

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

- 1 -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 with disabilities performance in reading.	Students with Disabilities	114	10%	Increase the percentage of students with disabilities meeting or exceeding expectations from 68.7% to 74% in Reading.	CRCT School Wide Data Reading – SWD 2008 – 83.8%	CRCT School Wide Data Reading – SWD 2009 – 68.7%	CRCT: 74%	CRCT: 75%	CRCT: 75%

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
<ul style="list-style-type: none"> ▪ During the 2009-2010 school year, the Fulton County Checkpoints Assessment will be administered to students in the area of reading. This data will be used to monitor progress for this objective. ▪ Data will be uploaded into SAMS and will be disaggregated and analyzed. Common trends will be established and areas of deficiency and strength will be determined. This information will be used to drive instruction. ▪ Teachers will collaborate to create common assessments in reading for 6th, 7th, and 8th grade students. This data will be used to monitor progress for this objective. These assessments will be given approximately once per month. ▪ Other types of teacher created formative and summative assessments will be given on frequent basis to assess students' levels of understanding. 	Data Support Specialist, IST, ELA/ Reading Instructional Coach, Teachers, Curriculum Assistant Principal	Monthly for common assessments, twice per semester for Checkpoints, daily and weekly formative assessments

Interim Data Collected – Mid-Year Update Checkpoints' assessments were given to students at the beginning of the first semester (pre test) and the end of the first semester (post test). Teachers used the pre test data as a formative assessment to guide their instruction for the first semester. The post test results will be used to guide instruction based on specific weakness according to the assessment data. Teachers also administered common assessments every 4.5 weeks as a formative assessment tool to guide instruction and to pinpoint areas in which specific standards/elements needed to be addressed.

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

August Checkpoints' Semester 1 Pre Test (Overall Grade Level Scores in Reading):

Students with Disabilities (Pre):

6th: 35%

7th: 36%

8th: 37%

School Wide Results in Reading (Pre):

6th: 51.70%

7th: 61%

8th: 52.30%

December Checkpoints' Semester 1 Post Test (Overall Grade Level Scores in Reading):

Students with Disabilities (Post):

6th: 37%

7th: 36%

8th: 43%

School Wide Scores in Reading/ ELA (Post):

6th: 59.10%

7th: 58.9%

8th: 58.30%

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
<ul style="list-style-type: none"> For the 2009-2010 school term, Sandtown Middle School's professional development training sessions will focus on three areas: creating a standards based classroom, differentiation and technology (infusing writing across the curriculum). This three prong instructional focus will allow students to develop and enhance critical thinking skills which will have a positive impact on students' classroom and test performance in the area of reading. 	ELA/ Reading Instructional Coach, IST, Graduation Coach, Independent Consultant	Data Notebooks, Sign In Sheets, Collaborative Meeting Minutes, Common Unit and Lesson Plans, Observation Sheets

