

Fulton County Schools School Improvement Plan 2009-2012

School: Autrey Mill Middle School

Principal: Ann Ferrell

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in mathematics	All Students	1250	100%	% of students in grades 6-8 exceeding expectations on the CRCT in mathematics	49.0%	55.9%	58%	60%	62%
	Services for Exceptional Children (SEC) Students	120	10%	% of SEC students in grade 6-8 meeting or exceeding expectations on the CRCT in mathematics	63.1%	72.1%	76%	84%	92%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints Data	Assistant Principal	August, December, January, February
Classroom Assessment Data	Classroom Teachers to Assistant Principal	After each assessment

Interim Data Collected – Mid-Year Update

Checkpoints Data – all students:

	Semester 1 Pretest AMMS/Cluster/Dist.	Semester 1 Posttest AMMS/Cluster/Dist.	Percent Change AMMS/Cluster/Dist.	Semester 2 Pretest AMMS/Cluster/Dist.
Math 6	45/48/39	69/71/58	+24/+23/+19	51/52/44
Math 7	50/51/44	65/64/55	+15/+13/+11	56/56/48
Math 8	45/46/40	63/63/52	+18/+17/+12	44/48/41

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Checkpoints Data – SEC Students

	Semester 1 Pretest AMMS/Cluster/Dist.	Semester 1 Posttest AMMS/Cluster/Dist.	Percent Change AMMS/Cluster/Dist.	Semester 2 Pretest AMMS/Cluster/Dist.
Math 6	27/31/29	46/51/41	+19/+20/+12	40/41/34
Math 7	39/39/34	46/47/40	+7/+8/+6	40/40/34
Math 8	33/33/30	36/39/35	+3/+6/+5	28/32/30

Classroom Assessment Data – Percent of Review Questions Answered Correctly on Assessments

6 th Grade Math	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Assessment #5
Resource Math 6	85	49	85	76	
TT Math 6	75	71	69	96	81
Math 6	81	81	78	91	83
Math 6A	88	92	61	90	
Math 7A (6 th graders)	86	86	88	99	

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7 th Grade Math	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Assessment #5
Resource Math 7	34	33			
TT Math 7	83	48	59	70	61
Math 7	86	69	78	72	70
Math 7A	92	91	81	73	
Math 8A (7 th graders)	97	96	92	85	

8 th Grade Math	Assessment #1	Assessment #2	Assessment #3	Assessment #4	Assessment #5
Resource Math 8	80	60			
TT Math 8	64	70	75	59	81
Math 8	69	71	76	73	82
Math 8A	93	86	90	96	

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use December and February Checkpoints data to form breakout sessions and/or invitation-only help sessions based on need (remediation or enrichment).	Classroom Teachers	N/A
Teachers will use the Standards Mastery Report and Item Analysis Report from SAMS to guide instruction.	Classroom Teachers	N/A
Teachers will include questions from material previously taught in the course on each assessment. Questions will be multiple choice when possible to increase familiarity with	Classroom Teachers	N/A

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question type for testing purpose.		
Teachers of accelerated courses will provide “refreshers” to students through the use of sponges or other review practices.	Classroom Teachers	N/A
Student Support Team (SST) chairperson will assist with math support as needed through classroom visits, pullouts, and math-based Academic Support Homeroom.	SST Chairperson	N/A

Actions Taken – Mid-Year Update

Breakout sessions for math using the Semester 1 Posttest Checkpoints using data from SAMS are currently being planned and will be held no later than February 11.

All teachers included review questions on assessments. The data on these review questions is reported in the previous section under Classroom Assessment Data.

Teachers of accelerated courses are using sponge or other activities as refreshers for students on the grade-level content.

