

Tennessee School Improvement Plan
High Priority Schools - Hybrid

Wright Middle School

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Dr. Angela Garner
Executive Principal

School Year 2007-2008

COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE PROCESS

A. SCHOOL IMPROVEMENT TEAM MEMBERS' NAMES

SIP Leadership Team Composition

SIP Leadership Team Member Name	Leadership Chair? (Y/N)	Position	Name of Subcommittee(s) (when applicable)
Angela Garner	Yes	Executive Principal	Component 1a, 4
Barbara Parrish	No	Guidance Counselor	Component 5
Dana Vick	Yes	5 th grade Lang Arts, Soc. Studies	Component 1a
Joseph Gilkes	No	Assistant Principal	Component 1b
Ellen Pelzer	Yes	8 th grade; Math, Title I Coor.	Component 3
Erma Laymon	Yes	6 th grade; Language Arts	Component 4
Judy Philpot	Yes	Physical Ed.	Component 5
Kelly Tomberlain	No	Parent	Component 1a
Marlana Vines	No	Support Staff	Component 4
Michelle Weatherwax		Community Rep.	Component 2
Chris Prosser	Yes	Band	Component 2
Susan Schmidt	Yes	Media Specialist	Component 1b

Subcommittee Formation and Operation

Component 1(a) School Profile and Collaborative Process

Member Name	Position	Chair
Dana Vick	5 th grade Language Arts, Advanced Language Arts, and Social Studies	Yes
Angela Garner	Principal	No
Carolyn Braden	Grade 7 Science	No
Sherry Ware	Grades 7 and 8 Special Education	No
Terry Yates	Computer Technology	No
Jeffery Hurm	6 th Grade; Science and Math	No
Kelly Tomberlain	Parent	No

Component 1 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 1 Chair Signature

Component 1 (b) Academic and Non-Academic Data Analysis

Member Name	Position	Chair
Susan Schmidt	Media Specialist	Yes
Sue Anderson	8 th grade; Mathematics	No
Sarah Downey	Guidance Counselor	No
Glenna Morris	6 th grade; Language Arts, Reading, Social Studies	No
Joseph Gilkes	Assistant Principal	No
Kelly Tomberlain	Parent	No

Component 1b Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 6 Chair Signature

Component 2 Belief, Mission and Vision

Member Name	Position	Chair
Chris Prosser	Strings/Chorus	Yes
Iris Gambill	8 th grade; Lang!	No
Anita Bihun	7 th Grade; Social Studies, Reading	No
Angela Grant	Guidance Counselor	No
Cheryl Covington	8 th grade; Social Studies	No
Noval Mayes	STARS Rep; Support Staff	No
Michelle Weatherwax	Community Representative	No
Amy Taylor	Parent	

Component 2 Subcommittee has met and minutes are on file

Yes

No

Subcommittee 2 Chair Signature

Component 3 Curricular, Instructional, Assessment, and Organizational Effectiveness

Member Name	Position	Chair
Ellen Pelzer	Title One Coordinator	Yes
David Brangenberg	Math, Science 5 th grade teacher	No
Larry Baskin	Assistant Principal 5 th grade	No
Cheryl Corral	6 th Grade; Self-contained	No
Yolanda Holmes	6 th Grade; Language Arts, Social Studies, Reading	No
Marlana Vines	Chancery Coordinator	No
Vickie Hunt	8 th Grade; Language Arts, Reading	No
Amy Taylor	Parent	No

Component 3 Subcommittee has met and minutes are on file

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Subcommittee 3 Chair Signature

Component 4 Action Plan Development

Member Name	Position	Chair
Erma Laymon	6 th grade Language Arts/ Reading and Social Studies	Yes
Chad Kehir	5 th grade Math, Science and Social Studies Teacher	No
Phyllis Sumner	Grades 5-8; ELD	No
Aquina Anderson	5 th grade; Language Arts, Reading and Social Studies	No
Michelle Lovelady	7 th grade; Language Arts and Reading	No
Angela Garner	Principal	No
Frances Cartwright	Secretary/Accountant	No

Component 4 Subcommittee has met and minutes are on file

Yes

No

Subcommittee 4 Chair Signature

Component 5 The School Improvement Plan and Process

Member Name	Position	Chair
Judy Philpot	Physical Education	Yes
Henrietta Looney	Special Education; Lang.!	No
Barbara Parrish	Guidance Counselor	No
Katina Howell	5 th grade; Reading, Math, and Science	No
Chula Quilantan	Parent	No

Component 5 Subcommittee has met and minutes are on file

Yes

No

Subcommittee 5 Chair Signature

COMPONENT 1 (a) – SCHOOL PROFILE AND COLLABORATIVE PROCESS

1.3 School Characteristics

Wright Middle School is located approximately five miles south of downtown Nashville, Tennessee. The campus is east of Nolensville Road between Antioch Pike and McCall Street. The school zone encompasses 9.21 square miles and its boundaries follow Armory Drive on the west to Murfreesboro Pike on the east. The northern border runs from Thompson Lane on the north to Harding Place on the south. The cluster high school, Glencliff, is located one block east. One of the three feeder elementary schools is two blocks from us.

In 1911 Nolen Wright bought land and built a house. He later subdivided this land for homes. He sold 18.52 acres to the city of Nashville and in 1965 Wright Junior High School was built on the former Wright property. The school was named in honor of Robert Wright, former superintendent of Davidson County Schools and the father of Nolen Wright.

The original school was designed to relieve crowding at Glencliff High School. The school was to house grades 7-9. The school was overcrowded from the first day. Within two years a new wing was added on the right side of the building to house science labs. The small gymnasium was also added at this time.

From 1972 to 1997, Wright served seventh and eighth graders again when the ninth graders moved back to Glencliff High School. As the population increased to nearly 1000 students, classrooms had to be renovated and as many as 13 portables were used to house the students. With construction of the new left wing of the building in 1997, fifth and sixth graders moved in to make the current 5 – 8 configuration.

Wright Middle School has been fully accredited by Southern Association of Colleges and Schools. This accreditation is a hallmark of a school striving toward excellence. To continue the trend toward excellence, Wright became a Blue Ribbon School of Excellence in 1996 and was officially recognized in Washington D.C.

In 2003-2004, Wright Middle School became a Title I funded school. Students receiving free and reduced lunches increased from 69% in school year 2003-2004 to 80.4% in 2006-2007. The Title I budget funds instructional materials, additional personnel, professional development, and supports parent involvement activities. Title one funds have purchased Writers Companion which will be employed in every lab, as well as, another stand alone lab of 30 desktop computers and desks. ACE reader and 40 projectors are also being purchased through Title One monies.

Wright Middle School is a large two story brick school on 18.52 acres of land. The school houses 65 classrooms, a large gymnasium, a small gymnasium, a cafeteria, library, 6 sets of bathrooms, several office spaces, conference rooms, and other office space for itinerant teachers

and specialists. The school also has a new football\soccer field and several other outside play areas. The general condition of the school is fair to good and is constantly being updated to meet the needs of our program. We underwent new roof construction in the summer of 2006. The school is fully heated and air conditioned with some repairs needed at times. Generally the climate is comfortable for the students. Air conditioning has been installed in the gym. A new chiller for the air conditioner was installed for the older part of the school in 2005. We are currently working with the Director of Maintenance to obtain a new chiller which will meet our growing needs more efficiently. Currently, construction in the building is taking place in a number of classrooms. Sinks are being installed along with water lines.

The school also has two well equipped computer classrooms. Most computers are less than four years old. The school is networked and all classroom teachers have access to the internet and email. The network also connects to phone services and all classrooms have phones. The school is also wired for video distribution but as of this date has not been utilized. Mounted projectors, for each academic classroom, have been purchased but not installed as of yet. Classrooms generally lack computers for students.

Most classrooms are 850 square feet with several rooms over 1000 square feet. The larger rooms facilitate labs, art rooms, and classes that need the extra space. Each classroom has industrial tile flooring and cinderblock walls. Most rooms have some built-in cabinetry. Most classrooms have two windows and three rows of florescent lighting. Chalkboards/whiteboards and bulletin boards are also installed in the classroom. Classes are supplied with a combination of desks and tables depending on teacher preference. All classrooms have an intercom system with a call box that calls the office, an internet connection, and a phone. An improved phone system will make the call box unnecessary and allow administration to lock down the building from any phone. Student desks in the old part of the building are showing signs of wear. Teachers also have a network printers in another classroom to which they can send their documents. File cabinets are provided. Ceilings are drop-in tiles. Many tiles have been replaced recently due to the water damage during the roof construction. Most classrooms have video connections to cable and the school-wide video system. The lack of television installation makes for a cumbersome system. However, we are expecting 8 drops of internet for each academic classroom.

The L-shaped library media center is fully carpeted and has shelves lining the walls. Tables and chairs are in three sections with about 10 tables per section. Several classrooms can use this area at the same time. Faculty meetings are also held in the library. The checkout desk is in the middle of the room. Fourteen student computers with internet connections are in one section of the library. There are two storage rooms which house the equipment for teachers. A mobile lab with seventeen laptops is available for teacher check out. Nine new desktop computers have arrived for the library and are being positioned. Their use by teachers and students will be delayed until wiring plans have been implemented.

The school is environmentally safe and meets all state, local, and federal guidelines. Efforts to keep current on these guidelines are a continuing process. Four new security cameras have been added bringing our total to 16 security cameras. Our facility is now fully handicap accessible including ramps and an elevator. Our program includes services to this population.

The length of the school year is 175 days and goes above state requirements because of built-in days that allow for the time we miss due to inclement weather. Our students attend school from 8:45 a.m. until 3:45 p.m.

Local school funds are distributed through subject area teams. Allocations of the funds are based on the needs and requests of each subject matter team. This year's budget allocation is \$50 per student.

There are four two-teacher teams and one self-contained classes in 5th grade and four two-teacher teams in 6th grade. The core subjects are Math, Language Arts, Reading, Science and Social Studies. Several special classes are available for students who qualify for the program such as Language! (a reading program), ELD (support classes for English Language Learners), and Special Education resource classes. Students are enrolled in Physical Education, Art, Music, and Computers on a nine weeks rotation basis. Students may also enroll in strings or band classes.

Class organization

The 5th grade has 10 total classes with five, two member teams. The subjects are split between team partners, with one teacher teaching Language Arts, the other teaching Math and Science and both teachers teaching Social Studies.

The 6th grade has a total of nine classes with four two member teams and one self contained classroom.

7th grade teachers are more subject matter based with two Math teachers, two Social Studies teachers, two Language Arts teachers (one class is advanced) and one split 7th/8th grade class. Also there are 2 remedial Language classes called Language!(Language Exclamation.) Reading is divided into all subject area teachers with three classes for one teacher and two teachers who teach one class each. One of those classes is an advanced Reading class. There is one pre-Algebra class and one algebra class that have both 7th and 8th graders in it.

The 8th grade classes are organized by subject area also with two Social Studies teachers, one math teacher and 2 Language Arts teachers. The classes we offer are one class of geometry for high school credit as well as one physical science class, and one Spanish class for high school credit. There is one advanced Language class.

Seventh and eighth grades have the same core subjects as the fifth and sixth grade. Our seventh and eighth graders take Reading, Language Arts, Math, Science and Social Studies from the content highly qualified teachers. In addition to the regular core subjects of math, science, language and reading, and social studies, some of our seventh and eighth graders take Algebra I, Geometry, Physical Science and Spanish I as a foreign language class. These are high school credit courses. The students can earn high school credits for these classes when they pass the end of the course exams or the Gateway Algebra I. Strings and band are also offered.

Our school has one Moderate Intervention Program (MIP) and one Life Skills classrooms. We also have intervention programs such as STARS, Resource Officer and the DARE program, and

Centerstone in our building. We also have a reading specialist and an exemplary educator available to us. These interventions are not present in every Nashville middle school.