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

<ul style="list-style-type: none"> ▪ Differentiated instruction enables teachers to meet the needs of all students. Teachers will create flexible groups and tiered learning assignments based on common assessment data, Checkpoints’ data, and classroom performance. This strategy will allow the needs of advanced and struggling students to be met equally. ▪ Faculty and staff will participate in Take One! This is embedded professional learning that fulfills one requirement of National Board Certification and focuses on teacher quality. Faculty and staff will become knowledgeable of National Board Standards and strategies accomplished educators use. ▪ Other resources include: RiverDeep for reading, Georgia OAS system, implementation of Max Thompson’s Learning Focused Model, Renzulli Differentiated Learning System, Response to Intervention, SST Informal Collaboration, and Teacher Tutorial. ▪ The amount and quality of learning time will be increased by: identified students’ participating in an after school program, Breakfast Club (morning tutorial for students with disabilities), Lunch and Learn program, Success Lab, and D.E.A.R. time. 	
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<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ Teachers participated in Value-Added Module training conducted by the Math and ELA Instructional Coaches. ➤ Teachers participated in monthly data meetings facilitated by the Data Support Specialist. During these meetings, teachers analyzed data from all grade levels as well as their grade level benchmarks, common assessments, and/ or standardized test results. ➤ All teachers will receive training on the Renzulli Differentiated Learning System (January 2010). ➤ Reading and ELA teachers periodically meet with the Fulton County Reading/ ELA Director to discuss best practices that should be used in reading/ ELA classrooms. ➤ During Early Release Days, teachers presented best practices and/ or differentiated instructional activities that that they have implemented in their classrooms. Other teachers attended these sessions. ➤ Students with disabilities attended the Breakfast club tutorial program. This is a tutorial program targeted at Exceptional Needs students to address their areas of weakness and provide extra remediation in the morning before their first class begins. ➤ Students with disabilities also have the opportunity to attend the Lunch ‘N’ Learn tutorial program. These students meet with the graduation coach during lunch for remediation in select subjects. ➤ Connections Reading Class – Based on students’ test scores, students attend a remedial reading class where they receive targeted assistance in reading. ➤ After 3 Program – Students in eighth grade are selected by teacher/parent recommendation and/or CRCT performance to receive additional time and support in our extended day program for two hours, two days per week, from September-March. Students who scored in Level 1 on the CRCT are targeted for this program. ➤ All students have the opportunity to participate in the “Reader’s Marathon” program which supports the 25 Book Campaign standard for Language Arts/Reading. 	
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<p>Actions Taken – End of Year Report</p>	
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What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Data will be displayed in a visible location at school for parents review. • Newsletters that give updates on school test data (ITBS, CRCT, Checkpoints) will be available for parents' review. • Parents will be given access to the Georgia Online Assessment System for practice at home. • Parent workshops will be conducted periodically to discuss pertinent information (i.e. helping with homework, test taking tips, curriculum updates, etc). 	Data Support Specialist Data Support Specialist Teachers, Graduation Coach Parent Facilitator	N/A N/A N/A N/A
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ There were Curriculum Nights held at the beginning of the school term so that parents could receive vital information about the upcoming curriculum. ➤ There was an 8th Grade Parent Night for 8th grade students and parents; upcoming events and pertinent information for 8th grade parents and students were discussed. ➤ There was a CRCT Family Night held for parents and students; parents and students received valuable information on test taking strategies, specific information about the CRCT, school wide CRCT results from the previous school term, etc. ➤ There was a Family Writing Night held in December to discuss the Grade 8 Writing Assessment and strategies that students could use to prepare for the test and strategies that parents could use to assist their children. ➤ Parents attended P.T.S.A. meetings and the Principal's Chat and Chew sessions to discuss relevant issues and/ or concerns with the principal. 		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Administrators will conduct formal and informal observations to assess standards-based instruction and student engagement in learning. • The ELA/Reading Instructional coach will conduct informal observations to assess standards-based instruction and student engagement in learning. • The ELA/Reading Instructional coach will model best practices for teachers and monitor implementation of standards in the classroom. 	Principal, Assistant Principals ELA/ Reading Title I Instructional Coach ELA/Reading Title I Instructional Coach	N/A N/A
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. 		

Fulton County Schools
School Improvement Plan
2009-2012

School Sandtown Middle School

Principal Kiné Geathers

- Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms.
- The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

After reviewing the data for our Exceptional Education students in the area of reading, it is necessary that we continue to use assessments to guide instruction. We must continue to formally and informally assess students on a daily basis so that we are constantly monitoring their progress and ensuring that they are moving toward mastery of the standard(s).

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

- Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms.
- The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs.
- Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms.
- Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week.

End of Year Summary

Overall Conclusions regarding this Objective:

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

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.)