The SST chairperson regularly attends grade-level math planning sessions, assists with technology integration, has pullout sessions to support classroom remediation plans, and holds weekly math sessions during Academic Support Homeroom. She will also assist in both planning and implementing the upcoming breakout sessions for checkpoints remediation.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parents and students will be provided with information about the Georgia Online Assessment System (OAS) to help with preparation for the CRCT through remediation and enrichment.	Counseling Department/Classroom Teachers	N/A
Parents will receive information about invitation-only help sessions when applicable.	Classroom Teachers	N/A
Each student will have an individual Test Talk in early March. Parents will be informed about the Test Talks and central office and other county personnel will be utilized to meet with each student.	District and Local School Personnel	N/A

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Actions Taken – Mid-Year Update
AMMS counselors were trained on OAS through an Elluminate session. They shared information on accessing and using the program with teachers at grade-level meetings in October. Students were given agenda stickers by teachers in October. Parents were informed about the program through the Lion’s Roar in January.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will perform classroom walkthroughs to assess standards-based learning, differentiation, student use of technology and ongoing assessment. Walkthroughs are scheduled on a rotating basis every 2 weeks during the year.	Principal and Assistant Principals	N/A
Early Release Days will focus on Value Added initiatives to strengthen instruction: Differentiated Instruction, Student Use of Technology, Data Utilization, and Standards-Based Classrooms.	All Staff	N/A
Administrators attend weekly grade-level content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A
Administrators attend monthly school-wide content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A

Actions Taken – Mid-Year Update
Administrators have completed 5 rounds of walkthroughs. The results are as follows:

Percent of Teachers with ...

Focus	Round 1 (8/18 – 9/1)	Round 2 (9/4 – 9/23)	Round 3 (9/29 – 10/13)	Round 4 (10/16 – 11/11)	Round 5 (1/6 – 1/19)
Standards/elements/EQs posted	80	74	76	80	83*
Reference to Standard/element/EQ	9	13	20	28*	16
Evidence of differentiation	39	26	38	34	61*
Students using technology	17	30*	18	13	26
Evidence of ongoing assessment	82	74	81	87	89*

*All time high

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The AMMS Faculty has completed the first two Value-Added Professional Learning Modules on Standards and Authentic Assessment. Administrators have attended weekly grade-level content meetings as well as monthly school-wide content meetings to support and monitor implementation of initiatives.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

When considering all students, significant progress is being made toward improvement goals in mathematics. Based on Checkpoints data, AMMS students showed a score increase from the S1 Pretest to the S1 Posttest that exceeded both the cluster and the district in all grades. The classroom assessment data indicate that AMMS students are continuing to show mastery of concepts learned earlier in the year. In comparison to another middle school of similar demographic, AMMS overall Checkpoints scores for the Semester 1 Checkpoints exceed that school in Math 6 and Math 8. AMMS overall scores in Math 7 fall only 1% short of the similar school.

However, the data for SEC students indicates that there is work to do to reach our improvement goals in mathematics. Based on Checkpoints data, AMMS SEC students show an increase from the S1 Pretest to the S1 Posttest that is slightly smaller than that of the cluster in all grades and below the district in 8th grade. In addition, SEC students are not performing as well when asked to answer questions about previously taught material on their assessments. On a positive note, when compared to the previously mentioned similar school, performance of AMMS SEC students is higher in both Math 6 and Math 7 and is equal to that of the other school in Math 8.

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

The AMMS leadership team is developing a formative assessment plan for all interdisciplinary teachers. Each teacher was asked to give at least one formative assessment, remediate and re-assess during the first 3 weeks of the semester. Data was submitted and the process will be reviewed during a faculty meeting on January 26 to determine the requirements for this plan.

One administrator and 6 teachers will attend the Achievement Series Facilitated Lab Session on January 27. This group will debrief after training and determine the best use of Achievement Series for our faculty.

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<i>End of Year Summary</i>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08*	2008-09	2009-10	2010-11	2011-12
Improve student performance in science	All Students	1250	100%	% of students in grades 6-8 meeting or exceeding expectations on the CRCT in science	90.4%	91.1%	93%	95%	97%
	All Students	1250	100%	% of students in grade 6-8 exceeding expectations on the CRCT in science	40%	41.9%	44%	46%	48%

* Grade 8 QCC not included

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints Data	Assistant Principal	December, January, February
Classroom Assessment Data	Classroom Teachers to Assistant Principal	After each assessment

Interim Data Collected – Mid-Year Update

Checkpoints Data:

	Semester 1 Posttest AMMS/Cluster/Dist.	Percent of Students 50-75% on S1 Post	Percent of Students 75-100% on S1 Post	Total Percent of Students Scoring ≥50% on S1 Post	Semester 2 Pretest AMMS/Cluster/Dist.
Science 6	72/70/59	46	47	93	60/59/51
Science 7	77/77/65	31	64	95	59/58/52
Science 8	71/72/64	41	48	89	50/49/44

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Checkpoints Data for Gender Classes:

	Boys	Girls	AMMS	Cluster	District
Semester 1 Posttest	71	68	71	72	64
Semester 2 Pretest	49	47	50	49	44

Classroom Assessment Data – Percent of Review Questions Answered Correctly on Major Assessments:

	Assessment #1	Assessment #2	Assessment #3	Assessment #4
Science 6 On-Level	63	81	67	74
Science 6 TAG	73	87	71	83
Science 7 On-Level	79	86		
Science 7 TAG	82	95		
Science 8 On-Level	67	73		
Science 8 Advanced	79	77		
Science 8 Advanced Boys	68	77		
Science 8 Advanced Girls	66	61		

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teachers will use December and February Checkpoints data to form breakout sessions and/or invitation-only help sessions based on need (remediation or enrichment).	Classroom Teachers	N/A

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Teachers will use Standards Mastery Report and Item Analysis Report from SAMS to guide instruction when Checkpoints data is available second semester.	Classroom Teachers	N/A
Teachers will include questions from material previously taught in the course on each assessment. Questions will be multiple choice when possible to increase familiarity with question type for testing purpose.	Classroom Teachers	N/A
Single-gender classes are being piloted on one 8 th grade team. The students are high achievers and the pilot is designed for enrichment in science and language arts.	Gender Pilot Teachers and Administrators	N/A

Actions Taken – Mid-Year Update

Breakout sessions for math using the Semester 2 Posttest data are currently being planned and will be held no later than February 11.

Teachers are using data in SAMS to guide instruction as well as to plan breakout sessions.

All teachers included review questions on assessments. The data on these review questions is reported in the previous section under Classroom Assessment Data.

Checkpoints and Classroom Assessment Data for the single-gender classes is reflected in the Interim Data Collected section above.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parents and students will be provided with information about the Georgia Online Assessment System (OAS) to help with preparation for the CRCT through remediation and enrichment.	Counseling Department/Classroom Teachers	N/A
Parents will receive information about invitation-only help sessions when applicable.	Classroom Teachers	N/A
Each student will have an individual Test Talk in early March. Parents will be informed about the Test Talks and central office and other county personnel will be utilized to meet with each student.	District and Local School Personnel	N/A

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Actions Taken – Mid-Year Update

AMMS counselors were trained on OAS through an Elluminate session. They shared information on accessing and using the program with teachers at grade-level meetings in October. Students were given agenda stickers by teachers in October. Parents were informed about the program through the Lion’s Roar in January.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will perform classroom walkthroughs to assess standards-based learning, differentiation, student use of technology and ongoing assessment. Walkthroughs are scheduled on a rotating basis every 2 weeks during the year.	Principal and Assistant Principals	N/A
Early Release Days will focus on Value Added initiatives to strengthen instruction: Differentiated Instruction, Student Use of Technology, Data Utilization, and Standards-Based Classrooms.	All Staff	N/A
Administrators attend weekly grade-level content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A
Administrators attend monthly school-wide content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A

Actions Taken – Mid-Year Update

Administrators have completed 5 rounds of walkthroughs. The results are as follows:

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Percent of Teachers with ...

Focus	Round 1 (8/18 – 9/1)	Round 2 (9/4 – 9/23)	Round 3 (9/29 – 10/13)	Round 4 (10/16 – 11/11)	Round 5 (1/6 – 1/19)
Standards/elements/EQs posted	80	74	76	80	83*
Reference to Standard/element/EQ	9	13	20	28*	16
Evidence of differentiation	39	26	38	34	61*
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Evidence of ongoing assessment	82	74	81	87	89*

*All time high

The AMMS Faculty has completed the first two Value-Added Professional Learning Modules on Standards and Authentic Assessment.