MCM (Music City Miracle) is an after school program funded by a grant. This program along with before and after school tutoring is made available to students as space permits. We have an active Chess Club sponsored by a teacher. Our Student Council supports in school and community activities. Our athletic program includes football, basketball, volleyball, soccer, track, and cheerleading.

Parent support in our school comes in a variety of ways. Parents meet with teachers, counselors and administrators for IEP and S-Team Meetings. We have volunteers for field trips, “Book Fair,” “Read Across America” and the 5th grade Red Cross hearing and vision screening day. Our Open House at the beginning of the year gets good parent support. We have excellent cooperation on Parent Teacher Conference Day. Many parents and teachers use email as a way of staying in touch with student performance. Also, the telephones in the classroom have enabled more parent support. Our second year PTA helps to maximize our partnership with parents.

Our pencil partners include Tennessee Teachers’ Credit Union and Tennessee Valley Authority.

Staff Characteristics

Over the past five years, there have been some changes in the demographic profile of Wright Middle School teachers and administrators by race, gender, and age as well as experience level. Faculty turnover takes place each year due to transfers, retirements, changes in the middle school curriculum, licensure, and teacher preferences for location or teaching assignment. There always remains a core of stability within the teaching faculty. Many teachers have been here for many years.

Administration actively seeks highly qualified teachers. The executive principal heads the interviewing process. Prospective staff members are approached as potential collaborative peers. Emphasis is placed on professional growth through participation in district and Title I staff development, working with a diverse student population and teaching staff, using many resources, and benefiting from collaboration with peers and administration. New teachers are paired with a grade level mentor in the building. The administration holds coaching sessions for new teachers. To retain highly qualified first year teachers, the district offers a mentoring program known as PALS-Peer Assistance Leadership and Support.

The following information shows teacher demographics:

Years of experience	
• 0- 3 years	15%
• 4-9 years	26%
• 10-20 years	23%
• 20+ years	34%

Degrees held:

- Bachelors 46%
- Masters 36%
- Masters +30 13%
- Doctorate 7%

Ethnic Distribution

- White 73%
- African American 23%
- Asian <1%
- Hispanic <1%

Gender Distribution:

- Female 69%
- Male 31%

There are 70 staff members at Wright: 54 teachers, 3 guidance counselors, 3 administrators (a principal and two assistant principals), 5 secretaries, 2 education assistants, 6 custodial staff, and 7 cafeteria staff. One hundred percent (100%) of the teaching staff is highly qualified and all para-professionals have completed required training.

Student Characteristics

In the year 2006-07 we had 866 students in grades five through eight. Those students were 29.4% white, 27% black, 6% Asian and 37.5% Hispanic. These students were made up of 53.1% male and 46.9% female. The Free and Reduced Lunch Program included 80.4% of our students. English as a Second Language Program (ELL) included 22.2% of our population. Students in Special Education classes were 8.9% of the student body.

In 2006-2007 with an enrollment of 866, students and 80.4% of them were part of the Free and Reduced Lunch Program. In 2005-2006 our student body was 907 with 77.4% recipients of the Free and Reduced Lunch Program. In 2004-2005 we had 977 students and 75% of the students were part of the Free and Reduced Lunch Program. There is an increase each year in the number of students in the Free and Reduced Lunch Program which is an indication of the poverty index of our students.

From 2002-2003 through 2005-2006, the ethnicity of our student body has gradually been changing. The population of black students and white students is gradually decreasing. From school year 2003-2004 to year 2005-2006 there was a decrease of 9.9% white, 2.7% black and an increase of 12% Hispanic. The Hispanic population has increased from 23.1% in 2002-2003 to 37.6% in 2007-2008.

Our mobility rate has stayed about the same over the past four years. It was 39.4% in 2002-2003 and in 2006-07 it was 39.6%.

Our Special Education percentages have a slight increase in 2006-2007 to 8.9% from the previous year which was 8.8%. The past years showed a significant decrease falling from 15.5%

in 2002-2003 to 8.8% in 2005-2006. The percentage of ELL students has increased from 25% in 2002-03 to 26.4% in 2006-07.

Our students represent 17 different languages. English, Spanish and Kurdish (Arabic) rank as the most prevalent. We have a full-time Spanish translator who works with teachers, parents and students. An Arabic translator works with Wright students one day a week.

Our attendance rates have remained at 95% from 2002-2003 through 2005-2006. There was a drop in 2004-2005 to 94.2%. That was also the year our enrollment was at a level of 977, highest in five years. The 2006-07 attendance rate was 94%. Our target rate is 98%. In 2005-06, 62.8% of our students maintained a 95% attendance rate. In 2006-07, 55.8% of the students had a 95% or higher attendance pattern.

In 2006-2007, 302 students were suspended out of school compared to 2005-06's 205 students. That is a steady increase from the year 2002-2003, when there were 139 out-of-school suspensions. Though our enrollment has decreased, the out-of-school suspensions have increased. More boys than girls are suspended and more black students than white or other students are suspended. There is a steady increase in the number of girls being suspended out-of-school—from 46 in 2003-04 to 93 in 2006-07. Overall, the rate of out-of-school suspensions has increased from the 2002-03 rate of 14.4% to 34.9% in 2006-07.

At Wright we have a promotion rate of 100% in 2005-2006. In the two previous years the promotion rate was only two to four tenths of a percent less (99.8% and 99.6%). The 2006-07 promotion rate of 100% mirrored the 2005-06 rate.

Our grade distribution in 2005-06 was 13.1% D's and 8.5% F's. There has been a steady gain in those percentages. In 2002-2003 there were 8.2% D's and 6.2% F's. In 2003-2004 the percentages fell to 5.7% D's and 3.5% F's. The notable year was 2004-2005 when the percentages rose to 13.2% and 9.3% respectively. In 2006-07, 13.6% of the grades distributed were D's and 10.8% were F's.

Parent/Guardian Demographics

According to the 2000 Census data, our school zone's population is 22,343. The local racial demographic includes 62.4% white, 17% black, 12.4% Hispanic, 3.8% Asian and 4.4% other. This has obviously changed in the past seven years since the census was taken. According to government census information, there is not a reliable counting of the Hispanic population.

Parental income of \$25,000 or less is tracked at 33.1% of the 22,343 people who participated in the census. Of the Census participants, 41.3% reported earning between \$25,000 to \$50,000 with 25.7% reporting earning more than \$50,000.

The educational level for the people in our community (25 years and over) shows that there is less than 54.2% who graduated from high school. Some college and up to an Associate's Degree is reported by 27.5% of the community. Those reporting to have more than an Associate's Degree is 18.3% of the population.

The unemployment rate among those 16 and older is 4.5%. There are 5,700 people reporting to be a part of the labor force.

Households with children under 18 is 25.5% and 37.7% of the households with children are single parent homes.

Community Characteristics

The families of Wright Middle form a community within an over 500,000 population metropolitan city. The community is a growing magnet for immigrants with the Hispanic/Latino ethnic groups outpacing others.

Wright is part of the Glencliff cluster. There are three elementary schools and two middle schools, including Wright, that form the feeder pattern for Glencliff. Several private schools also serve the Glencliff cluster. They include St. Edwards Catholic School which serves grades 1 through 8, Ezell-Harding Christian School which serves grades 1 through 12, Franklin Road Academy which serves grades K through 12, and Father Ryan High School which serves grades 9 through 12.

Some major employers in the area include Southern Hills Medical Center, Super Wal-Mart, J.H. Robinson Logistics, Josten, and the Beaman Bottling Group. A number of fast food franchises and chain retail stores populate the community. There are an increasing number of family ethnic-oriented businesses opening in the community.

Community entities such as Music City Miracles, Centerstone, the Tennessee Teachers Credit Union, and Tennessee Valley Authority interact with Wright Middle to enhance its programs for students.

COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS

1.4 Variety of Academic and Non-Academic Assessment Measures

Academic Measures

Teachers assess student learning and progress using a variety of academic measures. For example, teachers use rubrics, portfolios, student presentations, laboratory experiments, collaborative learning activities, visual graphs and drawings, as well as traditional chapter tests, and homework assignments to assess their students' mastery of essential skills and standards. These academic assessments are used in conjunction with data derived from TCAP testing, Think Link testing, Study Island pre-testing, student report card indicators, and End of Course or Gateway assessments for Spanish, Physical Science, Pre-Algebra, Algebra, and Geometry. A strong emphasis is placed on differentiating instruction and assessment to accommodate the diverse population of students and to help guarantee a more accurate assessment of students' learning.

Non-Academic Measures

Teachers utilize a variety of non-academic assessment measures including various staff, parent and student surveys, attendance reports, school discipline data, and promotion records. The district has implemented the creation and use of a Personal Learning Plan for each student which has input from teachers, students, and parents concerning the goals of each toward the success of the student. Also data is gathered from various community organizations, such as STARS, MCM, and the GREAT program. Analyzing the non-academic data has helped teachers to see how the Hispanic and ELL populations have substantially increased in the last four years. In addition, the data has revealed a high mobility rate, or amount of students that enter or leave the school after the first 20 days, as well as a high poverty rate. For example, during the past four years the mobility rate has averaged thirty-nine percent and the number of students receiving free or reduced lunch has increased over ten percent (69.0% during 2003-2004 to 80.4% during 2006-2007). This data has important implications for teacher instructional practices as well as challenges to be addressed.

1.5 Data Collection and Analysis

Data Collection

Data is primarily collected and channeled through the District Department of Assessment and Evaluation. At the beginning of the year TCAP testing data is sent to the building principal from the District Department of Assessment and Evaluation. The principal then shares the data with the staff during the in-service days before school starts. In addition, the teachers discuss the data during subject matter and grade level meetings. During these meetings teachers discuss teaching strategies for improving areas where students score below proficiency, as well as share resources. After the first few weeks of the school year, the principal receives district reports detailing disaggregated data on student mobility rates, percent of students suspended out of

school, D and F letter grade distribution, percent of free/reduced lunch participation, percent of English as a second language participants, percent of students attending at least 95% of the time as well as the school's overall attendance pattern. These reports come in a three to four year comparison format.

Some data, such as Think Link scores and surveys, are collected and communicated by staff members within the building. The Think Link criterion-referenced assessment is administered in September/October, December, and February. The school's Title I coordinator collects tests and distributes the results to teachers once tests have been scored. Teachers can also check their scores online. The Think Link test assesses students' achievement in Reading and Math and is based on the state academic standards. Last year students used Study Island testing for review in social studies, science, math, and reading. This year all students were pre-tested in August on Study Island. Teachers utilize the results of Study Island and Think Link test to focus on areas where their students are weak before their students take TCAP. Various surveys are also distributed and collected within the building. Topics of the surveys ranged from assessing student diversity & involvement, to teacher/parent interest and involvement in building or district level initiatives.

The following strengths and needs were identified from data and discussed with the staff prior to the start of the year.

Strengths

- Over 11% gain in the percentage of Hispanic students scoring proficient/advanced in Reading/Language (65% in 2005-2006 and 76% in 2006-2007).
- Over 12% gain in the percentage of ELL students scoring proficient/advanced in Reading/Language (51% in 2005-2006 and 63% in 2006-2007).
- Almost 9% gain in the percentage of Special Ed students scoring proficient/advanced in Reading/Language (57% in 2005-2006 and 66% in 2006-2007).
- All ethnic groups exceeded 79% benchmark for Math except Hispanic. (Black 82%, White 85%, Asian 92%, Hispanic 77%, but Hispanic students experienced a 6% increase in scores from last year (only 71% proficient/advanced in 2005-2006).
- 5% gain in the percentage of Free and Reduced Lunch students scoring proficient/advanced in Reading/Language (75% in 2005-2006 and 80% in 2006-2007).
- A strong promotion rate of 100%
- All of the students proficient on TN Gateway Assessment for Algebra I with 91% of students scoring Advanced (This is 47% higher than the state average for the percentage of students scoring Advanced).
- All of the students proficient on TN End of Course Assessment for Physical Science with 69% scoring Advanced (This is 28% higher than the state average for the percentage of students scoring Advanced).