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 with disabilities performance in math.	Students with Disabilities	114	10%	Increase the percentage of students with disabilities meeting or exceeding expectations from 53.8% to 68% in Math.	CRCT School Wide Data Math – SWD 2008 – 60%	CRCT School Wide Data Math – SWD 2009 – 53.8%	CRCT: 68%	CRCT: 68%	CRCT: 68%

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
<ul style="list-style-type: none"> ▪ During the 2009-2010 school year, the Fulton County Checkpoints Assessment will be administered to students in the area of math. This data will be used to monitor progress for this objective. ▪ Data will be uploaded into SAMS and will be disaggregated and analyzed. Common trends will be established and areas of deficiency and strength will be determined. This information will be used to drive instruction. 	Data Support Specialist, IST, Math Instructional Coach, Teachers, Curriculum Assistant Principal	Monthly for common assessments, twice per semester for Checkpoints, daily and weekly formative assessments

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

<ul style="list-style-type: none"> ▪ Data from the Georgia Online Assessment system will be used as well. ▪ Teachers will collaborate to create common assessments in reading for 6th, 7th, and 8th grade students. This data will be used to monitor progress for this objective. These assessments will be given approximately once per month. ▪ Other types of teacher created formative and summative assessments will be given on frequent basis to assess students' levels of understanding. 		
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Interim Data Collected – Mid-Year Update

August Checkpoints' Semester 1 Pre Test (Overall Grade Level Scores in Math):

Students with Disabilities (Pre):

6th: 25%

7th: 32%

8th: 27%

School Wide Results (Pre):

6th: 27.00%

7th: 36.00%

8th: 35.00%

December Checkpoints' Semester 1 Post Test (Overall Grade Level Scores in Math):

Students with Disabilities (Post):

6th: 37.00%

7th: 34.00%

8th: 36.00%

School Wide Results (Post):

6th: 47.30%

7th: 43.40%

8th: 42.50%

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

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
<ul style="list-style-type: none"> ▪ For the 2009-2010 school year, Sandtown Middle School’s professional development training sessions will focus on three areas: creating a standards based classroom, differentiation and technology (infusing writing across the curriculum). This three prong instructional focus will allow students to develop and enhance critical thinking skills which will have a positive impact on students’ classroom and test performance in the area of math. ▪ Differentiated instruction enables teachers to meet the needs of all students. Teachers will create flexible groups and tiered learning assignments based on common assessment data, Checkpoints’ data, and classroom performance. This strategy will allow the needs of advanced and struggling students to be met equally. ▪ Faculty and staff will participate in Take One! This is embedded professional learning that fulfills one requirement of National Board Certification and focuses on teacher quality. Faculty and staff will become knowledgeable of National Board Standards and strategies accomplished educators use. ▪ Other resources include: RiverDeep for math, Georgia OAS system, implementation of Max Thompson’s Learning Focused Model, Renzulli Differentiated Learning System, Response to Intervention, SST Informal Collaboration, and Teacher Tutorial. ▪ The amount and quality of learning time will be increased by: identified students’ participating in an after school program, Breakfast Club (morning tutorial for students with disabilities), Lunch and Learn program, Success Lab, and monthly math challenge. 	<p>Math Instructional Coach, IST, Graduation Coach, Independent Consultant</p>	<p>Data Notebooks, Sign In Sheets, Collaborative Meeting Minutes, Common Unit and Lesson Plans, Observation Sheets</p>

Actions Taken – Mid-Year Update

- Teachers participated in Value-Added Module training conducted by the Math and ELA Instructional Coaches.
- Teachers participated in monthly data meetings facilitated by the Data Support Specialist. During these meetings, teachers analyzed data from school wide and grade level benchmark, common assessment, and/ or standardized test results.
- Specified math teachers attended Promethean Board training.
- All exceptional ed. and remedial math teachers received additional training and support from an outside math consultant.
- All teachers will receive training on the Renzulli Differentiated Learning System.
- Math teachers periodically meet with the Fulton County Math Director to discuss best practices that should be used in math classrooms.
- During Early Release Days, teachers presented best practices and/ or differentiated instructional activities that that they have implemented in their classrooms. Other teachers attend these sessions.

