

# School Improvement Plan



**School:** Walker Middle School

**SY2010-11**

**Principal:** Vicky Wells

**System:** Long County

**Title I:** School-Wide Program

## Sanctions Implementing 2010-2011:

- |              |   |
|--------------|---|
| <u>  X  </u> | School Improvement Plan (School Improvement Plan: Last reviewed—December 9, 2010) |
| <u>  X  </u> | Supplemental Services   |
| <u>  X  </u> | Corrective Action   |

**Principal Signature:** \_\_\_\_\_

**Title I Director Signature:** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# School Improvement Plan

## Action Plan for Walker Middle School

**Identified Goals for Improvement:**

Walker Middle School will provide a process of continuous improvement.

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Pre- & Post-tests will be given in all subject areas to determine course of instruction and progress of students.	2010-2011	Scantrons	\$7,000	Instructional Coordinators, Teachers	Scores will be analyzed to determine efficiency of testing
All subject areas will be supplied with a class library of books and resource materials to promote reading throughout the school.	2010-2011	Books, Resources	\$2,000	Principal, Instructional Coordinators	Teachers will include reading time in lesson plans. Observations will be conducted by the Principal and Instructional Coordinators to ensure time is being spent effectively
Coach Books will be provided for students in all subject areas.	2010-2011	RESA	\$15,000	Principal, Instructional Coordinators, RESA	Sign-in sheets for RESA training; walk-through observations by Principal and ICs to ensure effective use of Coach Books

# School Improvement Plan

School Improvement Team members will act as a liaison between the principal, instructional coordinators, and teachers. They will ensure that actions and interventions are taking place within each grade level.	2010-2011	SIT Stipend	\$8,000	Principal	SIT members, the Principal, and Instructional Coordinators will meet every 3-4 weeks to discuss school actions
Teachers will be supplied with technology and needed resources in the classroom to implement effective instruction.	2010-2011		\$25,000	Principal, Technology Committee, Technology Coordinator	Walk-through observations by Principals and ICs to ensure effective use of technology and resources
Students in grades 5 and 8, who do not meet expectations on the CRCT in Reading and/or Math, will receive extra practice sessions and assistance during remedial summer school.	June 2011	Teacher pay, Transportation	\$10,000 \$1,000	Principal, Teachers	Lesson plans; walk-through observations by Principals, Instructional Coordinators, SIT members
Teachers will have access/subscriptions to EdHelper – an online teacher resource for educators – to enhance instruction and promote academic improvement.	2010-2011	Subscriptions	\$1,599	Principal, ICs	Lesson plans; walk-through observations by Principals, and ICs
Teachers will be provided with professional development opportunities to revise and improve curriculum units.	2010-2011	Substitutes	\$10,000	Principal, ICs	Unit revisions
Students will complete an Interest Survey (Learning Styles Inventory) in order to promote differentiated instruction.	2009-2010	Interest Survey		ICs, Teachers	Survey results
A CRCT Growth Model (Data Director) will be implemented to track CRCT score progression by teachers, classes, domains, subgroups, and individuals over a period of time.	2009-2010	Training Computer Software	\$4,200	Principal, ICs, Teachers	CRCT Data

# School Improvement Plan

## Action Plan for Reading/English Language Arts

### Annual, Measureable Objective(s):

Students will raise achievement in Reading as follows in grades 4-8 as measured by the percentage of students meeting the standard on the CRCT at the end of SY2011 with a minimum of 95% participation for all subgroups. (4<sup>th</sup> Grade, 88% to 93%; 5<sup>th</sup> Grade, 92% to 97%; 6<sup>th</sup> Grade, 90% to 95%; 7<sup>th</sup> Grade, 89% to 94%; 8<sup>th</sup> Grade, 95% to 99%).

Students will raise achievement in English Language Arts as follows in grades 4-8 as measured by the percentage of students meeting standard on the CRCT at the end of SY2011 with a minimum of 95% participation for all subgroups. (4<sup>th</sup> Grade, 87% to 92%; 5<sup>th</sup> Grade, 88% to 93%; 6<sup>th</sup> Grade, 88% to 93%; 7<sup>th</sup> Grade, 91% to 96%; 8<sup>th</sup> Grade, 91% to 96%).

Students will raise achievement in the Writing Assessments as follows in grades 5 and 8 as measured by the percentage of students meeting standard on the 5<sup>th</sup> Grade and 8<sup>th</sup> Grade Writing Assessments. (5<sup>th</sup> Grade, 76% to 78 %; 8<sup>th</sup> Grade, 68% to 73%)

### Additional Subgroup Targets:

- The Students with Disabilities Subgroup will raise achievement in Reading/ELA by 10% (from 50% to 60%).

Specific academic areas within Content and Subgroups to address (based on analysis of AYP Report and School Student Performance Data):

*Reading Skills and Vocabulary Acquisition*

*Literary Comprehension*

*Information and Media Literacy*

*Grammar and Sentence Construction*

*Research and the Writing Process*

*SWD, Black, LEP, and ED Subgroups*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Regular education teachers will work collaboratively with special education teachers to implement teaching strategies/activities to increase student performance on the identified domains for the SWD subgroup. Strategies for SWD will include co-teaching and appropriate grade-level resources for resource teachers.	Ongoing			Special Education Director, Principal, Instructional Coordinator.	Administrative walk through/observations; meeting logs

# School Improvement Plan

Teachers will establish and facilitate professional learning communities within grade levels and subject areas to plan instruction, to revise curriculum guides to sequence and pace materials, and to review Georgia Performance Standards for reading and language arts.	Ongoing			Principal, Instructional Coordinators, Grade Level Chairs	Sign in sheets/minutes for meetings, lesson plans, observations by principal, asst. principal, design team, and instructional coordinators
Thirty qualifying students from each grade level will be invited to participate in Wildcat Academy, the after school program, from 3:15-4:00 on Tuesdays and Thursdays. 10 certified teachers and 2 paraprofessionals will be hired to work with these students.	2010-2011	Teacher/Para Pay Transportation	\$30,000 \$1,700	Principal, ICs, Grade Level Chairs and Special Education Teachers	Student enrollment and attendance sheets
WMS will provide an instructional coordinator to facilitate management of instructional materials, curriculum guides and to assist teachers as needed.	2010-2011		\$81,000	Principal	
Guidance counselors will implement a counseling program to assist students with test taking and study skills.	2010-2011			Guidance counselors, Teachers	Teacher feedback on test scores and study skills for respective students.
Language Arts teachers will have access to and consistently use curriculum materials for distributed practice on ELA skills (such as Daily Language Review, Mountain Language, and Daily Grammar Review).	2010-2011			Principal, Asst. Principal, Grade Level Chairs, Instructional Coach	Lesson plans, observations by principal, asst. principal, design team, and instructional coordinators
Students will participate in the 25-Book/1,000,000 Words Reading Campaign. Recognitions will be made at different intervals throughout the year for students who meet reading deadlines.	2010-2011	Instructional supplies for students(i.e., pencils, notebooks, etc.)	\$2,000	Reading Instructional Coordinator, Teachers, Principal	Teachers will monitor students' reading and keep a log showing number of books/words read.

# School Improvement Plan

Students will participate in universal screening (AIMSweb) at the beginning of the 2 <sup>nd</sup> -4 <sup>th</sup> nine weeks in Reading Comprehension in order to monitor and supply additional support to at-risk students. (RTI)	2010-2011			Instructional Coordinators	Testing results
Extended learning time will take place during exploratory time for at-risk students in each grade level. A certified teacher and a paraprofessional will provide direct instruction to these students. They will also facilitate and operate the computer lab, using a computerized reading program (Classworks) to reinforce reading skills. They will provide small-group instruction if necessary.	2010-2011	ELT Teacher	\$70,000	Principal and assistant principals, Instructional Coordinators	Observations by principals and Instructional Coordinators; computer printout of student progress
Teachers in grades 4-8 will work collaboratively with grades K-3 and 9-12 teachers to implement a Writing Curriculum of entrance and exit expectations for each grade level. WMS teachers will use the WriteSource (6-Trait Writing) text and resources to teach writing. Portfolios will be kept on each student with one writing sample and scored rubric for each nine-week period.	2010-2011	Portfolio folders		Principal, Instructional Coordinators, Teachers	Observations by principals and Instructional Coordinators; Writing Assessment scores

**\*\*See grade-level Strategies for Improvement attachment**

# School Improvement Plan

## Action Plan for Mathematics

### Annual, Measurable Objective(s):

Students will raise achievement in Mathematics as follows in grades 4-8 as measured by the percentage of students meeting standard on the CRCT at the end of SY2011 with a minimum of 95% participation for all subgroups. (4<sup>th</sup> Grade, 78% to 83%; 5<sup>th</sup> Grade, 78% to 83%; 6<sup>th</sup> Grade, 82% to 87%; 7<sup>th</sup> Grade, 78% to 83%; 8<sup>th</sup> Grade, 74% to 79%).

### Additional Subgroup Targets:

- The Students with Disabilities Subgroup will raise achievement in Math by 10% (from 37% to 47%).

Specific Academic Areas within Content and Subgroups to address:

*Number Sense and Numeration*

*SWD, Black, LEP, and ED Subgroups*

*Problem Solving*

*Measurement*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Regular education teachers will work collaboratively with special education teachers to implement teaching strategies to increase student performance on the identified domains for the SWD subgroup. Strategies for SWD will include co-teaching and appropriate grade-level resources for resource teachers.	Ongoing			Special Education Director, Principal, Instructional Coordinators	Administrative walk through/observations; meeting logs
Teachers will establish and facilitate professional learning communities within grade level and subject area to plan instruction, to revise curriculum guides to sequence and pace materials, and to review Georgia Performance Standards for math	Ongoing			Principal, Instructional Coordinators, Grade Level Chairs	Sign in sheets/minutes for meetings, lesson plans, observations by principal, asst. principal, design team, and ICs
Math teachers will be supplied with needed resources and manipulatives to enhance instruction.	2010-2011		\$10,000	Principal, Math Instructional Coordinator	Walk-through observations by principal and IC

# School Improvement Plan

<p>Thirty qualifying students from each grade level will be invited to participate in Wildcat Academy, the after school program, from 3:30-5:30 on Tuesdays and Thursdays. 10 certified teachers and 2 paraprofessionals will be hired to work with these students.</p>	2010-2011	Teacher/Para pay Transportation	\$30,000 \$1,700	Principal, Instruction Coordinators	Student Enrollment, Attendance
<p>WMS will provide an instructional coach to facilitate coordination of instructional materials, curriculum guides and to assist teachers as needed.</p>	2010-2011		\$81,000	Principal	
<p>Guidance counselors will implement a counseling program to assist students with test taking and study skills.</p>	2010-2011			Guidance counselors, Teachers	Teacher feedback on test scores and study skills for respective students.
<p>Students will participate in universal screening (AIMSweb) at the beginning of the 2<sup>nd</sup>-4<sup>th</sup> nine weeks in Math Computation in order to monitor and supply additional support to at-risk students.</p>	2010-2011			Instructional Coordinators	Testing results
<p>Extended learning time will take place during exploratory time for at-risk students in each grade level. A certified teacher and a paraprofessional will provide direct instruction to these students. They will also facilitate and operate the computer lab, using a computerized math program (Classworks) to reinforce math skills. They will provide small-group instruction if necessary.</p>	2010-2011	ELT Teacher	\$70,000	Principal and assistant principals, Instructional Coordinators	Observations by principals and Instructional Coordinators; computer printout of student progress

**\*\*See grade-level Strategies for Improvement attachment**

# School Improvement Plan

## Action Plan for Science

**Annual, Measureable Objective(s):**

Students will raise achievement in Science as follows in grades 4-8 as measured by the percentage of students meeting standard on the CRCT at the end of SY2010 with a minimum of 95% participation for all subgroups. (4<sup>th</sup> Grade, 91% to 96%; 5<sup>th</sup> Grade, 81% to 86%; 6<sup>th</sup> Grade, 79% to 84%; 7<sup>th</sup> Grade, 84% to 89%; 8<sup>th</sup> Grade, 70% to 75%).