Needs/Challenges

- Improving the percentage of Hispanic/ELL students who score proficient/advanced in Reading to match benchmark scores for Reading/Language (2006-2007: 76% Hispanic, 63% ELL). The benchmark score for Reading/Language was 83% proficient.

- Increasing percentage of Special Ed students scoring proficient/advanced in math (The scores went down 4%. From 55% in 2005-2006 to 51% in 2006-2007)

Fifth Grade Data Analysis

A review of the 2006-2007 achievement test data for fifth graders shows that 86% of the students showed advanced proficiency or proficiency in reading/language arts. In mathematics, 84% of the students showed advanced proficiency or proficiency. On the other hand, in social studies and science, students showed much lower proficiency. Only 72% of students showed advanced proficiency or proficiency in social studies; and only 70% of students showed advanced proficiency or proficiency in science. There were no significant differences regarding gender.

Strengths:

- The percentage of fifth grade students showing advanced proficiency in mathematics was 28%.
- Our total fifth grade students performed with 86% proficiency in reading/language arts, which exceeds the state benchmark of 83% and is a gain from last year. Pacific Islander, Black and White students showed 89% or above proficiency.
- Our total fifth grade students performed with 84% proficiency in mathematics which exceeds the 2007 state benchmark of 79%. Pacific Islander and White students showed 86% or above proficiency.
- In social studies, the Hispanic ethnic group had the greatest percentage of proficiency at 77%. They performed as well or better in social studies and science as other ethnic groups.

Needs/Challenges for the achievement test data:

- While only 14% of students showed below proficiency in reading/language arts, the percentage of students below proficiency in science was 30%.
- In regard to ethnicity, only 9% of Black students scored below proficient in Reading/Language Arts, and yet 41% of Black students scored below proficient in Science.
- Another concern is that while we make continuous progress with ELL students, it is not enough to meet adequate yearly progress (AYP) targets.
- We need to improve the percentage of special education students to proficiency in mathematics. While 71% of special education students were proficient in reading/language arts, only 43% were proficient in mathematics.

The fifth graders took the state writing assessment in February 2007. A summary of the results showed that 63.4% of our fifth graders wrote competent or strong papers. On the other hand, 33.8% of our students wrote limited or flawed papers.

Needs/Challenges for the writing assessment:

- There is a disparity between males' scores and females' scores on the writing assessment. Females writing strong papers were 17.7%, while males writing strong papers were only

7.9%. There is also a difference in the limited category in that the males' score (32.5%) was much greater than that of the females' score (25%). The males' score for flawed were 7.9% and females' score had none.

- The writing assessment results show that 13.5% of Hispanic students wrote a strong paper (5), and yet 36% wrote a limited paper (3). It appears that we need to improve our competent score for this group this next year. Regarding ethnicity, it should be mentioned that there were no White or Black students in the strong paper category, though almost 60% showed competency. With these two ethnic groups, we need to improve the strong paper percentage.
- The overall percentage of students showing competent or strong papers has gone down 6% in 2006-2007.

Sixth Grade Data Analysis

On the 2006-07 TCAP assessments, 83% the sixth grade students were proficient in Reading/ Language Arts. The Black and Hispanic population did not meet the benchmark score of 83%. However, there is only a need of one more student to score proficient in the Hispanic population and 12 more students in the black population for all ethnic sub groups to be at that benchmark. As a whole, all ethnic groups improved except for black students, they fell by 2%. The ELL population had a gain of 27%, the Hispanic population 21%, and the 6th grade overall had a gain of 13%.

For the math benchmarks, 6th grade did not meet the needed 79%. The total percentage of 6th graders proficient was 76%. That is only a need of 3% or 7 students. The female population outperformed the male population by 8%. Pacific Islanders had the highest amount of students proficient with 92%. White students lack 1% or 2 students to reach the benchmark of 79%. The ELL students were the lowest with 56% proficiency. That sub group needs a 23% gain to reach the benchmark goal. Black, not Hispanic lacks 6%, and the Hispanic sub group needs 9%.

Twenty-nine percent (29%) of the 6th grade population tested in Reading is ELL with 1% of the 6th grade population Special Education certified. For math, 28% of the 6th graders tested were ELL and 1% of the population tested Special Education certified.

Strengths:

- Overall the 6th grade met the benchmark of 83% for Reading
- Female students out performed males in Math by 8%
- The ELL students had a 27% gain in Reading
- The Hispanic population had a gain of 21% in Reading

Needs/Challenges:

- High ELL population
- Need to increase male scores in math.
- Need to make sure all accommodations are made for ELL and Special Education.
- Increase Black students scores in both math and reading.
- Increase availability of learning tools, such as Study Island, tutorials, to the Black student population.

- Develop an academic calendar for 6th grade academic subject areas

Seventh Grade Data Analysis

In 2006-07, 7th graders scored well on the mathematics portion of the TCAP with 79% meeting the AYP target score of 79%. The subgroups Asian/Pacific Islanders (83%), Black/Not Hispanic (79%), and Hispanic (82%) also met AYP in mathematics with their respective proficiency ratings. The T1/T2 ELL students (88%) also met AYP. In mathematics, 83% of the 7th grade females scored proficient or above compared to 76% of the males.

Seventh grade students did not meet AYP on the reading/language arts section with only 76 % of the students scoring proficient; however, fourteen more total students scoring proficient would have allowed us to meet AYP. Again, 7th grade females outperformed the males in Reading/Language Arts: females 84% and males 70%. Special education students who took the test without accommodations scored proficient or above.

Strengths

- As a whole, 7th grade met AYP in math. Every ethnic subgroup met AYP except for White, not Hispanic
- Three more Special Education students scoring proficient in reading/language arts would have allowed for us to meet AYP in this category.
- Three more Black, not Hispanic students need to score proficient in reading/language arts in order to meet AYP.
- Two more Pacific Islander student need to score proficient in reading/language arts in order to meet AP
- Three more White, not Hispanic students need to score proficient in reading/language arts in order to meet AYP
- Six more students in Special Education need to score proficient in math in order to meet AYP
- Two more White, not Hispanic students need to score proficient in math in order to meet AYP.
- Three more males need to score proficient in math in order to meet AYP
- Hispanic students' reading/language arts scores of (74%) and math scores of (82%) were 10 and 15 percentage points higher than the previous year.

Needs/Challenges

- Only 68% of students in the Special Education Program and 52% of students in the ELL Program scored proficient in reading/language arts
- Only 74% of the economically disadvantaged students met AYP in reading and language arts
- With none of the subgroups meeting the AYP target score in reading/language arts, there is a need to implement reading/language strategies to improve 7th grade student achievement
- Students in the subgroups Special Education, ELL, White, not Hispanic need intervention in mathematics having scored 47%, 62%, and 76% respectively; target AYP score is 79%

Eighth Grade Data Analysis

A review of the data of the 2006-2007 eighth grade data for Wright Middle School shows that eighty-three percent of the students tested with TCAP did well in reading/language arts. Even higher percentages of students tested were successful in mathematics (85%) and writing (86%). The percentage of students tested that scored proficient or advanced on TCAP in science improved in all subgroups except two. Only one subgroup in social studies showed improvement of over 10% in the number of students tested that scored proficient or advanced. All students tested scored proficient or advanced on the Tennessee Gateway Assessment for Algebra and on the Tennessee End of Course Assessment for Physical Science. Seventy percent of the students tested scored proficient or advanced on the Geometry End of Course Assessment.

Strengths:

- 91% of students tested scored advanced and the remaining 9% scored proficient on the Tennessee Gateway Assessment for algebra
- 69% of students tested scored advanced and 31% scored proficient on the Tennessee End of Course Assessment for physical science
- 86% of students tested scored competent or above on the TCAP Writing Assessment
- 83% of students tested scored advanced or proficient on the TCAP reading/language arts assessment
- 85% scored advanced or proficient on the TCAP mathematics assessment
- The Hispanic subgroup showed major improvements on TCAP in reading/language arts, mathematics and science
- All subgroups in mathematics showed a gain in the percentage of proficient or advanced students except the Asian/Pacific subgroup which was already at 100% proficient

Needs/Challenges

- The percentage of students scoring proficient in TCAP reading/language arts decreased in eight of the nine subgroups
- The percentages of proficient or advanced students decreased in reading/language arts, science and social studies in the Black subgroup
- Special Education and ELL subgroups have high percentages of students scoring below proficiency on TCAP reading/language arts and mathematics assessments
- Thirty percent of students enrolled in geometry did not score proficient on the Geometry End of Course Assessment
- All subgroups have large percentages of students scoring below proficiency on TCAP science and TCAP social studies assessments

1.6 Report Card Data Disaggregation

Race/Ethnicity

The data for 2006-2007 math tests reflects a drop in proficiency of 2% for Asian and Black students and a 4% drop for White students. Scores for Hispanic students reflect a 6%

increase which is a vast improvement over the 9% drop seen in school year 2005-2006. The proficiency/advanced scores for Asian students (92%), Black students (82%), and White students (85%) all exceed the state proficiency target of 79%. While the 77% proficiency rate for Hispanic students reflects a substantial gain in the number of Hispanic students scoring proficient or advanced, this score is below the state target of 79%. There is concern regarding the drop in proficiency rates for White, Black, and Asian students.

Comparing reading/language plus writing test scores for 2006 and 2007 shows that Black and Hispanic students showed gains in proficiency rates while Asian and White show drops in proficiency rate. Eighty-six (86%) of White students tested at the proficient and advanced levels which is a 2% decrease from last year but is still above the target rate of 83%. Eighty-five (85%) of African-American students tested advanced or proficient, increasing four percentage points from last year and is above the state target of 83%. Asian/Pacific Islanders had a 2% decrease over last year's scores, with 86 % testing proficient or advanced which exceeds the proficiency target of 83%. Seventy-six (76%) of Hispanic students tested proficient or advanced which is an increase of 9% from last year but still well below the target of 83% proficiency. Again, while substantial gains are reflected in helping Hispanic students become proficient, the proficiency rate falls well below the state target.

Looking at data 2006-07 for suspensions reveals that 112 Black students representing 37% of the suspensions, 80 White students representing 26.5% of suspensions, and 110 or 43.6% of "Others" were suspended last year. Black students make up 27% of the student body while White students make up 29.4% and "Others" make up 43.6%. One would expect Black students to have the lowest suspension rate but the data reflects that they make up a higher proportion of the total suspensions. The reasons for suspension of Black students are something that should be evaluated to ensure that all students are being treated fairly and disciplined equitably. Males account for 69.2% of all suspensions and females only 30.2%. These suspensions should be evaluated as well to ensure that there is no gender bias.

Economically Disadvantaged

In 2006-2007, 80.4% of the 866 students enrolled at Wright Middle School participated in the free and reduced lunch program. The data reflects 80 % of these students as proficient or advanced in math which is above the state target of 79% and the same proficiency rate as last year. Only 80% of these students tested proficient or advanced in reading which is below the state target of 83% but this is a 4% increase from last year's scores. Wright's priority is to continue to work at increasing the proficiency level of this group.

Special Education

Wright Middle School has a well developed Special Education program. Various levels of service include pull-out programs, MIP fragile, and special education courses in all subject areas, as well as vision, hearing, and speech services. Seventy-seven students, or 8.9%, of the total enrollment participated in the special education program last year. The 2006-2007 data reflects that only 51% of these students tested proficient or advanced on math and 66% tested proficient or advanced in reading, both well below the state targets.