Administrators have attended weekly grade-level content meetings as well as monthly school-wide content meetings to support and monitor implementation of initiatives.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

Based on Checkpoints data, progress is being made toward improvement goals in science. AMMS Science 6 students scored above the cluster and district on the Semester 1 Posttest, Science 7 students tied the cluster average and Science 8 students were only 1% below the cluster average. In comparison to another middle school of similar demographic, AMMS overall Checkpoints scores for the Semester 1 Checkpoints Posttest exceed that school in both Science 6 and Science 7 however Science 8 scores were 3% below that school. When considering the goal of increasing students in Level 3 on the CRCT progress is being made as well – the percentage of students scoring 75-100% on the Semester 1 Posttest exceeded the goal of 44% in all three grades.

However, when considering 8th grade only there is work to do to reach the goals in this plan. Only 89% of Science 8 students answered ≥50% of the questions correct on the Semester 1 Posttest when the goal is at least 93% of students meeting or exceeding on the CRCT. The gender class students scored slightly lower than the cluster average on the Semester 1 Posttest and the girls scored below the school average. The gender class students also generally scored below the other advanced students on the review questions on unit assessments.

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<p>Additional action to be taken during remainder of this school year:</p> <p>The AMMS leadership team is developing a formative assessment plan for all interdisciplinary teachers. Each teacher was asked to give at least one formative assessment, remediate and re-assess during the first 3 weeks of the semester. Data was submitted and the process will be reviewed during a faculty meeting on January 26 to determine the requirements for this plan.</p> <p>One administrator and 6 teachers will attend the Achievement Series Facilitated Lab Session on January 27. This group will debrief after training and determine the best use of Achievement Series for our faculty.</p>
<p><i>End of Year Summary</i></p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in writing	8 th Grade Students	400	32%	% of students in grade 8 meeting or exceeding expectations on the Georgia Grade 8 Writing Assessment.	95%	91%	93%	95%	97%
				% of students in grade 8 exceeding expectations on the Georgia Grade 8 Writing Assessment.	26%	15%	19%	23%	27%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Practice Writing Assessment	Assistant Principal	Once – test taken in September
Classroom Writing Data	Classroom Teachers to Assistant Principal	After each major writing assessment
Attendance at writing club meetings	Classroom Teachers to Assistant Principal	Quarterly

Interim Data Collected – Mid-Year Update
Practice Writing Assessment Data (taken September 8, 2010)

	Level 1	Level 2	Level 3
Percent of All 8 th Grade Students	32	63	5
Percent of Boys in Gender Class	48	52	0
Percent of Girls in Gender Class	4	91	5

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Classroom Writing Data

	Expository Essay (9/2009)	Persuasive Essay (11/2009)	Literature Response (12/2009)
Percent of Students Scoring at or above 80%	77	72	82
Percent of Boys in Gender Class Scoring at or above 80%	70	70	86
Percent of Girls in Gender Class Scoring at or above 80%	100	95	86

10 writing club meetings were held during first semester. Attendance for remediation session ranged from 1 student to 7 while attendance for enrichment sessions ranged from 10 to 18.

What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
8 th Grade ELA Teachers will use 7 th grade end of year writing piece to inform instruction.	8 th Grade ELA Teachers	N/A
8 th Grade ELA Teachers will use student writing to plan breakout groups to remediate and enrich.	8 th Grade ELA Teachers	N/A
8 th Grade ELA Teachers will host before school writing clubs for both remediation and enrichment.	8 th Grade ELA Teachers	N/A
School-wide ELA department will work to vertically align the writing process within the school and model good writing in class for all students.	ELA Teachers	N/A
Single-gender classes are being piloted on one 8 th grade team. The students are high achievers and the pilot is designed for enrichment in science and language arts.	Gender Pilot Teachers and Administrators	N/A
Teachers in all subject areas are being asked to complete one non-fiction writing assignment per semester.	Classroom Teachers	N/A

Actions Taken – Mid-Year Update

8th Grade Language Arts teachers used the Practice Writing Assessment for both a breakout session in November as well as two Saturday writing sessions in January. The first Saturday session was cancelled due to weather-related facilities closings on January 9. The second session was held on January 16 with 72

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students in attendance.

All teachers scored two non-fiction writing pieces during first semester. Student samples were submitted to administrators in December.