Specific academic areas within Content and Subgroups to address (based on analysis of AYP Report and School Student Performance Data):  
*SWD, Black, LEP, and ED Subgroups*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Regular education teachers will work collaboratively with special education teachers to implement teaching strategies/activities to increase student performance on the identified domains for the SWD subgroup. Strategies for SWD will include co-teaching and appropriate grade-level resources for resource teachers.	Ongoing			Special Education Director, Principal, Instructional Coordinator.	Administrative walk through/observations; meeting logs
Teachers will establish and facilitate professional learning communities within grade level and subject area to plan instruction, to revise curriculum guides to sequence and pace materials, and to review Georgia Performance Standards for science.	Ongoing			Principal, Instructional Coordinators, Grade Level Chairs	Sign in sheets/minutes for meetings, lesson plans, observations by principal, asst. principal, design team, and instructional coordinators
WMS will provide an instructional coach to facilitate coordination of instructional materials, curriculum guides and to assist teachers as needed.	2010-2011		\$81,000 (see Math)	Principal	

# School Improvement Plan

Science teachers will be supplied with needed resources and manipulatives to enhance hands-on activities and instruction.	2010-2011	Resources, materials	\$20,000	Principal, ICs	Walk-through observations by Principals and ICs to ensure effective use of resources
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**\*\*See grade-level Strategies for Improvement attachment**

# School Improvement Plan

## Action Plan for Social Studies

**Annual, Measureable Objective(s):**

Students will raise achievement in Social Studies as follows in grades 4-8 as measured by the percentage of students meeting standard on the CRCT at the end of SY2011 with a minimum of 95% participation for all subgroups. (4<sup>th</sup> Grade, 76% to 81%; 5<sup>th</sup> Grade, 72% to 77%; 6<sup>th</sup> Grade, 71% to 76%; 7<sup>th</sup> Grade, 77% to 82%; 8<sup>th</sup> Grade, 67% to 72%).

Specific academic areas within Content and Subgroups to address (based on analysis of AYP Report and School Student Performance Data):  
*SWD, Black, LEP, and ED Subgroups*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Regular education teachers will work collaboratively with special education teachers to implement teaching strategies/activities to increase student performance on the identified domains for the SWD subgroup. Strategies for SWD will include co-teaching and appropriate grade-level resources for resource teachers.	Ongoing			Special Education Director, Principal, Instructional Coordinator.	Administrative walk through/observations; meeting logs
Teachers will establish and facilitate professional learning communities within grade level and subject area to plan instruction, to revise curriculum guides to sequence and pace materials, and to review Georgia Performance Standards for social studies.	Ongoing			Principal, Instructional Coordinators, Grade Level Chairs	Sign in sheets/minutes for meetings, lesson plans, observations by principal, asst. principal, design team, and instructional coordinators
WMS will provide an instructional coach to facilitate coordination of instructional materials, curriculum guides and to assist teachers as needed.	2010-2011		\$81,000 (See Lng. Arts)	Principal	

# School Improvement Plan

<p>Social Studies teachers will be supplied with needed resources and manipulatives to enhance Social Studies skills (i.e., maps, globes, material).</p>	<p>2010-2011</p>	<p>Resources, materials</p>	<p>\$5,000</p>	<p>Principal, ICs</p>	<p>Walk-through observations by Principals and ICs to ensure effective use of resources</p>
<p>Eighth-grade teachers will receive Georgia Voyager student magazines to increase academic success in Georgia Studies.</p>	<p>2010-2011</p>	<p>Georgia Voyager subscription</p>	<p>\$600</p>	<p>ICs</p>	<p>Walk-through observations by Principals and ICs to ensure effective use of magazine</p>

**\*\*See grade-level Strategies for Improvement attachment**

# School Improvement Plan

## Action Plan for Participation Rate

**Annual Measurable Objective(s):**

Students will increase participation on CRCT in grades 4, 5, 6, 7, and 8 at the end of SY2011 to a minimum of 95% participation for all subgroups.

Specific Subgroups to Address:

*Hispanic, SWD, LEP, and Black*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Absentees will be followed and monitored by homeroom teachers to insure that all students are tested.	2010-2011			Homeroom teacher	Attendance data
The Migrant Services Consultant will be utilized for home visits and follow-ups to insure Hispanic participation in testing.	2009-2010			Migrant consultant	Attendance data; testing information

# School Improvement Plan

## Action Plan for AYP Attendance

**Annual Measurable Objective:**

Students in grades 4, 5, 6, 7, and 8 will maintain attendance rates at the end of SY2011.

Specific Subgroups to address:

*Students with disabilities*

*Black subgroup*

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
Homeroom teachers will be responsible for contacting parents of homeroom students when students miss more than 3 days and every absence thereafter.	2010-2011			Teachers, Principal Assts. Principal	Teacher documentation; PowerSchool data
Guidance will implement a rewards program to encourage better student attendance for each nine weeks.	2010-2011		\$3,000	Guidance; Principal	Teacher documentation; PowerSchool data
Report cards and progress reports will reflect the number of absences and tardies for each student.	2010-2011	PowerSchool reports		Principal, Teachers, Counselors	Report Cards
A Resource Specialist will be utilized to follow-up on absences and truancy problems.	2010-2011			Resource Specialist, Principal, Attendance Clerk	PowerSchool attendance data

# School Improvement Plan

## Action Plan for Community Relations

**Objective:**

Walker Middle School will enhance communication between parents and the community to support student learning.

Actions/Strategies/Interventions	Timeline	Needed Professional Development/ Resources	Estimated Costs	Person(s) Responsible	Means of Evaluation
WMS will maintain a strong and effective PTO (Parent Teacher Organization).	2010-2011			Teachers, Principal, Asst. Principal, PTO	Parent participation at meetings, open houses, events, etc.
WMS will establish meaningful communication between the school and the home by utilizing regular newsletters and events calendars.	2010-2011		\$500	Teachers, Principal, Asst. Principal	Parent satisfaction with levels of school communication
WMS will plan a “Parent Night” for each semester to provide information to parents and families about ways that they can assist student learning.	2010-2011	Brochures Food	\$500 \$4,000	Teachers, Principal, Asst. Principal	Parent satisfaction with levels of school communication
WMS will welcome parents and families in the schools and seek their support and assistance as volunteers.	2010-2011			Teachers, Principal, Asst. Principal	Calendar documentation to support parent visibility in the school
WMS will enlist community resources to strengthen schools, families, and student learning.	2010-2011			Teachers, Principal, Asst. Principal, PTO	Documentation of resources provided

# School Improvement Plan

The Walker Middle School Web Site will announce various activities and events for the school.	2010-2011	Web-Site	\$500	Principal	
Parents will have access to PowerSchool to keep up with student work and events.	2010-2011	Web-Site		Principal, Teachers	
The System School Messenger will be utilized to call parents about events and activities pertaining to the school.	2010-2011			Principal	

# School Improvement Plan

## Grade-Level Action Plans for Reading/English Language Arts by Domains

### Strategy for all grade levels:

Last year's CRCT data will be analyzed on each student to determine at-risk students. Previous CRCT scores will be pulled on these students and domains will be examined to determine if a pattern has occurred. Small group instruction will be planned to help improve student achievement in weak areas.

<b>4<sup>th</sup> Grade</b>	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
<b>Domain</b>							
<b>Literary Comprehension</b>	45%	18	13.1	73%	from 73% to 75%	<p>The following strategies will be used to improve and support Literary Comprehension:</p> <ul style="list-style-type: none"> <li>• SRA reading labs; listening centers; Education City and Class works—a network-based computer software program.</li> <li>• Teachers will use a variety of power points, CPS units, Mountain Language Board, and smart board technology to reinforce literary comprehension.</li> <li>• Students will read level readers in small groups with peers. Teacher will also meet with students' groups throughout the week to help students with understanding their leveled readers.</li> <li>• Teacher will incorporate educational games into weekly lesson plans. (board games, hot dots, and file folder centers)</li> <li>• Students will complete CRCT weekly story activities and quizzes.</li> <li>• Students will complete weekly CRCT Test Prep.</li> <li>• Teacher will incorporate listening to the reading story on tape weekly to reinforce literary comprehension.</li> </ul>	SRA lab results; check-up quiz scores; post-test scores; teacher observations; Education City reports
<b>Information and Media Literacy</b>	35%	14	9.8	70%	from 70% to 72%	<p>The following strategies will be used to enhance instruction and support learning of information and Media Literacy:</p> <ul style="list-style-type: none"> <li>• skill centers (i.e. main idea, cause &amp; effect); hot dots (hand-held manipulative games); United Streaming clips; educational games; partner activities; highlighting (main idea, details); color coding; reduce number of new ideas; alternate media (books on CD); picture walk predictions; file folder activities &amp; games; mini lessons.</li> <li>• Students will complete weekly CRCT test prep.</li> <li>• OAS warm-up questions using CPS units.</li> </ul>	Skill center results; check-up quiz scores; post-test scores; teacher observations

# School Improvement Plan

<p><b>Reading Skills &amp; Vocabulary Acquisition</b></p>	<p>20%</p>	<p>8</p>	<p>5.3</p>	<p>66%</p>	<p>from 66% to 68%</p>	<p>To ensure improvement in Reading Skills and Vocabulary Acquisition, the following strategies will utilized:</p> <ul style="list-style-type: none"> <li>• flashcards/flipbooks of vocab. words; word of the day/week; partner reading; CPS review.</li> <li>• Students will create vocabulary power points</li> <li>• Students will keep vocabulary journals throughout the year.</li> <li>• Students will identify words that are unfamiliar in the reading story weekly. They will make booklets defining and illustrating these words.</li> <li>• Robust vocabulary will be incorporated into weekly vocabulary story activities.</li> <li>• Teachers will focus on context clues throughout reading and incorporate into weekly CRCT preparation.</li> </ul>	<p>Check-up quiz scores; post-test scores; teacher observations; vocab. tests/usage</p>
<p><b>Grammar &amp; Sentence Construction</b></p>	<p>60%</p>	<p>30</p>	<p>22.9</p>	<p>66%</p>	<p>from 66% to 68%</p>	<p>To improve Grammar and Sentence Construction, the following strategies will be used:</p> <ul style="list-style-type: none"> <li>• sentence strips/diagrams; newspaper projects; small group instruction; peer editing; United Streaming clips; Power Points presentations; peer tutoring; Smart board activities; magazine projects; picture descriptions</li> <li>• students will also participate in group center activities such as file folder center games, matching games, and board games.</li> </ul>	<p>Check-up quiz scores; post-test scores; teacher observations</p>
<p><b>Research &amp; Writing Process</b></p>	<p>40%</p>	<p>20</p>	<p>12.6</p>	<p>63%</p>	<p>from 63% to 65%</p>	<ul style="list-style-type: none"> <li>• The following strategies will be used to support instruction of Research and the Writing Process: author’s chair; media center exploratory days; peer editing; oral reading; journal topics; trait ball &amp; format; mini lessons; Power Point presentations; United Streaming clips.</li> <li>• Students will submit final drafts of writing into a writing portfolio</li> <li>• Teacher and students will visit the media center to complete the steps of the writing process.</li> </ul>	<p>Check-up quiz scores; post-test scores; teacher observations</p>

# School Improvement Plan

5 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
<b>Literary Comprehension</b>	40%	16	11.6	72%	from 72% to 74%	Skills required to comprehend and explore literary works by identifying and analyzing elements of various texts will be taught through a variety of strategies and activities including: <ul style="list-style-type: none"> <li>• Student created vocabulary organizers for key terms and concepts; incorporate use of network-based “Education City”; student-created graphic organizers to identify and analyze elements of various texts; weekly check-up quizzes; new GPS aligned reading textbooks and resources; remediation and review of concepts and skills using CRCT Coach book lessons.</li> </ul>	Post-test results; Education City reports; CRCT Coach book reviews; graphic organizers; teacher observations
<b>Information and Media Literacy</b>	40%	16	10.0	62%	from 62% to 64%	Skills required to read, recall, and analyze details and information from texts will be taught through a variety of strategies and activities including: <ul style="list-style-type: none"> <li>• Media specialist presentation of research media skills; guided reading; incorporation of cross-curricular texts to identify &amp; analyze graphic features; use of “Newspaper for Education”—Coastal Courier—program; weekly check-up quizzes; new GPS aligned reading textbooks and resources; remediation and review of concepts and skills with CRCT Coach book lessons.</li> </ul>	Post-test results; CRCT Coach book reviews; teacher observations
<b>Reading Skills &amp; Vocabulary Acquisition</b>	20%	8	5.1	64%	from 64% to 68%	Vocabulary skills relevant to reading comprehension will be taught through a variety of strategies and activities to include: <ul style="list-style-type: none"> <li>• word of the week program (WOW); teacher and student use of Language of the Standards (LOTS) during instruction and discussions; incorporate practice activities for determining the meaning of unknown words in reading passages; weekly check-up quizzes; new GPS aligned reading textbooks and resources (including Robust Vocabulary); remediation and review of concepts and skills using CRCT Coach books lessons.</li> </ul>	Post-test results; WOW student created books and quizzes; reading anthology assessments of vocab. & reading comprehension; check-up quiz results; teacher observations