Actions Taken – End of Year Report

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

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Data will be displayed in a visible location at school for parents review.	Data Support Specialist	N/A
Newsletters that give updates on school test data (ITBS, CRCT, Checkpoints) will be available for parents' review.	Data Support Specialist	N/A
Parents are provided with access to the Georgia Online Assessment System for practice at home.	Teachers, Graduation Coach	N/A
Workshops were conducted periodically to discuss pertinent information (i.e. helping with homework, test taking tips, curriculum updates, etc).	Parent Facilitator	N/A
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ There were Curriculum Nights held at the beginning of the school term so that parents could receive vital information about the upcoming curriculum. ➤ There was an 8th Grade Parent Night for 8th grade students and parents; upcoming events and pertinent information for 8th grade parents and students were discussed. ➤ There was a CRCT Family Night held for parents and students; parents and students received valuable information on test taking strategies, specific information about the CRCT, school wide CRCT results from the previous school term, etc. ➤ Parents attend P.T.S.A. meetings and the Principal's Chat and Chew sessions to discuss relevant issues and/ or concerns with the principal. ➤ Students with disabilities attended the Breakfast club tutorial program. This is a tutorial program targeted at Exceptional Needs students to address their areas of weakness and provide extra remediation in the morning before their first class begins. ➤ Students with disabilities also have the opportunity to attend the Lunch 'N' Learn tutorial program. These students meet with the graduation coach during lunch for remediation in select subjects. ➤ Connections Reading Class – Based on students' test scores, students attend a remedial math class where they receive targeted assistance in math. ➤ After 3 Program – Students in eighth grade are selected by teacher/parent recommendation and/or CRCT performance to receive additional time and support in our extended day program for two hours, two days per week, from September-March. Students who scored in Level 1 on the CRCT are targeted for this program. ➤ 		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will conduct formal and informal observations to assess standards-based instruction and student engagement in learning.	Principal, Assistant Principals	N/A
The Math Instructional Coach will conduct informal observations to assess standards-based instruction and student engagement in learning.	Math Title I Instructional Coach	N/A
The Math Instructional coach will model best practices for teachers and monitor implementation of	Math Title I Instructional Coach	

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

standards in the classroom.		
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week. ➤ Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms. ➤ The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. 		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: After reviewing the math data, specifically the August and December checkpoints, we are excited to see that the Exceptional Ed. student's performance is closely aligned to the overall student population. We will still continue to monitor the data and ensure that teachers are implementing best practices daily.</p>		
<p>Additional action to be taken during remainder of this school year:</p> <ul style="list-style-type: none"> ➤ Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms. ➤ The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. ➤ Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week. 		
<p>End of Year Summary</p>		
<p>Overall Conclusions regarding this Objective:</p>		

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

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.)

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 on the 8 th grade writing assessment (MGWA).	8 th Grade Students	380	33%	Increase the percentage of students scoring in the Exceeds Category on the 8 th grade writing assessment (MGWA) from 4% to 5%.	Middle Grades Writing Assessment All Students – Met or Exceeded - 85% Exceeded- 4%	Middle Grades Writing Assessment All Students – Met or Exceeded - 83% Exceeded- 4%	5% - Exceeds	5%- Exceeds	5%- Exceeds

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
<ul style="list-style-type: none"> ▪ A mock writing assessment will be administered to students in grades 6th, 7th, and 8th. The 8th grade assessments will be scored and results will be provided by an independent agency. 	Data Support Specialist, ELA/ Reading Instructional Coach, Teachers, Curriculum	Ongoing Mock Writing

**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle School

Principal Kiné Geathers

<p>The data will be disaggregated and analyzed upon receipt.</p> <ul style="list-style-type: none"> ▪ Students will produce various pieces of writing, particularly expository and persuasive, that promote higher order thinking: journal writing, essays, short answer constructed responses, stories, etc. These writings will serve as formative and summative assessments to assess students' levels of understanding. ▪ Teachers will collaborate to create common writing prompts for 6th, 7th, and 8th grade students. This data will be used to monitor progress for this objective. 	<p>Assistant Principal</p>	<p>Assessment - Once during fall semester for all grade levels; Once in January for 6th and 7th grade students.</p>
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Interim Data Collected – Mid-Year Update

