

2009-10 School Improvement Plan
Interim Progress Report – due January 29th
 (add information in red)

School Name Elkins Pointe Middle SchoolPrincipal Vivian Bankston

A. What is a priority area for improving **Student Achievement** at your school? (Complete one form per objective.)

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| Objective # | 1 | Objective | Improve student performance in math |
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A.1. What are your results on **interim indicators** for this objective?

- Checkpoints S1 post-test data indicated that
 - sixth graders scored 4 points below the system average;
 - seventh graders scored at the system average;
 - eighth graders scored 11 points below the system average [approximately 50% of the test content had not yet been taught]
- Locally developed unit test data (3795 unit tests) indicated that 57% of students achieved 75%-100% on administered unit tests.
- Locally developed unit test data (3795 unit tests) indicated that 31% of students achieved 50%-74% on administered unit tests.

B. What initiatives/improvements were implemented in **School Initiatives/Professional Development** to support this objective?

- Math teachers collaboratively analyzed data from common assessments and shared instructional strategies.
- English Language Learners and Students with Disabilities have received instruction through an approach that emphasizes spatial and temporal aspects of math.
- Level 1 math students in grades seven and eight have received assistance during Extended Learning.
- Level 1 math students, as well as additional teacher-identified students participated in Connections math remediation classes.
- Math teachers offered students the opportunity for re-writes of unsuccessful unit tests.
- Mathematics Instructional Coach organized Lunch and Learn for students failing unit tests. Coach and math teachers taught small groups during Lunch and Learn.
- Math teachers offered assistance to all students before school/after school.
- Math teachers offered assistance to all students during Academic Lab times.
- Math teachers offered assistance to students through the STAR House after-school program.
- Math teachers implemented an increased percentage of skills practice time in the classroom.

C. What initiatives/improvements were implemented in the area of **Stakeholder Involvement** to support this objective?

- Elkins Pointe Middle School hosted Curriculum Night to encourage parental involvement in student learning.
- Elkins Pointe Middle School hosted Latino Parent Night to introduce administrators, counselors, and teachers and encourage Latino parental involvement in student learning.
- Math teachers were encouraged to send weekly electronic messages to parents of students to encourage parental involvement in student learning.
- Math teachers included information about accessing on-line text materials on syllabi.
- Parents received student log-in and password for the Georgia On-Line Assessment System (OAS) with first quarter report cards.

D. What initiatives/improvements were implemented in the area of **School Management to support this objective?**

- Administrators and Instructional Support Teacher have conducted walk-through observations to assess use of effective co-teach strategies, standards-based instruction and student engagement in learning.
- Students scoring 820 or less on the Math CRCT have been scheduled for remedial instruction during Connections periods.
- Continued an Advisory program to increase student connection with school and motivation for learning.
- Continued utilization of school-based Mathematics Coach to work with mathematics teachers to disaggregate data, plan instruction, model lessons, and plan interventions for students who were unsuccessful on Unit Tests
- Math Teachers, Math Chair, Math Coach, Special Education Teachers and Graduation Coach collaborate to ensure coordinated and targeted instruction and intervention for identified students.

Preliminary conclusions regarding progress on this objective:

- Achievement as measured by Checkpoints data is higher at this point in the year than it was a year ago.
- Achievement as measured by scores on unit tests is in line with scores at this point a year ago.

Additional action to be taken during remainder of this school year:

- Use information from item analysis of Checkpoints tests to focus review and re-teaching.
- Provide CRCT review sessions for the April CRCT.
- Develop and implement targeted remediation during the school day for eighth grade students needing to re-take the CRCT in May.

Principal Signature _____

Area Superintendent Signature _____

School Name Elkins Pointe Middle School

Principal Vivian Bankston

A. What is a priority area for improving **Student Achievement at your school? (Complete one form per objective.)**

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| Objective # | 2 | Objective | Improve student achievement in Reading and English Language Arts |
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A.1. What are your results on **interim indicators for this objective?**

- Data from locally developed grammar, mechanics and usage benchmark (L to J) indicate that English Language Learners (ELL) achieved a 4.3 percentage point improvement over Semester 1.
- Data from locally developed grammar, mechanics and usage benchmark (L to J) indicate that Students with Disabilities (SWD) achieved a 7.1 percentage point improvement over Semester 1.
- Checkpoints data indicate that 2.67% of ELL students met or exceeded expectations at the appropriate grade level
- Checkpoints data indicate that 6.48% of SWD met or exceeded expectations at the appropriate grade level