# School Improvement Plan

<b>Grammar &amp; Sentence Construction</b>	60%	30	20.5	68%	from 68% to 72%	Skills recognizing and applying standard rules related to Grammar and Sentence Construction will be taught through a variety of strategies and activities including: <ul style="list-style-type: none"> <li>student participation in enrichment/remediation groups of target skills; consistent practice using DLR and Mountain Lng.; incorporation of Six Traits of Writing; targeting instruction using Grade 5 Writing Assessment rubrics; weekly check-up quizzes; Daily Grammar Review; new GPS aligned reading textbooks and resources; new GPS aligned writing textbooks and resources; remediation and review of concepts and skills using CRCT Coach book lessons.</li> </ul>	Post-test results; check-up quizzes; Grade 5 Writing Assessment rubric; DLR reports; CRCT Coach book reviews; teacher observations
<b>Research &amp; Writing Process</b>	40%	20	15.4	77%	from 77% to 79%	Skills using and analyzing research, resources to support the writing process, and evaluating written organization will be taught through a variety of strategies and activities including: <ul style="list-style-type: none"> <li>incorporation of the Six Traits of Writing; media specialist presentations of research and media skills; differentiated research projects; media center sessions designated for student analysis of references sources; targeted instruction using the Grade 5 Writing Assessment rubric; mock Grade Writing Assessment; weekly check-up quizzes; new GPS aligned reading textbooks and resources; new GPS aligned writing textbooks and resources; remediation and review of concepts through CRCT Coach book lessons.</li> </ul>	Post-test results; scoring rubric for writing assessment; research project rubrics; CRCT Coach book reviews; teacher observations

## Grade-Level Action Plans for Writing

<b>5<sup>th</sup> Grade</b>	2009-2010 State On/Exceeds Target	2009-2010 System On/Exceeds Target	2010-2011 Goal On/Exceeds Target	<b>Strategies for Improvement</b>	<b>Means of Evaluation</b>
<b>Domain</b>					
<b>Writing</b>	73%	76%	from 76% to 78%	<ul style="list-style-type: none"> <li>Writing Portfolio projects; The Write Source lessons; 6 Traits of Writing; Genre-Specific writing projects. DOE Resources (prompts, sample papers, rubrics).</li> </ul>	Writing portfolios, DOE Writing Rubric

# School Improvement Plan

6 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
Literary Comprehension	40%	16	11.4	71%	from 71% to 74%	<p><b>The following strategies will be implemented to improve Literary Comprehension:</b>            parents will be provided with curriculum expectations each grading period in order to better assist children at home; students will be encouraged to meet each of the benchmarks of our 25-Book Campaign throughout the year; teachers will use the weekly benchmark check-ups to teach and practice a variety of test taking strategies; and students/parents will be provided with passwords and instructions to access the OAS system for additional on-line practice with the GPS standards for Literary Comprehension at home..</p>	Post-test results; reading logs; OAS results; teacher observations
Information and Media Literacy	45%	18	14.1	78%	from 78% to 81%	<p><b>The following strategies will be used to improve Information and Media Literacy:</b>            parents will be provided with curriculum expectations each grading period in order to better assist children at home; graphic organizers and summarizing techniques will be used for note-taking; more informational texts will be utilized during reading instruction as well as across the curriculum; teachers will use the weekly benchmark check-ups to teach and practice a variety of test taking strategies to use with informational text and; students/parents will be provided with passwords and instructions to access the OAS system for additional on-line practice with the GPS standards for Informational Text and Media Literacy at home.</p>	Post-test results; OAS results; teacher observations
Reading Skills & Vocabulary Acquisition	15%	6	4.3	72%	from 72% to 75%	<p><b>Focus in other domains</b></p>	

# School Improvement Plan

<p><b>Grammar &amp; Sentence Construction</b></p>	<p>60%</p>	<p>30</p>	<p>22.4</p>	<p>75%</p>	<p>from 75% to 78%</p>	<p><b>The following strategies will be used to improve Grammar and Sentence Construction:</b>            parents will be provided with curriculum expectations each grading period in order to better assist children at home; DGP(Daily Grammar Program), ML(Mountain Language), and EQs(Essential Questions), which target Convention standards, will be used and reviewed daily; teachers will use the weekly benchmark check-ups to teach and practice a variety of test taking strategies to target grammar and sentence structure skills; teachers will use a variety of differentiated instructional strategies will be used to reach the diverse needs of the students and; students/parents will be provided with passwords and instructions to access the OAS system for additional on-line practice with the GPS standards for Grammar and Sentence Structure at home.</p>	<p>Post-test results;            DGP/ML/EQ results;            OAS results;            teacher observations</p>
<p><b>Research &amp; Writing Process</b></p>	<p>40%</p>	<p>20</p>	<p>15.2</p>	<p>76%</p>	<p>from 76% to 82%</p>	<p><b>The following strategies will be used to support the instruction of Research and the Writing Process:</b>            parents will be provided with curriculum expectations each grading period in order to better assist children at home; graphic organizers and summarizing techniques will be used for note-taking; hands-on instruction will be provided with research and reference materials(i.e., mini-research projects utilizing atlases, maps, charts, indexes, thesauri, almanacs, encyclopedias, and Internet search engines/websites); teachers will use the weekly benchmark check-ups to teach and practice a variety of test taking strategies targeting the research and writing process; students will be encouraged to keep a writing folder/journal that reflects a variety of writing genres; teachers will keep writing portfolios which will reflect the development of the student's writing skills as the year progresses and; students/parents will be provided with passwords and instructions to access the OAS system for additional on-line practice with the GPS standards for Research and the Writing Process.</p>	<p>Post-test results;            project scores;            Student journals;            Writing portfolios;            OAS results;            teacher observations</p>

# School Improvement Plan

7 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
<b>Literary Comprehension</b>	40%	16	10.9	68%	from 68% to 70%	To improve Literary Comprehension, the following strategies will be used: <ul style="list-style-type: none"> <li>small group instruction; diverse literature selections varying from short stories to novels, both teacher and student chosen, will be used to practice comprehension, additional graphic organizers will be implemented in instruction during the reading process to help students visually organize literary concepts such as theme, figurative language, plot, and characterization.</li> </ul>	Post-test scores; graphic organizers; student checklist; teacher observations
<b>Information and Media Literacy</b>	45%	18	12.0	67%	from 67% to 70%	The following strategies will be used to support instruction of Information and Media Literacy: <ul style="list-style-type: none"> <li>students will be prompted to examine author’s purpose and organizational patterns while reading stories; literature terms—transition, footnotes, bibliography, diagrams, illustrations, etc.—will be pointed out and new/more graphic organizers will be used to highlight the purpose of these terms and to help students understand reading material; the Scholastic “Checklist of Strategies Students Use While Reading” will be utilized.</li> </ul>	Post-test scores; graphic organizers; student checklist; teacher observations
<b>Reading Skills &amp; Vocabulary Acquisition</b>	15%	6	4.1	69%	from 69% to 72%	The following strategies will be used to improve Reading Skills and Vocabulary Acquisition: <ul style="list-style-type: none"> <li>students will complete context clues activity sheet each week pertaining to story read (whole-group instruction will be used to teach students how to break down word meanings in context); quizlet.com will be used to post teacher-made vocab. practice &amp; reviews.</li> <li>learning strategies including sentence completion and context clues.</li> </ul>	Post-test scores; activity sheets; quiz.com results; teacher observations

# School Improvement Plan

<p><b>Grammar &amp; Sentence Construction</b></p>	<p>56%</p>	<p>27</p>	<p>21.1</p>	<p>75%</p>	<p>from 75% to 77%</p>	<p>The following strategies will be utilized to support instruction of Grammar &amp; Sentence Construction:</p> <ul style="list-style-type: none"> <li>• DLR (Daily MUG Shot/Mountain Language Lab)</li> <li>• Homework practice</li> <li>• Weekly drills (MUG Shot paragraph)</li> <li>• Differentiated instruction</li> <li>• Applying grammar and sentence construction skills in writing</li> <li>• Grammar workshops</li> </ul>	<p>Post-test scores; DLR &amp; ML results; practice results; quiz.com results; teacher observations</p>
<p><b>Research &amp; Writing Process</b></p>	<p>44%</p>	<p>23</p>	<p>15.8</p>	<p>72%</p>	<p>from 72% to 75%</p>	<p>The following strategies will be used to enhance Research and the Writing Process:</p> <ul style="list-style-type: none"> <li>• Utilize Write Source resources for writing</li> <li>• Teach Six Traits of Writing</li> <li>• Provide authentic writing prompts to promote persuasive and expository writing</li> <li>• Provide multiple opportunities for students to practice and develop writing skills in each area</li> <li>• Peer editing</li> <li>• Teach the research process and have students complete a research paper 3<sup>rd</sup> nine weeks</li> <li>• Book Reports</li> <li>• Differentiated instruction</li> <li>• Writing Portfolios for each student</li> </ul>	<p>Post-test results; research and writing process activities; teacher observations</p>

# School Improvement Plan

8 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
<b>Literary Comprehension</b>	40%	16	11.9	74%	from 74% to 77%	<p>Teachers will utilize the new text, McDougal Littell Literature, (including Best Practices Toolkit for Middle School), to develop and improve literature comprehension skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• use of rubrics, graphic organizers, and self-evaluation</li> </ul>	Post-test results; oral responses; check-up quizzes; Power Point games; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration
<b>Information and Media Literacy</b>	45%	18	13.1	73%	from 73% to 78%	<p>Teachers will utilize the new text, McDougal Littell Literature, (including Best Practices Toolkit for Middle School) and Write Source, to develop and improve information and media literacy skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• use of rubrics, graphic organizers, and self-evaluation</li> <li>• focus on the writing process (expository writing)</li> </ul>	Post-test results; oral responses; check-up quizzes; Power Point games; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration
<b>Reading Skills &amp; Vocabulary Acquisition</b>	15%	6	4.8	80%	from 80% to 83%	<p>Teachers will utilize the new text, McDougal Littell Literature, (including Best Practices Toolkit for Middle School) and Write Source, to develop and improve reading and vocabulary acquisition skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• use of rubrics, graphic organizers, and self-evaluation</li> </ul>	Post-test results; oral responses; check-up quizzes; Power Point games; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration

# School Improvement Plan

<p><b>Grammar &amp; Sentence Construction</b></p>	<p>70%</p>	<p>35</p>	<p>24.6</p>	<p>70%</p>	<p>from 70% to 75%</p>	<p>Teachers will utilize the new text, Write Source, to develop and improve grammar and sentence construction skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• daily oral language drills</li> <li>• diagramming sentences</li> <li>• the use of graphic organizers</li> <li>• the use of the writing process (expository and persuasive writing)</li> <li>• <i>Write Source</i> – Resource for grammar reviews/ warm-ups</li> </ul>	<p>Post-test results; oral responses; check-up quizzes; Power Point games; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration</p>
<p><b>Research &amp; Writing Process</b></p>	<p>30%</p>	<p>15</p>	<p>11.8</p>	<p>79%</p>	<p>from 79% to 82%</p>	<p>Teachers will utilize the new text, McDougal Littell Literature (including Best Practices Toolkit for Middle School) and Write Source, to develop and improve research and writing process skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• the use of rubrics, graphic organizers, and self-evaluation</li> <li>• the use of the writing process (expository and persuasive writing)</li> </ul>	<p>Post-test results; oral responses; check-up quizzes; Power Point games; checkpoints at various stages of writing; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration</p>

# School Improvement Plan

## Grade-Level Action Plans for Writing

8 <sup>th</sup> Grade	2009-2010 State On/Exceeds Target	2009-2010 System On/Exceeds Target	2010-2011 Goal On/Exceeds Target	Strategies for Improvement	Means of Evaluation
Domain					
Writing	79%	68%	from 68% to 73%	<p>Teachers will utilize The Best Practices Toolkit for Middle School and Write Source, to develop and improve writing skills. This will be done through:</p> <ul style="list-style-type: none"> <li>• small group instruction</li> <li>• use of rubrics (from DoE website and Portfolio Rubrics)</li> <li>• peer mentoring</li> <li>• one-on-one collaboration with struggling students</li> <li>• the use of rubrics, graphic organizers, and self-evaluation</li> <li>• the use of the writing process (expository and persuasive writing)</li> </ul>	Writing Portfolios (Rubrics), 8 <sup>th</sup> Grade Writing Assessment results; oral responses; check-up quizzes; Power Point games; checkpoints at various stages of writing; teacher observations; weekly remediation (as needed); co-teaching discussion/collaboration

# School Improvement Plan

## Grade-Level Action Plans for Mathematics by Domains

### Strategy for all grade levels:

Last year's CRCT data will be analyzed on each student to determine at-risk students. Previous CRCT scores will be pulled on these students and domains will be examined to determine if a pattern has occurred. Small group instruction will be planned to help improve student achievement in weak areas.

