION PLAN GOAL 2: RESOURCE PLAN

Strategy #3: Teachers will provide remediation and acceleration to students not meeting standards during the After School Tutoring Program.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
<p>2008-2009</p>	<p>Implement UbD lesson plans Embed Literacy strategies into all content areas</p> <p>Utilize differentiation to assist students' needs as determined by benchmark tests</p> <p>Provide tutoring for identified at-risk students</p> <p>Collaborate to determine ways to monitor at-risk student progress</p> <p>Monitor student progress</p>	<p>UbD lesson plan training</p> <p>Collaborate on Literacy strategies</p> <p>Differentiation training</p> <p>Data Team training</p>	<p>20 day funds</p> <p>Middle Grades Program funds</p>	<p>Tutoring session rosters</p> <p>Data collection/goal attainment forms</p> <p>Pre/post tutoring data/benchmark tests</p> <p>CRCT practice data</p> <p>Performance Series data</p> <p>At-risk meeting logs</p> <p>Collaboration with students' teachers and ASP teachers</p>

SCHOOL PERFORMANCE ACTION PLAN : GOAL			
School Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
<p>Teachers will collaborate to improve student achievement and integration of technology.</p>	<ul style="list-style-type: none"> • School Administration involves teachers in developing the School Improvement Plan and leadership development. • Faculty will analyze and utilize data to plan and design lessons together. • Faculty will share best practices with other teachers. • Faculty will continue to develop and refine UbD lesson plans to post to the web. • Faculty will collaborate and plan lessons using a variety of instructional technology resources to improve student achievement. • Faculty will participate in, implement and reflect on professional development opportunities. 	<p>Approximately 97% of faculty is involved in developing the school improvement plan.</p> <p>Currently approximately 85% of the faculty utilizes data to plan and design instruction together.</p> <p>Currently 89% of the faculty is involved in sharing best practices.</p> <p>Currently 85% of the core content areas have developed UbD lesson plans to post to the AMS website.</p> <p>Currently 85% of the faculty actively utilizes a variety of instructional technology resources to enhance instruction.</p> <p>Currently 75% of the faculty is involved in implementing professional development an average of 100% are participants.</p>	<p>100% of the faculty will at least be able to identify their role in the school improvement process.</p> <p>85% will utilize data to plan and design instruction together.</p> <p>100% of the faculty will be involved in sharing best practices on a bi-weekly agenda.</p> <p>100% of the core curriculum content areas mapped will be vertically alignment.</p> <p>95% of the faculty will actively utilize a variety of instructional technology resources to enhance instruction.</p> <p>85% of the faculty will be involved in implementing professional development and a 100% will participate.</p>

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 1: Faculty and Staff will collaborate to increase student achievement.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	<p>Collaborate to determine best incorporate into curriculum</p> <p>Attend vertical and horizontal meetings and provide samples of best practices</p> <p>Utilize data to monitor student progress toward target goals</p> <p>Utilize assessment information to guide instruction</p> <p>Identify their role in school improvement process and district direction for student achievement</p>	<p>Instructional strategies</p> <p>Ubd lesson plan development course</p> <p>Development graphic organizer identifying teacher role in SIP for school and county direction</p> <p>Data Team training</p>	<p>School Focused Staff Development</p> <p>Title II</p>	<p>Training logs</p> <p>Technology use logs</p> <p>Collaboration logs</p> <p>Walk throughs/observations</p>
2007-2008	<p>Collaborate to determine best practices to incorporate into the curriculum</p> <p>Utilize Cornell note-taking and AVID program.</p> <p>Attend vertical and horizontal meetings and provide samples of best practices</p> <p>Utilize data to monitor student progress toward target goals</p> <p>Utilize assessment information to guide instruction</p> <p>Identify their role in school improvement process and district direction for student achievement</p>	<p>Instructional strategies</p> <p>Ubd lesson plan development</p> <p>Development graphic organizer identifying teacher role in SIP for school and county direction</p> <p>Data Team training</p> <p>Cornell Note-taking</p>	<p>School Focused Staff Development</p> <p>Title II</p>	<p>Training logs</p> <p>Technology use logs</p> <p>Collaboration logs</p> <p>Walk throughs/observations</p>

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 1: Faculty and Staff will collaborate to increase student achievement.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2008-2009	Collaborate to determine best incorporate into curriculum Attend vertical and horizontal meetings and provide samples of best practices Utilize data to monitor student progress toward target goals Utilize assessment information to guide instruction Identify their role in school improvement process and district direction for student achievement Engage in professional development strands as an opportunity for differentiated staff development	Instructional strategies Ubd lesson plan development course Development graphic organizer identifying teacher role in SIP for school and county direction Data Team training Training Sessions	School Focused Staff Development Title II	Training logs Technology use logs Collaboration logs Walk throughs/observations UbD plans

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 2: Faculty and staff will maintain frequent communication with parents and school administration relative to student subgroups progress in meeting standards.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Log contact with parents in spreadsheet on shared drive Contact parents when students are in danger of failing or have failed major assessment Keep blogs updated Participate in At-risk and SST meetings Maintain appropriate documentation on SWD, SST and At-risk student probes	Shared drive usage Excel spreadsheet usage Data Team process LRE redelivery Co-Teaching training	School Focused Staff Development Title II SPLOST technology funds	Contact spreadsheet Data team process forms Observations Posted graphic organizer on SIP and District Directive for Student Achievement
2007-2008	Chart data on all students Contact parents when students are in danger of failing or have failed major assessment Keep blogs updated Participate in RTI meetings Maintain appropriate documentation on SWD, RTI student probes	Excel spreadsheet usage Data Team process for data collection and maintenance Co-Teaching training	School Focused Staff Development Title II	Data team process forms Observations Posted graphic organizer on SIP and District Directive for Student Achievement Data Room