Sixth and seventh grade students took a Practice Writing Assessment on January, 20 while 8th grade students took the Georgia Writing Assessment. Seventh and eighth grade Language Arts teachers will discuss grading of this student writing at an upcoming content meeting.

Practice Writing Assessment Data and Classroom Writing Data for the single-gender classes is reflected in the Interim Data Collected section above.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parents will receive information about invitation-only writing sessions when applicable.	Classroom Teachers	N/A
Parents will receive suggestions in the weekly electronic newsletter to help students improve writing.	Principal	N/A

Actions Taken – Mid-Year Update

Writing Tips for Parents were included in the electronic newsletter on the following dates:

- October 16 – Ideas
- November 9 – Organization
- December 7 – Voice
- January 11 – Word Choice, Sentence Fluency, and Conventions

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
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Administrators will perform classroom walkthroughs to assess standards-based learning, differentiation, student use of technology and ongoing assessment. Walkthroughs are scheduled on a rotating basis every 2 weeks during the year.	Principal and Assistant Principals	N/A
Early Release Days will focus on Value Added initiatives to strengthen instruction: Differentiated Instruction, Student Use of Technology, Data Utilization, and Standards-Based Classrooms.	All Staff	N/A
Administrators attend weekly grade-level content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A
Administrators attend monthly school-wide content meetings to support and monitor implementation of initiatives.	Principal and Assistant Principals	N/A

Actions Taken – Mid-Year Update

Administrators have completed 5 rounds of walkthroughs. The results are as follows:

Percent of Teachers with ...

Focus	Round 1 (8/18 – 9/1)	Round 2 (9/4 – 9/23)	Round 3 (9/29 – 10/13)	Round 4 (10/16 – 11/11)	Round 5 (1/6 – 1/19)
Standards/elements/EQs posted	80	74	76	80	83*
Reference to Standard/element/EQ	9	13	20	28*	16
Evidence of differentiation	39	26	38	34	61*
Students using technology	17	30*	18	13	26
Evidence of ongoing assessment	82	74	81	87	89*

*All time high

The AMMS Faculty has completed the first two Value-Added Professional Learning Modules on Standards and Authentic Assessment.

Administrators have attended weekly grade-level content meetings as well as monthly school-wide content meetings to support and monitor implementation of initiatives.

Actions Taken – End of Year Report

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Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

Results from the Practice Writing Assessment taken in September showed that 68% of our 8th grade students were meeting or exceeding expectations, with 5% exceeding expectations. Given AMMS goals of 93% meeting or exceeding and 19% exceeding, the 8th grade language arts teachers understood that there was much work to be done. They analyzed the data and aggressively worked with students as individuals, in small groups, and through whole group instruction to improve writing in all categories. Our Classroom Assessment Data, attendance at morning writing club sessions, and attendance at the Saturday writing workshop indicate that AMMS students have been working hard to improve their writing and were ready to perform on the Georgia Writing Assessment.

Based on the Practice Writing Assessment scores, the girls in the single-gender class performed slightly above the whole population with 96% of the students meeting or exceeding expectations. The girls' performance on Classroom Writing Assessments is also above the whole population for all three assessments. In contrast, the boys in the single-gender class had a much larger percentage of students not meeting expectations on the Practice Writing Assessment with 48% not meeting expectations compared to 32% of the 8th grade as a whole. However, the boys are making progress with writing according to Classroom Writing Assessments. The class was below the population on both the Expository and Persuasive samples but above the population in the most recent Literature Response.

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

All Language Arts and Reading teachers are required to analyze Semester 1 Posttest checkpoints data and hold a breakout session no later than February 11. The same will be required based on the results of the February Diagnostic Checkpoints.

A facilitator from the University of Georgia will work with all language arts and reading teachers on the March 24 Early Release Day on strategies for improving student writing.

The AMMS leadership team is developing a formative assessment plan for all interdisciplinary teachers. Each teacher was asked to give at least one formative assessment, remediate and re-assess during the first 3 weeks of the semester. Data was submitted and the process will be reviewed during a faculty meeting on January 26 to determine the requirements for this plan.

One administrator and 6 teachers will attend the Achievement Series Facilitated Lab Session on January 27. This group will debrief after training and determine the best use of Achievement Series for our faculty.

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End of Year Summary

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Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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