4 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement
Domain						
<p><b>Numbers and Operations</b></p> <p><i>Standards Associated with Domain</i>  M4N1 M4N2 M4N3  M4N4  M4N5 M4N6 M4N7</p>	43%	26	17.2	66%	<p>from 66% To 68%</p>	<ul style="list-style-type: none"> <li>-Mt. Math</li> <li>-Timed Fact Sheets</li> <li>-Flash Cards &amp; Counting By Multiples</li> <li>-CRCT Warm-Up Questions</li> <li>-Georgia Coach Book Questions</li> <li>-Measure Up Resource Book</li> <li>-Number Word Match Game</li> <li>-Laminated Place Value Charts</li> <li>-Estimating W/Grocery Shopping Activity</li> <li>-Manipulative Activities for Place Value (creating numbers through millions)</li> <li>-Place Value Partners Game</li> <li>-I'm The Greatest Rounding Game</li> <li>-Website for Ordering &amp; Comparing Numbers (Smart Board)</li> <li>-Harcourt Website</li> <li>-Place Value Websites for Remediation/Enrichment</li> <li>-Rounding Poem/PowerPoint</li> <li>-Rounding Website</li> <li>-<a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></li> <li>-Addition Properties Graphic Organizer</li> <li>-Various Smart Board Lessons</li> <li>-<a href="http://www.mathplayground.com">www.mathplayground.com</a></li> <li>-Subtraction PowerPoint</li> <li>-Review Game Using Eggspert</li> <li>-<a href="http://kcornell.educatorpages.com">http://kcornell.educatorpages.com</a></li> <li>-Multiplication Properties Graphic Organizer</li> <li>-Three-In-A-Row Multiplication Game</li> <li>-Division Steps Graphic Organizer</li> <li>-<a href="http://www.quia.com/cc/66145.html">http://www.quia.com/cc/66145.html</a></li> <li>-<a href="http://www.multiplication.com">www.multiplication.com</a></li> <li>-Multiplication I Have Who Has Game</li> <li>-<a href="http://www.teachersfirst.com/getsource.cfm?id=9080">http://www.teachersfirst.com/getsource.cfm?id=9080</a></li> <li>- <a href="http://www.mrnussbaum.com/draggable/multiplication.html">http://www.mrnussbaum.com/draggable/multiplication.html</a></li> </ul>

# School Improvement Plan

						<a href="http://www.dositey.com/addsub/mystery1D.htm">-http://www.dositey.com/addsub/mystery1D.htm</a> <a href="http://cemc2.math.uwaterloo.ca/mathfrog/english/kidz/order.shtml">-http://cemc2.math.uwaterloo.ca/mathfrog/english/kidz/order.shtml</a> <a href="http://www.sums.co.uk/playground/c5a/playground.htm">- http://www.sums.co.uk/playground/c5a/playground.htm</a> -Peer Tutoring -Centers -File Folder Games
<b>Measurement</b>  <i>Standards Associated with Domain</i> <i>M4M1 M4M2</i>	17%	10	7.6	76%	from 76% To 78%	-eharcourt website -website games -teacher made Smart Board lessons -eharcourt website -do projects in which students compare weights of objects of items -order items by weight -students use hands on items to measure rotations -website <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>
<b>Geometry</b>  <i>Standards Associated with Domain</i> <i>M4G1 M4G2 M4G3</i>	20%	12	8.6	72%	from 72% To 75%	-Students walk around campus looking for things with different types of angles -Use United Streaming videos from the interne -eharcourt website -students make models of shapes -make powerpoint with pictures of different things that include quadrilaterals -teacher made power point lessons
<b>Algebra</b>  <i>Standard Associated with Domain</i> <i>M4A1</i>	10%	6	4.7	79%	from 79% To 82%	-Mt. Math -CRCT Questions from OAS -CRCT Coach Book -Creating A Function Wheel -Function Machine Websites for input/output numbers --Harcourt Website
<b>Data Analysis</b>  <i>Standard Associated with Domain</i> <i>M4D1</i>	10%	6	4.7	78%	from 78% to 80%	<ul style="list-style-type: none"> <li>• Webquest: Graphing favorite jellybeans (gather, organize, and represent data) <a href="http://sfuentes.pbwiki.com/Show+Me+the+Candy%21+Graph+Webquest">http://sfuentes.pbwiki.com/Show+Me+the+Candy%21+Graph+Webquest</a></li> <li>• Performance task: Convert circle graph of peers' favorite sports to: bar graph, pictograph, and line graph</li> <li>• <b>reflective journals</b></li> <li>• <b>Birthday graphing activity-survey peers, graph birthdays (pictograph, bar graph, line graph)</b></li> <li>• <b>Data Analysis Challenge- students write their own survey question, collect data, choose a graph, show results)</b></li> <li>• <b>Small group cookie graph</b></li> </ul>

# School Improvement Plan

5 <sup>th</sup> Grade Domain	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement
<b>Numbers And Operations</b>  <i>Standards Associated with Domain</i> M5N1 M5N2 M5N3 M5N4 M5N5	38%	23	14.4	62%	from 62% to 67%	<ul style="list-style-type: none"> <li>As space allows, refer students to ELT for reinforced instruction.</li> <li>During warm-up, homeroom or class time, student will use websites such as <a href="http://www.aplusmath.com">www.aplusmath.com</a> or <a href="http://www.eharcourtschool.com">www.eharcourtschool.com</a> to receive practice and re-teaching on necessary skills.</li> <li>Make use of flash cards in the classroom.</li> <li>Mountain Math</li> <li>Basic Fact Drills</li> <li>Problem of the Day</li> <li>Use Mixed Reviews in textbook regularly</li> </ul>
<b>Measurement</b>  <i>Standards Associated with Domain</i> M5M1 M5M3 M5M4	32%	19	12.7	67%	from 67% to 70%	<ul style="list-style-type: none"> <li>Using Mountain Math or other warm-up activities, practice measurement skills and notations.</li> <li>As often as possible in class time, students will use manipulatives to reinforce the current skill (i.e. rulers, compasses, and geometric solid blocks).</li> <li>Students will identify geometric shapes in our school environment by measuring them and/or taking pictures of them with a digital camera.</li> <li>Make the students memorize formulas.</li> <li>Teach them what <math>V=B \times H</math></li> </ul>
<b>Geometry</b>  <i>Standards Associated with Domain</i> M5G1 M5G2	10%	6	4.0	67%	from 67% to 70%	<ul style="list-style-type: none"> <li>In class, students will measure geometric shapes in class to prove and practice formulas (i.e. relationship between pi and circumference).</li> <li>Students will use the geoboard to recognize the relationship between area of a square and triangle, vertices, sides and angles.</li> <li>Spend more time on geometry unit</li> </ul>
<b>Algebra</b>  <i>Standard Associated with Domain</i> M5A1	10%	6	4.6	76%	From 76% to 80%	<ul style="list-style-type: none"> <li>Using Mountain Math or other warm-up activities, practice finding the value of a variable and identifying properties of algebra.</li> <li>In class, students will use linking cubes to reinforce the meaning of substituting a value for a variable in each unit.</li> <li>Do the lessons on Algebra in the textbook.</li> </ul>
<b>Data Analysis</b>  <i>Standards Associated with Domain</i> M5D1 M5D2	10%	6	4.2	71%	From 71% to 75%	<ul style="list-style-type: none"> <li>Identify graphs in a variety of media sources as well as classmates' examples.</li> <li>Given a specific topic, students will be able to poll their classmates to collect data.</li> <li>Do more review throughout the year.</li> </ul>

# School Improvement Plan

<b>6<sup>th</sup> Grade Domain</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>2010 Mean Correct</b>	<b>2010 Percent Correct</b>	<b>2011 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>
<b>Numbers and Operations</b> <i>Standard Associated with Domain M6N1</i>	15%	9	4.9	55%	from 55% To 57%	<ul style="list-style-type: none"> <li>• <b>Daily Math Practice (Warm-up)</b></li> <li>• <b>Daily fraction</b></li> <li>• <b>Mountain Math</b></li> <li>• <b>Projects- trial mix</b></li> <li>• <b>Coach Book Practice</b></li> <li>• <b>Drills (1<sup>st</sup> 9wks)</b></li> <li>• <b>Real World Reflection</b></li> </ul>
<b>Measurement</b> <i>Standards Associated with Domain M6M1 M6M2 M6M3 M6M4</i>	20%	12	6.5	54%	from 54% To 56%	<ul style="list-style-type: none"> <li>• <b>Daily Math Practice</b></li> <li>• <b>Project: Living room design</b></li> <li>• <b>Mountain Math</b></li> <li>• <b>Hands on class activities</b></li> <li>• <b>Mini projectors to assist students with application</b></li> <li>• <b>Daily word problems to apply standards in real life situations.</b></li> </ul>
<b>Geometry</b> <i>Standards Associated with Domain M6G1 M6G2</i>	20%	12	8.7	73%	from 73% To 75%	<ul style="list-style-type: none"> <li>• <b>Daily Math Practice</b></li> <li>• <b>CRCT Prepbooks</b></li> <li>• <b>Coach Book</b></li> <li>• <b>Mini projectors to assist students with application</b></li> <li>• <b>Daily word problems to apply standards in real life situations.</b></li> <li>•</li> </ul>
<b>Algebra</b> <i>Standards Associated with Domain M6A1 M6A2 M6A3</i>	30%	18	12.4	69%	from 69% To 71%	<ul style="list-style-type: none"> <li>• <b>Daily Math Practice</b></li> <li>• <b>CRCT Prepbooks</b></li> <li>• <b>Coach Books</b></li> <li>• <b>Websites to reinforce skills: classworks, classzone etc.</b></li> </ul>
<b>Data Analysis and Probability</b> <i>Standards Associated with Domain M6D1 M6D2</i>	15%	9	6.4	71%	from 71% To 73%	<ul style="list-style-type: none"> <li>• <b>Daily Math practice</b></li> <li>• <b>Projects: Survey</b></li> <li>• <b>Coach Books</b></li> </ul>

# School Improvement Plan

<b>7<sup>th</sup> Grade Domain</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>2010 Mean Correct</b>	<b>2010 Percent Correct</b>	<b>2011 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>
<b>Numbers And Operations</b>  <i>Standard Associated with Domain M7N1</i>	20%	12	7.1	59%	from 59% to 62%	<ul style="list-style-type: none"> <li>• spend three weeks of first nine weeks reviewing fraction, decimal, and percent operations</li> <li>• review ordering and converting rational numbers during daily warm-ups</li> <li>• Drill integer operations until mastered</li> <li>• Integer operations will reviewed daily during warm-ups</li> <li>• Daily word problems will focus on operations with rational numbers</li> <li>• Nine weeks Fantasy Baseball Project will focus on ordering and comparing rational numbers and using rational numbers interchangeably.</li> </ul>
<b>Geometry</b>  <i>Standards Associated with Domain M7G1 M7G2 M7G3 M7G4</i>	25%	15	10.3	69%	from 69% to 72%	<ul style="list-style-type: none"> <li>• Rules for transformations will be tested until mastered.</li> <li>• visual exposure to representations of geometric transformations using coordinate plane.</li> <li>• practice constructions using a compass and straight edge until skills are mastered</li> <li>• tessellation project to connect geometric transformations with real world situations.</li> <li>• Pre-requisite skills will be reviewed during daily warm-ups.</li> </ul>
<b>Algebra</b>  <i>Standard Associated with Domain M7A1 M7A2 M7A3</i>	40%	24	14.9	62%	from 62% To 66%	<ul style="list-style-type: none"> <li>• Distributive property will be used repeatedly in warm-ups and lessons until mastered.</li> <li>• Order of operations will be reviewed daily in conjunction with introduction of one and two-step equations.</li> <li>• Daily warm-ups will target one and two-step equations.</li> <li>• Nine weeks project will require students to demonstrate knowledge of creating and solving equations, including combining like terms.</li> </ul>
<b>Data Analysis And Probability</b>  <i>Standard Associated with Domain M7D1</i>	15%	9	6.4	71%	from 71% To 73%	<ul style="list-style-type: none"> <li>• measures of central tendency including mean, median, and mode during daily warm-ups.</li> <li>• Students will find measures of deviation, including range and interquartile range during warm-ups.</li> <li>• Nine weeks project will require students to gather and analyze data, as well as calculate key statistical information.</li> </ul>