While the reading proficiency level rose significantly by 12% from last year, the math proficiency level dropped 4%. Wright's priority for helping our special education students will be to continue to aid them in gaining proficiency in reading and math and meeting the state targets.

Limited English Proficient

Wright Middle School is comprised of a multi-ethnic and multi-linguistic student body. Students come here from all over the world and represent 38 countries and there are 17 different languages spoken in their homes. In order to help meet the needs of these students Wright offers an "English Language Learners" (ELL) program with courses designed to help students adjust to American culture and improve literacy skills. Last year this program serviced 192 students which represent 22.2% of our student population. These students showed the largest improvement, showing substantial gains in reading proficiency scores while holding steady in math. This group showed marked improvement in reading, with proficiency rising from 56% in 2005-2006 to 63% last year. The number of ELL students that tested proficient and advanced in math remained at 64% last year. The vocabulary initiative that was instituted last year seems to have helped these students. Wright has one full-time Spanish interpreter to help these students during the school day and with communications with their parents.

Gender

Analyzing proficiency data as it relates to gender showed that 78.7% of males were proficient in reading/language arts while females showed a much better rate with 85.9% testing proficient. Male proficiency rose 5% from last year and female proficiency rose 5.3%. The male proficiency rate, however, falls short of the NCLB target score. The math proficiency levels reflect 78.5% of males and 84.1% of females testing proficient. Compared to 2005-06, this is a gain of 4.4% proficiency for females but a 0.4% drop in proficiency for males. Again the female proficiency exceeds the state target but the male falls short, but just barely.

Proficiency Level Disaggregation

The following data shows the percent of students attaining a score of proficient or advanced for the 5th grade in all subject areas. This information will be used by grade level teachers to see where our strengths and weaknesses lie.

The reading/language arts data disaggregates as follows:

All 5 th graders	86%
Special Education	71%
LEP (ELL)	71%
Econ. Disad.	84%
Males	88%
Females	85%
Asian/PI	91%
Black	91%
Hispanic	80%
White	89%

The math data disaggregates as follows:

All 5 th graders	84%
Special Education	43%
LEP	69%
Econ. Disad.	82%
Males	84%
Females	83%
Asian/PI	91%
Black	83%
Hispanic	79%
White	91%

The science data disaggregates as follows:

All 5 th graders	70%
Special Education	21%
LEP	57%
Econ. Disad.	69%
Males	71%
Females	70%
Asian/PI	82%
Black	59%
Hispanic	71%
White	79%

The social studies data disaggregates as follows:

All 5 th graders	72%
Special Education	21%
LEP	50%
Econ. Disad.	69%
Males	70%
Females	74%
Asian/PI	73%
Black	66%
Hispanic	77%
White	72%

In all categories males out performed females, but the difference is not so great as to indicate bias in our 5th grade classrooms. Overall our 5th grade students scored well in science and reading with the exception of special education and ELL students and these students must become more of a focus. ELL and special education students scored very low on the science and social studies tests and black students scored lower on the science test than any other ethnic group. We must ensure that the standards are driving our lessons for all students.

The following data shows the percent of students attaining a score of proficient or advanced for the 6th grade in all subject areas. This data will be used by grade level teachers to see where our strengths and weaknesses lie.

The reading/language arts data disaggregates as follows:

All 6 th graders	83%
Special Education	47%
LEP	67%
Econ. Disad.	81%
Males	79%
Females	87%
Asian/PI	83%
Black	77%
Hispanic	82%
White	87%

The math data disaggregates as follows:

All 6 th graders	76%
Special Education	47%
LEP	56%
Econ. Disad.	74%
Males	72%
Females	80%
Asian/PI	92%
Black	73%
Hispanic	70%
White	82%

The science data disaggregates as follows:

All 6 th graders	70%
Special Education	37%
LEP	47%
Econ. Disad.	68%
Males	73%
Females	65%
Asian/PI	80%
Black	60%
Hispanic	69%
White	75%

The social studies data disaggregates as follows:

All 6 th graders	73%
Special Education	32%
LEP	64%
Econ. Disad.	73%
Males	75%
Females	70%
Asian/PI	80%
Black	55%

Hispanic	78%
White	79%

While female students tested better in reading and math, the male students outscored them in science and social studies. These scores indicate that there is no overall gender bias but is a concern in the NCLB areas, especially because the difference is 8%. Special education students and ELL students scored very poorly in every category and the teachers of these students must remain diligent in emphasizing the standards. Black students scored lower than any other ethnic group in three of four categories and these students may need to become more of a focus. The overall score of 70% for all 6th graders in science but the low scores of some sub-categories indicate that the 6th grade teachers must ensure that standards are being taught and reinforced for all students.

The following data shows the percent of students attaining a score of proficient or advanced for the 7th grade in all subject areas. This data will be used by grade level teachers to see where our strengths and weaknesses lie.

The reading/language arts data disaggregates as follows:

All 7 th graders	76%
Special Education	68%
LEP	52%
Econ. Disad.	74%
Males	70%
Females	84%
Asian/PI	67%
Black	78%
Hispanic	74%
White	78%

The math data disaggregates as follows:

All 7 th graders	79%
Special Education	47%
LEP	62%
Econ. Disad.	78%
Males	76%
Females	83%
Asian/PI	83%
Black	79%
Hispanic	82%
White	76%

The science data disaggregates as follows:

All 7 th graders	71%
Special Education	47%
LEP	54%
Econ. Disad.	69%

Males	69%
Females	72%
Asian/PI	64%
Black	66%
Hispanic	77%
White	73%

The social studies data disaggregates as follows:

All 7 th graders	73%
Special Education	32%
LEP	38%
Econ. Disad.	72%
Males	73%
Females	74%
Asian/PI	73%
Black	66%
Hispanic	74%
White	82%

Females scored higher in every category and 7th grade teachers must make certain that they are teaching to males and females equally and encouraging them. Overall scores for reading are disturbing since the score of 76% proficiency is well below the state goal of 83%. These teachers must remain diligent in teaching and reinforcing the reading standards. Asian/Pacific Islander students scored very poorly in reading and lowest in science but they scored the highest of any ethnic group in math. Black students scored the lowest in social studies and White students were the lowest scorers in math which indicates no ethnic bias. Again, special education and ELL students showed the poorest scores.

The following data shows the percent of students attaining a score of proficient or advanced for the 8th grade in all subject areas. This data will be used by grade level teachers to see where our strengths and weaknesses lie.

The reading/language arts data disaggregates as follows:

All 8 th graders	83%
Special Education	71%
LEP	65%
Econ. Disad.	81%
Males	78%
Females	88%
Asian/PI	94%
Black	82%
Hispanic	74%
White	92%

The math data disaggregates as follows:

All 8 th graders	85%
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Special Education	50%
LEP	70%
Econ. Disad.	84%
Males	81%
Females	89%
Asian/PI	100%
Black	83%
Hispanic	80%
White	89%

The science data disaggregates as follows:

All 8 th graders	70%
Special Education	15%
LEP	62%
Econ. Disad.	67%
Males	72%
Females	68%
Asian/PI	81%
Black	60%
Hispanic	76%
White	73%

The social studies data disaggregates as follows:

All 8 th graders	65%
Special Education	24%
LEP	69%
Econ. Disad.	63%
Males	65%
Females	65%
Asian/PI	88%
Black	47%
Hispanic	67%
White	75%

The above data shows that females scored better than males in reading and math but males outscored females in science and these groups showed the same proficiency rate in social studies which indicates no gender bias in our 8th grade classes. Hispanic students scored the lowest in reading and math but Black students scored the lowest in science and social studies. The scores for Black students in science and social studies are disturbing since these same students exceed the state goal in math and just fall short of the state goal in reading. Special education scores are extremely low in every category and the teachers of these students must ensure that all standards are being taught thoroughly and reinforced. The ELL students scored poorly in every category also but do not have the lowest proficiency rate in social studies.

Growth Difference Between High, Middle, and Low Achievers

ThinkLink testing is used three times a year to identify low performing students. The counselors and teachers will continue to use this testing to identify students who may need extra help. MCM, a federally funded Title I program, and after school tutoring provided by Metro Nashville Public School has been offered for low performing students. The data above shows that special education and LEP students could benefit the most from these tutorial programs, therefore the parents of these students will be especially encouraged to allow their children to take advantage of these two programs. Study Island was purchased last year and is being used by teachers after teaching a unit. Students take a test over the unit material and teachers evaluate these test scores to see which students are not learning the material and to determine if any re-testing needs to take place.

Using a bar graph format, the data indicates that low achievers (below proficient) have less movement into the middle level (proficient) than middle achievers into the high level (advanced) in mathematics. In essence, in mathematics, there is more activity between the middle and high groups. Students move in fewer numbers from the low group to the middle group.

In reading/language arts, and using the same bar graph format, there is no significant difference in the movement of students in the low and high levels. The middle level remains relatively stable while the low level decreases with an almost mirror increase at the high level.

Fifty one (5.9%) of our students took the Physical Science End of Course exam. 69% of these students scored advanced and 31% scored proficient and all were able to receive high school credit.. The number scoring advanced far exceeds the system average of 29% and state average of 41%. Fifty three (6.1%) of our students took the Algebra I Gateway Exam with 91% scoring advanced and 9% scoring proficient and all were able to receive high school credit.. The number scoring advanced far exceeds the system average of 27% and state average if 44%. While this is a low percentage of our student population taking these advanced courses, the data does reflect that teachers and guidance counselors are doing a great job of choosing students for these courses who can handle a high school curriculum and become successful. The data also indicates that the teachers thoroughly cover all standards. Teachers and guidance counselors will continue to collaborate in evaluating all information and testing data in order to place students in courses where they can be most successful.

1.7 Narrative Synthesis of All Data

Overall, Wright Middle School has made steady gains in various categories. The Academic data reveals that all ethnic subgroups achieved the math benchmark of 79% proficiency except Hispanic students whose scores were about 2% under. In addition, 100% of Wright Middle students scored proficient or advanced on the Algebra I Gateway Exam (91% advanced and 9% proficient) and the Physical Science End of Course assessment (69% advanced and 31% proficient). These scores far exceed the state averages of 79% and the district average of 68% proficiency for Algebra I and the state average of 89% and district average of 81%

proficiency for physical science. As a building, math scores have increased 7% over the past three years. It should also be noted that the percentage of Special Education students scoring proficient in reading/language arts has increased over 25% from three years ago (38% proficient in 2003-2004 to 66% proficient in 2006-2007). There was also an 11% increase in the percentage of Hispanic and ELL students scoring proficient in reading/language arts compared to last year (Hispanic: 65% proficient in 2005-2006 and 76% proficient in 2006-2007; ELL: 51% proficient in 2005-2006 and 63% proficient in 2006-2007). The large gains made in reading/language arts by Special Education, Hispanic, and ELL students made these groups eligible for Safe Harbor and helped our school to make AYP for the 2006-2007 school year in reading/language arts.

Despite the gains in many categories, the academic data reveals some areas of concern. There was a 4% decrease in the percentage of Special Education students that scored proficient in math compared to a year ago (Special Ed: 55% proficient in 2005-2006 and only 51% proficient in 2006-2007). Moreover, there was roughly a 5% decrease in the percentage of students scoring competent on the District Writing Assessment (31.8% competent 2005-2006, and 25.6% competent in 2006-2007), and there was almost a 2% decrease in the percentage of students scoring competent on the TCAP Writing Assessment (77.6% competent in 2005-2006, and 75.9% competent in 2006-2007).