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 2: Faculty and staff will maintain frequent communication with parents and school administration relative to student subgroups progress in meeting standards.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2008-2009	Log contact with parents in spreadsheet on shared drive Contact parents when students are in danger of failing or have failed major assessment Keep blogs updated Participate in At-risk and SST meetings Maintain appropriate documentation on SWD, SST and At-risk student probes	Shared drive usage Excel spreadsheet usage Data Team process Data Team process for data collection and maintenance LRE redelivery Co-Teaching training	School Focused Staff Development Title II SPLOST technology funds	Contact spreadsheet Data team process forms Observations Posted graphic organizer on SIP and District Directive for Student Achievement

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 3: Teachers will collaborate on the use and integration of technology to improve instruction and student learning.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	Participate in technology trainings Utilize technology tools when possible Collaborate on technology best practices	Interwrite tablet training Technology tools training sessions Podcasting and movie creation training	School Focused Staff Development funds Title II funds LEP funds for technology SPLOST II technology funds	Technology use logs Collaboration logs Observations PAI Conferences Monitor behavior referrals
2007-2008	Participate in technology trainings Utilize technology tools when possible Collaborate on technology best practices Work one on one with TIS and new technology tools Utilize Skills Tutor as differentiation tool	Interwrite tablet training Cluster Day technology tools training Podcasting and movie creation training TIS one on ones with faculty who have new tools in rooms Skills Tutor	School Focused Staff Development funds Title II funds LEP funds for technology	Technology use logs Collaboration logs Observations PAI Conferences TIS Skills Tutor reports

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy # 3: Teachers will collaborate on the use and integration of technology to improve instruction and student learning.

Year	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2008-2009	Participate in technology trainings Utilize technology tools when possible Collaborate on technology best practices	Interwrite tablet training Technology tools training Podcasting and movie creation training	School Focused Staff Development funds Title II funds LEP funds for technology SPLOST II technology funds	Technology use logs Collaboration logs Observations PAI Conferences Monitor behavior referrals

**COBB COUNTY SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLANNING
END OF YEAR REPORT: 2007-2008**

SCHOOL: Awtrey Middle School

AREA 5

I. STRATEGY ANALYSIS

A. STUDENT PERFORMANCE STRATEGIES

Goal 1: Students will use critical reading and writing skills to demonstrate mastery of content area standards.				
Strategy	Training	Implementation Level	Results Linked to Strategy (Monitoring Plan)	Future Use of Strategy
Teachers will incorporate writing activities into all content areas. School-Wide rubrics and word walls.	UbD lesson plan training Quad D lesson planning Collaborate on Literacy strategies Word Wall use for New Teachers	5	Writing Rubric and student work Walk through data	Modify: Change to multiple school-wide writing prompts and from quarterly classroom prompts to writing samples that will be analyzed in collaborative meetings.
Teachers will plan and implement an interdisciplinary research project based on the Rigor/Relevance Framework.	UbD lesson plan training Quad D lesson planning Collaborate	2	PAI Pre/Post eval. Quad D lessons Observations	Modify: Establish common expectations for implementation.
Teachers will teach content specific vocabulary and instruct students in the use of reading strategies to aid in reading and writing across the curriculum. Teachers will tailor instruction to match student needs with the most effective instructional strategy.	UbD lesson plan training Quad D lesson planning Collaborate on Literacy strategies Word Wall use for New Teachers Use of Lexile scores and data to collect implementation effectiveness	4	Benchmark tests Observation Walk through data Data Team Goals Quad D lessons Read 180	Modify: New strategies will be implemented along with this strategy which needs to be more widely and consistently implemented, including a cluster area focus.
Teachers will provide remediation and acceleration to students not meeting standards during the ASTP.	UbD lesson plan training Collaborate on Literacy strategies Differentiation training Data Team Training	5	Tutoring session roster PST/CRCT practice Writing Rubric w/student work	Modify: Increase use of acceleration and focus use of Skills Tutor computer program for bubble students.

Goal 2: Students will meet or exceed mathematics standards.				
Strategy	Training	Implementation Level	Results Linked to Strategy (Monitoring Plan)	Future Use of Strategy
1: Teachers will incorporate charts and graphs into instruction to assist student analysis/evaluation of non-verbal information across the curriculum.	<ul style="list-style-type: none"> • UbD lesson plan training • Quadrant D lesson planning • Collaborate on instructional strategies. • Data Team training 	<ul style="list-style-type: none"> • Collaboratively plan strategies to teach chart and graph interpretations (level 4-5) • Utilize differentiation to assist students' needs as determined by benchmark tests (level 3-4) • Utilize quadrant D lessons/UbD (level 4-5) 	<ul style="list-style-type: none"> • Classroom walk throughs • Data Team: goal statements and goal attainment forms/benchmark tests • PAI evaluations Pre/Post Conferences • Observation 	Modify: Pursue alternative strategy to promote analysis/evaluation.
2: Teachers will review and utilize data to identify flexible grouping in classes to in order to implement differentiated lessons.	<ul style="list-style-type: none"> • UbD lesson plan training • Quadrant D lesson planning • Collaborate on instructional strategies. • Data Team training. 	<ul style="list-style-type: none"> • Develop quadrant D lessons/UbD (level 3) • Utilize differentiation to assist students' needs as determined by benchmark Tests (level 3) • Utilize data team process (level 5) • Collaborate to determine differentiated groups and instructional strategies necessary to utilize with flexible groups (level 4) 	<ul style="list-style-type: none"> • Collaborative logs • Data Team: goal statements and goal attainment forms/benchmark tests • Observations 	Continue: Use pre-test data to determine flexible grouping within classroom. Use more informal assessments sooner to determine student needs and redirect instruction. Data Team Process
3: Teachers will provide remediation and acceleration to students not meeting standards during the After School Tutoring Program.	<ul style="list-style-type: none"> • UbD lesson plan training • Collaborate on Literacy strategies • Differentiation 	<ul style="list-style-type: none"> • Utilize quadrant D lessons/UbD (level 3) • Embed Literacy strategies into all content areas (level 2) • Utilize differentiation to assist students' needs as 	<ul style="list-style-type: none"> • Tutoring session and rosters • Data collection/goal attainment forms • Pre/post tutoring 	Continue: Collaboration between After School Teachers and Team Teachers to identify student

