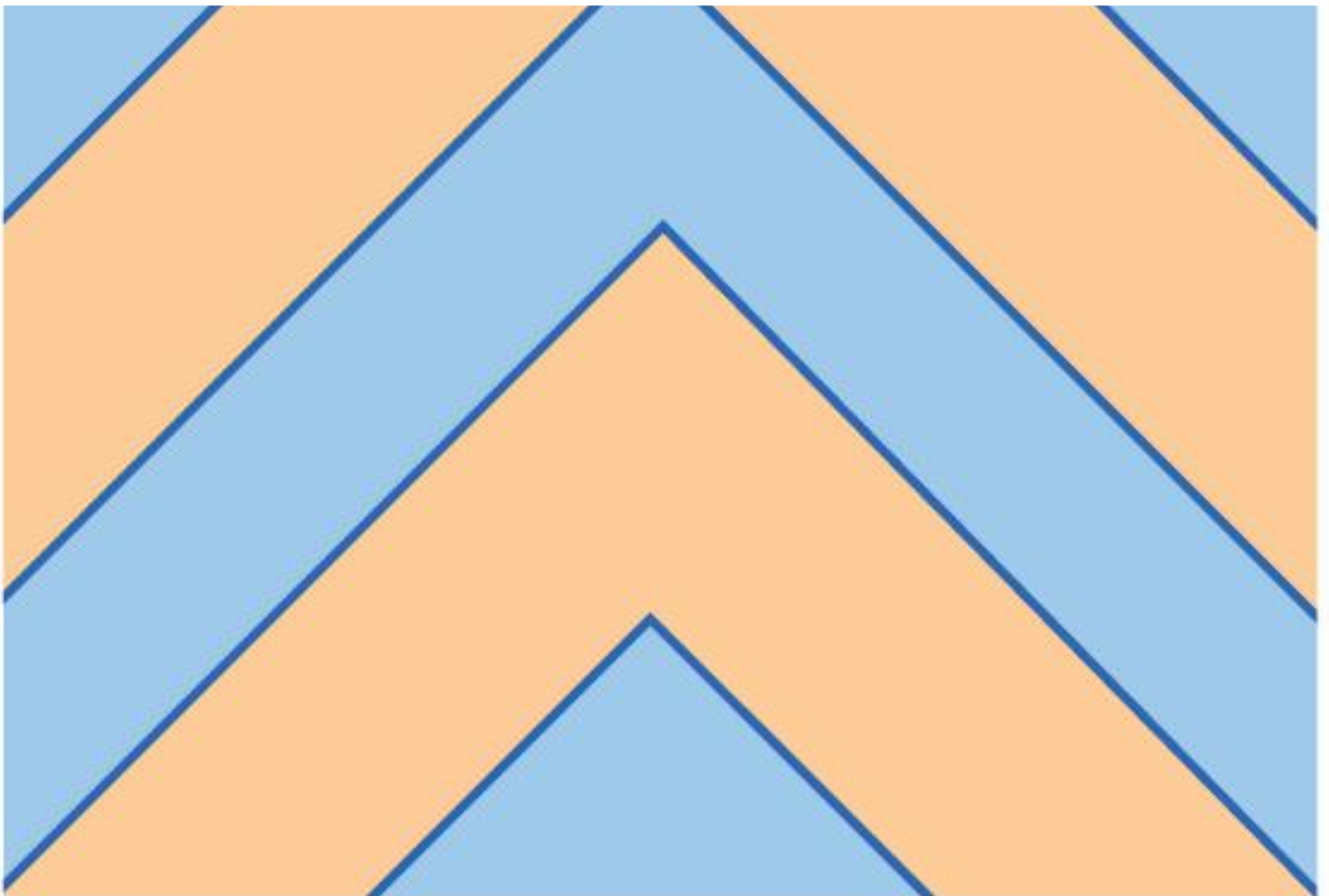


SCCPSS Board Accountability Committee Chevron Report

Middle Schools

SY 2016-17 End-of-Year





Middle Schools Chevron Reports

Purpose of the Impact Schools Chevron Reports

The purpose of the Middle Schools Chevron Reports is to support the three-year Middle School redesign strategic plan. These reports have been created to provide key performance indicators and trend data for monitoring, measuring, & improving academic performance. A brief summary of the information provided within the Middle Schools Chevron Reports is provided below.