Furthermore, the data reveals several emerging gaps between ethnic, gender, and learning groups. Black students showed a 2% decline in Math scores from the previous year (84% proficient in 2005-2006, and 82% proficient in 2006-2007). Hispanic students trail all other ethnic groups in the percentage of students scoring proficient in math. Also, there is an increasing gap between the percent of Female and Male students who scored proficient on the reading/language arts portion of the TCAP (Males 78.7% proficient in 2006-2007, and Females 85.9% proficient in 2006-2007). In the seventh grade, there was a 14% difference between the percent of females (84% proficient) and males (70% proficient) that scored proficient.

Examining the non-academic data reveals some important demographic trends. For example, the percentage of Wright students eligible for Free/Reduced Price Lunch has increased over 10% in the past three years (69% in 2003-2004 to 80.4% in 2006-2007). Also, the mobility rate of students, or percent of students entering and exiting the school after the 2nd week, has averaged about 38% over the past three years. In addition, Hispanics have become the largest ethnic subgroup at Wright, increasing over fourteen percent over the last four years (23.1% of student population in 2002-2003 to 37.5% of student population in 2005-2006). In the midst of these changes, Wright Middle School has a strong attendance record (94%), and a perfect promotion rate (100%).

Overall, the academic and non-academic data shows that Wright Middle School students are making steady progress. Most ethnic subgroups have met AYP benchmarks for math and the AYP benchmarks for reading/language arts. However, achievement gaps do exist between Hispanics and the other ethnic subgroups, Special Education students and Regular Education students, and between Males and Females in Reading/Language. Measures need to be taken to close the existing achievement gaps and to ensure that instruction is differentiated to accommodate for the increasing number of students who come to the school who are Hispanic and who are living in poverty. Furthermore, measures need to be taken to significantly improve the scores of all subgroups as the benchmark scores for proficiency increase for the 2007-2008 school year for Math (79% to 86% proficiency) and Reading (83% to 89% proficiency).

1.8 Prioritized List of Goal Targets

The following goal targets were prioritized in accordance with the school's disaggregated data:

1. Increase the percent of **All** students scoring proficient or advanced from 2006-2007 scores of 82% in math to 86% or more and from 82% in Read/Lang to 89% or more in 2007-2008; Increase all subgroup scores and attendance rate by appropriate incremental percentages to reach 2008 targets, or to attain Safe Harbor.
2. Increase the percentage of students in grades 5 and 8 achieving proficiency on the TCAP Writing Assessment from 2006-07 scores of 64% for grade 5 and 86% for grade 8 to 90% or more in the 2008 testing; Increase overall writing score from 2006-07 score of 75.9% to 90%
3. Increase 2006-2007 attendance rates of 94% to 95% or better in 2007-2008.
4. Align assessment, curriculum, and instruction to the District/State Academic Standards.
5. Differentiate instruction to meet the needs of all students and subgroups, especially the needs of Special Education and ELL students.
6. Refine and Develop Academic Calendars/Curriculum Maps for Math and other subjects.

COMPONENT 2: BELIEFS, MISSION, and VISION

2.1 Collaborative Process

The collaborative process we used to develop Component 2.2 was to review last year's beliefs, mission, and vision statements, rewrote components individually and then came together to select appropriate statements and combine similar thoughts, communicated these ideas to committee members, and all faculty via email, and produced final version using input from stakeholders. Throughout our discussions we focused on aligning policies and procedures to school, district, and state goals for student learning while holding high expectations for all students attending our school. We established a link between the belief statements, the broader mission of our school, and the long-term vision of our school within the greater community.

2.2 Beliefs, Mission, Vision:

- Every student needs a safe, positive, and nurturing environment in which to learn.
- Every student is capable of learning when varied teaching methods are used in order to accommodate students' different learning styles and quality assessment is used to document and encourage individual achievement.
- Every student is to be respected and accepted for his/her unique heritage and cultural background.
- Every student deserves a quality education that prepares him/her to face the challenges of worldwide competition in the political, economic and technological arenas.
- Every student should be encouraged to embrace civic responsibilities and should be challenged to make his/her community a better place to live and learn.
- Every student should be able to make logical and ethical decisions that positively impact the world around them.
- Regular school attendance is essential for learning to take place.
- Parent and community involvement are necessary for students to meet high expectations that will enhance a positive educational experiences.
- Assessments and data analysis must be used to make instructional decisions.
- Instructional decisions must be guided by national, state, and local academic standards as well as individual learning plans and best instructional practices.
- Promoting a climate of trust, teamwork, high expectations, and open communication among teachers, staff, parents, and students is necessary to maximize student achievements.
- Every student deserves to be taught by highly qualified teachers using the latest Educational and technological tools and practices
- Every student is capable of scoring proficient to advanced on state and national Standardized tests

Mission Statement:

The mission of Wright Middle School is to provide students a rigorous and relevant academic course of studies that includes best instructional practices and personalized learning plans wherein students may learn, master required assessments, and strengthen their ability to function as productive and responsible citizens.

Vision Statement:

The Wright Middle School vision is to become an academically high performing neighborhood school that reflects and embraces the diversity of its students, staff, and neighboring community

Component 3 – Curricular, Instructional, Assessment and Organizational Effect

Collaborative Process

The faculty and staff of Wright participate in regular faculty meetings, team meetings, and subject matter team meetings to discuss instructional strategies for improving student achievement. Wright is a Title I school which provides extra federal funding for school wide improvement in student achievement. Areas of need are analyzed and curriculum pieces are purchased through Title I funds. Title I also provides in-service training for faculty, staff, and parents. Title I provides daily agenda books for students, home monthly newsletters, and information on No Child Left Behind. Parents have been provided with materials to assist studying skills at home. Wright sends home monthly calendars, Progress Reports, a minimum of one Progress Report each mid-nine weeks, with some teachers sending reports more frequently. Report cards are sent home at the end of every nine weeks grading period. Teachers also make frequent phone calls to parents regarding student progress.

Faculty members participate in professional development opportunities provided by the district, as well as other sources in order to strengthen their instructional effectiveness. In addition, Texas Instrument Calculator workshops held for the math faculty fostered the use of more classroom technology for both faculty and students. All faculty members and administration participated in the National Middle School Association Conference held in November. The administration monitors classrooms daily to ensure that a variety of instructional strategies are being employed to make learning relative. Wright has an in-house Math Specialist funded by Title I to assist teachers. The Title I Coordinator is available to assess the material needs of math and language teachers. Our Title I Coordinator also sends home parent surveys and a learning compact outlining the responsibilities of parents, teachers, and students. A teacher mentor, contracted using Title I funds, worked with special education teachers in 2006-07 on a part-time basis.

The Wright library staff communicates with teachers through email and has developed a website which enables teachers and students quick links to commonly-used websites. The librarian also offers training for use of technology when needed. A full-time Spanish translator is available for S-Teams, parent teacher conferences, and classroom translation as needed. A Kurdish translator is available from the district as needed. The STARS Program Coordinator collaborates with teachers and students in the area of character building. A reading specialist, as of this year, works with teachers to implement the Comprehensive Literacy program. The Exemplary Educator, provided by the State Department of Education, collaborates with the administration as well as with individual teachers to support Wright's educational mission.

Collaborative Process

Wright's computer instructors approach technology with an interdisciplinary approach. In addition to readying students to be competent users of technology, they have woven into their curriculum software that addresses the needs of Wright students in mathematics, reading, writing, and critical thinking. This collaborative effort helps to strengthen the focus on academic achievement and enhances students' skills.

To further strengthen the learning process in our school, the district has added a new initiative for the Math and Language Arts curriculum entitled Springboard. This initiative focuses directly on critical thinking skills to lay the foundation for success in advanced placement classes in high school.

Evaluation of the Decision-making Process

Wright administration and staff utilize shared decision-making process. Administration and faculty frequently brainstorm strategies and solutions for instructional practice, school operation, and to resolve challenging issues. The sharing of ideas is encouraged with discussions that follow in order to reach shared vision. Parents, students, teachers, staff and other stake holders are encouraged to make any concerns or suggestions known to administration and the Faculty Advisory Committee (FAC). The concern or suggestion is then researched and fully investigated. Input from various sources both within the school and outside the school is sought. Possible solutions are discussed among the concerned parties and a shared decision is then made. Administration attends grade level meetings, subject matter meetings, and faculty and staff development workshops. Administration also asks for feedback on ideas, issues, and philosophies through a daily e-mail to all staff members. FAC utilizes a mailbox for teacher suggestions and concerns placed in teachers' lounge. Administration and faculty pursue open and effective lines of communication.

In addition to grade level and subject area teams, there exists a Faculty Advisory Committee and School Improvement Plan Committee to assist the decision-making process. Committees need to be formed in order to facilitate parent involvement and staff investment into the future planning at Wright Middle School. Parent involvement is an area of concern. As parents have limited availability and transportation, the school needs to be more flexible when setting up conferences between parents, staff, and administration. Information gathered from parent surveys should be analyzed more closely and warrants immediate feedback to families. Informal conferences for parents should be available at various times to meet the needs of working parents. Teachers utilize telephone conferences on a frequent basis. As recommended, a PTA was formed as a way to strengthen communication and understanding between parents, their students, and teachers. Faculty needs to be actively involved in operation of Title I, school-wide discipline plan, technology, planning of master schedule, school beautification, and parent involvement. Furthermore, Title I offers academically related workshops for parents.

Evaluation of the Decision-making Process

In order to strategize ways to meet the curriculum needs and school concerns of students, grade level teams meet regularly to discuss effective ways of meetings standards, behavioral concerns, and ways to better reach students. The administration meets regularly with grade level teams and subject matter teams to address issues as they arise. The committee recommends collaboration and effective communication among all the stakeholders before the final decisions are made.

The strength of shared-decision making is that all stakeholders are involved with all voices having an opportunity to be heard. Team meetings, grade level meeting, and subject are meetings with administration use the shared-decision model as their basis. A major weakness is that it requires a lot of time that is not always readily available. Because of this, there is a heavy reliance on e-mail communication. Such reliance unintentionally eliminates some stakeholders from the process. Additionally, due to limited time, issues are not always fully addressed and

discussed by all stakeholders as matters often require immediate decisions. The organizational structure of the school day limits full collaboration.

Resource Allocation

Wright Middle School receives financial resources form Metropolitan Nashville Public Schools and the federal government. This is the fourth year that Wright has qualified as a Title I school.

The Fellowship of Christian Athletes, STARS, Vanderbilt University, Tennessee Valley Authority, Boys and Girls Club, Tennessee Teachers Credit Union, Hispanic Girl Scouts, and Metropolitan Nashville Public Schools Math and Reading Mentors have all enhanced our school by providing materials and human resources. Centerstone works in collaboration with Wright staff by placing a school-based counselor full-time on site to serve students and parents in need of support. Dell Computer Company offers a program called Dell Tech Know which teaches students how to build and repair computers. The Metro Police Department provides us with an on-site School Resource Officer who ensures safety in our building and administers the DARE and GREAT programs on drug and gang awareness.

The district provides three campus security officers, a school nurse, a school psychologist, a social worker, an attendance monitor, vision and hearing specialist, three full-time guidance counselors, and several translators for our ELL students. Title I provides a part-time Title I Coordinator/teacher, three full-time teachers, a math specialist, a mentor to special education teachers, and many professional development opportunities for our teachers. The Title I Coordinator also serves as the parental involvement liaison providing parents with opportunities to enhance their parental and educational skills. The State Department of Education provides us with an Exemplary Educator to assist with our curriculum.

Resource Allocation

In addition to the instructional materials and services provided by the Metropolitan Nashville Public Schools, Wright is benefiting from Title I funds and services. Title I funding plays a critical role in reducing the class sizes for math and reading classes. We were able to purchase a mobile computer lab in 2005, calculators, math manipulatives, educational software, and dictionaries using the Title I funds. In Spring 2007, Title I funded the use of Study Island for student assessment TCAP preparation. Increasing the achievement level of the ELL subgroup is a top priority for all stakeholders at Wright. The Title I coordinator is actively looking for other resources and teacher training opportunities to address this population's educational needs. In an effort to raise TCAP test scores, test prep books were ordered by Title I. Music City Miracles' before and after school tutorial program provides enrichment as well as remedial support for students.

