

The background features abstract, overlapping shapes in shades of yellow, white, and light blue. A large white shape is at the top, a yellow shape is on the left, and a light blue circle is at the bottom. A thin blue border surrounds the entire page.

Part D

School Improvement

Updated September, 2009

WHY?

THE PURPOSE OF ANNUAL EVALUATION

All of the careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process...is to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school to achievement of the school identified goals, to add value to student learning.

NSSE School Improvement: Focusing on Student Performance, 1997

The annual goal statements that emerge from school improvement efforts are rarely linked to student achievement, and they seldom challenge the basis elements of practice. School reform should emphasize principles and practices that are simple and supported by research, are relatively few in number, and have huge but underused potential. Meaningful teamwork, when combined with setting clear, measurable goals, and regularly collecting and analyzing performance data, constitutes the foundation for results.

Results: The Key to Continuous Improvement, Mike Schmoker, 1996

Annual Evaluation of the School Improvement Plan Outline

I. Progress Report

II. Evaluation of Action Plan Goals

III. Reflections (Lessons Learned)

IV. Next Steps

Annual Evaluation of School Improvement Plan Focus Questions

Please note that the following focus questions apply to each of the four sections identified in the *Outline* on the previous page. In addressing the focus questions, the school leadership is encouraged to use the NSSE “Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan”, which follows on the next two pages. Stakeholder responses should be analyzed and the data collected used to strengthen the effectiveness of the school improvement plan.

- *Which action steps in the school improvement plan appear to have been successful? Does the effectiveness of these action steps hold implications for other school improvement objectives? How can the school build on the success of these action steps?*
- *Which action steps contained in the plan that originally appeared to be promising did not fulfill their expectations? How can these action steps be most appropriately modified without compromising the goals of the school improvement plan?*
- *Are there any additional steps that need to be incorporated in the school improvement plan to achieve the goals for improvement? Are there any changes in the school profile that need to be recorded?*
- *Have there been any surprises in the implementation of the school improvement plan? If so, what lessons have been learned?*
- *What insights have emerged this school year in the school improvement process? What has the school learned about its capacity to improve? Is there a need for additional resources, professional learning, and/or system support? Describe.*
- *How does the school plan to sustain the commitment to continuous improvement? What steps has your school taken this year to support the ongoing process of school improvement?*
- *Have any new or emerging targets for improving student performance been identified by the school? If so, how will these new targets be addressed in the updating and refining of the school improvement plan?*
- *Does the evaluation include summaries of the assessment data and/or examples of student work which evaluate and document the effectiveness of the school improvement plan? Is there a longitudinal comparison of student achievement included?*



Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan

The school improvement team is conducting this survey for the purpose of determining the extent of implementation and effectiveness of your school's improvement plan. Your responses to this survey will help to inform their work and will provide them with valuable feedback that can assist them in strengthening the effectiveness of the school improvement plan in behalf of student learning.

For items #1-6, please circle your response on a five-point scale (1 = little or none, 5 = to a great extent) to indicate your answers to these questions. Questions #7-10 require a brief, written response. Please include your responses in the space provided below each question. If you need more space, please feel free to use the other side of the survey.

Thank you for taking the time to respond to this survey. Your feedback will be carefully considered by the school improvement team.

1. To what extent are you aware of the goals for your school's improvement plan? 1 2 3 4 5
2. To what extent did you have an opportunity to contribute to the process of establishing the goals for the school improvement plan? 1 2 3 4 5
3. To what extent did you have an opportunity to provide feedback on the action plans and strategies that were designed by the school improvement team to achieve the goals of the school improvement plan? 1 2 3 4 5
4. To what extent are you aware of the action plans that depend on your support and active involvement in implementing the strategies to improve student learning? 1 2 3 4 5
5. To what extent have you received sufficient support in implementing the strategies contained in the school improvement plan (e.g., availability of professional development programs, planning time, materials, etc.)? 1 2 3 4 5
6. To what extent have you implemented the strategies for improving student learning that are contained in your school's improvement plan?
 - Goal 1: _____ 1 2 3 4 5
 - Goal 2: _____ 1 2 3 4 5
 - Goal 3: _____ 1 2 3 4 5
 - Goal 4: _____ 1 2 3 4 5
 - Goal 5: _____ 1 2 3 4 5

**Muscogee County School District
Annual Evaluation of NSSE School Improvement Plan**

School: Blackmon Road Middle School

School Year: 2009-2010

Principal: Michael Barden

School Improvement/Lead Team Chairperson: Michael Barden

I. Progress Report

A. CRCT Performance – Percent of Students Meeting or Exceeding Standards

School Year	6 th Grade Eng./ Lang Arts	6 th Grade Reading	6 th Grade Mathematics	7 th Grade Eng./ Lang Arts	7 th Grade Reading	7 th Grade Mathematics	8 th Grade Eng./ Lang Arts	8 th Grade Reading	8 th Grade Mathematics	8 th Grade Writing Test
2008-09	97	97	86	91	87	88	97	96	84	90
2007-08	92	94	78	93	93	89	94	96	73	89
2006-07	93	92	74	94	92	81	97	96	90	88
2005-06	90	91	72	93	88	89	95	95	83	96

B. Attendance

School Year	Attendance - % of students absent 15 days or more
2008-09	3%
2007-08	4%
2006-07	8%
2005-06	10%

There was a 2% difference in the percentage of students missing fifteen or more days during the 2006 - 2007 school year as compared to 2005-2006. BRMS made a significant gain in 2007-2008 by reducing the number of students who are absent 15 days or more to 4%.