Mock Writing Results - October 2009			
	6th	7th	8th
Overall Averages	25%	27%	26%
Ranges			
10 - 22	37%	23%	27%
23 - 26	21%	17%	20%
27 - 40	41%	59%	53%
41 - 43	1%	0%	0%
44 - 50	0%	1%	0%
Raw Score Range	Projected Performance Level		
10 - 22	Does Not Meet the Standard		
23 - 26	Borderline Meets		
27 - 40	Meets the Standard		
41 - 43	Borderline Exceeds		
44 - 50	Exceeds the Standard		

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

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
<ul style="list-style-type: none"> ▪ For the 2009-2010 school year, Sandtown Middle School’s professional development training sessions will focus on three areas: creating a standards based classroom, differentiation and technology (infusing writing across the curriculum). This three prong instructional focus will allow students to develop and enhance critical thinking skills which will have a positive impact on students’ classroom and test performance in the area of reading and writing. ▪ Differentiated instruction enables teachers to meet the needs of all students. Teachers will create flexible groups and tiered learning assignments based on writing samples, common assessment data, Checkpoints’ data, and classroom performance. This strategy will allow the needs of advanced and struggling students to be met equally. ▪ Faculty and staff will participate in Take One! This is embedded professional learning that fulfills one requirement of National Board Certification and focuses on teacher quality. Faculty and staff will become knowledgeable of National Board Standards and strategies accomplished educators use. ▪ Other resources include: RiverDeep for reading, Georgia OAS system, implementation of Max Thompson’s Learning Focused Model, Renzuilli Differentiated Learning System, Response to Intervention, SST Informal Collaboration, and Teacher Tutorial. ▪ The amount and quality of learning time will be increased by: identified students’ participating in an after school program, Breakfast Club (morning tutorial for students with disabilities), Lunch and Learn program, Success Lab, and D.E.A.R. 	<p>ELA/ Reading Instructional Coach, Curriculum Assistant Principal, Independent Consultant</p>	<p>Data Notebooks, Sign In Sheets, Collaborative Meeting Minutes, Common Unit and Lesson Plans, Observation Sheets</p>

Actions Taken – Mid-Year Update

- Teachers participated in Value-Added Module training conducted by the Math and ELA Instructional Coaches.
- Teachers participated in monthly data meetings facilitated by the Data Support Specialist. During these meetings, teachers analyzed data from school wide and grade level benchmark, common assessment, and/ or standardized test results.
- All teachers will receive training on the Renzulli Differentiated Learning System.
- Reading and ELA teachers periodically meet with the Fulton County Reading/ ELA Director to discuss best practices that should be used in reading/ ELA classrooms.
- During Early Release Days, teachers presented best practices and/ or differentiated instructional activities that that they have implemented in their classrooms. Other teachers attend these sessions.

Actions Taken – End of Year Report

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

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Newsletters that give updates on school test data (ITBS, CRCT, Checkpoints, and Grade 8 Writing Assessment) will be available for parents' review.	Data Support Specialist	N/A
Parent workshops were conducted periodically to discuss pertinent information (i.e. helping with homework, test taking tips, curriculum updates, etc).	Parent Facilitator	N/A
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ There were Curriculum Nights held at the beginning of the school term so that parents could receive vital information about the upcoming curriculum. ➤ There was an 8th Grade Parent Night for 8th grade students and parents; upcoming events and pertinent information for 8th grade parents and students were discussed. ➤ There was a CRCT Family Night held for parents and students; parents and students received valuable information on test taking strategies, specific information about the CRCT, school wide CRCT results from the previous school term, etc. ➤ Students were given the opportunity to take an additional mock writing test in January and students were also given the opportunity to attend tutorial sessions as needed with teachers for extra help in preparation for the writing test. ➤ There was a Family Writing Night held in December to discuss the Grade 8 Writing Assessment and strategies that students can use to prepare for the test and strategies that parents can use to assist their children. ➤ Parents attended P.T.S.A. meetings and the Principal's Chat and Chew sessions to discuss relevant issues and/ or concerns with the principal. 		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will conduct formal and informal observations to assess standards-based instruction and student engagement in learning. They will also observe and monitor writing across the curriculum.	Principal, Assistant Principals	N/A
The ELA/ Reading Instructional Coach will conduct informal observations to assess standards-based instruction and student engagement in learning. She will also observe and monitor writing across the curriculum.	ELA/ Reading Title I Instructional Coach	N/A
The ELA/Reading Instructional Coach will model and co-teach the writing process with all ELA teachers.	ELA/Reading Title I Instructional Coach	N/A