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	<p>training</p> <ul style="list-style-type: none"> • Data Team training 	<p>determined by benchmark tests (level 4)</p> <ul style="list-style-type: none"> • Provide tutoring for identified at-risk students (level 4) • Collaborate to determine ways to monitor at-risk student progress (level 5) • Monitor student progress (level 5) 	<p>data/benchmark tests</p> <ul style="list-style-type: none"> • CRCT practice data • Performance Series data • At-risk meeting logs 	<p>strengths/weaknesses of students in After School Program.</p> <p>Continue: Use of data team process Pre/post testing CRCT practice</p> <p>Modify: Communication between teachers in at-risk meetings and teachers who tutor in ASP.</p>
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B. SCHOOL PERFORMANCE STRATEGIES

Goal 1: Teachers will collaborate to improve student achievement and integration of technology.				
Strategy	Training	Implementation Level	Results Linked to Strategy (Monitoring Plan)	Future Use of Strategy
Teachers will examine gaps and overlaps using UBD units and lessons to further align the K-12 curriculum.	<p>Opportunities to collaborate</p> <p>Training on Georgia Performance Standards (Social Studies, Mathematics)</p> <p>UBD lesson planning</p>	<ul style="list-style-type: none"> Determine gaps and overlaps in the K-12 curriculum (Level 3-4) Decide on plan to reduce gaps and overlaps in curriculum (Level 5) 	<p>UBD lessons and unit plans</p> <p>Collaborative Meeting Logs</p>	<p>Continue: Train new teachers on UBD</p> <p>Continue: Peer observation</p> <p>Continue: UBD will be examined by content area teachers to refine</p>
Faculty and Staff will collaborate to increase student achievement.	<p>Instructional strategies</p> <p>UBD lesson plan development Course</p> <p>Development graphic organizer identifying teacher role in SIP for school and county direction</p> <p>Data Team training</p> <p>Co-Teaching training</p>	<ul style="list-style-type: none"> Collaborate to determine best practices and incorporate into curriculum (Level 7) Attend vertical and horizontal meetings and provide samples of best practices (Level 7) Utilize data to monitor student progress toward target goals (Level 5) Utilize assessment information to guide instruction (Level 5-6) Identify their role in school improvement process and district direction for student achievement (Level 4) 	<p>Training logs</p> <p>Technology use logs</p> <p>Collaboration logs</p> <p>Walk throughs/observations</p>	<p>Continue: vertical and horizontal collaborative meetings</p> <p>Benchmark assessments</p> <p>Streamline monitoring of use</p>

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<p>Faculty and staff will maintain frequent communication with parents and school administration relative to student subgroups progress in meeting standards.</p>	<p>Shared drive usage Excel spreadsheet usage Data Team process LRE redelivery Co-Teaching training</p>	<ul style="list-style-type: none"> • Contact parents when students are in danger of failing or have failed major assessment (Level 5) • Keep blogs updated (Level 7) • Participate in At-risk and SST meetings (Level 4) • Maintain appropriate documentation on SWD, SST and At-risk student probes (Level 4) • Provide instruction to students with disabilities through study skills (Level 4) 	<p>Contact spreadsheet Data team process forms Observations Posted graphic organizer on SIP and District Directive for Student Achievement</p>	<p>Continue: Use of blogs. Train new teachers on using blogs and co-teaching. Modify: Develop additional expectations for blog postings to focus on learning goals.</p>
<p>Teachers will collaborate on the use and integration of technology to improve instruction and student learning.</p>	<p>Interwrite tablet training Cluster Day technology tools training Podcasting and movie creation training</p>	<ul style="list-style-type: none"> • Participate in technology trainings (Level 7) • Utilize technology tools when possible (Level 5-6) • Collaborate on technology best practices (Level 4) 	<p>Technology use logs Collaboration logs Observations PAI Conferences</p>	<p>Continue: Technology training for new staff. Modify: Increase use of collaboration with horizontal teams for best technology practices.</p>

II. GPS/CWT IMPLEMENTATION

II. IMPLEMENTATION OF DISTRICT INITIATIVES

A. Data Teams

List the number of teachers in your building who have been trained in the district five step data team process. 65

Place a \checkmark by each content area where data team training was implemented during the 2007-2008 school year.*

<u>\checkmark</u> Language Arts	<u>\checkmark</u> Fine Arts
<u>\checkmark</u> Mathematics	<u>\checkmark</u> Foreign Language
<u>\checkmark</u> Science	<u>\checkmark</u> Health/Pe
<u>\checkmark</u> Social Studies	<u> </u> Other (List)

*All teachers have been trained in data teaming.