II. Evaluation of Action Plan Goals

A. Attendance

Students with perfect attendance were given incentives and rewards (i.e. pins and certificates) and received recognition at the annual BRMS Award's Ceremony. The implementation of "Tardy School" for students with chronic tardies to school. Students with more than 6 tardies stay after school on a designated Friday.

B. CRCT Results

1. Mathematics

Teachers met weekly to collaborate with the inclusion teachers. All GPS domains have been delivered and redelivered. Teachers emailed weekly progress reports to parents. A preemptive mathematics class in grade 8 was developed to address the needs of students not meeting state standards. 83% of the students who participated in the 8th grade preemptive mathematics class met or exceeded standards on the CRCT. Mathematics teachers collaborated and developed in-house remediation program to address student GPS weaknesses. Overall mathematic scores improved to 87%.

2. Reading/Language Arts

Teachers met weekly to collaborate with the inclusion teachers. All GPS domains have been delivered and redelivered. Teachers emailed weekly progress reports to parents. Special Need teachers conducted "Skinnies" during and after school to address GPS weaknesses. A mock writing test was administered to students in all grades to prepare them for the eighth grade Georgia Writing Assessment. The 8th grade writing assessment improved to 90% and the Language Arts / Reading scores improved to 95%.

C. Highly Qualified Teachers

All teachers were involved in Working on Work (WOW) training and collaboration. The BRMS Design Team conducted the training. The WOW Design Team identified the need for a Data Wall which provided a physical location for professional learning community-centered climate. Teachers are responsible for creating and following the template given for the Grade Level / Subject Data Notebooks.

D. Safe Environment

The BRMS Discipline Committee conducted a survey and received feedback from the faculty that the current SOAR discipline plan needs to be revised or replaced with a more effective plan. Administration discontinued

the after school detention due to ineffectiveness. To guarantee the attendance of students assigned to Saturday School, the day was changed to Friday Evening School. The new Step-Discipline Plan was implemented 2007 -2008 with minor modifications made (teacher input) for the 2008-2009 school year. In addition, the 212^o student motivational philosophy was implemented across all grade levels. Discipline was reduced approximately 60% during the 2008-2009 school year.

III. Reflections (Lessons Learned)

A. Attendance

Faculty and staff will announce expectations and rewards at the start of the school year given to students with perfect attendance. Rewards will be given more frequently to encourage perfect attendance after each semester.

B. CRCT Results

1. Mathematics

Block scheduling had a positive impact on mathematic scores. More time was given to introduce and apply GPS concepts on a daily basis. This was evident due to the increase percentage in the 6th, 7th & 8th grade “Meets or Exceeds” category on the mathematic CRCT. In addition, BRMS was able to reduce the number of 8th grade students who did not meet standards on the first administration of the CRCT by 49%.

Inclusion teachers concentrated on one or two subject areas instead of all four (mathematics, language arts, science, and social studies). Inclusion teachers will be part of the classroom setting by sharing materials, space, desk, etc. in hopes to establish a positive learning community-centered setting. Extended Day learning opportunities were offered to identify lower-level learners after school from 4:00 p.m. – 5:30 p.m., Tuesdays & Thursdays. In addition, “Skinnies” were offered during the regular school day to lower level learners that focused on GPS/CRCT weight domains.

2. Reading/Language Arts

Inclusion teachers concentrated on one or two subject areas instead of all four (math, language arts, science, and social studies). Inclusion teachers will be part of the classroom setting by sharing materials, space, desk, etc. in hopes to establish a positive learning community-centered setting. Extended Day learning opportunities were offered to identified lower-level learners

after school from 4:00 p.m. – 5:30 p.m., Tuesdays & Thursdays. In addition, “Skinnies” were offered during the regular school day to lower level learners that focused on GPS/CRCT weight domains.

C. Highly Qualified Teachers

100% of the teachers will be involved in Working on the Work (WOW) training and collaboration. A “Data Wall” will be displayed in the media center and “Data Notebooks” will be used to disaggregate current data for review and improvement of areas of need. 100% involvement with the professional learning community is needed to meet AYP.

D. Safe Environment

The BRMS Discipline Committee evaluated the teachers’ feedback and proposed a progressive step-discipline plan to replace the SOAR discipline plan.. Friday Evening School will be conducted each Friday for two hours with paid staff to curtail misbehavior. The new Step-Discipline Plan was implemented 2007 -2008 with minor modifications made (teacher input) for the 2008-2009 school year. In addition, the 212^o student motivational philosophy was implemented across all grade levels. Discipline was reduced approximately 60% during the 2008-2009 school year.

IV. Next Steps

Administration and faculty will continuously monitor and evaluate the progress of these areas. Upon analyzing and comparing the data, necessary changes will be implemented to strengthen the effectiveness of the BRMS action steps.

At this point, the school has included several new strategies/ interventions. A major focus in all areas involves curriculum mapping in an effort to ensure that curriculums are sequenced, organized, and fully aligned to the GPS. The school will also begin implementing our LEAD learning. This strategy will obviously focus on producing engaging work for students. As the school moves forward with the improvement plan, meaningful teamwork, combined with setting clear, measurable goals and consistently collecting and analyzing performance data will constitute a solid foundation for continuous improvement and positive results.