Wright Middle School is provided with resources from federal, county, and community funding. BEP, CTE, the 2316 and Wright General Fund supply our school with discretionary money from the Metropolitan Nashville Public Schools. Title I funds for 2007-2008 will be used to purchase additional instructional supplies and materials to meet the academic need of our student body as well as provide staff development for core target areas in Reading, Language, and Mathematics.

Wright Middle School is in its fourth year as a Title I school-wide project. Funds for the 2006-2007 school year totaled \$315,000. The budget provides for instructional class size reduction, extended learning, academic incentives, materials, supplies, and equipment. The Parent Involvement budget is \$4,555 for training/workshops for parents. Title I staff development is funded at 10% of the total budget. Other funds are available for staff development activities, stipends, materials, and consultants.

Curriculum Analysis and Support

The content of the curriculum is based on establishing a rigorous academic environment in which students can maximize their potential. The entire curriculum at Wright is based on the academic standards set by the state and the Metropolitan Nashville Public School system. A variety of course offerings are available in the Related Arts program. Students can enjoy Art, P.E., Computers, Band, Strings, and Chorus. Seventh and eighth grade students who qualify can enroll in creative writing as an academic elective. Wright has two computer labs to strengthen all areas of academic weaknesses, as well as giving students the opportunity to research and create computerized projects. Improvement can be made by utilizing computer labs to increase reading and math skills using appropriate software. Textbooks and other materials are selected and aligned with the goals of student learning and state standards. Teachers differentiate instruction to enhance student learning. English and Reading classes, a full-time Spanish translator, a part-time Kurdish translator, and a part time Title I Math specialist and a reading specialist are all part of the Wright instructional program designed to meet the needs of ever increasing diversity in the student population. Music City Miracles, in addition to the Title I before and after school tutoring program, provides additional options for students to further enhance their skills. These two programs target proficient and below-proficient students.

Curriculum Analysis and Support

To improve instructional practices, TCAP scores are disaggregated and analyzed in order to make decisions about teaching and re-teaching the objectives not mastered. Grade level and subject matter teams meet regularly to discuss areas of need. The administration provides teachers with TCAP Achievement and District Writing Assessment scores. Metro's Department of Assessment and Evaluation provides this data for our incoming fifth graders. Guidance counselors oversee the transition process by providing information and strategies for success for our incoming fifth graders. The eighth grade guidance counselors acquaint eighth graders with high school procedures and terminology. In addition, the counselors also work with parents, the high school guidance counselors, and students to guide them in developing a four year high school plan. This four year plan reflects the student's desire for a college prep, dual, or vocational tract. Data for last year's eighth graders is passed to Glencliff High School in an effort to provide continuity within the cluster. Teachers meet as teams, by grade level, and subject area to plan instruction and analyze data. Representatives from the middle schools within the zoned cluster met to discuss curriculum and instructional issues relevant to writing. This kind of collaboration enhances student achievement.

The ThinkLink assessment program is administered three times a year and provides individual student as well as whole class data categorized by skills in Reading and Math. The content of the curriculum is consistent with the desired outcomes on state and district assessments. Study Island (a computer-based practice assessment) is also used to provide practice for students at home or at school on TCAP objectives. ELDA scores are used as an assessment tool for our ELL population. The language levels are assessed in three areas: oral fluency, reading and writing. Depending on ELDA placement, students are placed in classes appropriate for their language level. The ELDA is just one of several criteria used to assess ability to perform in the monolingual English academic program at Wright. The TCAP Item Sampler, ThinkLink Program, Classroom Connections, and the Prentice Hall Assessment System TCAP Prep for Writing and Grammar, as well as math, are tools available to Wright teachers to use in preparing our students for TCAP.

During the 2006-2007 academic year, Wright achieved success in meeting NCLB's adequate yearly progress. The areas of emphasis, as established by *No Child Left Behind*, were attendance, mathematics, and the cumulative combined scores of reading/language/writing. Under the *No Child Left Behind* statutes, the target percentage for attendance in 2006-2007 was 93%. Wright exceeded the attendance target by 1%. For the 2006-2007 year Wright had a 94% attendance rate.

The area of mathematics was an area of emphasis to be assessed under the *No Child Left Behind* federal law. The target goal for schools under the NCLB federal statute for 2006-2007 was 79%. As a school, Wright achieved 82% which exceeds the target percentage by 3%. In disaggregating the data based on subgroups, each subgroup accomplished the target score of 79% except our Special Education (51%), Hispanic (77%), and Limited English Proficient (64%) population.

Curriculum Analysis and Support

The area of reading/language/ writing, all subgroups made AYP. The target percentage for the academic year of 2006-2007 was 83%. Wright's students met the target or achieved safe harbor (SH).

Wright Middle School eighth grade students benefit from high school for credit classes in the areas of Algebra I, Geometry, Physical Science, and Spanish I. These students were highly successful on the 2006-2007 Tennessee Gateway Assessment in Algebra I. The students earned 100% proficiency with 91% scoring advanced. Geometry students earned 70% mastery. Similar success was demonstrated in the 2006-2007 Physical Science End of Course Assessment where Wright students were 100% proficient with 70% scoring advanced. In Spanish I, students were 100% proficient. Fifth and Sixth grade students benefit from participation in the Encore program which provides higher order thinking strategies and critical thinking skills to above average achievers. Creative Writing is an elective for high achieving seventh and eighth graders. Seventh grade students also have the opportunity to take Algebra I. Likewise, sixth grade students have the opportunity to take pre-Algebra.

The Glencliff Cluster principals meet monthly to discuss issues of concern, align expectations, and develop winning instructional strategies within our cluster. Information is brought back and shared with the Wright staff and stakeholders. This effort is important to our success as a unified cluster and assures alignment among the feeder schools. Within the school, alignment is achieved by curriculum mapping and alignment to the district/state academic standards.

Extracurricular activities are provided to enhance the social and emotional development of Wright students. Student council, sports, yearbook staff, newspaper, Hermanitas, Chess Club, Dell TechKnow, and the Fellowship of Christian Athletes are available for students who are interested. These programs are designed to help students develop talents, responsibility, and leadership qualities. In an effort to meet the needs of our multi-lingual community, our PTA and school translator translated their correspondence for our parents.

Wright students receive career awareness classes, Jason Foundation and Safelast, through the counseling program. This begins at the fifth grade level and is ongoing through eighth grade.

The school provides a safe and orderly environment. Principals, teachers, and staff monitor the hallways, bus unloading area, and car-rider drop-off before and after school. Halls are monitored during all class changes. A School Resource Officer, three Campus Security Officers, and security cameras keep watch over the building and school grounds. Entry to the school is accessed only through a secure door that can be opened by a monitored security system housed in the front office. A closed circuit television allows the office personnel to see visitors. The Wright Security team, consisting of teachers, administrators, and staff, receives communication from the U.S. Department of Education and Metropolitan Nashville Public Schools updating current security practices and alerts. Faculty, students, and staff regularly participate in Special Situation, tornado, and fire drills.

Curriculum Analysis and Support

The principal communicates with teachers and staff on a daily basis keeping everyone informed regarding school events as well as community happenings. A monthly Title I newsletter and a Middle Years Home/School Connection newsletter keep parents informed of school events and parenting tips.

The administration monitors curriculum and instructional practices on a daily basis. Classes are visited and teachers are monitored regularly. Objectives and instructional practices are documented to ensure objectives are aligned with standards. Teachers receive feedback during administrative conferences and by way of written communication. Regular meetings are scheduled with individual teachers and teams to align curriculum. As new data is received, curriculum is adjusted. For example, when ThinkLink data is received, the data is analyzed to determine which subskills have not been mastered by students. Lessons are then developed to address non-mastered targeted subskills.

Instructional Analysis and Support

The effectiveness of instruction is determined by a survey of the school's instructional program. Administrators and staff members rate effectiveness of curriculum, instruction, and assessment practices.

We have established a climate of a shared vision and beliefs among the parents, students, faculty, administration, and staff. The Title I Parent/Student/Teacher Compact defines the roles and responsibilities of these stakeholders.

According to the 2006-2007 Tennessee School Report Card, Wright students did meet the *No Child Left Behind Adequate Yearly Progress* in Reading/Language Arts, but were not as successful in mathematics. In mathematics the NCLB target score was 79%. As a school, Wright achieved 82% in the ALL subgroup. In disaggregating the data of other subgroups, five subgroups were successful in accomplishing the 79% target. The subgroups at Wright scored the following in mathematics: Whites 85%, African American 82%, Hispanics 77%, American/Pacific Islander 92%, Limited English Proficient 64%, Economically Disadvantaged 80%, and Special Education 51%. There is a need to continue to work to reduce the achievement gap among the subgroups.

In Reading/Language, the NCLB target for 2006-2007 was 83%. The scores in Reading/Language Arts subgroups are Whites 86%, African American 85%, Hispanics 76% (SH), American/Pacific Islanders 86%, Limited English Proficient 63% (SH), Economically Disadvantaged 80% (SH), and Special Education 66% (SH).

Teachers have received training in research-based strategies through workshops/staff development offered by the District, State, Conferences, etc. Such training was received in Language!, Science Academy, Middle School Conference, United Streaming, Study Island, ThinkLink, ELDA, Ruby Payne, Differentiated Instruction, COMP, Stephen Covey Personal Development: Seven Habits for Highly Effective People, TAHO – ERA 4, Metro Reading Initiative Program (Balanced Literacy), and Calculator and Math Manipulatives. Some staff members are currently receiving Comprehensive Literacy and Springboard training. Because Wright has a large ELL population, several workshops have been presented in the areas of Multi-Cultural Awareness and Diversity. There is a need for more collaborative planning time to implement these best practice strategies and classroom management techniques. In addition, teachers need more training to use disaggregated data to individualize instruction. Writing practices need to be integrated across the curriculum in all subjects.

Wright Language teachers have received staff development in implementing writing strategies for use in preparing for the state writing assessments. Teachers were given grading rubrics provided by the state and taught how the grading system works along with best practice tips. Appropriate staff development will be forthcoming in preparation for the 2007-2008 school year. In 2006-2007, fifth and sixth graders took the Problem Solving Math Assessment. The

Instructional Analysis and Support

assessment is graded on a four-point rubric. In addition, all Pre-Algebra students took a district-wide year-end assessment.

One of the goals of the Wright administration and staff has been to effectively increase time-on-task for our students. Teachers have received in-service training in the COMP Training methods for positive classroom management. The process of instruction has been studied to help teachers train students to be more efficient learners. While all aspects of classroom management are presented in this material, the focus for this year has been on fundamental procedures and effective time utilization. Teachers participate in group problem solving as part of their training in order to develop effective strategies for management dilemmas. The administration notes time-on-task during classroom observations and provides teachers with feedback. Students and teachers are given agenda books. Goal setting and time management are emphasized and taught as part of classroom lessons. The extended school day programs increase the amount and quality of learning time. The 2007-8 District initiative of personalized learning plans for students will help students focus for academic success.

The staff recognizes that parents are major stakeholders. We are pursuing ways to increase parent involvement in student learning and school activities. Language barrier, work schedules, and transportation are factors that impact parent involvement.

The faculty and staff at Wright make accommodations and modifications for our students. The Special Education staff monitors and changes student IEPs. Modifications for the ELL population are driven by class performance. In subject matter meetings, teachers develop strategies to modify instruction for ELL students with the help of the ELL teachers. Flexible grouping enables all students to receive appropriate instruction.