What changes did you see in classrooms after data teams were implemented?

We have been implementing data teams for two years now and we see that teachers are understanding the process and writing more focused goals based on common assessment results. Several teachers have regrouped students post assessment to re-teach concepts not mastered by smaller groups of students. Teachers are less hesitant of re-testing and differentiation. Teachers have commented that they wish to utilize data teaming now on a weekly basis with other assessments to acquire informal assessment data for re-directing instruction more frequently.

B. Classroom Walkthrough

How many classroom walkthroughs were completed in your building during the 2007-2008 school year? 330*

*Estimate due to electronic loss of data.

What changes did you see in classrooms?

Some pockets of teachers are utilizing differentiation more effectively. We have models of exemplary co-teaching teams that work well together and have had excellent results with SWD student groups. More and more teachers are utilizing technology as an integrated part of instruction. We are also seeing an inconsistent use of essential questions and posting of standards which will be a focus for the coming year.

C. Middle Schools (**Only**)

Identify what your school has done this school year in each of the following major areas of emphasis in the middle school plan presented to the Board of Education earlier this school year.

1. Increased Rigor (Curriculum that challenges all learners to demonstrate depth of understanding using interpretation, analysis, empathy, synthesis, application and other higher order thinking skills)

We have continued to support the model schools model of performance D lesson planning and instruction. We have also provided teachers release time to develop UBD lesson plans and collaboration on instructional planning. Teachers have been provided every Wednesday as a protected collaborative planning time to develop or restructure lessons to meet the needs of students based on data team information (poor test results, lack of student mastery of content, and differentiation needs).

2. Differentiation (Instructional practices designed by teachers and based on a student's abilities, interests, needs and learning styles, which enable all students to learn the curriculum standards.

Select teacher teams have implemented flexible grouping of students based on need as a result of common post-test results. In RTI meetings, teachers have been provided multiple resources to encourage differentiation. Resources were purchased with differentiation options for teachers to utilize as a quick reference. Early released days have been dedicated to providing teachers new tools (technology, data teaming info, internet resources, etc.). School cluster days and extra release time days have also been provided to assist teachers in training and collaboration time to improve student learning and instructional practices. Teachers continue to pursue strategies to serve differentiated needs, and the continued use of data will facilitate increased competence.

3. Parental Engagement (School created opportunities for parents to be meaningful partners with the school and demonstrate accountability for their child's learning and welfare).

Our PTSA sponsors several school functions and provides support for student academic success. Awtrey's cultural awareness festival is sponsored by the Awtrey parents as is the eight grade event. The PTSA provides student attendance incentives during CRCT testing week. The parents are invited when teachers are showcasing student work in trade shows and academic night. Our AVID program provided training to parents in the AVID strategies. We have parent representatives on our School Council. We share our current status and future plans with both the PTSA executive board and School Council members.

4. Professional Development (Training provided to staff which is aligned to the School Improvement Plan, job-embedded, and carefully monitored for implementation and impact on student achievement).

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Professional development opportunities focused on continued data team training, co-teaching models, technology tools, UBD lesson planning, and vertical/horizontal collaboration. After each early release day session teachers were given time during the last half of the session to create a lesson plan with new training incorporated. Teachers also participated in county co-teaching training and area cluster day trainings which focused on vertical collaboration.

D. Scheduling and Advisement (Middle and High Schools)

1. Describe your student advisement program for 2007-2008. Specifically address which students participated in advisement (by grade level); who provided advisement to students---teachers, counselors, etc.; when advisement was provided; and any pertinent information about the content of advisement sessions.

Students in 6th-8th grade participated in advisement throughout the school year and this was accomplished through classroom guidance, individual student sessions, as well as group sessions. Counselors, teachers, social worker and administration provided advisement to the students. All 8th grade students received academic advisement in January when counselors and teachers provided information about registering for high school. Students in all grade levels who participated in the AVID program received academic, personal/social and career related advisement from their class as well as through a guidance lesson on Career Cruising. Those students in 6th-8th grade who participated in counseling groups throughout the year received advisement in academic, personal/social and career related domains such as a study skills group, road to success, and attendance groups. Students in 6th-8th grade also received advisement on an individual basis as needed throughout the school year and received advisement as a whole grade level at the beginning of the year and every semester at town hall meetings where administration, teachers and counselors led the meetings.

2. Describe the decision making process at your school for determining the schedule (block, traditional, hybrid) for 2007-2008. Include any information about data considered for decision making, input obtained from various stakeholders, and rationale for the decision about the schedule to be used.

This year a new leadership team was created to provide grade level representation in shared decision-making opportunities. Topics discussed included changing of connections classes for all grade levels. The faculty voted for connections remaining where they are in the current schedule for each grade level. Teachers also discussed retaining the Literacy class as a program at Awtrey and after significant conversation it was determined that the Literacy class provided flexibility for remediation and an opportunity to further emphasize writing instruction. Another important discussion topic was the advisement period and making room in our current schedule to provide a more intensive program for our students.

