



SCHOOL IMPROVEMENT PLAN 2010-2011

School Name: EVANS MIDDLE SCHOOL

School Year: 2010-2011

Name of Principal: Vince Bass

Title I: School-Wide Program: X

Targeted Assistance: _____

Status: X AYP _____ Need Improvement

Measurable Goals:	2009-2010	2010-2011		
READING/ELA	2009-2010 % Meets & Exceeds	AMO	2010-2011 % Meets Exceeds	Anticipated Growth
All	96%	80%	96%	0%
SWD	82%	80%	84%	2%
Black	90%	80%	92%	2%
Economically Disadvantage	93%	80%	93%	0%

MATH	2009-2010 % Meets & Exceeds	AMO	2010-2011 % Meets Exceeds	Anticipated Growth
All	86%	75.5%	88%	2%
SWD	58%	75.5%	66%	8%
Black	75%	75.5%	78%	3%
Economically Disadvantage	80%	75.5%	83%	3%

ATTENDANCE	2009-2010 %	RATE	2010-2011 Goal
	9%	15%	7%

GRADUATION	2009-2010 %	RATE	2010-2011 Goal



School Improvement Plan 2010-2011

System and School Name: Coweta County Schools – Evans Middle School

School Year: 2010 – 2011

Measurable Goals:

Improve Mathematics Achievement (2011 AMO 75.7%)

(M1) All students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 86.1% meeting and exceeding expectations at the end of SY 2010 to 88% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M2) Students with Disabilities will increase their achievement in Mathematics on the CRCT in grades 6-8 from 58.8% meeting and exceeding expectations at the end of SY 2010 to a first increment goal of 66% and a second increment goal of 75.7% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M3) Economically Disadvantaged students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 80.2% meeting and exceeding expectations at the end of SY 2010 to 83% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M4) Black Students will increase their achievement in Mathematics on the CRCT in grades 6-8 from 75.3% meeting and exceeding expectations at the end of SY 2010 to 78% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

Improve RDG/ELA Achievement (2011 AMO 80.0%)

(M1) All students will maintain their achievement in Reading/Language Arts on the CRCT in grades 6-8 at 96% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M2) Students with Disabilities will increase their achievement in Reading/Language Arts on the CRCT in grades 6-8 from 82% meeting and exceeding expectations at the end of SY 2010 to 84% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M3) Economically Disadvantaged students will maintain their achievement in Reading/Language Arts on the CRCT in grades 6-8 at 93% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*

(M4) Black Students will increase their achievement in Reading/Language Arts on the CRCT in grades 6-8 from 90% meeting and exceeding expectations at the end of SY 2010 to 92% meeting and exceeding expectations at the end of SY 2011. *Action/Strategy/Intervention 2,3,4,5,8,9,10,14*



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School Year: 2010-2011

Actions/Strategies/ Interventions	Timeline for Implementation	Professional Development/ Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Method of Monitoring Strategy Intervention (Artifacts)	EVALUATION: Verification of Impact on Student Learning	SCHOOL KEYS STRANDS (GAPSS Target Areas)
<p>1. Seek out and employ additional support personnel directly tied to school improvement:</p> <p>a) Employ a certified teacher in Math and ELA to meet the academic needs of students assigned to the In School Success Center (ISSC).</p> <p>b) Employ an Instructional Support Coach to provide target support to teachers in curriculum implementation strategies.</p>	<p>Position in place prior to the start of the 2009 school year</p> <p>½ time position for the 2010-2011 school year</p>		<p>\$40,000 from Title I Funds</p> <p>\$60,000 System Funds</p>	Principal	Job Description; observations and evaluations	<p>There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the CRCT and in academic retention rates.</p> <p>There will be an increase in teacher implementation of standards based classroom practices.</p>	<p>Leadership (L 1.1, L 2.1)</p> <p>Leadership (L 1.1, L 2.1)</p>
<p>2. Increase the number of special education classes taught using inclusive settings in order to meet the needs of students with disabilities in their least restrictive environment.</p>	2010	Training on the collaborative teaching model	\$0.00	Admin., Special Education In-School Coordinator	Master schedule of Special Needs students	There will be an increase in the percentage of students with disabilities who meet or exceed expectations on the CRCT.	<p>Planning & Org. (PO 4.2)</p> <p>School Culture (SC 1.1, SC 2.3)</p>