# School Improvement Plan

8 <sup>th</sup> Grade Domain	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement
<p><b>Numbers And Operations</b></p> <p><i>Standard Associated with Domain M8N1</i></p>	22%	13	8.6	66%	from 66% To 68%	<p><b>Mountain Math</b>  <b>Warm-Ups</b>  <b>Integer Drills</b>  <b>Perfect Square Timed Tests</b>  <b>Coach Book practice (CPS)</b>  <b>Foldables</b>  <b>OAS</b>  <b>Review Stations</b>  <b>Walker Bucks</b>  <b>ELT exploratory</b>  <b>Parent Tutor Sessions</b>  <b>Weekly Tutor Sessions for Students (during Exploratory)</b></p>
<p><b>Geometry</b></p> <p><i>Standards Associated with Domain M8G1 M8G2</i></p>	12%	7	3.7	52%	from 52% To 57%	<p><b>Mountain Math</b>  <b>Warm-Ups</b>  <b>Perfect Square Timed Tests</b>  <b>Coach Book practice (CPS)</b>  <b>Foldables</b>  <b>OAS</b>  <b>Review Stations</b>  <b>Walker Bucks</b>  <b>ELT exploratory</b>  <b>Parent Tutor Sessions</b>  <b>Weekly Tutor Sessions for Students (during Exploratory)</b></p>
<p><b>Algebra</b></p> <p><i>Standards Associated with Domain M8A1 M8A2 M8A3 M8A4 M8A5</i></p>	50%	30	18.6	62%	from 62% To 67%	<p><b>Mountain Math</b>  <b>Warm-Ups</b>  <b>Interactive Bulletin Board</b>  <b>Coach Book practice (CPS)</b>  <b>Foldables</b>  <b>OAS</b>  <b>Review Stations</b>  <b>Walker Bucks</b>  <b>ELT exploratory</b>  <b>Parent Tutor Sessions</b>  <b>Weekly Tutor Sessions for Students (during Exploratory)</b></p>

# School Improvement Plan

<p><b>Data Analysis And Probability</b></p> <p><i>Standards Associated with Domain</i>  <i>M8D1 M8D2 M8D3 M8D4</i></p>	17%	10	6.2	62%	<p>from 60% To 64%</p>	<p><b>Mountain Math</b>  <b>Warm-Ups</b>  <b>Coach Book practice (CPS)</b>  <b>Foldables</b>  <b>OAS</b>  <b>Review Stations</b>  <b>Walker Bucks</b>  <b>ELT exploratory</b>  <b>Parent Tutor Sessions</b>  <b>Weekly Tutor Sessions for Students (during Exploratory)</b></p>
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# School Improvement Plan

## Grade-Level Action Plans for Science by Domains

### Strategy for all grade levels:

Last year's CRCT data will be analyzed on each student to determine at-risk students. Previous CRCT scores will be pulled on these students and domains will be examined to determine if a pattern has occurred. Small group instruction will be planned to help improve student achievement in weak areas.

4 <sup>th</sup> Grade Domain	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement
<p><b>Earth Science</b></p> <p><b>Standards Associated with Domain</b> S4E1 S4E2 S4E3 S4E4</p>	40%	24	17.0	71%	from 71% To 73%	<ul style="list-style-type: none"> <li>• K-W-L Chart with Solar System Facts</li> <li>• Measure Up Workbooks</li> <li>• <a href="http://www.wonderville.ca/v1/activities/phases/phases.html">www.wonderville.ca/v1/activities/phases/phases.html</a></li> <li>• Project Sense Kit</li> <li>• Flip Book Graphic Organizers</li> <li>• Science Journals</li> <li>• <a href="http://kids.msfc.nasa.gov/earth/seasons/EarthSeasons.asp">http://kids.msfc.nasa.gov/earth/seasons/EarthSeasons.asp</a></li> <li>• OAS</li> <li>• Magic School Bus Video- "Lost in Space"</li> <li>• Geocities.com and enchantedlearning.com</li> <li>• Graphic Organizer for Stars</li> <li>• "Planets of the Solar System" United Streaming Video</li> <li>• <a href="http://www.harcourtschool.com/activity/blast/index.html">http://www.harcourtschool.com/activity/blast/index.html</a></li> <li>• Tap Top Book Graphic Organizer</li> <li>• Planet Magic Books</li> <li>• Vocabulary Word Graphic Organizer</li> <li>• Blind Sequencing Planet Game</li> <li>• Solar System Web Quest</li> <li>• Construct Travel Brochure</li> <li>• Rocket Experiment</li> <li>• Jeopardy Game</li> <li>• Space Jingo Game</li> <li>• Solar System Scramble</li> <li>• <a href="http://www.nineplanets.org">http://www.nineplanets.org</a></li> <li>• <a href="http://www.internet4classrooms.com/excel_files/moon_phases_to_drag.xls">http://www.internet4classrooms.com/excel_files/moon_phases_to_drag.xls</a></li> <li>• <a href="http://www.kidsastronomy.com/solar_system.htm">http://www.kidsastronomy.com/solar_system.htm</a></li> <li>• Space Vocabulary Match-Up</li> <li>• K-W-L Weather Chart</li> <li>• "Condensation" Experiment</li> <li>• Journals</li> <li>• Weather Power Point Presentation</li> <li>• "Cloud in a bottle" Experiment</li> <li>• Wind and Water Power Point</li> <li>• Cloud Finder</li> </ul>

# School Improvement Plan

						<ul style="list-style-type: none"> <li>• “Water Cycle in a Bag”</li> <li>• Water Cycle Bracelets</li> <li>• “Water Cycle Boogie” Song</li> <li>• OAS</li> <li>• 14.2Scientist of the Week</li> <li>• Weather Symbols Graphic Organizer</li> <li>• Weather Map</li> <li>• Vocabulary Flash Cards</li> <li>• “Bag of Air” Experiment</li> <li>• Water Cycle Book-www.kidszone.ws/water/bwatercycle.com</li> <li>• Weather Jingo Game</li> <li>• Terrarium In a Bottle</li> <li>• Blind Sequencing Weather Game</li> <li>• Water Cycle Game</li> <li>• “Evaporation” Experiment</li> <li>• “Air Pressure” Experiment</li> <li>• Magic School Bus-“ At the Water Works”</li> <li>• Water Cycle Mobile</li> <li>• Venn Diagrams</li> <li>• Climate Projects</li> <li>• <a href="http://eo.ucar.edu/webweather/cloudmatch.html">http://eo.ucar.edu/webweather/cloudmatch.html</a></li> <li>• <a href="http://vortex.plymouth.edu/clouds.html/">http://vortex.plymouth.edu/clouds.html/</a></li> <li>• <a href="http://www.weather.com">www.weather.com</a></li> </ul>
<p><b>Physical Science</b></p> <p><b>Standards Associated with Domain</b> S4P1 S4P2 S4P3</p>	30%	18	13.4	75%	from 75% to 78%	<ul style="list-style-type: none"> <li>• Lab journal entries-write a story about an organism that goes on vacation to a different region, experiment reflections,</li> <li>• Scientist of the week</li> <li>• oral presentations</li> <li>• ticket out the door</li> <li>• GRASP-Students will make a model of an ecosystem by pretending to be an ecologist. Students will produce a poster that will explain food webs, habitat, camouflage, hibernation and the affect of pollution.</li> <li>• United Streaming videos on ecosystems, biomes, food chains,</li> <li>• K-W-L charts</li> <li>• <a href="http://www.nwf.org">http://www.nwf.org</a> video explaining wildlife and habitats</li> <li>• construction paper food chains</li> <li>• pyramid foldable-producers, consumers, and decomposers</li> <li>• small groups outside-yarn or hula hoop ecosystem investigation</li> <li>• food web game-how animals depend upon each other</li> <li>• "The Magic School Bus Gets Eaten" video</li> <li>• Blubber Mitten experiment</li> <li>• Vocabulary flip books</li> </ul>

# School Improvement Plan

						<ul style="list-style-type: none"> <li>• Science Jeopardy CPS</li> <li>• "Stop the Magician" game</li> <li>• Student created power point - animal research</li> <li>• Students will conduct an experiment with plants using vinegar to show the effects of pollutions</li> <li>• "Back to back Science Facts" game</li> <li>• Polar bear blubber adaptation experiment</li> <li>• The Magic School Bus Gets Dried Up on united streaming</li> <li>• Make food pyramids with producers, consumers, decomposers, and super predators</li> <li>• The Magic School Bus Gets Swamped on united streaming</li> <li>• Camouflage experiment with newspapers</li> <li>• make a poster representing the 4 different ecosystems</li> <li>• make an edible ecosystem using cookies, pudding, and gummy worms</li> </ul> <p> <a href="http://jc-schools.net/ppts-science.html">http://jc-schools.net/ppts-science.html</a>  <a href="http://www.nwf.org">http://www.nwf.org</a>  <a href="http://www.unitedstreaming.org">www.unitedstreaming.org</a>  <a href="http://www.mrnussbaum.com/sicgames.htm">http://www.mrnussbaum.com/sicgames.htm</a>  <a href="http://www.vtaide.com/png/foodchains.htm">http://www.vtaide.com/png/foodchains.htm</a> (create own food web)         </p>
<p><b>Life Science</b></p> <p>Standards Associated with Domain S4L1 S4L2</p>	30%	18	14.2	79%	<p>from 79% to 82%</p> <ul style="list-style-type: none"> <li>-CRCT Warm Up Questions</li> <li>-CRCT Coach Book</li> <li>-Science Measure Up Book</li> <li>-“Food Chain” game</li> <li>-Food Chain Puzzle</li> <li>-Creating Ecosystem Posters</li> <li>-www.unitedstreaming.com</li> <li>-Magic School Bus Videos</li> <li>-Stop the Magician Game</li> <li>-Vocabulary Graphic Organizers</li> <li>-Back to Back Science Facts Game</li> <li>-Concentration Game</li> <li>-Food Web Posters</li> <li>-Scientist of the Week</li> <li>-<a href="http://www.cnr.vt.edu/dendro/forsite/2004presentations/Taylor/forsite/forsite.html">http://www.cnr.vt.edu/dendro/forsite/2004presentations/Taylor/forsite/forsite.html</a></li> <li>-</li> <li>-<a href="http://www.sheppardsoftware.com/content/animals/kidscorner/games/producersconsumersgame.htm">http://www.sheppardsoftware.com/content/animals/kidscorner/games/producersconsumersgame.htm</a></li> <li>-<a href="http://www.qrg.northwestern.edu/projects/marssim/simhtml/info/whats-a-herbivore.html">http://www.qrg.northwestern.edu/projects/marssim/simhtml/info/whats-a-herbivore.html</a></li> <li>-<a href="http://sheppardsoftware.com/content/animals/kidscorner/gamesforkids.htm">http://sheppardsoftware.com/content/animals/kidscorner/gamesforkids.htm</a></li> <li>-Ecology/Food Chain/Animal Adaptations PowerPoint</li> <li>-Blubber Glove Demonstration</li> </ul>	

# School Improvement Plan

						<p><a href="http://www.vtaide.com/png/bird-adaptations2.htm">http://www.vtaide.com/png/bird-adaptations2.htm</a></p> <p><a href="http://www.vtaide.com/png/bird-adaptations3.htm">http://www.vtaide.com/png/bird-adaptations3.htm</a></p> <p><b>-Habitat Matching Game</b></p> <p><b>-Decomposers Coloring Book</b></p> <p><b>-Energy Flowing In An Ecosystem Smart Board Lesson</b></p>
<p><b>Characteristics of Science</b></p> <p><b>Standards Associated with Characteristics of Science</b></p> <p>S4CS1 S4CS2 S4CS3 S4CS4 S4CS5 S4CS6 S4CS7 S4CS8</p>						<p>-Scientist of the Week</p> <p>-students keep Science journals in which they draw pictures, or write outcomes of experiments.</p> <p>-when doing experiments students compare outcomes to see if some are different from the others. They then try to explain why it would be different ex. Different type of containers, different type of products used, different amount of time between start times.</p> <p>-students use flip books to display information found for research projects</p> <p>-students take pictures of experiments over a period of time to compare differences</p> <p>-students wear safety equipment when doing experiments to show science lab safety</p> <p>-students track the phases of the moon over a period of a week using charts.</p>