Goals / Objectives

For each district middle school, Academic Affairs School Governance staff identified a goal that is focused on improving the school's overall College and Career Ready Performance Index (CCRPI) score. Specific objectives designed to support achievement of the overall goal are also provided.

Quantitative Data

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of literacy and numeracy as measured by the district's benchmark assessments in reading and math; students' course performance as measured by teacher-assigned grades; and the school accountability data reported under Georgia's Single Statewide Accountability System.

The Reading on Gr Level and Numeracy on Gr Level tables provide the percentage of students meeting grade-level performance targets for reading and math as measured by the BOY (fall), MOY (winter), and EOY (spring) administrations of the benchmark assessments. Two different numbers are reported for BOY and MOY; the first represents the percentage of students who are On Target for the assessment window, and the second represents the percentage of students who have met the end-of-grade-level performance target established by the district. The assessment tools used for grades 6-8 are the SRI Reading Assessment and NWEA MAP.

The Teacher Assigned Grades table includes disaggregation by content area and grade level, with results displayed by quarters. The percentage of grades earned by numeric band and an overall pass rate are provided.

The final two tables in this section of the report provide the school's accountability outcomes, including a 3-year history of College & Career Ready Performance Index (CCRPI) scores, along with the school's current Priority, Focus, Alert, or Reward status.

Financial Data

The Financial Data section includes information on the school's budget allocation by source and category for the current fiscal year. Enrollment and demographic data, including the percentage of Economically Disadvantaged (ED), English Learner (EL) and Students with Disabilities (SWD) are also provided. The 10th day enrollment count is used in conjunction with the funding source data to calculate the total allocation per student and the general fund allocation per student.

Qualitative Data

The Qualitative Data section of the report includes relevant school-specific information provided by the principal. This typically includes general background information, specific areas of instructional focus, and strategies implemented to support the Goals / Objectives.

Additional Data

The Additional Data section includes information with a more indirect relationship to the specified Goal. This data may help tell “the story behind the numbers” and/or identify factors that may contribute to the Impact designation.

The table at the top left of this section includes information on the percentage of students by days absent; the school’s total number of discipline referrals and percentage of students (unduplicated) who were referred for out-of-school suspension (OSS) or an alternative placement; the student mobility rate, which measures the percentage of students enrolling and withdrawing; the percentage of students assigned to Tier 2 or Tier 3 level Response to Intervention (RTI); and the teacher attendance rate. Each of these data points are reported quarterly; however, the absence data will be reported as the cumulative total across quarters in order to track absolute attendance status relative to CCRPI criteria.

The Student Retention table provides the percentage of students overall and by each grade level who were marked retained in the end of year Student Record data collection.

The TAPS Score Distribution table reports the prior school year’s distribution of ratings on the Teacher Assessment of Performance Standards portion of the teacher evaluation system, which only includes evaluator ratings based on observations and walkthroughs.

The Teacher/Administrator Experience table provides information on the number of years of teacher and administrator experience, both overall and within the Impact school building.

Principal’s Corner

The Principal’s Corner provides the building administrator with an opportunity to provide commentary and additional insight into the school’s report. This section includes Points of Pride, which gives the principal an opportunity to highlight the positive items occurring at the school.