- Pre-assessment data for the Middle Grades Writing Assessment (MGWA) indicated that 70% of all eighth grade students met or exceeded expectations
- Pre-assessment data for the MGWA indicated that 2% of all eighth grade students exceeded expectations

B. What initiatives/improvements were implemented in **School Initiatives/Professional Development to support this objective?**

- English Language Arts (ELA) Teachers utilized planning time to analyze test results and to plan collaboratively.
- ELA Teachers used Pre-assessment data from the MGWA to identify students for Writer's Workshop, a weekend instructional program to improve writing skills
- 100% of ELA teachers attended Jeff Anderson workshop.
- ELA teachers who are co-teachers have participated in the Professional Learning course, "Effective Co-teaching" and implemented the strategies learned to increase student achievement.
- Identified students have been scheduled for Language Arts remediation through Connections classes.
- ELA Teachers offered student assistance before/after school.
- ELA Teachers offered student assistance during Academic Labs.

C. What initiatives/improvements were implemented in the area of **Stakeholder Involvement to support this objective?**

- Elkins Pointe Middle School hosted Curriculum Night to encourage parental involvement in student learning.
- Elkins Pointe Middle School hosted Latino Parent Night to introduce administrators, counselors, and teachers and encourage Latino parental involvement in student learning.
- Reading and ELA teachers were encouraged to send weekly electronic messages to parents of students to encourage parental involvement in student learning.
- Reading and ELA teachers included information about accessing on-line text materials on syllabi.
- Parents received student log-in and password for the Georgia On-Line Assessment System (OAS) with first quarter report cards.

D. What initiatives/improvements were implemented in the area of **School Management to support this objective?**

- Elkins Pointe Middle School scheduled the workshop and compensated ELA teachers who taught the weekend Writer's Workshop prior to the MGWA.
- Administrators and Instructional Support Teacher have conducted walk-through observations to assess use of effective co-teach strategies, standards-based instruction and student engagement in learning.
- Students scoring 820 or less on the Language Arts CRCT have been scheduled for remedial instruction during Connections periods.
- Administrators have attended Reading and ELA monthly meetings.
- Continued an Advisory program to increase student connection with school and motivation for learning.

Preliminary conclusions regarding progress on this objective:

- Skills tested on the ELA Checkpoints continue to challenge ELL students and SWD.
- Data from Middle Grades Writing Assessment pre-assessment allowed teachers to provide individualized, targeted instruction for improvement.

Additional action to be taken during remainder of this school year:

- ELA teachers will continue to use locally developed L to J tests and Checkpoints data to drive instructional decisions.
- Test window for future L to J assessments will be changed to March 15-19 and May 17-21, 2010. Dates better fit ongoing teaching and testing schedules.
- Provide review materials prior to the CRCT.

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| Objective # | 3 | Objective | Improve student performance in science |
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A.1. What are your results on **interim indicators** for this objective?

Percentage of Black and Hispanic Students Passing Science Unit Tests

| Grade | Ethnic Code | % Passing Unit Tests |
|-------|-------------|----------------------|
| 6 | Black | 59.5 % |
| 6 | Hispanic | 64.0% |
| 7 | B | 61.0% |
| 7 | H | 48.0% |
| 8 | B | 63.1% |
| 8 | H | 56.0% |

Percentage of Black and Hispanic Students Scoring 50% or Above on the Science Benchmarks Assessment

| Grade | Ethnic Code | Earning ≥ 50 % |
|-------|-------------|----------------|
| 6 | Black | 53.1% |
| 6 | Hispanic | 52.9% |
| 7 | B | 49.1% |
| 7 | H | 56.5% |
| 8 | B | 54.7% |
| 8 | H | 49.8% |

B. What initiatives/improvements were implemented in **School Initiatives/Professional Development** to support this objective?

- Science teachers utilized planning time to analyze test results and to plan collaboratively.
- Co-teaching science teachers are participating in the Professional Learning course, "Effective Co-teaching", are implementing the strategies learned to increase student achievement.
- Co-teaching science teachers are incorporating new structures into their lessons to increase student interaction time.

- Science teachers offered student assistance before/after school.
- Science teachers offered student assistance during Academic Labs.