# School Improvement Plan

<b>5<sup>th</sup> Grade Domain</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>2010 Mean Correct</b>	<b>2010 Percent Correct</b>	<b>2011 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>
<b>Earth Science</b>  Standards Associated with Domain S5E1	30%	18	11.8	66%	From 66% to <u>68%</u>	<ul style="list-style-type: none"> <li>• Complete the Investigation Labs from the Harcourt text.</li> <li>• Use models to demonstrate landforms.</li> <li>• Use peer tutoring to reinforce vocabulary terms.</li> <li>• Use videos and models as visual aids during the landform unit.</li> </ul>
<b>Life Science</b>  Standards Associated with Domain S5L1 S5L2 S5L3 S5L4	40%	24	17.5	73%	From 73% to <u>76%</u>	<ul style="list-style-type: none"> <li>• Complete the Investigation Labs from the Harcourt text.</li> <li>• Use models to demonstrate parts of a cell.</li> <li>• Use projector microscope to demonstrate cellular concepts.</li> <li>• Use peer tutoring to reinforce vocabulary terms.</li> <li>• Use graphic organizers to teach the classification of living things.</li> </ul>
<b>Physical Science</b>  Standards Associated with Domain S5P1 S5P2 S5P3	30%	18	12.1	67%	From 67% to <u>72%</u>	<ul style="list-style-type: none"> <li>• Complete the Investigation Labs from the Harcourt text.</li> <li>• Use graphic organizers to practice vocabulary terms and to compare and contrast concepts.</li> <li>• Use models to demonstrate electric current.</li> <li>• Use peer tutoring to reinforce vocabulary terms.</li> <li>• Reinforce vocabulary throughout the unit.</li> </ul>
<b>Characteristics Of Science</b>  Standards Associated with Characteristics of Science S5CS1 S5CS2 S5CS3 S5CS4 S5CS5 S5CS6 S5CS7 S5CS8						<ul style="list-style-type: none"> <li>• Lab Activities</li> <li>• Introductory Unit</li> <li>• Weekly Check-Up Quizzes</li> <li>• Review concepts throughout each unit.</li> </ul>

# School Improvement Plan

6 <sup>th</sup> Grade Domain	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement
<p style="text-align: center;"><b>Geology</b></p> <p style="text-align: center;"><b>Standards Associated with Domain</b> S6E5 S6E6</p>	40%	24	15.4	64%	from 64% To 67%	<p><i>S6E5A Compare and contrast the Earth’s crust, mantle, core including temperature, density, and composition</i></p> <ul style="list-style-type: none"> <li>• -baking and creating layers out of hard candy, gummy bears, kool aid, and graham crackers.</li> <li>• -diagram of earth including temperature, density, and thickness.</li> <li>• -composition of earth will be demonstrated by iron nails, and nickels, then by adding other components for the other 8 major elements in the crust.</li> <li>• Video on <a href="http://unitedstreaming.com">unitedstreaming.com</a>.</li> <li>• Hands on labs (various labs for mini topics)</li> <li>• Foldable and chart</li> <li>• Create dance and movements to rock cycle</li> <li>• Tell story about grandpa granite so they understand about crystal formation and contribution to rocks</li> </ul> <p><i>S6E5 E Recognize lithospheric plates constantly move and cause major geologic events on the earth’s surface.</i></p> <ul style="list-style-type: none"> <li>• Videos on <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (earthquakes, volcanoes, plate tectonics)</li> <li>• Use of foam strips to demonstrate plate movements, kids can use strips to practice.</li> <li>• Use fault blocks to demonstrate how plates move and cause various faults including strike-slip, reverse, and normal.</li> <li>• To teach the law of superpositioning and law of crosscutting as well as unconformity, we baked layered cakes and hid fossils in them to teach concept of fossils and the need for them to be wide spread, and distinct for each time period and era. In the layers we also taught faults as there were cracks in the layers.</li> <li>• World outline of map for each student.</li> <li>• Large paper to create a mural for historical age and create it in proportion to each other age.</li> <li>• Foldables and charts</li> <li>• Hands on labs</li> <li>• Use plaster of paris and make fossils</li> <li>• Hands on use of sand and topographical maps</li> </ul> <p><i>S6E5F Explain the effects of physical processes (plate tectonics, erosion, deposition, volcanic eruption, gravity) on geological features including oceans (composition, currents, and tides)</i></p> <ul style="list-style-type: none"> <li>• foldables and charts</li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>

# School Improvement Plan

						<ul style="list-style-type: none"> <li>• Hands on Labs with sand water, rocks,</li> <li>• Soil samples</li> <li>• Worksheets</li> <li>• Group work</li> <li>• Study guides</li> <li>• Visual models</li> <li>• Draw and label landforms created by erosion,</li> <li>• Draw and label landforms created by deposition</li> <li>• Notes</li> <li>• Workbook</li> <li>• Use student to demonstrate how the ocean floor looks</li> </ul> <p><b>S6E5H Describe soil as consisting of weathered rocks and decomposed organic material</b></p> <ul style="list-style-type: none"> <li>• Foldables</li> <li>• Notes,</li> <li>• Hands on labs</li> <li>• Workbook</li> <li>• Soil samples will be examined with magnified lenses</li> <li>• Field trip to other side of the playground, shovel and look at layers.</li> <li>• Scavenger hunt for various soil products</li> <li>• Video on <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul> <p><b>S6E5i Explain the effects of human activity on the erosion of the earth's surface.</b></p> <ul style="list-style-type: none"> <li>• projects for recycling and use where kids can recycle any object that would be thrown in the trash and create a new use.</li> <li>• Video on <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• Models of types of reusing / recycle</li> <li>• Workbook</li> </ul> <p><b>S6E5J Describe methods for conserving natural resources such as water, soil, air.</b></p> <ul style="list-style-type: none"> <li>- workbook</li> <li>- textbook</li> <li>- videos from <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• design a solar cooker</li> <li>• discovery activities</li> <li>• teacher demos</li> </ul>
<p><b>Hydrology and Meteorology</b></p> <p><b>Standards Associated with Domain</b> S6E3 S6E4 S6E6</p>	40%	24	15.0	62%	from 62% To 66	<p><b>S6E5i Explain the effects of human activity on the erosion of the earth's surface.</b></p> <ul style="list-style-type: none"> <li>• projects for recycling and reuse where kids can recycle any object that would be thrown in the trash and create a new use.</li> <li>• Video on <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• Models of types of reusing / recycle</li> <li>• Workbook</li> </ul> <p><b>S6E5J Describe methods for conserving natural resources such as water, soil, air.</b></p> <ul style="list-style-type: none"> <li>• workbook</li> <li>• textbook</li> <li>• videos from <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• design a solar cooker</li> <li>• discovery activities</li> <li>• teacher demos</li> <li>-</li> </ul> <p><b>S6E3 Students will recognize the significant role of water in earths processes.</b></p>

# School Improvement Plan

						<ul style="list-style-type: none"> <li>-complete graph of types of water</li> <li>-complete lab demonstrating distribution of water types</li> <li>-projects on where our water comes from</li> <li>-swbat color on maps the flow of warm and cool currents</li> <li>-stream tables will be used to demonstrate how water comes from high elevations to low</li> <li>-use of globes and student participation to demonstrate moon effect on tides</li> <li>-map to color where water is in the earth and the ratio of water to land</li> <li>-students will use shoe boxes to recreate a typography of ocean floor.</li> <li>-videos through <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>-worksheets and workbooks, cut outs and foldables will also be used.</li> </ul> <p><b>S6E4 Students will understand how the distribution of land and oceans affects climate and weather.</b></p> <ul style="list-style-type: none"> <li>-demonstration of the tilt of the earth through the use of a globe and the interaction of peers</li> <li>-water cycle diagrams, demonstrations, lab experiments,</li> <li>-videos from <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>-worksheets, notes and workbook</li> <li>-venn diagrams, foldables</li> </ul>
<p><b>Astronomy</b></p> <p><b>Standards Associated with Domain</b> S6E1 S6E2</p>	20%	12	7.7	64%	from 64% To 67%	<p><b>S6E2 Students will be able to understand the effects of the relative position of the earth, sun and moon.</b></p> <ul style="list-style-type: none"> <li>-students will make models of the various positions</li> <li>-worksheets, and workbook pages, cut outs and foldables will be used</li> <li>-in class demonstrations, and lab experiments</li> <li>-notes will be taken</li> <li>-videos from <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> as well as other internet sources.</li> <li>-swbat use their bodies and a light bulb to recreate the positions of the earth, moon and sun for the various phases.</li> <li>-students will create a diorama of the various positions and phases of the moon</li> </ul> <p><b>S6E1 Students will explore current scientific views of the universe and how those views evolved.</b></p> <ul style="list-style-type: none"> <li>-create foldable of various views</li> <li>-notes, worksheets</li> <li>videos from <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>lab experiments</li> <li>projects using various components of the universe will be given with rubrics of what type of information needs to be presented.</li> <li>-Venn diagrams, posters, and graphic organizers will be used as well as peer critiques</li> </ul>
<p><b>Characteristics of Science</b></p> <p><b>Standards Associated with Characteristics of Science:</b> S6CS1 S6CS2 S6CS3 S6CS4 S6CS5 S6CS6 S6CS7 S6CS8 S6CS9</p>						<p><b>Labs as well as 4H projects will provide hands on application of all characteristics of science.</b></p>

# School Improvement Plan

<b>7<sup>th</sup> Science Domain</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>Mean Correct</b>	<b>Percent Correct</b>	<b>2008-2009 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>
<b>Cells and Genetics</b>  Standards Associated with Domain S7L2 S7L3	35%	21	12.0	57%	from 57% To 62%	<ul style="list-style-type: none"> <li>• Lab Activities</li> <li>• Whole Class Mini Labs</li> <li>• Virtual Field trips/ Labs Using Prentice Hall CD's</li> <li>• United Streaming to Introduce, reinforce and review</li> <li>• Use of microscope to study both animals and plant cells</li> <li>• Projects to cover functions of cell parts</li> </ul>
<b>Interdependence Of Life</b>  Standards Associated with Domain S7L4	50%	30	18.1	60%	from 60% to 65%	<ul style="list-style-type: none"> <li>• On campus field trip</li> <li>• Projection: missing species in an ecosystem</li> <li>• Project: our energy cycle</li> <li>• Lab Activities</li> <li>• Whole Class Mini Labs</li> <li>• Virtual Field trips/ Labs Using Prentice Hall CD's</li> <li>• United Streaming to Introduce, reinforce and review</li> </ul>
<b>Evolution</b>  Standards Associated with Domain S7L5	15%	9	4.5	51%	from 51% To 56%	<ul style="list-style-type: none"> <li>• Project: Physical Characteristics of various species.</li> <li>• Project: Good and bad changes in population</li> <li>• Lab Activities</li> <li>• Whole Class Mini Labs</li> <li>• Virtual Field trips/ Labs Using Prentice Hall CD's</li> <li>• United Streaming to Introduce, reinforce and review</li> </ul>
<b>Characteristics of Science</b>  Standards Associated with Characteristics of Science S7CS1 S7CS2 S7CS3 S7CS4 S7CS5 S7CS6 S7CS7 S7CS8 S7CS9 S7L1						<ul style="list-style-type: none"> <li>• Lab Activities</li> <li>• Whole Class Mini Labs</li> <li>• Introductory unit</li> <li>• Weekly Check-up Quiz will include in Characteristic of Science Question</li> </ul>

# School Improvement Plan

8 <sup>th</sup> Grade Domain	Approx. Weight on CRCT	Number of Items on CRCT	Mean Correct	Percent Correct	2008-2009 Goal (Percent Correct)	Strategies for Improvement
<p><b>Structure of Matter</b></p> <p><b>Standards Associated with Domain S8P1</b></p>	30%	18	10.8	60%	from 60% To 63%	<ul style="list-style-type: none"> <li>- Peer tutoring</li> <li>- Student/Teacher conferencing</li> <li>- Science Projects</li> <li>- Hands-on labs to reinforce standards covered in class</li> <li>- Study guides via workbooks</li> <li>- Graphic organizers</li> <li>- Warm-ups that contain CRCT test questions, and pertain to the current topic</li> <li>- Discovery Channel – Science exploration video clips for introduction of upcoming materials to be covered</li> <li>- Additional aids for learning: Coach books, Measure Up books, CRCT Physical Science workbooks, Lab books</li> <li>- Reinforcement of prior math skills (ex: multiplication, division, fractions, metric conversions that are involved in Physical Science)</li> </ul>
<p><b>Force and Motion</b></p> <p><b>Standards Associated with Domain S8P3 S8P5</b></p>	30%	18	10.4	58%	from 58% To 61%	<ul style="list-style-type: none"> <li>- Peer tutoring</li> <li>- Student/Teacher conferencing</li> <li>- Science Projects</li> <li>- Hands-on labs to reinforce standards covered in class</li> <li>- Study guides via workbooks</li> <li>- Graphic organizers</li> </ul>

# School Improvement Plan

						<ul style="list-style-type: none"> <li>- Warm-ups that contain CRCT test questions, and pertain to the current topic</li> <li>- Discovery Channel – Science exploration video clips for introduction of upcoming materials to be covered</li> <li>- Additional aids for learning: Coach books, Measure Up books, CRCT Physical Science workbooks, Lab books</li> <li>- Reinforcement of prior math skills (ex: multiplication, division, fractions, metric conversions that are involved in Physical Science)</li> </ul>
<b>Energy and It's Transformation</b>  <b>Standards Associated with Domain S8P2 S8P4</b>	40%	24	15.4	64%	from 64% to 67%	
<b>Characteristics Of Science</b>  <b>Standards Associated with Characteristics of Science</b> S8CS1 S8CS2 S8CS3 S8CS4 S8CS5 S8CS6 S8CS7 S8CS8 S8CS9						<b>Introductory unit</b>  <b>Science Projects</b>  <b>Lab activities for reinforcement</b>

# School Improvement Plan

## Grade-Level Action Plans for Social Studies by Domains

**Strategy for all grade levels:**

Last year's CRCT data will be analyzed on each student to determine at-risk students. Previous CRCT scores will be pulled on these students and domains will be examined to determine if a pattern has occurred. Small group instruction will be planned to help improve student achievement in weak areas.