ThinkLink provides an effective means of monitoring and adjusting the curriculum with both individual and whole class data. Students are tested three times a year in an effort to prepare and adjust the curriculum effectively before TCAP testing. Study Island is used as an effective gauge to monitor and increase student performance. Grade level and individual teams meet regularly to plan lessons and units of study based on this data. Teachers teaching courses for credit administer semester tests and end of year tests for high school credit courses. Rubrics are provided to students for writing assessments, novels, and projects. Students receive Progress Reports every mid-nine weeks and report cards every nine weeks.

Our priorities for improvement are to focus on areas of strength in instruction and to address areas needing improvement. This prioritized focus plan will stimulate the students of Wright Middle School to reach toward their highest potential. Improvement strategies will focus on strengthening the core academic program, increasing the amount of quality time in class, before- and after-school programs, and meeting the needs of NCLB subgroup populations.

Component 4 – Action Plan Development

Quality schools enjoy continuous improvement and increased student achievement because of their commitment to thoroughly analyze all pertinent data and follow an action plan that addresses the prioritized needs of the school through purposeful and planned changes in school and classroom practices. Wright Middle School has targeted Adequate Yearly Progress (AYP) as the minimum expectation. The Board of Education has developed a comprehensive Strategic Plan. Mandated for Wright Middle School were the specific Strategic Directives and Targets which must be the benchmarks for improvement. Wright Middle School is currently a High Priority-School Improvement 1-Improving school as defined by TCA-49-1-602.

The faculty and staff of Wright Middle School have developed a Strategic Plan aligned with District Directives to continually improve and increase student achievement through a commitment to analyze all data and make decisions that address the needs of the school and the students. This Strategic Plan is revised annually to meet district and state requirements. The local school plan is based on the district initiative that is reflective of the Tennessee State Master Plan. Our faculty recognizes that this Strategic Plan is an ongoing process designed to guide us in our efforts to maximize student achievement. Carefully planned changes in school and classroom practices will enable the faculty to lead our students to become successful and productive citizens.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	The students in the ALL subgroup will increase their percentage scoring proficient/advanced from 2006-07 score of 82% in math to 86% or more; Students in all subgroups will increase their scores by appropriate incremental percentages to reach or exceed 2008 NCLB target: W from 85%, Hisp from 77%, AA from 82%, API from 92%, ED from 80%, SWD from 51%, LEP from 64%.
Which need(s) does this Goal address?	Maximizes each and every student’s learning and eliminates achievement disparities that exist among different student subgroups
How is this Goal linked to the system’s Five-Year Plan?	100% of all students will test at proficient or above on TCAP

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will align curriculum and instruction to district/state standards to enable students to acquire necessary skills	Aug. – May	All Teachers	District/State Curriculum Guides	District/State Budgets	Principals’& Academic Mentors’ classroom observations; lesson plans; formative assessment results	
Action Step	Teachers will vary instructional strategies, use researched-based best teaching practices, and utilize alternative assessments	Daily	All Teachers	Training in researched-based instructional strategies; Use of Study Island, Think Link, and alternative assessments; Springboard Training	\$500 - Title I Funds; District professional development opportunities	Principals’ classroom observations; formative assessment results; TCAP results	
Action Step	Teachers will use math manipulatives and technology to work on algebraic thinking, problem solving, and critical thinking	Twice weekly; individual student as needed	All math teachers	Training in the use of math manipulatives by in-house math specialist as needed; Use of Study Island, a computer-based program; Need: additional computers and cost of	Title I Funds(\$2,500); monies for computers, tables, printers,	Principals’ classroom observations; formative/summative assessments; receipt of computers,	

				wiring	wiring, etc.(\$225,000-BEP 2.0, Perkins)	printers, tables; completion of wiring	
Action Step	Students will participate in before, after, and during school academic intervention programs	Monday-Thursday	Teachers and Community sponsors	Teachers for tutoring programs; availability of computers	SIP Grant, Title I Funds, Music City Miracles Funds (\$85,000 –BEP 2.0)	Results of Formative and Summative Assessments	
Action Step	The school will distribute information on NCLB/Title I via mailouts, annual meetings, parent conferences, etc. in accordance with the District Parent Involvement Policy	Aug. – May.	Title I coordinator, teachers	Title I booklets; paper, access to copy machines	District funds; Title I funds (\$2000)	Title I Parent Involvement Notebook	
Action Step	Teachers will continuously analyze formative data to access and address student needs	Weekly; Monthly; Oct., Dec., Feb.	Teachers	Study Island; ThinkLink; teacher made tests	Title I funds	Principals & teachers discussions; subject area/grade level meetings; minutes of meetings	
Action Step	Students will practice test taking strategies by way of Study Island, ThinkLink, and teacher generated evaluative tools	Oct, Dec., Feb. for ThinkLink; daily, weekly	Teachers	\$10 per student for ThinkLink; for Study Island (purchased 2006-2007, school year) paper & copy cost for teacher tests	Title I funds (ThinkLink); (\$18,000) Study Island (\$3,500)	Review of ThinkLink and Study Island reports and teacher data	
Action Step	Parents will be actively involved in the monitoring of student's academic progress in the classroom	Daily, weekly; each nine weeks	Parents or Guardians	Agenda - \$2.60 per student	Title I School budget (\$3,400)	Parental response in agenda	
Action Step	Parents will receive study skills strategies to implement for home practice	Sept - April	Title I coordinator; teachers	Study skills booklets; Title I newsletter	Title I funds (\$2000)	Title I Parent Involvement Notebook; teacher observations	
Action Step	The school will provide staff development in effective teaching strategies for ELL and SWD students enrolled in general education classes	Annually in the fall semester or as needed for new teachers	Coordinated by principals	ELL and SWD teachers	Title I budget; District staff development opportunities	Assess mid-year to determine staff needs	

Action Step	Teachers will participate in professional development that targets math, reading, and language academic standards/achievement	Sept. – May	All Staff	District PD; Subject or Grade specific conferences	District funded; Title I Staff Development funds (\$2000)	Participation in PD	
Action Step	The school will participate in a SACS accreditation process	Oct. – Dec.	All Staff	SACS Team Training; \$700 for accreditation	PD state provided; District funds	Attainment of accreditation	
Action Step	Teachers will employ research-based math strategies	Daily	All math teachers	District PD opportunities; Springboard training; Need fulltime math mentor	PD District provided (Springboard, etc.) Need: \$60,000 for math mentor-BEP 2.0	Attainment of math mentor	
Action Step	The school will employ two permanent subs to minimize the negative impact on student achievement due to uncovered teacher absences, teacher pullouts for M-team meetings, parent conferences, etc.	Daily	Principals	Sub training	BEP 2.0 - \$60,000	Attainment of permanent subs	

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Students in the ALL subgroup will increase their percentage scoring proficient/advanced from 2006-07 score of 82% in Reading/Language to 89% or more; Students in all subgroups will increase their scores by appropriate incremental percentages to reach or exceed 2008 NCLB target: W from 86%, Hisp from 76%, AA from 85%, API from 86%, ED from 80%, SWD from 66%, LEP from 63%
Which need(s) does this Goal address?	Maximizes each and every student’s learning and eliminates achievement disparities that exist among different student subgroups
How is this Goal linked to the system’s Five-Year Plan?	100% of all students will test at proficient or above on TCAP

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will align curriculum and instruction to district/state standards to enable students to acquire necessary skills	Aug. – May	All Teachers	District/State Curriculum Guides	District/State budgets	Principals’ & Academic mentor’s classroom observations; lesson plans, formative assessment results	
Action Step	Teachers will employ research-based reading strategies: Read Alouds, Think Alouds, Pair-Share, Shared Book Experience, Assisted Reading, Graphic/Semantic organizers, Guided Questions, Word Walls, etc.	Daily	Reading, Lang. Arts, Social Studies, Science Teachers	Reading Specialist; Leveled texts; Need: fulltime reading mentor for the school	Reading Specialist-District assigned; leveled texts from Title I funds for instructional materials as well as District supplied; Need: \$60,000 for reading mentor-BEP 2.0	Results of formative and summative assessments; classroom observations; lesson plans; attainment of reading mentor	
Action Step	Teachers will employ research-based text comprehension strategies: predicting,	Daily	All teachers	Basal and leveled texts; Comprehensive literacy and Springboard Training	District budget for literacy &	Classroom observations; lesson	

	questioning, clarifying, summarizing				springboard training	plans; results of assessments	
Action Step	Students will maintain a vocabulary notebook and participate in vocabulary development based on Marzano's vocabulary model	Daily	All teachers	Teachers' guide; students' vocabulary notebooks	District funded	Classroom observations; results of vocabulary assessment	
Action Step	The school will continue in class assistance to LEP students by providing tutors/translators	Daily	Principals; District	Tutor/Translator; Need: additional tutor to impact student achievement	\$30,000-BEP 2.0	Monitored by District ELL office; principals' observations; formative assessment results; attainment of additional tutor/translator	
Action Step	Teachers will use ELL/SWD instructors and guidance counselors as building liaisons who are familiar with policies and guidelines	As Needed	Principals; teachers	ELL/SWD instructors; guidance counselors	District funds	ELL/SWD teachers' feedback	
Action Step	Guidance counselors/Teachers will review ELDA data and student IEP's for appropriate placement of students	Aug./Sept. '07; Spring '08	Guidance counselors; ELL/SWD teachers	Guidance, ELL, and SWD personnel	District funds	Appropriate placement of students; ELL/SWD teachers monitor; District office monitors	
Action Step	Teachers will implement reading/language intervention strategies in the classroom	Daily	Teachers	Comprehensive Literacy training	District funds	Principals' observations; lesson plans	
Action Step	Teachers will hold strategy sessions to discuss ways to meet student needs	Weekly; Monthly	Team and subject area leaders	Planning time; Need: additional whole day planning time built into District calendar	District funds	Minutes of meetings	
Action Step	The school will implement the automatic calling system to aid in improved student attendance and communication with parents	Aug./Sept; use during school year	Principals	Calling system	District funded and provided	Review attendance data	
Action Step	Teachers will keep accurate attendance records and follow district/school policy for referrals to attendance officer	Daily	Teachers	District computer for each teacher; computer upgrades and maintenance	District funded and provided	Chancery SMS data; Rate of referrals to attendance officer	
Action Step	Teachers will promote/recognize academic achievement and perfect attendance at	Each nine weeks	Teachers, guidance	Certificates and/or Awards	Title I budget (\$2000)	Percent of students recognized	

	assemblies		dept., principals		Donations		
Action Step	Community entity Hermanitas will provide academic/social support to Hispanic girls	Monthly	Principal; guidance counselors	Meeting area in school	Private and community funds	Results of formative assessments	
Action Step	Parents will receive copies of the academic standards	Sept/Oct	District Personnel; school guidance; teachers	NA	District funds	Distribution of standards	
Action Step	Students will check out pleasure reading materials	Weekly	Students; Teachers	Extensive library selections; upgrade fiction and non-fiction	Fiction and non-fiction (500 & 700) upgrade-\$12,000 –BEP 2.0	Classroom observations; improved reading scores	
Action Step	Students will be offered reading logs to promote reading in the home	Monthly	Librarians; Parents	Need: incentives	Community sponsors; PTA	Parental Support; Percentage of participants	
Action Step	The school will increase the availability of professional materials to keep teachers abreast of current educational trends	Aug. – May	Principals; librarians; teachers	\$2,000	Title I staff development funds	Accumulated professional library; classroom observations	
Action Step	Teachers will participate in a one week summer session to develop curriculum maps per grade/subject and to begin developing common assessments	May or June	Teachers; Principal	\$125.00 per day per teacher ; \$200 per day for administrator (approximately \$30,000)	BEP 2.0	Curriculum maps produced; common assessments produced	