III. BENCHMARK REPORTING

A. STUDENT PERFORMANCE BENCHMARKS (Report on each benchmark contained in your plan)

Benchmark	School Score 2006-2007	School Score 2007-2008	Target Met (Y or N)	% Target Attained	% Change
MGWA (Middle Grades Writing Assessment) Goal 100%	72% (new test)	74%	N	74%	2%
6 th Grade Reading CRCT Goal 100%	96%	96%	N	96%	0%
7th Grade Reading CRCT Goal 100%	92%	95%	N	95%	3%
8th Grade Reading CRCT Goal 100%	96%	98%	N	98%	2%

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Benchmark	School Score 2006-2007	School Score 2007-2008	Target Met (Y or N)	% Target Attained	% Change
6th Grade ELA CRCT Goal 100%	94%	94%	N	94%	0%
7th Grade ELA CRCT Goal 100%	95%	95%	N	95%	0%
8th Grade ELA CRCT Goal 100%	97%	95%	N	95%	2%
6th Grade Math CRCT Goal 100%	79%	88%	N	88%	9%
7th Grade Math CRCT Goal 100%	89%	89%	N	89%	0%
8th Grade Math CRCT Goal 100%	92%	75%	N	75%	17%
Reading/ English Language Arts: Reduce the gap by 10%	Reading/ English Language Arts: Percent meeting or exceeding All students: 96.1% Black students: 93.7% Hispanic students: 93.3% Econ. Disadv. students: 91.9% SWD students: 80% LEP students: 90.9%	Reading/ English Language Arts: Percent meeting or exceeding All students: 96% Black students: 94.8% Hispanic students: 92.7% Econ. Disadv. students: 91.9% SWD students: 79.2% LEP students: 86.8%	Y N N N N		

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100% of the faculty will be involved in sharing best practices on a bi-weekly agenda.	89% Baseline	89%	N	89%	0%	Horizontal/Vertical collaborative meetings continue to be a focused need and professional development sessions focus on student achievement.
95% of the faculty will actively utilize a variety of instructional technology resources to enhance instruction.	80% Baseline	85%	N	85%	5%	The technology resources are consistently utilized, and increases are observed in staff members who are feeling more comfortable with integration.
85% of the faculty will be involved in implementing professional development and 100% will participate.	75%/100% Baseline	75%/100%	N/Y	75%/100%	0%/0%	New faculty members are presenting on early release days and the majority of those attending are implementing some new practices.

**WRITING ASSESSMENT SCORES
2007-2008**

SIXTH GRADE

Subject	Students 70% or Above (Parenthesis = total students taking assessment)				
	First Quarter	Second	Third	Fourth	Yearly Average
Language Arts	167 (210) 80%	195 (209) 93%	111 (120) 93%	194 (219) 89%	89%
Math	185 (223) 83%	182 (214) 85%	183(213) 86 %	75 (76) 97%	88%
Science	179 (228) 79%	188 (217) 87%	103 (122) 84%	156 (179) 87%	84%
Social Studies	181 (230) 79%	175 (213) 82%	193 (217) 89%	142 (169) 84%	84%

Cobb County School District
SEVENTH GRADE

Subject	Students at 70% or Above (Parenthesis = total students taking assessment)				
	First Quarter	Second	Third	Fourth	Yearly Average
Language Arts	186 (240) 78%	206 (231) 89%	129 (145) 89%	206 (227) 91 %	87%
Math	168 (237) 71%	183 (227) 81%	128 (152) 84%	133 (153) 87%	81%
Science	252 (280) 90%	254 (278) 91%	157 (176) 89 %	71 (95) 86%	89%
Social Studies	241 (266) 91%	223 (260) 86%	150 (174) 86%	190 (198) 96%	90%

EIGHTH GRADE

Subject	Students at 70% or Above (Parenthesis = total students taking assessment)				
	First Quarter	Second	Third	Fourth	Yearly Average
Language Arts	163(245) 47%	249 (323) 77%	257 (299) 86%	189 (206) 92%	76%
Math	194 (237) 82%	188 (227) 83%	Not enough data	210 (230) 91%	85%
Science	238 (291) 82%	208 (287) 72%	164 (176) 93%	170 (203) 84%	83%
Social Studies	260 (289) 90%	272 (282) 96%	176 (205) 86%	184 (205) 86%	92%

OTHER ACADEMIC AREAS

Subject	Students at 70% or Above (Parenthesis = total students taking assessment)				
	First Quarter	Second	Third	Fourth	Yearly Average
Special Education	70 (148) 47%	123 (192) 64%	66 (99) 67 %	72 (105) 69 %	62%
PE/Health	436 (562) 78%	325 (408) 80%	241 (283) 85%	NO DATA	81%
Connections	751 (870) 86%	783 (894) 86%	429 (486) 88 %	123 (127) 97 %	89%
ESOL	19 (23) 83%	32 (40) 80%	10 (12) 83%	27 (32) 85%	83%

Cobb County School District

Foreign Language	126 (139) 91%	88 (138) 64% Written in the language	99 (144) 69% Written in the language	96 (147) 65% Written in the language	72%
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YEARLY AVERAGE COMPARISION

Year	6th Grade	7th Grade	8th Grade	Connections	Special Education	ESOL
2006-2007	88%	79%	79%	77%	70%	73%
2007-2008	86%	87%	84%	81%	62%	83%