<b>4<sup>th</sup> Grade</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>2010 Mean Correct</b>	<b>2010 Percent Correct</b>	<b>2011 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>	<b>Means of Evaluation</b>
<b>Domain</b>							
<b>History</b>	50%	30	18.8	63%	from 63% to 65%	The following strategies will be used to enhance instruction in History, Geography, Civics/Government, and Economics: <ul style="list-style-type: none"> <li>• more graphic organizers will be used to support comprehension</li> <li>• the CPS will be used for reviews of concepts</li> <li>• OAS warm-up questions</li> <li>• Students will engage in performance tasks for each unit.</li> <li>• Teacher will incorporate CRCT weekly review quizzes.</li> <li>• Students will complete activities from Georgia Experience workbook that are guided by the GPS standards.</li> </ul>	Post-test results; weekly check-up quizzes; teacher observations
<b>Geography</b>	15%	9	5.6	63%	from 63% to 65%		
<b>Civics/ Government</b>	20%	12	7.9	65%	from 65% to 66%		
<b>Economics</b>	15%	9	6.3	70%	from 70% To 72%		

# School Improvement Plan

5 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
History	50%	30	18.5	62%	from 62% to 65%	<p>All units are theme-based units and tailored for maximum student understanding and achievement. History will be taught through a variety of strategies and activities:</p> <ul style="list-style-type: none"> <li>note-taking techniques; outlining of chapters; timelines; KWL charts; word walls; textbook companion web sites; United Streaming clips; new Georgia Experience resources; weekly check-up quizzes; revised units; standards-based resources, Georgia Experiences resources; and Georgia Online Assessment system.</li> </ul>	Lesson quizzes; chapter tests; post-test results; teacher observations; student projects; notebook checks
Geography	15%	9	6.3	70%	from 70% to 72%	<p>Teachers will use a theme-based approach to teach Geography standards, producing greater student involvement and a greater understanding of geography in general. Strategies used will be:</p> <ul style="list-style-type: none"> <li>vocabulary notebooks; shutter fold map projects; daily geography practice; textbook companion web sites; United Streaming clips; new Georgia Experience resources; weekly check-up quizzes; revised units; standards-based resources, Georgia Experiences resources and Georgia Online Assessment system.</li> </ul>	Lesson quizzes; chapter tests; post-test results; teacher observations; student projects; notebook checks
Civics/ Government	20%	12	6.7	56%	from 56% to 62%	<p>Teachers will use a themed-based approach to teach Civics and Government standards, producing greater student involvement and a greater understanding of Civics and Government in general. The following strategies will be used:</p> <ul style="list-style-type: none"> <li>flow charts; graphic organizers; vocabulary notebooks; textbook companion web sites; United Streaming clips; new Georgia Experience resources; weekly check-up quizzes; revised units; standards-based resources, Georgia Experiences resources and Georgia Online Assessment system.</li> </ul>	Lesson quizzes; chapter tests; post-test results; teacher observations; student projects; notebook checks
Economics	15%	9	4.7	52%	from 52% to 60%	<p>Teachers will use a theme-based approach to teach Economics standards, producing greater student involvement and a greater understanding of Economics in general. The following strategies will be used:</p> <ul style="list-style-type: none"> <li>interactive bulletin boards; textbook companion web sites; United Streaming clips; Venn diagrams to compare and contrast economic eras; flow charts illustrating needs/wants &amp; supply/demand; mock banking system depicting personal budget, spending, and savings decisions; new Georgia Experience resources; weekly check-up quizzes; revised units; standards-based resources, Georgia Experiences resources and Georgia Online Assessment system.</li> </ul>	Lesson quizzes; chapter tests; post-test results; teacher observations; student projects; notebook checks, rubrics; graphic organizers

# School Improvement Plan

<b>6<sup>th</sup> Grade</b>	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
<b>Domain</b>							
<b>History</b>	29%	17	9.3	55%	from 55% to 57%	The following strategies will be used to enhance instruction for History: <ul style="list-style-type: none"> <li>• timelines for regions/countries</li> <li>• graphic organizers</li> <li>• outlines</li> </ul>	Post-test scores; check-up quizzes; teacher observations.
<b>Geography</b>	31%	19	13.9	73%	from 73% to 75%	The following strategies will be used to enhance instruction for Geography: <ul style="list-style-type: none"> <li>• map projects</li> <li>• geography practice and activities</li> <li>• graphic organizers</li> </ul>	Post-test scores; check-up quizzes; teacher observations.
<b>Civics/ Government</b>	31%	9	5.1	57%	from 57% to 59%	The following strategies will be used to enhance instruction for Government/Civics: <ul style="list-style-type: none"> <li>• outlines</li> <li>• graphic organizers</li> <li>• compare and contrast</li> </ul>	Post-test scores; check-up quizzes; teacher observations.
<b>Economics</b>	15%	15	8.6	58%	from 58% to 60%	The following strategies will be used to enhance instruction for Economics: <ul style="list-style-type: none"> <li>• out lines</li> <li>• graphic organizers</li> <li>• compare/contrast</li> </ul>	Post-test scores; check-up quizzes; teacher observations.

# School Improvement Plan

7 <sup>th</sup> Grade	Approx. Weight on CRCT	Number of Items on CRCT	2010 Mean Correct	2010 Percent Correct	2011 Goal (Percent Correct)	Strategies for Improvement	Means of Evaluation
Domain							
History	20%	12	7.4	62%	from 62% to 64%	<p>The following strategies will be used to improve instruction in History:</p> <ul style="list-style-type: none"> <li>timelines for historical events</li> <li>graphic organizers for visual images of historical events and elements of history identified in each unit</li> <li>outlines of notes</li> </ul>	Activities that match elements of history in each country; post-test scores, teacher observations
Geography	31%	21	15.7	75%	from 75% to 78%	<p>The following strategies will be used to improve instruction in Geography:</p> <ul style="list-style-type: none"> <li>students will practice location and labeling of major geographical features in Africa and Asia, such as: mountains, rivers, and deserts, as each region is discussed in class</li> </ul>	Labeling & identification of maps; post-test scores; teacher observations
Civics/ Government	31%	12	6.4	53%	from 53% to 55%	<p>The following strategies will be used to improve instruction in Civics/Government:</p> <ul style="list-style-type: none"> <li>compare/contrast of all countries' civics and governments</li> <li>graphic organizers for visual images</li> </ul>	Charts and identification of civic and government issues on tests/quizzes; post-test scores, teacher observations
Economics	15%	15	10.4	70%	from 70% to 73%	<p>The following strategies will be used to improve instruction in Economics:</p> <ul style="list-style-type: none"> <li>there will be a focus on market, mixed, mixed-market, and command economies</li> </ul>	Activities based on different businesses and economies; post-test scores, teacher observations

# School Improvement Plan

<b>8<sup>th</sup> Grade</b>	<b>Approx. Weight on CRCT</b>	<b>Number of Items on CRCT</b>	<b>2010 Mean Correct</b>	<b>2010 Percent Correct</b>	<b>2011 Goal (Percent Correct)</b>	<b>Strategies for Improvement</b>	<b>Means of Evaluation</b>
<b>Domain</b>							
<b>History</b>	47%	28	17.3	62%	N/A Improvement	<b>Focus in History &amp; Geography</b>	
<b>Geography</b>	12%	7	3.8	55%	N/A Improvement	The following strategies will be used to improve instruction in Geography: Once a week with each class, the teacher will give five (5) drill questions on geography. The students' responses will be checked as to the individuals improvement every Three (3) weeks	Oral responses, check-up quizzes; random selection of students to answer reading guide question in class, creating the expectation of every student will be called on to give answers
<b>Civics/ Government</b>	25%	15	8.7	58%	N/A Improvement	The following strategies will be used to improve instruction in Civics/Government. Once a week with each class, the teacher will give five (5) drill questions on Civics/Government. The students' responses will be checked as to the individuals improvement every three (3) weeks	Oral responses; check-up quizzes; random selection of students to answer reading guide question in class, creating the expectation of every student will be called on to give answers
<b>Economics</b>	16%	10	6.6	66%	N/A Improvement	<b>Focus in History &amp; Geography</b>	

# School Improvement Plan

# **School Improvement Plan**

## **Addendum to School Improvement Plan Title I School-wide Plan Walker Middle School Long County Schools FY 2010-2011**

The comprehensive plan for Walker Middle School addresses the required elements of the ESEA reauthorization.

### **Components of a School-wide Plan**

#### **1. Comprehensive needs assessment of the whole school:**

Walker Middle School is a 4-8 building of approximately 1040 students located in Southeastern Long County. Walker is one of three Long County schools and the only middle school in the county. The Long County district has a school population of over 2500 students and a community population of twenty thousand people. Demographically, the city of Ludowici is challenged economically with many families below the poverty index. Over sixty percent of the student population qualify for free or reduced lunch. Ethnically the district is approximately 30 percent minority with an increasing Hispanic population. Both the free/reduced status and ethnicity are well above state averages for the Long County district. Walker has a diverse population having 71 percent of our students qualifying for free and reduced lunch, 7 percent special education students, 1.4 percent English Language Learners, 3 percent migrant, 56 percent white, 29 percent black, and 15 percent other.

Walker Middle complies fully with the district assessment plan approved by the Georgia Department of Education. Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the district academic standards and achievement goals of the district and the school improvement plan. Academic achievement in grades 4-8 are assessed by the CRCT in accordance with state requirements.

Students are assessed annually with locally-developed curriculum formative and summative assessments. Aimsweb is an achievement test that is used to assess students and to identify deficiencies that are addressed through remedial services. Assessments will be supplemented by special education educators for students indicating special needs, and qualitative assessments by counselors for affective indicators. Walker uses Classworks, a computerized program for assessments and remediation. A tremendous strength of the district is the written curriculum in all areas and grade levels. The curriculum is modified and enhanced both horizontally and vertically each year. Starting in the summer of 2008, the curriculums were further aligned with the newly adopted Georgia Performance Standards and benchmarks. A need of the school's current educational program will be the monitoring and implementation of comprehension strategies utilized by all teachers. This training needs to be ongoing and emphasized by district leadership.

There is an annual survey given in the spring of the year to Title I teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modifications/changes to this plan. Each year the school improvement committee convenes and makes recommendation about the focus of academic and program improvement within the school. The Building Leadership Team meets twice a month and reports to the faculty through minutes and monthly building meetings.

# School Improvement Plan

As a result of the comprehensive needs assessment the following areas and objectives will be addressed: Data analysis and intentional instruction. Teachers will analysis the following data formally three times, August, January and May with the Aimsweb assessment results. The results from this data review will drive student instruction, along with skill deficit teaching through small groups, extended learning time in the lab, and Walker Wildcat Academy, our after-school program, including Title I and Special Education teachers. Student data talks will be held 3 times a year with the emphasis on increasing their percentage of proficiency. The emphasis will be “Data Drives Instruction”. Also, weekly grade level and content area meetings will be held to discuss and share successful teaching strategies.