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Students in grades 5 and 8 will increase their percentage of achieving proficiency on the TCAP Writing Assessment from 2006-07 scores of 75.9% to 90% or more in the 2008 testing; from 64% for grade 5 and from 86% for grade 8
Which need(s) does this Goal address?	Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups
How is this Goal linked to the system's Five-Year Plan?	100% of all students will test at proficient or above on TCAP

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The school will provide writing workshops for teachers	Oct./Nov.	Principals; Lang. Arts Teachers	Teacher trainer; cost of printing packets	General School funds	Lang. Arts chair oversees	
Action Step	The school will train teachers to grade essays holistically using state rubric	Oct./Nov.	Lang. Arts chair coordinates with District's PD office	Teacher trainer	Title I funds	Evaluation of training; Use of Rubrics	
Action Step	Teachers will implement the writing process early in the school year	Oct./Nov.	Lang. Arts teachers; other disciplines after training	NA	NA	Lesson Plans; classroom observations	
Action Step	Teachers will develop/design writing lessons to target weak areas revealed in essay; refine current lessons	Fall semester	Grades 5 & 8 Lang. Arts teachers	NA	NA	Teacher Collaboration; TCAP Writing results	
Action Step	Teachers will designate/implement January as school-wide, highly specialized writing month using TCAP style writing prompts	January	Principals, Teachers	Retired Writing Prompts	NA	Lesson Plans; Writing Scores	

Action Step	Teachers will formulate writing practices across the curriculum for students to utilize a variety of prewriting activities to generate, focus, and organize ideas	Fall Semester	Teachers	Varied Subject Area writing prompts	NA	Teacher collaboration; lesson plans	
Action Step	Teachers will teach students the writing process and grading rubrics	Oct./Dec.	Teachers	NA	NA	TCAP and District Assessment scores	
Action Step	Students will write monthly using the writing process	Oct./May	Teachers	NA	NA	Student Improvement	
Action Step	Students will discuss the scoring rubric on practice TCAP essays in order to improve writing skills	Prior to Feb 2008	Lang. Arts teachers	NA	NA	Improved Scores	
Action Step	Students will have the opportunity to participate in community sponsored writing contests	Nov. – Apr.	All teachers	Computer access for research	Community or Private funds	Student Participation	
Action Step	The school will purchase software focusing on writing, math, reading, and critical thinking skills for interdisciplinary use in the Technology courses taught to grades 5 – 8	Fall semester	Technology teachers	Software addressing different academic subjects and across grade levels	\$8,000 – BEP 2.0	Improved TCAP scores	

Component Five-The School Improvement Plan and Process Evaluation

Component Five Committee met to read, study, and evaluate the School Improvement Plan (SIP) developed for 2007-2008. Committee members will clarify how the various components fit into Wright's daily operational framework.

5.1 Formative Assessment Plan

Individual Formative Assessments

ThinkLink	Testing administered October, December, and February Teams, Subject area, grade level teachers disaggregate data, group and/or regroup students, and plan individual and class instruction based on data
Study Island	Daily/Weekly assessment of SPI specific content
Pre-Post Tests	Content area testing administered as needed
TCAP Prep	Testing administered periodically throughout the school year
Writing Prep	Testing administered periodically throughout the school year

To reach desired results identified in Component Four's goals, designated assessments/goals have been formulated.

Goal: Students in the ALL subgroup will increase their percentage scoring proficient or advanced from 2006-07 scores of 82% in math to 86% or more; Students in all subgroups will increase their scores by appropriate incremental percentages to reach or exceed 2008 targets: White from 85%, Hispanic from 77%, Black from 82%, Asian from 92%, Economically Disadvantaged from 80%, Special Education from 51%, ELL from 64%.

To achieve this goal the following will occur:

The administrative team (principals, title I coordinator, exemplary educator, in-house math specialist) will:

- Analyze 2006-07 disaggregated results on TCAP assessments as related to NCLB
- Distribute information on NCLB/Title I at annual meetings in accordance with the District Parental Involvement Policy.
- Distribute District Academic Standards and State TCAP Standards to all grade levels.

The faculty will:

- Align curriculum to district/state standards to enable students to acquire necessary skills.
- Implement classroom instructional practices which target weaknesses identified from the data while assuring maintenance of strengths. Lesson plans will be implemented based on district/state academic standards.
- Hold team/subject level strategy sessions to address subgroup needs identified in formative test results
- Seek Professional Development in all areas the team or subject area deems itself weak or as recommended by administrators/District.

The students will:

- Practice test taking strategies using teacher generated tools, ThinkLink, Study Island, etc.
- Participate in before, after, and during school academic intervention programs.
- Use math manipulatives and technology to work on/master math standards

Goal: Students in the ALL subgroup will increase their percentage scoring proficient/advanced from 2006-07 score of 83% in reading/language arts to 89% or more; Students in all subgroups will increase their scores by appropriate incremental percentages to reach or exceed 2008 NCLB target: White from 86%, Hispanic from 76%, Black from 85%, Asian from 86%, Economically Disadvantaged from 80%, Special Education from 66%, ELL from 63%.

To achieve this goal the following will occur:

The administrative team (principals, title I coordinator, exemplary educator, in-house math specialist) will:

- Continue in class assistance to ELL students by providing tutors/translators.
- Implement the automatic calling system to aid improved student attendance and communication with parents.
- Provide copies of the academic standards.
- Increase the availability of professional materials to keep teachers abreast of current educational trends.

The faculty will:

- Align curriculum to district/state standards to enable students to acquire necessary skills.
- Employ research-based reading strategies: Read Alouds, Think Alouds, Pair-Share, Shared Book Experience, Assisted Reading, Graphic/Semantic organizers, Guided Questions, Word Walls, etc.
- Employ research-based text comprehension strategies: predicting, questioning, Clarifying, summarizing.
- Use ELL/SWD instructors and guidance counselors as building liaisons who are familiar with policies and guidelines.
- Review ELDA data and students' IEPs for appropriate placement of students.
- Implement reading/language intervention strategies in the classroom.

- Promote/recognize academic achievement and perfect attendance at assemblies.

The students will:

- Maintain a vocabulary notebook and participate in vocabulary development based on Marzano's vocabulary model.
- Be offered reading logs to promote reading in the home.
- Check out pleasure reading materials from the library.

Goal: Students in grades 5 and 8 will increase their percentage achieving proficiency on the TCAP Writing Assessment from the 2006-07 score of 75.9% to 90% or more in the 2008 testing; from 64% for grade 5 and 86% for grade 8

Using statistical data, the following actions/assessments will be implemented:

The administrative team (principals, title I coordinator, exemplary educator, in-house math specialist) will:

- Provide writing workshops for teachers.
- Train teachers to grade essays holistically using state rubric.

The faculty will:

- Implement a writing process early in the school year.
- Develop/Design writing lessons to target weak areas revealed in essays.
- Teach students the writing process and grading rubrics.
- Designate/Implement January as school-wide, highly specialized writing month using TCAP style writing prompts.
- Formulate writing practices across the curriculum for students to utilize a variety a variety of prewriting activities to generate, focus, and organize ideas.

The students will:

- Write weekly/monthly using the writing process.
- Discuss scoring rubric on practice TCAP essays in order to improve writing skills.
- Use Inspiration software in writing and research projects.

Other actions are covered in actions steps under other goals that demonstrate a correlation of the goals and the desired results.

The success of this SIP is dependent on curriculum alignment with District and state standards. Therefore, it is imperative to conduct constant monitoring of classroom practices and instructional strategies. Administrators will be in the forefront of evaluating the alignment of the curriculum in the classroom.

Principals' informal and formal classroom observations will be key in making comparisons from the beginning of the year to later in the year. Comparisons and alignment also will be indicated by results from:

- Standardized assessments such as ThinkLink which are administered three times a year
- Teacher made evaluative instruments and alternative assessments
- Grade distribution data that will help individual teachers self-assess for improvement of student academic achievement

5.2 Summative Assessment Plan

The efficiency of the SIP will be dependent on the following taking place:

- August *Language!* Assessments
- August Analyze TCAP assessments as related to NCLB
- August Distribute information on NCLB/Title I at annual Open House
- August Distribute District Academic Standards and State TCAP Standards to all grade levels
- August Implement District standards in reading, writing, math, social studies, and science
- August Align curriculum in Special Education classes to District Academic standards
- August- Use system data base and in-house information to ensure appropriate scheduling of students. Identify students classified as FES and the designation date
- August Align curriculum to District/State Academic Standards to enable students to acquire necessary skills.
- August Provide intervention programs
- August/September Pre-Testing of students using Study Island; individual teacher pre-tests
- October Implement ThinkLink
- October Implement automatic calling system
- October **EXPLORE** (grade 8)
- October District math practice (grades 5 & 6)
- October Provide intense tutoring for high stakes tests (TCAP and IPT)
- October Data submitted for SACS review
- November *Language!* (middle school- grades 6-8)
- November Use Inspiration software in writing and research projects
- November Staff development on IDEA and special law education

- December SACS Evaluation of School's Programs
- December Evaluate ThinkLink results
- January **Language!** (grade 5)
- January District Math Assessments- Problem Solving (grades 5 & 6)
- January Develop/Design writing lessons to target weak areas revealed in essays
- February District scoring: Math Problem Solving (grades 5 & 6)
- February TCAP Writing (grades 5 & 8)
- February Review scoring rubric on practice TCAP essays in order to improve writing skill
- February Practice test taking strategies by way of ThinkLink weekly
- March English Language Development Assessments (ELDA)
- March District Writing Assessments (grade 7)
- March District Foreign Language Writing (grades 7 & 8)
- March District Math Assessments (grades 5 & 6)
- April District Technology Assessments (grade 8)
- April TCAP Achievement Tests
- May Gateway (Algebra I)
- May Gateway (Pre-Algebra)
- May End-of-Course (Physical Science)
- May **Language!** Assessments
- May District Foreign Language: Final Exam

Summative Assessment Instruments:

- SIP Monitoring Instrument
- TCAP Test Results
- State and District Writing Assessments
- Gateway
- ELDA
- Language!
- District Attendance Report

The SIP leadership team, with the administrative team, will meet as a team each nine weeks to monitor the scheduled events and provide feedback to all stakeholders. Data will be facilitated for team disaggregation. The team will ensure the occurrence of scheduled actions and keep all stakeholders involved and aware of events. Long-term comparisons will be forward looking. By the formation and accountability of team members, stakeholders should be in constant communication with the principals and the SIP committee. Careful monitoring will produce valuable data to produce students' maximized success in all facets of school life.

5.3 Evaluation of the School Improvement Plan Process

To assist the success of the SIP (School Improvement Plan), the following will occur:

- The faculty and staff will receive a copy of the SIP plan before the end of the first semester. Therefore, stakeholders will have the opportunity to read, review, and discuss the SIP. All stakeholders will be kept informed of meeting dates and of adjustments/changes by newsletters, memos, grade and team level meetings, and at staff meetings. The ongoing suggestion box, which the local staff utilizes on a regular basis, the name and phone number of the contact person, and the school's e-mail address are included on Wright's feedback procedures.
- The SIP Steering Committee will collaborate with grade level teams to monitor the scheduled action steps, determine needed adjustments, and the necessary staff development to achieve the improved results in student achievement. To accomplish this purpose, team meetings will be monthly.
- A first semester report by the Steering Committee will be distributed to all stakeholders on the current status of the SIP implementation.
- Department and grade level teams will meet monthly to strategize modifications to close any gaps in equity or performance demonstrated by assessment tools, such as ThinkLink, teachers' tests, report cards, etc.
- A School Climate/Program Survey will be administered in the spring by the school's Exemplary Educator

The SIP Steering Committee will be polled as to the efficiency of the SIP process. The plan will be evaluated to address Wright's improvement effort in confronting the pressures of accountability. The results will be shared with all stakeholders.