IV. REFLECTIONS ON LESSONS LEARNED

- A focus on grading practices was initiated, forming a student achievement committee to review practices that facilitate the development of student grades that better reflect the mastery of content standards. This focus will enable a school-wide effort to reform specific practices and develop a pilot team of teachers to practice alternative grade reporting/monitoring.
- The SIP team feels that writing needs to be a strong focus area for next year. The students are not demonstrating significant growth on the MGWA, and we will redirect our efforts next year to include school-wide mock writing tasks that will provide information about students' relative strengths and weaknesses to be address in collaborative meetings and classroom instruction.
- Understanding by Design lesson planning has been completed by the majority of the faculty and will be posted to our webpage. New staff members will need training as returning staff will strengthen already developed units, reflecting on higher order thinking skills and differentiation.
- Teachers wish to bolster more real-world application or performance based instruction. The SIP team noted a greater need to focus on Quadrant D lesson planning, and this focus has been identified for one of the professional development strands. This focus will also create a greater visibility of Quadrant D for Academic Night.
- The teachers are taking greater risks to implement differentiated instruction. This process needs to be a continued focus as data is analyzed in collaborative meetings. Models of success need to be shared and resources, including staff members demonstrating greater levels of competence, need to be utilized. Differentiation will be a focus in planned cluster meetings and as one of the professional development strands.
- Data collection needs to be displayed more by charts and graphs in common teacher areas. A more systematic process needs to be implemented that facilitates an interactive practice with staff members. The development of the current score board will be enhanced to serve this need.
- The students with disabilities continue to be a needed focus as we strive to realize the potential of all students. The math skills class has been successful in providing pre/reviewing opportunities for these identified students. Our pilot grading team for the coming school year will be implementing an alternative grade reporting system to provide a greater emphasis on the relative strengths and weaknesses in math of these students.

V. NEXT STEPS

What additional changes need to be made to your SIP to address AYP for 2007-2008?

- Students with disabilities in math needs to be a continued focus as we develop additional strategies to realize greater levels of potential, including the use of standards based grade reporting/monitoring.
- Differentiation of instruction needs a continued focus to promote implementation and monitoring, including a cluster area focus.
- Learning inventories need to be completed and utilized to facilitate differentiation.
- Our county experts will assist Awtrey in the writing process. Mock writing assessments will be graded by MS supervisor, language arts teachers, and ALT. Data will be used to focus on needed skills, and monitoring will be facilitated in collaborative meetings.
- AVID strategies must be implemented by more teachers and used by more students. Additional staff will collaborate to promote implementation.
- AVID in-services for parents must be increased.
- An additional course will continue to assist at-risk students in subgroups (study skills).
- Skills tutor must be used by more teachers to provide a level of differentiation.
- Continue Read 180 program to be more effective.
- Literacy classes will be more structured for content area reading, writing, and vocabulary.
- Students need to learn ISTE standards and these can be addressed in the Literacy class.
- Create differentiated professional learning opportunities for teachers. Teachers will earn local PLU's based on attendance and participation in professional learning choices provided: differentiation, technology integration, standards based grade reporting and Quadrant D lesson planning.
- Include a continuation of professional learning communities, including a focus on cluster meetings to include literacy and differentiation strategies.
- Continue to post curriculum on the web so all stakeholders understand the instructional standards all students will be responsible for mastering.
- Use a criteria sheet for reviewing UBD's to narrow their scope and create better UBD's.
- Implement an advisory program for next year for all students.

VI. SCHOOL IMPROVEMENT TEAM MEMBERS 2007-2008

NAME	POSITION
Diane C. Hart	Assistant administrator
Kay Dean	Lang. Arts teacher 7 th gr.
Glynn Guinn	Teacher
Jackie Turner	Special ed lead teacher
Stephanie Humphrey	Math teacher - 7 th
Melissa Boss	Gen-Ed LA 8th
Johna Nation	Math Teacher 6th
Jawanna Dush	Assistant Principal
Kymea Smyre	ART Teacher
Coryn Roberts	IRK Teacher
Rhonda Scumler	Science Teacher
Robert W. Fuhlin	8 th Soc. St.
Sharon Widmer	7 th - 8 th Sc
Darl Dill	IRK Teacher
Molly Proepner	Teacher - Su + SS - Target
Cindy Bolin	Media Specialist
Anahita McBeath	Teacher / Reading
Michael S. Sessions	Band Director

PRINCIPAL SIGNATURE : Jeffrey A. Crawford

Cobb County School District Middle Profile

School: Awtrey Middle School

Date Last Updated: September 15, 2008

Tables contained in this data profile will be completed initially during the 2005-2006 school year and updated annually thereafter. The profile is intended to be used as a guide for discussion about the strengths and areas of concern for the school. Upon completion, the data profile is to be included as an appendix to the School Improvement Plan.

The data profile is comprised of the following sections:

- A. **Demographic Data** – Student, faculty and staff information for the district
- B. **Achievement Data** – Standardized student test scores for the district.
- C. **Other Indicators** – Results of AYP Reports, and other significant information about the district.
- D. **Professional Learning Opportunities** – Information about the professional learning opportunities in the affected areas.
- E. **School Initiatives** – Outlines the major initiatives that have been implemented in the affected programs over the past three years.
- F. **Perceptual Data** – Information from the School Improvement Survey administered annually.

A. DEMOGRAPHIC DATA

Demographic data are reported for students and staff within the district.

Students

STUDENT ENROLLMENT DATA									
Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	American Indian	% Multi-Racial	% Male	% Female
2003-2004	1496	24	60	8	3	0	4	53	47
2004-2005	1623	27	56	10	4	0	4	53	47
2005-2006	850	26	54	11	4	0	5	52	48
2006-2007	800	27	55	10	3	0	4	53	47
2007-2008	877	29	50	11	5	0	5	52	48

STUDENT PROGRAM PARTICIPATION RATES										
Program	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
Free/Reduced Lunch	364	24.33	452	27.85	201	24	229	29	298	34
Special Education	-	-	203	12.5	84	9.8	88	11	-	-
ESOL	-	-	37	2.3	16	1.9	8	1.0	-	-
Gifted Education	-	-	200	12.3	154	18.1	169	21.1	-	-

STUDENT RETENTION RATES										
	Total Number Retained	% 6	% 7	% 8	% BL	% WH	% HIS	% Other	% Female	% Male
2003-2004	11	45.5	36.4	18.2	18.2	72.7	9.1	0.0	45.5	54.5
2004-2005	4	0	25.0	75.0	25.0	75.0	0.0	0.0	25.0	75.0
2005-2006	20	20.0	30.0	50.0	45.0	50.0	5.0	0.0	65.0	35.0
2006-2007	11	45.4	18	36.4	54.5	36	-	9	9	91
2007-2008	18	21.1	26.3	52.6	47.4	31.6	21.1	-	26.3	73.7

*Retention Rates: Percents reflect the number of the retained students compared to the total number of students in each category or grade.