Middle School Chevron Reports
Coastal Middle School
4595 US Hwy. 80 East Savannah GA, 31410

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the number of extended response writing activities in science and social studies classes from one per semester to one per marking period.
- Maintain the number of students taking a World Language class each year at 100% from 66% in 2015.
- Reduce the percentage of 6th–8th grade students performing from the “Below Basic” range as measured by the SRI assessment from 26% in the fall to 20% in the spring.
- The percentage of 6th–8th grade students moving from the “Low” range of mathematics on the fall MAP assessment compared to the spring MAP assessment will decrease by 2%.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 208)	69% / 51%	73% / 62%	74%	Grade 6 (N = 199)	25% / 14%	35% / 27%	51%
Grade 7 (N = 236)	67% / 55%	71% / 62%	68%	Grade 7 (N = 231)	37% / 25%	42% / 37%	53%
Grade 8 (N = 224)	67% / 59%	71% / 67%	71%	Grade 8 (N = 218)	39% / 33%	45% / 44%	51%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	95%	99%	95%	97%	96%	96%	95%	98%	93%	97%	92%	99%	92%	98%	93%	96%
	90-100	47%	41%	30%	34%	29%	27%	20%	19%	27%	20%	21%	21%	39%	34%	46%	38%
	80-89	33%	37%	43%	46%	41%	34%	40%	43%	40%	44%	40%	48%	30%	35%	34%	33%
	70-79	15%	21%	22%	17%	26%	35%	35%	36%	26%	33%	31%	30%	23%	29%	13%	25%
	60-69	5%	1%	6%	2%	4%	4%	5%	2%	8%	3%	8%	0%	7%	2%	6%	3%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Grade 7	Pass %	99%	95%	96%	97%	96%	97%	98%	98%	100%	100%	99%	100%	89%	94%	95%	95%
	90-100	39%	32%	30%	30%	41%	43%	30%	33%	64%	67%	55%	55%	27%	28%	37%	31%
	80-89	40%	36%	40%	41%	39%	29%	43%	40%	26%	19%	29%	33%	35%	34%	32%	33%
	70-79	20%	27%	26%	26%	16%	25%	25%	25%	10%	14%	15%	12%	27%	32%	26%	31%
	60-69	1%	5%	3%	3%	5%	3%	3%	2%	0%	0%	1%	0%	10%	6%	5%	5%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Grade 8	Pass %	97%	94%	95%	99%	97%	98%	94%	99%	96%	93%	87%	99%	94%	98%	57%	99%
	90-100	50%	35%	47%	39%	21%	33%	19%	20%	22%	23%	21%	23%	28%	19%	23%	20%
	80-89	35%	37%	34%	44%	48%	42%	42%	55%	45%	37%	38%	49%	41%	41%	0%	43%
	70-79	12%	22%	14%	16%	28%	23%	33%	24%	29%	33%	28%	27%	25%	38%	34%	36%
	60-69	3%	5%	4%	1%	3%	2%	6%	1%	4%	2%	12%	1%	6%	3%	6%	2%
	<60	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8		
ELA	48%	48%
Math	36%	39%
Sci.	33%	36%
Soc.	34%	36%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	78.8	71.2	71.1	67.9	16-17	17-18	18-19	19-20	20-21
Achievement	48.5 / 60	30.3 / 50	32.1 / 50	Target	68.9	69.8	70.8	71.8	72.7
Progress	15.7 / 25	32 / 40	30.8 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	10 / 15	5 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$6,000,142	\$0	\$118,978	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$6,119,120	\$8,692	\$8,523	704	37%	1%	11.2%	29

Middle School Chevron Reports
Coastal Middle School
4595 US Hwy. 80 East Savannah GA, 31410

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	83%	54%	37%	42%
Students Absent 3-5 days	13%	32%	33%	28%
Students Absent >5 days	3%	15%	30%	31%
Total Discipline Referrals	30	83	150	243
Students Referred for ISS	< 1%	3%	7%	53%
Students Referred for OSS	1%	2%	3%	36%
Students Referred for Alt. Placmt	< 1%	< 1%	< 1%	3%
Student Mobility Rate	4%	7%	13%	15%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2vrs	Retaind	Repeatd
Grade 6	6%	1%	1%	7%	3%	1%
Grade 7	9%	1%	2%	10%	1%	1%
Grade 8	5%	3%	2%	4%	0%	2%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	15%	24%	48%	76%	37%	0%
Asst. Principal			✓	✓		
Principal		✓	✓			