## **2. School-wide reform strategies that scientifically research based and:**

### **a. Provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.**

There are heterogeneously grouped classrooms at all grade levels. These classroom teachers provide differentiated and tiered instruction so all students are engaged, experience success, and increase expectations of themselves.

Inclusion of special needs students into general education classrooms is included a minimum of 80 percent of the school day.

The Gifted Program in the district changed its name to Talented Enrichment Program which now delivers challenging activities to a broad range of students, providing exposure to general and exceptional knowledge situations and events among students in grades 4-8.

### **b. Are based on effective means of raising student achievement.**

The district has a mission statement and educational philosophy that challenges and addresses the staff to develop student talents and abilities, and to raise student expectations and achievements in maximizing an individual’s potential.

School Improvement Team (SIT) members and the principal leadership team has selected for focus teaching strategies that are identified in research reports and application instruction and value described in the work of Zemelman (et al), Tomlinson, Good and Brophy, Marzano (et al), Maiers, among others.

- In reading, these include phonemic awareness, phonetic word analysis, readers and writer’s workshops, learning centers, cooperative learning, literature circles, guided reading comprehension strategies. A new district reading series was adopted that is widely-known for its match to state, district, and researched-based standards and benchmarks. The focus of this series is to help teachers and students in meeting NCLB expectations for proficiency. Manuals that accompany this series focus these strategies on a daily basis with all children.
- The district is in partnership with Angela Maiers in the acquisition of knowledge and practice in the area of reading comprehension.
- In mathematics, teachers use strategies such as meta-cognition, hands-on learning, conceptual development at the concrete level then transitions to the abstract level, and skill integration across the curriculum. Teachers receive professional development and implement the NCTM process and concept standards within the delivered instruction.

# School Improvement Plan

## **c. Use effective instructional methods that increase the quality and amount of learning time.**

Walker Middle School has representation on the District team and maintains a building School Improvement Team and individual task force teams that develop school plans and implement the professional learning goals of the school and district. All professional learning is aligned directly to the district and school goals, and to best-practices that teachers will study, master, and deliver. Walker is driven by the data gathered in classrooms, schools, and the district as a whole in determining the focus of the improvement plans. Focus walks are done on a regular basis by the SIT to ensure that teachers are following through with the prescribed strategies in reaching our goals.

Walker assures that students gain optimum instructional time with teacher guidance by utilizing a collaborative teaching approach between and among classrooms including EIP, ESOL, special education, and Talented and Enrichment classes, utilizing paraprofessional's assistance.

There are 2 instructional coaches within the school who provide instruction, model strategies in the classroom, and act as a resource for all teachers. Professional learning is scheduled and monitored by them, as well as administrators. These coaches also prepare pre/post tests, gather data, analyze data, and provide meaningful results to teaches, along with strategies for following on areas in need of improvement.

## **d. Address the needs of all children in the school, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the ESEA.**

In addition to strategies already mentioned, Walker collaborates with various community groups (Family Connections, 4-H, CHAMPS, etc.) to build confidence and efficacy among students who need extra support. Within the school, students are selected to participate in ELT, extended learning time (connections time), RTI mentoring, and Wildcat Academy (after-school program). There are evaluation tools present in each of these programs that will help in the modification of their structure and development. These tools along with achievement results will be used to determine whether the needs of each child are being met. RTI teams, including a group of teachers, instructional coaches, administrator, and school psychologist, will meet to identify the struggling students in each grade level. Research-based strategies will be implemented, along with data collection. The results will be monitored every 6 weeks.

## **3. Instruction by highly qualified professional staff including strategies to attract highly qualified teachers to high needs schools.**

The district is committed to seek teachers who demonstrate excellence in their teaching pedagogy and their commitment in helping children reach their full potential. This is reflected in the district's mission statement. The District administrative team leads in the recruitment of a diverse quality workforce by traveling to career fairs and colleges. Principals are charged with the task of the rigorous selection of the best candidates for their schools, utilizing the district screening processes. Principals are also responsible for releasing/retaining teachers, depending on their effectiveness, or lack of.

## **4. Professional development for staff to enable all children in the school to meet performance standards.**

Professional learning for all staff members is provided at various times during the year. Some of the professional learning activities planned target the entire faculty, where some are planned to target certain

# School Improvement Plan

teachers in particular areas of need. These needs are identified through teacher observations, focus walks, student achievement throughout the year on benchmark and summative assessments. The professional development is provided through RESA, instructional coaches, school psychologist, teacher mentors, or other resource personnel that are to be brought into the school. Professional learning is accomplished through professional instruction, modeling, small professional learning communities, peer coaching, and web-based instruction.

All teachers experience ongoing professional development connected to poverty effects, multicultural issues, and state requirements.

Principals are part of a district administrative team that focuses and participates in studies on current relevant research regarding school reform and instructional practice.

Paraprofessionals are all certified according to the Georgia requirements and continue to be part of the professional learning process, as well as being encouraged in continuing their own understanding of students' development cognitively, emotionally, socially, and physically. They may choose to participate in PL and recertification classes offered through district in areas such as Spanish as a second language and technology integration.

## **5. Strategies to increase parental involvement.**

Parental involvement at Walker is an area where improvement is needed. Plans to improve parental involvement include more communication with parents through newsletters, which will go home, every 9 week period, along with report cards; more and different extracurricular activities provided in addition to our regular school activities, including soccer, beta club, and FBLA. Walker will continue to have the CHAMPS program, which brings in many parents, as well as our annual Fall Festival. Communication through our website, parent meetings, and positive phone calls encourage parental involvement. Office workers provide a positive and welcoming experience when parents come in the office. A plan is in place to restructure our PTSO, which has not been as successful as was expected.

Parents are an integral part of the school council. Both parents and teachers attend the council meetings where we partner to improve student involvement, parent awareness and brainstorming ideas to improve the partnership. This is also a platform to share integral components of parent awareness.

## **6. Plans for assisting elementary school students (3<sup>rd</sup> grade) in transitioning to the middle school.**

Walker will plan for a day where the 3<sup>rd</sup> grade students will come during the spring and visit the middle school. A tour of the building is given by student peer coaches and the counseling staff. Counselors go to Smiley Elementary previous to this to provide a questioning and answering session. The principals and instructional coaches work together with the counseling staff to put together a "welcome packet" for the incoming students. An orientation is held for students and families during opening week of fall semester. In 2010-2010, there will be a separate orientation for incoming 4<sup>th</sup> graders. There will be an open house for the remainder of the grades on a different day.

## **7. Measure to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

# School Improvement Plan

Walker teachers are involved in assuring the ethical implementation of Georgia's assessment program (CRCT). Weeks before testing periods, teachers receive information about the test protocols and work out schedules and necessary accommodations within the building. Teachers provide expert knowledge about optimal assessment environments and discuss ways to help students do their best.

Teacher knowledge and interest in appropriate assessment procedures has increased with the implementation ESEA requirements and new state guidelines, and their active participation in the analysis and use of the data derived from assessment in making instructional decisions has increased as well.

Committees of teachers are actively involved in the development and revision of benchmark tests, report card formats, conference planning with parents, growth goal-setting for each student and providing feedback about how assessment environments can be improved.

**8. Coordination and integration of Federal, State, and local services and programs. (a) List of State and local education agency programs and other federal programs that will be included; (b) Description of how resources from Title I and other sources will be used; (c) Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990**

Funding from Title I, Title II and Title VIB are combined in the school-wide program to provide schools the opportunity to maximize funding to achieve school improvement goals, while maintaining the integrity of each program (See school improvement plan) Funding priorities are determined during the school improvement plan development and are based on the identified needs of Walker Middle School.

The school-wide program funds supplemental materials and supplies, professional learning, and salaries for instructional coordinators and additional teachers/paraprofessionals not earned by the state FTE allocations.

The district continues a long history of community collaboration designed to maximize resources that promote student successes. Program directors, principals and school representatives serve on community organization committees such as the Family Connection Collaborative, Chamber of Commerce, and Regional Library Board. The district administrative teams have representatives from all departments and schools. Centralized coordination enables unified hiring procedures, training, purchasing, payroll, and training services. The School Resource Officer supports the district and works collaboratively with the county and city police departments. A system resource officer has been working in the schools and works collaboratively with the DFACS and DFF. This staff member works with parents and students with family court hearings, Department of Human Services, and counseling. The Migrant Student Support Specialists serve as a liaison between the school system and the migrant community and is supported by Title IC funding. A state funded school nutrition program provides breakfast and lunch meals and resources within Walker Middle School.

**9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: (a) measures to ensure that students' difficulties are identified on a timely basis; (b) periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; (c) teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.**

# School Improvement Plan

Walker teachers, along with Instructional Coaches monitor student academic progress toward meeting standards, benchmarks and objective mastery regularly. The school knows which students are likely to need support, and teachers provide it with extra classroom assistance before or after school, referral for ELT, RTI, and EIP services during or after school.

The co-teaching arrangement offers the students in the classroom the opportunity to work with 2 teachers/paras in the classroom, allowing for a reduced teacher-student ratio. The push-in model ESOL provides the opportunity to meet the diverse needs of ELL students more appropriately.

The implementation of GPS entails many components, including the use of pacing calendars, pre-assessments for mastery learning, and curriculum maps which detail the instruction that should go on in a lesson that will result in mastery for every student in the class.

Formative and summative multiple assessments provide numerous data points and sources so interactions between teacher and student are solution-focused and clearly emphasize student success.

## **10. Description of how individual student assessment results and interpretation will be provided to parents.**

Progress reports are sent home to parents every 4 ½ weeks and report cards every 9 weeks. Annual assessment results are provided to parents by each homeroom teacher during parental involvement activities by grade level. As students experience difficulty, benchmark assessment, classroom assessment and progress monitoring data is provided to parents during the RTI process. ACCESS results are reviewed with the parents of English Language Learners during the annual ELL/Migrant Parent Night. Regular classroom progress is accessible to parents through Power School. Students also carry an agenda to keep up with daily activities and home work assignments. Parent/teacher conferences are on-going throughout the year to communicate with parents the formative and summative test results.

## **11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.**

Classroom teachers and support staff are thoroughly trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level and content area. Pre/post test data are collected by the instructional coaches and specific skills and areas are pinpointed and collaboration done with the teachers on strategies and interventions to be used to produce mastery of those skills. Then, post test data is collected and analyzed to determine the effectiveness of the strategies. Data is tracked on each student and progress is monitored to increase success for all learners.

This data also assists teachers in identifying learners needing additional support. Once these students have been identified, classroom teachers begin implementing interventions and strategies through RTI. Using the RTI process and framework, teacher collaborate and develop specific interventions to use, as well as receive needed support for those learners, such as Extended learning, EIP support, and also assistance from support staff, such as ESOL teachers, Speech teachers, Instructional Coordinators, Psychologists, Counselors, Administration, etc.

# School Improvement Plan

Walker anticipates using the new longitudinal data system to track students and their achievement, looking at AYP reports and benchmark data.

## **12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

Walker analyzes tests results from numerous assessments each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction. Data is collected from CRCT, Georgia Writing Assessments for grades 5 and 8, ACCESS for ELL, local benchmark assessments, portfolios, and GAA. In addition, we utilize common assessments ongoing to address individual needs.

## **13. Provisions for public reporting of disaggregated data.**

Walker teachers and administrators realize the importance of communicating data to all stakeholders. As a result, all stakeholders have access to necessary data by utilizing the following: Data Wall, newsletters, parent meetings, school council, PTSA, curriculum nights, open, front office, school websites, marquee, school brochure, community visits/presentations at BOE meetings.

## **14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program.**

The Title I School-wide plan in conjunction with our School Improvement Plan, is developed, reviewed, and revised at the beginning of each academic year or as needed by a team of teachers, administrators, and parents.

## **15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, and parents.**

Walker's School Improvement Plan and Title I School-wide Addendum was developed in conjunction with all stakeholders in mind. District office program directors provide technical support as needed. School team members included the principal, assistant principals, instructional coordinators, a teacher from each grade level, special education teacher, lunchroom supervisor, and media specialist. Annually, a school council meeting is devoted to obtaining parental input from school council members.

## **16. Plan available to the LEA, parents, and the public.**

Our Title I School-wide plan and School Improvement Plan, is available to all stakeholders upon request. In addition, the plan is posted on the school's website and the district website.

## **17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

To the extent feasible, all literature and correspondence sent home is translated locally in Spanish. Copies are on file at each site and district Title I Office.

# **School Improvement Plan**

## **18. Plan is subject to the school improvement provisions of Section 1116**

Walker Middle School is a Title I Distinguished school and is NOT in “needs improvement” status.