STUDENT ATTENDANCE RATES (% Absent More Than 15 Days)												
	All Students	% Black	% White	% His-panic	% Asian	% Multi-Racial	% Other	% Male	% Female	% SWD	% LEP	% ED
2003-2004	13.5	11.5	15.2	12.7	5.1	11.6	Too few	14.1	12.9	21.7	12.7	22.6
2004-2005	.4	.4	.5	0.0	0.0	0.0	NA	.5	.2	1.5	0.0	1.3
2005-2006	7.3	9.5	6.2	7.2	2.9	9.1	Too few	5.4	2.2	16.2	6.5	0.0
2006-2007	6.7	8.5	5.7	8.9	7.1	2.4	NA	3.9	2.4	16.3	6.3	9
2007-2008	6.5	8.8	6.2	6.5	0	2	NA	5.9	2.6	11.9	3.4	9.9

STUDENT TRANSIENCE RATES		
Transience Rate of Students	Number	Percent of Student Population
2003-2004	354	21.60
2004-2005	692	28.58
2005-2006	219	25.76
2006-2007	133	16.6

2007-2008	75	8.2
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FACULTY/STAFF DATA

Attrition rates for teachers and administrators are the percentages of teachers or administrators who leave the profession or transfer to another school from the beginning of the school year to the beginning of the next school year, excluding retirement.

ATTRITION RATES				
	Teachers		Administrators	
	Number	Percent of Teacher Population	Number	Percent of Administrative Staff
2004-2005	11	11.33	0	0
2005-2006	2	3.2	0	0
2006-2007	5	7.2	1	25
2007-2008	3	4.9	1	25

HIGHLY QUALIFIED TEACHERS			
	Number of Certified Teachers	Percent of Highly Qualified Teachers Teaching in Field for Entire Day	Number of Core Teachers Teaching Out of Field for One or More Periods During the Day
2005-2006	57	100	0.0
2006-2007	58	100	0.0
2007-2008	61	100	0.0

V. ACHIEVEMENT DATA **CRITERION REFERENCE TESTING**

READING					
(% of Students Meeting/Exceeding Standards)					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 6	86	90	93	97	96
Grade 7	92	93	90	92	94
Grade 8	90	89	96	96	98

LANGUAGE ARTS (% of Students Meeting/Exceeding Standards)					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 6	76	79	93	93	94
Grade 7	86	89	93	94	94
Grade 8	84	80	91	97	95

MATHEMATICS (% of Students Meeting/Exceeding Standards)					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 6	80	76	75	79	88
Grade 7	80	87	84	88	88
Grade 8	81	76	88	92	74

SCIENCE (% of Students Meeting/Exceeding Standards)					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 6	87	82	78	75	80
Grade 7	84	89	78	87	83
Grade 8	83	78	87	91	72

SOCIAL STUDIES (% of Students Meeting/Exceeding Standards)					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 6	87	85	95	91	*
Grade 7	89	89	94	96	*
Grade 8	90	87	91	96	83

EIGHTH GRADE WRITING					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Scale Score	356	357	359	211	208
% On Target	79	70	78	68	71
% Exceeding Target	6	9	15	4	3

END-OF-COURSE TESTS

Algebra	ANNUAL % OF STUDENTS PASSING EOCT								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP
2005-2006	100	100	100	100	100	N/A	N/A	N/A	N/A
2006-2007	100	100	100	100	100	N/A	100	N/A	N/A
2007-2008	100	100	100	100	100	N/A	100	N/A	N/A

Geometry	ANNUAL % OF STUDENTS PASSING EOCT								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP
2005-2006	100	100	100	100	100	N/A	N/A	N/A	N/A
2006-2007	100	100	100	100	100	N/A	100	N/A	N/A
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NORM REFERENCE TESTING

C. Other Indicators

Overall Annual AYP Report Analysis

Based on your annual report, put Y or N in each cell for each year.

GRADE 8 ITBS COMPOSITE					
Average Percentile Rank					
Grade Level	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Composite	57	55	57	62	62
Reading	57	55	52	60	57
Mathematics	56	55	59	60	59
Language	56	55	56	59	60
Science	60	57	51	64	64
Social Studies	56	53	55	61	58

Indicator	2003-2004		2004-2005		2005 -2006		2006-2007		2007-2008	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
1. PARTICIPATION										
Met 95% participation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2.ANNUAL MEASURABLE ACHIEVEMENT										
Met AMO for <u>all students</u> without second look	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Met AMO for <u>all students</u> with second look (confidence interval, multiyear average, safe harbor)										
Met AMO for <u>all subgroups</u> without second look	N	N	N	N	N	Y	Y	Y	Y	Y
Met AMO for <u>all subgroups</u> <u>with a second look</u> (confidence interval, multiyear average, safe harbor)	Y	Y	N	Y	Y					
Did not meet AMO for the following subgroup(s)			SWD							
3. SECOND INDICATOR										
Met second indicator for <u>all students</u>	Y		Y		Y		Y	Y	Y	Y

Academic Annual Measurable Objective

Use the information from your annual AYP report to record the percentage of FAY students meeting requirements on the Georgia High School Graduation Test (GHSGT). These data represent the students who were in the school for the full year and had test scores at the enhanced levels required by the Office of Student Achievement.