School/Program Strategies

- Students will learn to develop constructed responses based on the RACE model; teachers will utilize common rubrics to outline expectations and score student writing.
- World Language teachers will have students complete two or three writing prompts per marking period.
- Offer 6th grade students Chinese on team rather than through connections.
- Offer Spanish through the 7th and 8th grade academic block; struggling readers in 7th & 8th grade will receive additional reading instruction during World Language, allowing struggling students to receive additional instruction in reading comprehension and writing strategies for at least 50 hours a year.
- A “Zap the Gaps” blended learning model tutorial program will be implemented for reading and mathematics.
- Re-design lesson plans using the IB unit planner and IB principles.
- Implement, monitor, and facilitate RtI through TIENet.
- Students will be assigned to the REP class based on performance on SRI, and an REP math class will be created for additional instruction during connections
- Math teachers will incorporate 5 constructed response items into their instruction each marking period.
- A second math class will be added to a 6th grade team on A days.

Principal's Corner

- Strengths**
- Zero percentage of NI4 teachers (alternative pathway teachers)
 - Ninety-six percent of eighth grade students passed the Algebra EOC in SY 15-16.
 - Eighty-two percent of eighth grade students passed the 9th grade Comp./Lit. EOC in SY 15-16.
 - Coastal Middle School was redesignated as a National School to Watch in 2016.
- Challenges**
- Forty-nine percent of incoming 6th grade students are not on track for Reading Readiness.
 - Eighty-six percent of our incoming 6th grade students are not on track for Math Readiness.
- Support:**
- The district school improvement team provides the following :
- targeted professional learning requested by the school to address rigor and relevancy
 - observations and feedback on using research based strategies with fidelity
 - modeling of mathematics tasks to incorporate discovery
 - Continued district support in curriculum alignment, pacing and planning.

Middle School Chevron Reports
DeRenne Middle School
1009 Clinch St. Savannah GA, 31405

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

By spring 2017, the following objectives will be met as measured by the Georgia Milestones Assessment System

- Increase the percentage of students scoring at or above proficiency in reading by 10 percentage points at each grade level
- Increase the percentage of students meeting or exceeding proficiency in ELA by 10 percentage points at each grade level
- Increase the percentage of students meeting or exceeding proficiency in math from 9% to 20% in grade 6; from 11% to 21% in grade 7; and from 2% to 20% in grade 8
- Decrease the achievement gap between students with disabilities and all students by 10%

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 191)	34% / 18%	33% / 24%	29%	Grade 6 (N = 174)	2% / 0%	4% / 2%	8%
Grade 7 (N = 183)	31% / 18%	37% / 26%	37%	Grade 7 (N = 178)	7% / 4%	12% / 10%	18%
Grade 8 (N = 174)	31% / 24%	32% / 29%	37%	Grade 8 (N = 168)	15% / 11%	14% / 13%	20%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	94%	86%	87%	94%	88%	83%	88%	91%	93%	66%	85%	92%	92%	80%	84%	96%
	90-100	7%	5%	11%	9%	7%	9%	11%	5%	9%	1%	2%	3%	19%	14%	14%	10%
	80-89	40%	22%	27%	35%	28%	23%	26%	29%	27%	15%	28%	21%	46%	31%	34%	39%
	70-79	47%	59%	49%	50%	53%	51%	51%	57%	57%	50%	55%	68%	27%	35%	36%	47%
	60-69	4%	13%	11%	6%	12%	15%	10%	8%	7%	27%	12%	7%	7%	20%	16%	4%
	<60	2%	0%	2%	1%	0%	1%	2%	1%	0%	6%	3%	0%	0%	0%	0%	0%
Grade 7	Pass %	94%	83%	88%	93%	98%	90%	97%	96%	100%	99%	99%	99%	92%	93%	100%	98%
	90-100	29%	12%	9%	8%	7%	8%	11%	9%	24%	16%	21%	15%	6%	4%	8%	5%
	80-89	27%	28%	32%	37%	34%	30%	33%	31%	37%	41%	33%	44%	34%	37%	49%	64%
	70-79	38%	43%	47%	48%	57%	52%	53%	56%	39%	42%	45%	40%	52%	52%	43%	29%
	60-69	7%	9%	5%	5%	2%	11%	4%	4%	0%	1%	0%	0%	8%	8%	1%	1%
	<60	0%	8%	6%	1%	0%	0%	1%	0%	0%	1%	1%	0%	0%	1%	0%	0%
Grade 8	Pass %	89%	90%	92%	98%	96%	93%	94%	97%	82%	71%	32%	93%	100%	98%	50%	98%
	90-100	18%	13%	12%	8%	11%	13%	8%	7%	25%	19%	5%	7%	24%	15%	16%	18%
	80-89	32%	32%	33%	41%	36%	33%	22%	38%	32%	32%	10%	37%	58%	46%	0%	55%
	70-79	39%	45%	47%	49%	49%	47%	64%	52%	25%	20%	17%	49%	18%	37%	34%	25%
	60-69	10%	10%	7%	3%	4%	7%	7%	3%	19%	40%	67%	6%	1%	1%	4%	1%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%