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Fulton County Schools
School Improvement Plan
2009-2012

School Sandtown Middle SchoolPrincipal Kiné Geathers**Actions Taken – Mid-Year Update**

- Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week.
- Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms.
- The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs.
- Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms.

Actions Taken – End of Year Report**Mid-Year Summary****Preliminary conclusions regarding progress on this objective:**

Students in grades 6-8th took the mock writing assessment in October. The results were used to facilitate and guide instruction in the area of writing. Based on the results, teachers were able to address specific skills and weak areas of students. Although the mock writing assessment scores were low, we still feel confident, based on other pieces of writing from students and other writing assessments, that our students will do well on the test.

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

The writing test was taken on January 20, 2010. We will wait for the results to see what we will need to do for next school year.

End of Year Summary**Overall Conclusions regarding this Objective:****Future Steps to Address this Objective:**

Principal		Area Superintendent		LSAC Chair	
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**Fulton County Schools
School Improvement Plan
2009-2012**

School Sandtown Middle SchoolPrincipal Kiné Geathers

Signature	Signature	Signature	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 # 4	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	1131	100%	<p>Increase the percentage of 6th grade students meeting or exceeding expectations on the CRCT from 72% to 75% in Science.</p> <p>Increase the percentage of 7th grade students meeting or exceeding expectations on the CRCT from 76% to 80% in Science.</p> <p>Increase the percentage of 8th grade students meeting or exceeding expectations on the CRCT from 61% to 65% in Science.</p>	CRCT School Wide Data Science 6 th : 2008 – 71% 7 th : 2008 – 78% 8 th : 2008 – 64%	CRCT School Wide Data Science 6 th : 2009 – 72% 7 th : 2009 – 76% 8 th : 2009 – 61%	CRCT: 6 th : 75% 7 th : 80% 8 th : 65%		
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	
<ul style="list-style-type: none"> ▪ During the 2009-2010 school year, the Fulton County Checkpoints Assessment will be administered to students in the area of science. This data will be used to monitor progress for this objective. ▪ Data will be uploaded into SAMS and will be disaggregated and analyzed. Common trends will be established and areas of deficiency and strength will be determined. This information will be used to drive instruction. ▪ Data from the Georgia Online Assessment system will be used as well. ▪ Teachers will collaborate to create common assessments in reading for 6th, 7th, and 8th grade 					Data Support Specialist, Teachers, Curriculum Assistant Principal			Monthly for common assessments, Checkpoints - once during the first semester in December and twice during the second semester, daily and weekly formative assessments	

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

<p>students. This data will be used to monitor progress for this objective. These assessments will be given approximately once per month.</p> <ul style="list-style-type: none"> Other types of teacher created formative and summative assessments will be given on frequent basis to assess students' levels of understanding. 		
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Interim Data Collected – Mid-Year Update

December Checkpoints' Semester 1 Post Test (Overall Grade Level Results):

Science:

6th: 54.00%

7th: 63.60%

8th: 55.90%

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
<ul style="list-style-type: none"> For the 2009-2010 school year, Sandtown Middle School's professional development training sessions will focus on three areas: creating a standards based classroom, differentiation and technology (infusing writing across the curriculum). This three prong instructional focus will allow students to develop and enhance critical thinking skills which will have a positive impact on students' classroom and test performance in the area of science. Differentiated instruction enables teachers to meet the needs of all students. Teachers will create flexible groups and tiered learning assignments based on common assessment data, Checkpoints' data, and classroom performance. This strategy will allow the needs of advanced and struggling students to be met equally. Selected Science teachers will attend workshops offered by Metro RESA in the areas of differentiated instruction and best practices in science. Faculty and staff will participate in Take One! This is embedded professional learning that fulfills one requirement of National Board Certification and focuses on teacher quality. Faculty and staff will become knowledgeable of National Board Standards and strategies accomplished educators use. Other resources include: Georgia OAS system, implementation of Max Thompson's Learning Focused Model, Renzulli Differentiated Learning System, Response to Intervention, SST Informal Collaboration, and Teacher Tutorial. The amount and quality of learning time will be increased by: identified students' 	<p>Independent Consultant through MRESA, Science Department Contact, Curriculum Assistant Principal</p>	<p>Data Notebooks, Sign In Sheets, Collaborative Meeting Minutes, Common Unit and Lesson Plans, Observation Sheets</p>

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

participating in an after school program, Breakfast Club (morning tutorial for students with disabilities), Lunch and Learn program, Success Lab, and D.E.A.R. time.		
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<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ Teachers participated in Value Added Module training conducted by the Math and ELA Instructional Coaches. ➤ Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms. ➤ The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. 		
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<p>Actions Taken – End of Year Report</p>		
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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
Data will be displayed in a visible location at school for parents review.	Data Support Specialist	N/A
Newsletters that give updates on school test data (ITBS, CRCT, Checkpoints) will be available for parents’ review.	Data Support Specialist	N/A
Provide parents with access to the Georgia Online Assessment System for practice at home.	Teachers, Graduation Coach	N/A
Conduct workshops periodically to discuss pertinent information (i.e. helping with homework, test taking tips, curriculum updates, etc).	Parent Facilitator	N/A

<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ There were Curriculum Nights held at the beginning of the school term so that parents could receive vital information about the upcoming curriculum. ➤ There was an 8th Grade Parent Night for 8th grade students and parents; upcoming events and pertinent information for 8th grade parents and students were discussed. ➤ There was a CRCT Family Night held for parents and students; parents and students received valuable information on test taking strategies, specific information about the CRCT, school wide CRCT results from the previous school term, etc. ➤ Parents attend P.T.S.A. meetings and the Principal’s Chat and Chew sessions to discuss relevant issues and/ or concerns with the principal. 		
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<p>Actions Taken – End of Year Report</p>		
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What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

**Fulton County Schools
School Improvement Plan
2009-2012**

School ___Sandtown Middle School_____

Principal _____Kiné Geathers_____

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will conduct formal and informal observations to assess standards-based instruction and student engagement in learning.	Principal, Assistant Principals	N/A
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> ➤ Tea Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms. ➤ The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. Teachers will have class data displayed in their classrooms and will have flexible groups at least once per week. 		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: Our December checkpoints data indicates that students did fairly well on the assessment. With continued emphasis on student learning and standards-based instruction, students should do well on the CRCT.</p>		
<p>Additional action to be taken during remainder of this school year:</p> <ul style="list-style-type: none"> ➤ Administrators, Department Chairs and other members of the leadership team will conduct Curriculum Focus walks periodically to ensure that teachers are implementing other best practices in their classrooms. ➤ The Data Support Specialist, instructional coaches, and administrative staff will meet periodically with special education teachers to analyze data, identify strategies, and create action plans to ensure that students are receiving tailored instruction based on their skills and needs. ➤ Administrators,(Data Support Specialist) DSS, and Instructional Coaches will conduct Data Focus Walks periodically to ensure that flexible groups (based on data) are being implemented in the classrooms. 		
<p>End of Year Summary</p>		

Fulton County Schools
School Improvement Plan
2009-2012

School ___ Sandtown Middle School _____

Principal _____ Kiné Geathers _____

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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