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3. Instructional time is maximized by specific and purposeful scheduling to minimize academic interruptions and allow for common planning time	On-going throughout the 2010 school year	Inform staff members on reasoning behind scheduling of events	\$0.00	Principal	Master Schedule of academic Day. Calendar of Events and the times these events take place.	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the CRCT.	Planning & Org. (PO 4.2)
4. Ensure that grade level/team and department meetings focus on GPS, CRCT domains, system improvement goals, and modifications for individual student needs	On-going throughout the 2010 school year	Training on differentiated instructional practices, grouping strategies, formative and diagnostic assessments that model standards-based teaching and learning.	\$0.00	Adm., Instructional Coach, Teachers	Minutes from grade level/team and department meetings Minutes from staff development meetings	Teachers will be able to discuss the professional learning goals in meetings, in professional conversations, and in professional growth plans. Elements of standards-based classrooms and other aspects of good teaching will increase student achievement in all areas.	Curriculum (C 2.1, C 2.2) Instruction (I 1.1) Professional Learning (PL 1.1, PL 1.5, PL 1.6, PL 2.3, PL 2.4)



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<p>5. Continue work through standards-based classroom continuum, adding elements and improving consistency.</p> <p>a) Staff will attend Kagan training to improve differentiation, grouping, and assessment practices.</p> <p>b) Make use of differentiated instructional practices, grouping strategies, formative and diagnostic assessments that model standards-based teaching and learning.</p> <p>c) Use the Standards Based Classroom Rubric and Class Keys Rubric to develop professional growth goals in the teacher appraisal process.</p>	<p>On-going</p> <p>June 2010 and Jan. 2011</p> <p>On-going throughout the 2010 school year</p> <p>On-going throughout the 2010 school year</p>	<p>Class Keys, GAPSS Observation Instrument, Standards Based classroom rubric, Annual teacher professional growth plans, Kagan resource manual</p>	<p>\$5,000 Title I funds</p> <p>\$0.00</p> <p>\$0.00</p>	<p>Adm., Instructional Coach, Teachers</p>	<p>E-Walk data, Professional growth plans, Meeting agendas</p>	<p>Teachers will be able to discuss the professional learning goals in meetings, in professional conversations, and in professional growth plans. Elements of standards-based classrooms and other aspects of good teaching will increase student achievement in all areas.</p>	<p>Planning & Org. (PO 2.2)</p> <p>Instruction (I 2.3)</p> <p>Professional Learning (PL 2.4, PL 2.5)</p> <p>Assessment (A 1.1, A 1.4, A 2.1, A 2.2, A 2.3, A 2.4, A 2.5)</p> <p>Instruction (I 2.3, I 2.5)</p> <p>Professional Learning (PL 1.2, PL 1.4, PL 1.6, PL 2.2, PL 2.5)</p>



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<p>6. Implementation of Tier 2 strategies from the Response to Intervention (RTI) framework such as: Extended Day classes, Study Skills classes, Morning and After school Tutoring.</p> <p>a) Include special education students in Extended Day Tutoring and Study Skills classes as appropriate along with lower scoring students who are not on the ‘bubble’ but have substantial skill deficits to overcome and need additional support and instruction.</p> <p>b) Weekly team meetings to discuss and document differentiation strategies being implemented for SST and high impact students.</p>	On-going throughout the 2010 school year		Title I \$52,000 to pay for extended day tutoring.	Admin., Teachers, Study Skills Teacher, Instructional Coach	Tutoring rosters, curriculum plans, observations, individual student CRCT results, Pre/post scores where applicable, benchmark scores, individual students daily academic performance.	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the CRCT and in academic classes.	<p>Instruction (I 2.5, I 2.6)</p> <p>Planning & Org. (PO 2.2, PO 4.2)</p> <p>School Culture (SC 1.1)</p> <p>Professional Learning (PL 1.1, PL 1.2, PL 1.3, PL 1.5)</p>



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7. Teachers will display a visual set of plans for the performance embodied in the lesson that the students can refer to at will. GPS and essential questions will be a part of these visual instructional plans. Teachers will reiterate GPS and essential questions as part of instruction to provide clear understanding and demonstrate high expectations and learning goals for all students	On-going throughout the 2010 school year.	Staff development on implementation of Standards Based Classroom practices.	\$0.00	Teacher	Observations, E-Walk data	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the CRCT	Instruction (I 1.3, I 3.1, I 3.3)
8. Develop and utilize formative assessment to monitor student progress and adjust instruction to maximize student success	On-going throughout the 2010 school year	Staff development on formative assessment.	\$0.00	Instructional Coach, Teachers, Admin.	Pre/post tests, E-Walk data, Observations	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the CRCT	Assessment (A2.2) Professional Learning (PL 2.1)