GMAS Grade 6-8	At/Above Proficient	
	14-15	15-16
ELA	11%	10%
Math	8%	8%
Sci.	4%	5%
Soc.	1%	4%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	57.4	52.9	52.1	51.6	16-17	17-18	18-19	19-20	20-21
Achievement	34.6 / 60	17.3 / 50	18.3 / 50	Target	53.1	54.5	56.0	57.4	58.9
Progress	13.3 / 25	30.9 / 40	29.1 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	9 / 15	4.2 / 10	4.2 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$5,121,805	\$844,435	\$0	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,966,240	\$9,381	\$8,053	636	99%	0%	14.8%	29

Middle School Chevron Reports
DeRenne Middle School
1009 Clinch St. Savannah GA, 31405

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	81%	44%	32%	62%
Students Absent 3-5 days	14%	27%	29%	21%
Students Absent >5 days	4%	28%	40%	17%
Total Discipline Referrals	37	120	185	235
Students Referred for ISS	1%	3%	3%	4%
Students Referred for OSS	4%	10%	14%	17%
Students Referred for Alt. Placmt	0%	< 1%	< 1%	< 1%
Student Mobility Rate	8%	11%	20%	22%

*Data reported as cumulative % across quarters

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	30%	7%	5%	12%	9%	12%
Grade 7	23%	4%	5%	11%	3%	7%
Grade 8	22%	5%	9%	9%	2%	7%

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	42%	56%	31%	44%	27%	0%
Asst Principal	✓	✓	✓	✓		
Principal			✓	✓		

School/Program Strategies

• School-wide use of reading processes & protocols designed to foster complex thinking, academic discourse, & perseverance. • Teachers in all core subject areas will give students structured time to write for varying purposes. • Teachers will implement the standards for mathematical practices with consistency & fidelity; Regularly having students utilize the format for an informal proof to explain their thinking; Use of authentic tasks with open-ended questions & opportunity for mathematical conversations; Strategy-based conversations that allow students to reason & to explain their reasoning; Processes that set the expectation for students to critique the reasoning of others, evaluate the validity of arguments, & justify their own methods and conclusions; Use of math vocabulary in speaking & in writing; Use of interactive notebooks; Strategy-based conversations in which there is rich discussion about how we make choices within our work & which strategies benefit us in the context of completing tasks. • Teachers will participate in professional learning regarding implementation of standards for mathematical practices & establishing a community of learners who engage in rigorous mathematical thinking. • Title I paid Class Size Reduction Reading/ELA & Math teachers in 8th grade to provide differentiation using the blended learning model, Thinking Maps, & math constructed response as strategies for instruction • Title I paid Resource teachers will provide supplemental instruction in Reading, writing, & math • A Title I Para in all grade levels to support small group instruction. • Extended Day & Extended Year tutorials • Technology to enhance & support instruction • Federally funded Parent facilitator will hold parent meetings and workshops to inform about curriculum, instruction, assessment & transitions. • Classroom content area teachers & SPED co-teacher will use systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, & instruction; will review curriculum documents to ensure alignment to the intent & rigor or the standards & revise as needed; will use research-based instructional practices such as Thinking Maps & blended learning classrooms that positively impact student learning; will differentiate instruction to meet specific learning needs of students & use appropriate, current technology to enhance learning • Communicate academic expectations & current student achievement status to families; Develop the capacity of families to use support strategies at home that facilitate academic achievement; Connect families with agencies & resources in the community to meet the needs of students