Mathematics		% Meeting/Exceeding Standard on CRCT								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP	Econ Disadv
2003-2004	82.0	74.0	86.0	76.0	92.0	NA	70.0	39.0	56.0	68.0
2004-2005	81.0	70.4	85.5	78.3	90.6	NA	89.7	41.0	54.1	65.8
2005-2006	86.2	72.8	91.0	88.9	93.1	NA	85.7	55.8	66.7	72.6
2006-2007	88.1	78.3	92.7	80.6	100	NA	91.4	63.8	63.6	78.7
2007-2008	88.9	80	93.3	81.3	100	NA	93	63.1	75	79.8

ELA		% Meeting/Exceeding Standard on CRCT								
	All Students	Black	White	Hispanic	Asian	American Indian	Multi-racial	SWD	LEP	Econ Disadv
2003-2004	86.0	80.0	90.0	79.0	84.0	NA	86.0	52.0	57.0	73.0
2004-2005	87.3	81.9	90.2	80.9	95.3	NA	93.2	53.1	58.1	75.3
2005-2006	94.1	88.2	97.3	89.7	96.6	N/A	92.9	75.0	73.8	84.1
2006-2007	96.1	93.7	97.4	93.3	100	NA	95.7	80	90.9	91.9
2007-2008	96.2	95	96.8	93.3	98.3	NA	98.8	80.4	86.8	92.1

Second Indicator (Attendance Rate)

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%
OVERALL	222	13.5	7	.4	67	7.3	57	6.7	59	6.5
Black	47	11.5	2	.4	25	9.5	21	8.5	23	8.8
White	145	15.2	5	.5	31	6.2	26	5.7	29	6.2
Hispanic	18	12.7	0	0.0	6	7.2	7	8.9	6	6.5
Asian	3	5.1	0	0.0	1	2.9	2	7.1	0	0
Multi-racial	9	11.8	0	0.0	4	9.1	1	2.4	1	2
SWD	43	21.7	3	1.5	17	16.2	17	16.3	13	11.9
LEP	8	12.7	0	0.0	2	6.5	1	6.3	1	3.4
Econ. Disadv.	89	22.6	6	1.3	22	10.7	19	9	27	9.9

D. PROFESSIONAL LEARNING

List professional learning activities in which school staff members participated in the past **two** years focused on the strategies included in your school improvement plan and attended by a **minimum of ten people**. Include the number in attendance and whether the activities were provided through school focused staff development, area or cluster staff development, district staff development, state staff development, or other means.

Professional Learning Activity	Year(s) Offered	Number of Participants	Provided by
Marzano's Instructional Strategies	2004-2006	Approximately 60 Teachers	Local Staff Development
Thinking Maps Training	2004-2006	Approximately 60 Teachers	Local Staff Development
Differentiation Training	2004-2005	Approximately 90 Teachers	Local Staff Development
Differentiation Training	2005-2006	Approximately 70 Teachers	County Professional Development
ESOL strategies	2004-2006	Approximately 60 Teachers	KSU ESOL Conference
Understanding the At- risk Learner	2004-2006	Approximately 60 Teachers	Local Staff Development
Unpacking GPS and designing Performance Tasks.	2004-2008	Approximately 60 Teachers	Local and County Professional Learning
Technology Integration	2004-2008	Approximately ALL Teachers	Local and cluster day
SOAR to Success	2003-2005	Approximately 10 Teachers	E/LA dept.
Summer Leadership Institute	2006	Approximately 12 Teachers	County Professional Development
Collaboration among colleagues with an emphasis on technology and differentiation	2004-2006	Approximately ALL Teachers	Area Cluster / TITLE II release time
Book studies: Fish! & Listen Up Teacher - emphasis on fostering relationships and Fish! Philosophies.	2005-2006	Approximately 60 Teachers	Local Staff Development
Backwards Design	2006-2008	Approximately 50 Teachers	Local Staff Development

SCHOOL INITIATIVES

Initiatives:

List **major** initiatives or reform efforts implemented in the last three years. (Examples might include Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, etc.)

School Year	Initiative or Reform Effort
2002-2004	Double Blocking Math (when block schedule was in place)
2003-2006	After School and Summer Success Tutoring Program
2005-2008	Collaborative teaming (Vertical and Horizontals)
2003-2008	Curriculum Mapping to identify gaps and redundancies in K-12 curriculum
2005-2008	Chinese in zero period to help students transition to Magnet program at NCHS
2006-2008	Performance Based Instructional Planning through Understanding by Design
2006-2008	Read 180 and Literacy Classes
2005-2008	Model Schools Membership and model implementation
2007-2008	AVID program to assist in continuing our APCS Affiliate status
2007-2008	Math support classes for students with students with disabilities
2007-2008	Middle School Outreach After School Program
2007-2008	Saturday School

F. PERCEPTUAL DATA

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
OVERALL FREQUENCY					
Students	230				
Parents	92				
Staff	47				
DOMAINS (% frequency)					
Curriculum	87.58				
Assessment	80.96				
Instruction	85.31				
Planning & Organization	82.69				
Student / Family / Community	76.72				
Professional Learning	76.48				
Leadership	83.85				
School Culture	75.85				

NOTES: % Frequency (“Consistently” + “Often”)
 Professional Learning items appear only on the staff survey