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<p>9. Develop and implement strategies to help increase achievement in Mathematics.</p> <ul style="list-style-type: none"> a) All students will be taught computation, problem solving, and basic math skills during daily warm-up activities. b) Students will demonstrate high expectations by making connections among mathematical ideas and to other disciplines. c) Extended Day, Study Skills, and math teachers will look at specific CRCT domain scores for individual students to determine areas of weakness in last year's students as a gauge of teachers' instruction as well as this year's students to plan instruction focused on areas of specific need. 	On-going throughout the 2010 school year		\$0.00	Admin., Teachers, Instructional Coach	Lesson Plans, E-Walk data, Test data analysis, Formative and Summative assessment data	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the Math CRCT.	<p>Planning & Org. (PO 2.2)</p> <p>Instruction (I 2.2, I 3.2, I 3.3)</p> <p>Planning & Org. (PO 2.2)</p> <p>Professional Learning (PL 2.1, PL 2.3)</p>



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<p><i>9. Continued from previous page</i></p> <p>d) Teachers and students will focus on continuing to speak, read, and write the language of mathematics (applies to all other content areas as well).</p> <p>e) Students will solve a variety of real world problems.</p> <p>f) Teachers will use differentiated instruction to help students discuss and explain what they are learning in relation to the standard.</p> <p>g) Teachers will use formative and diagnostic assessments to evaluate student learning in relation to the standard.</p> <p>h) Extended tutoring services will be provided daily for students not meeting standards in math (August 9 – May 27)</p>	On-going throughout the 2010 school year	Class Keys, GAPSS Observation Instrument, Standards Based classroom rubric, Annual teacher professional growth plans, Kagan resource manual	\$0.00	Teachers Teachers Teachers Admin. Admin., and Math teachers	Lesson Plans, Observation, E-Walk data Lesson Plans, Observation, E-Walk data Mentor Spreadsheet Tutoring rosters	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the Math CRCT. Teachers will be able to use assessments and discussion from students to identify where students are being successful and when adjustments and re-teaching is needed.	<p>Instruction (I 2.2)</p> <p>Instruction (I 2.2)</p> <p>Instruction (I 2.3)</p> <p>Assessment (A 2.1, A 2.2)</p> <p>Professional Learning (PL 2.1)</p> <p>Instruction (I 2.6)</p> <p>School Culture (SC 1.1)</p>



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<p>10. Develop and implement strategies to help increase achievement in Reading/Language Arts.</p> <p>a) Teachers will utilize GRASP and Lexile scores to assess student reading fluency.</p> <p>b) Teachers will expose students to content descriptors and “language of the CRCT” during daily instruction. Teachers will display word walls in classrooms for students to utilize.</p> <p>c) Extended Day, Study Skills, and Reading/Language Arts teachers will look at specific CRCT domain scores for individual students to determine areas of weakness in last year’s students as a gauge of teachers’ instruction as well as this year’s students to plan instruction focused on areas of specific need.</p>	<p>On-going throughout the 2010 school year</p>	<p>Class Keys, GAPSS Observation Instrument, Standards Based classroom rubric, Annual teacher professional growth plans, Kagan resource manual</p>	<p>\$0.00</p>	<p>Admin., Teachers, Instructional Coach</p>	<p>Lesson Plans, E-Walk data, Test data analysis, Formative and Summative assessment data</p>	<p>There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the Math CRCT.</p>	<p>Planning & Org. (PO 2.2)</p> <p>Instruction (2.6)</p> <p>Professional Learning (PL 2.1)</p> <p>Planning & Org. (PO 2.2)</p> <p>Professional Learning (PL 2.1, PL 2.3)</p>



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<i>10. Continued from previous page</i>							
d) Teachers will use differentiated instruction to help students discuss and explain what they are learning in relation to the standard.	On-going throughout the 2010 school year	Class Keys, GAPSS Observation Instrument, Standards Based classroom rubric, Annual teacher professional growth plans, Kagan resource manual	\$0.00	Teachers	Lesson Plans, Observation, E-Walk data	Teachers will be able to use assessments and discussion from students to identify where students are being successful and when adjustments and re-teaching is needed.	Instruction (I 2.3)
e) Teachers will use formative and diagnostic assessments to evaluate student learning in relation to the standard.	On-going throughout the 2010 school year			Admin.	Mentor Spreadsheet		Assessment (A 2.1, A 2.2)
f) Extended tutoring services will be provided daily for students not meeting standards in Reading/Language Arts (August 9 – May 27)	On-going throughout the 2010 school year			Admin., Lit/L.A. teachers	Tutoring rosters	There will be an increase in the percentage of students who meet or exceed expectations in all subgroups on the Math CRCT.	Professional Learning (PL 2.1) Instruction (I 2.6) School Culture (SC 1.1)



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