Principal's Corner

Strengths: SRI (reading) and MAP (math) end-of-year assessment data shows an increase from spring of 2015 to spring of 2016. In the two years of GMAS administration, DeRenne had an increase in the percentage of students scoring developing or above in every grade level for ELA. Grants, Student Opportunities, & Student Awards & Honors include: • Project Lead the Way Grant - \$20,000 • CTAE Audio/Film Grant (\$30,000) • Acceleration courses for high school credit- Algebra, Comp lit, Writer's Workshop • Participation in GA Quiz Bowl & Armstrong State Math Tournament • Middle School debate team • Medical and Allied Health Program's students placed 1st, 2nd, & 3rd at HOSA Regional Competition • Georgia Southern University Stem Festival participants (25 participants) • Duke TIP: (12 students) • Sixth grade PSAT (1 participant) • Three REACH Scholarship Recipients • Rotary Club Patriot's Pen Essay Contest Winners (3 students) • Three District Honor Band Participants • 2017 MLK Day Parade Theme Contest Winner • District 1 Clinic Honor Band (9 participants) • Boys Basketball Championship 2016

Challenges: Due to offering high school courses, the school receives fewer points in achievement on CCRPI. Ninety-five percent of students are economically disadvantaged and six percent are homeless. The average percentage of overage students entering sixth grade over the past five years is thirty-five percent. All four feeder schools have been identified as Impact Schools, three are Focus Schools and two are 360 Schools. The majority of students enter sixth grade with below level reading and math skills. Teacher turnover presents a barrier to consistent improvement processes at DeRenne: • The school lost seven teachers last year; two were non-renewed, two transferred within the state, and one transferred within the district. • The school has already lost two teachers since school began in the fall of 2016, both of which were absent from the classroom a significant number of days before leaving their positions. • The school has four new science teachers this year; one resigned in September for personal reasons. Two of the new science teachers have IN4 Certification. Our most recently hired science teacher started in January 2017. • The school has had seven teacher retirees over the past four years and four science vacancies over the past two consecutive year

Additional Positions Needed: • Explore opportunities for a full time viable candidate for Latin or French position next year.

Continuation of Services Provided: • Continue to fund site school improvement specialist • Continue to schedule and support teacher participation in the gifted cohorts • Enroll high achieving students in newly offered Virtual World Language Course • Continue to fund district level school improvement coaches in all content areas • Continue to fund School Improvement Team

Support Being Provided by the district school improvement team: • Weekly site visits with next steps to address the ineffectiveness in teaching • Lesson Modeling to provide teachers with exemplars of effective teaching practices • Lesson plan feedback to correct misconceptions in implementation of research based strategies • Strategic collaborative planning to address deconstruction of power standards • Exemplar lessons provided to guide teachers in writing effective plans based on the instructional framework • Pacing guides with resources & assessments provided to guide teachers in implementing quality lessons with fidelity • PL targeting areas of weakness.