C. What initiatives/improvements were implemented in the area of Stakeholder Involvement to support this objective?

- Elkins Pointe Middle School hosted Curriculum Night to encourage parental involvement in student learning.
- Elkins Pointe Middle School hosted Latino Parent Night to introduce administrators, counselors, and teachers and encourage Latino parental involvement in student learning.
- Science teachers were encouraged to send weekly electronic messages to parents of students to encourage parental involvement in student learning.
- Science teachers included information about accessing on-line text materials on syllabi.
- Parents received student log-on and password for the Georgia On-Line Assessment System (OAS) with first quarter report cards.

D. What initiatives/improvements were implemented in the area of School Management to support this objective?

- Administrators and Instructional Support Teacher have conducted walk-through observations to assess use of effective co-teach strategies, standards-based instruction and student engagement in learning.
- Continued an Advisory program to increase student connection with school and motivation for learning.
- Math Teachers, Math Chair, Math Coach, Special Education Teachers and Graduation Coach collaborate to ensure coordinated and targeted instruction and intervention for identified students.
- Elkins Pointe Middle School Science teachers offer student assistance before/after school
- Elkins Pointe Middle School Science teachers offer student assistance during Academic Lab

Preliminary conclusion regarding progress on this objective:

- Data at mid-year indicate the need for additional and/or different interventions during second semester. Initiatives such as item analysis of Checkpoints data, cross-content planning and greater parental involvement in assistance efforts could provide support not achieved during first semester.
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Additional action to be taken during remainder of this school year:

- Correlate student averages on unit tests to April CRCT scores to determine if unit test data are predictive of the CRCT scores.
- Use Ga. OAS online assessment questions as a pre-test/post-test with each science unit.
- Conduct an item analysis on the Checkpoints data to focus teaching and re-teaching.
- Identify students who need additional time to master content and involve parents in the student participation for assistance.
- Incorporate/correlate higher-level thinking and inquiry activities into units of study.
- Plan collaboratively with grade level reading teachers to incorporate strategies to improve comprehension of expository text.
- Plan collaboratively with grade level math teachers to coordinate the teaching of math skills/concepts with the units of study in the science classroom.

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A. What is a priority area for improving **Student Achievement** at your school? (Complete one form per objective.)

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| Objective # | 4 | Objective | Improve student performance in social studies |
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A.1. What are your results on **interim indicators** for this objective?

- Based on first nine weeks' grades and the first semester grades, 95% of sixth graders achieved a passing grade in social studies.
- Based on first nine weeks' grades and the first semester grades, 95% of seventh graders achieved a passing grade in social studies.
- Based on first nine weeks' grades and the first semester grades, 91% of eighth graders achieved a passing grade in social studies.
- At the end of the first semester, 94% of all students passed social studies.

B. What initiatives/improvements were implemented in **School Initiatives/Professional Development** to support this objective?

- Social Studies teachers analyzed data from common assessments and shared instructional strategies.
- Social Studies teachers offered assistance to all students before school/after school.
- Social Studies teachers offered assistance to all students during Academic Lab times.
- Social Studies teachers collaborated to create pre-tests and post-test for each unit of study.
- Social Studies teachers who are co-teachers have participated in the Professional Learning course, "Effective Co-teaching" and implemented the strategies learned to increase student achievement.
- Social Studies teachers utilized Renzulli Learning to identify preferred learning modalities and interests for differentiating instruction.
- Social Studies teachers collaborated to create/utilize rubrics for projects and writing assignments.

C. What initiatives/improvements were implemented in the area of **Stakeholder Involvement** to support this objective?

- Elkins Pointe Middle School hosted Curriculum Night to encourage parental involvement in student learning.
- Elkins Pointe Middle School hosted Latino Parent Night to introduce administrators, counselors, and teachers and encourage Latino parental involvement in student learning.
- Social Studies teachers were encouraged to send weekly electronic messages to parents of students to encourage parental involvement in student learning.
- Social Studies teachers included information about accessing on-line text materials on syllabi.

D. What initiatives/improvements were implemented in the area of **School Management** to support this objective?

- Continued an Advisory program to increase student connection with school and motivation for learning
- Continued utilization of grade level planning time and duty days to disaggregate data, plan instruction, model lessons, and plan interventions for students who were unsuccessful on Unit Tests.

Preliminary conclusions regarding progress on this objective:

- Passing rates across all grade levels suggest that initiatives and improvements are having the intended effect.

Additional action to be taken during remainder of this school year:

- Identify additional data sources to serves as benchmarks.
- Provide CRCT review sessions for the April CRCT
- Encourage participation of Social Studies teachers, staff, parents, and students at Elkins Pointe Middle School's International Night.

Principal Signature _____

Area Superintendent Signature _____