Middle School Chevron Reports
Hubert Middle School
768 Grant St. Savannah GA, 31401

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the percentage of students achieving developing learner on the Language Arts GMAS from 32% to 37% across all grade levels
- To increase the percentage of students achieving developing learner on the Math GMAS from 33% to 38% across all grade levels
- To increase the percentage of students achieving developing learner on the Social Studies GMAS from 27.6% to 38% across all grade levels
- To decrease the number of students failing one or more classes in grades 6th, 7th and 8th from 44 to 41 during the 2016-2017 school year

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 132)	28% / 11%	30% / 19%	29%	Grade 6 (N = 129)	1% / 1%	1% / 1%	2%
Grade 7 (N = 133)	28% / 14%	35% / 24%	29%	Grade 7 (N = 119)	3% / 2%	5% / 3%	11%
Grade 8 (N = 139)	24% / 16%	30% / 24%	30%	Grade 8 (N = 130)	7% / 5%	7% / 6%	12%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	90%	95%	76%	90%	76%	70%	66%	76%	85%	89%	80%	88%	83%	85%	89%	86%
	90-100	17%	10%	8%	10%	7%	10%	5%	3%	11%	11%	8%	5%	7%	7%	6%	5%
	80-89	29%	36%	28%	41%	18%	18%	13%	24%	40%	39%	34%	37%	36%	26%	32%	33%
	70-79	44%	49%	40%	39%	51%	42%	48%	49%	34%	39%	38%	46%	40%	52%	51%	48%
	60-69	10%	6%	23%	9%	24%	30%	34%	23%	15%	11%	21%	12%	13%	14%	11%	14%
	<60	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	3%	1%	0%	0%
Grade 7	Pass %	84%	85%	85%	90%	77%	72%	71%	77%	89%	75%	78%	92%	78%	92%	84%	92%
	90-100	29%	8%	14%	18%	10%	10%	12%	9%	9%	11%	9%	6%	15%	8%	7%	10%
	80-89	19%	26%	36%	41%	18%	21%	14%	24%	25%	24%	22%	34%	16%	24%	25%	25%
	70-79	36%	51%	35%	31%	49%	41%	45%	44%	55%	40%	47%	52%	47%	60%	52%	57%
	60-69	16%	15%	15%	9%	22%	28%	29%	23%	11%	24%	22%	8%	20%	8%	16%	8%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Grade 8	Pass %	89%	87%	83%	95%	82%	77%	83%	89%	86%	86%	88%	96%	85%	69%	44%	90%
	90-100	13%	7%	7%	13%	15%	17%	17%	11%	6%	10%	3%	8%	22%	11%	16%	12%
	80-89	28%	30%	38%	33%	30%	22%	30%	31%	36%	30%	32%	33%	31%	19%	0%	30%
	70-79	48%	50%	38%	49%	37%	38%	36%	47%	44%	46%	53%	55%	32%	39%	28%	48%
	60-69	11%	13%	18%	5%	18%	23%	17%	11%	14%	10%	12%	4%	15%	31%	32%	9%
	<60	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8	7%	7%
ELA	7%	7%
Math	4%	3%
Sci.	5%	4%
Soc.	2%	3%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	60.5	47.6	46.6	46.6	16-17	17-18	18-19	19-20	20-21
Achievement	37.6 / 60	16.9 / 50	16.4 / 50	Target	48.2	49.8	51.4	53.0	54.6
Progress	15.5 / 25	26.9 / 40	26.9 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	6 / 15	3.3 / 10	3.3 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,296,960	\$545,007	\$100,893	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,942,860	\$9,986	\$8,681	495	94%	1%	14.6%	24

Middle School Chevron Reports
Hubert Middle School
768 Grant St. Savannah GA, 31401

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	93%	81%	68%	74%
Students Absent 3-5 days	6%	12%	18%	12%
Students Absent >5 days	2%	7%	13%	14%
Total Discipline Referrals	117	191	354	436
Students Referred for ISS	3%	5%	8%	10%
Students Referred for OSS	5%	8%	14%	15%
Students Referred for Alt. Placmt	< 1%	< 1%	< 1%	1%
Student Mobility Rate	9%	13%	23%	25%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	37%	17%	8%	27%	7%	6%
Grade 7	38%	14%	9%	32%	13%	9%
Grade 8	27%	5%	9%	22%	3%	7%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	6%	94%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	40%	55%	51%	45%	9%	0%
Asst Principal	✓	✓				
Principal	✓	✓				

School/Program Strategies

- Teachers will incorporate rigorous reading and writing across the curriculum strategies and will use a variety of delivery modes, research-based instruction, and differentiated activities to ensure that all students have access to and meet the standards
- Development of standardized schoolwide reading and writing approach
- Implement math literacy skills into the mathematics classroom by focusing on math vocabulary and its usage, basic math facts, and basic grade level math skills
- Teachers will have access to Content Mastery, IXL, MobyMax, Thinking Maps, BrainPop Flocabulary, Discovery Education, READ 180, and Short Reads & Write Score (as available) as ancillary resources to improve comprehension, vocabulary, and assessment scores
- Teacher incorporate differentiated instruction into each lesson to include effective use of classroom technology
- Weekly intervention & enrichment period / flexible groupings based on assessment data
- Remedial math class offered for students at each grade
- Teachers complete a minimum of 3 exemplars activities per marking period
- Teachers will hold tutorials, remediation, enrichment, and test prept after school and on Saturday
- Special Education teachers implement extended reading learning utilizing the resource model
- Connection teachers implement interdisciplinary lessons that emphasize reading and writing and math
- Class Size Reduction (CSR) to allow teachers more ability to close achievement gaps in their content areas

Principal's Corner

- Strengths:**
- The number of students scoring proficient on the 9th grade EOC in ELA Composition and Literature increased from 6% to 25%.
 - 6th grade students Reading on Grade Level as measured by the SRI Lexile assessment increased from 37% to 63%.
 - 6th grade Numeracy on Grade Level increased from 10% to 36% as measured by the MAP assessment.
 - Gifted endorsed teachers increased from 5 to 7.
 - The number of 8th grade students Reading on Grade Level increased from 41% to 57% as measured by the SRI Lexile assessment.
- Challenges:**
- Ninety-nine percent of incoming 6th grade students scored below basic on the NWEA MAP beginning of the year assessment.
 - Fifteen percent of students are identified as Students with Disabilities.
 - Forty-Five percent of incoming 6th graders have been retained at least once.
 - Seventy-two percent of 6th graders scored below grade level as indicated by SRI Lexile score.
 - Two hundred fifty four inappropriate behavior incidents resulting in ISS/OSS.
- Recommendations:**
- School based academic coaches to support the school improvement process
 - Funding for ELA and math textbooks for every student.
 - Alternative/flexible scheduling options which addresses student discipline and safety.
 - Continue to fund Behavior Intervention Specialist which aims to reduce OSS/ISS.
 - Continued district support in curriculum alignment, pacing and planning.

Middle School Chevron Reports
Mercer Middle School
201 Rommel Ave. Savannah GA, 31408

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the percentage of all students & Economically Disadvantaged students scoring at the proficient or advanced level on the Measures of Academic Progress (MAP) in math by achieving a minimum increase of 5% each year for the next 3 consecutive years.
- To increase the percentage of all students & Economically Disadvantaged students scoring at the proficient or advanced level on the Scholastic Reading Inventory (SRI) by achieving a minimum increase of 5% each year for the next 3 consecutive years.
- To increase the percentage of Students With Disabilities scoring at the proficient or advanced level on the SRI and the MAP by achieving a minimum increase of 5% each year for the next 3 consecutive years.

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 106)	36% / 16%	35% / 24%	27%	Grade 6 (N = 92)	3% / 1%	5% / 4%	7%
Grade 7 (N = 81)	30% / 19%	32% / 26%	31%	Grade 7 (N = 69)	7% / 2%	19% / 14%	30%
Grade 8 (N = 89)	32% / 25%	36% / 31%	37%	Grade 8 (N = 78)	11% / 4%	14% / 14%	20%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	89%	78%	76%	79%	76%	58%	66%	83%	95%	84%	97%	94%	90%	91%	96%	93%
	90-100	5%	20%	3%	4%	12%	13%	9%	3%	16%	11%	23%	10%	23%	6%	10%	11%
	80-89	25%	30%	18%	31%	30%	24%	22%	31%	34%	43%	43%	46%	37%	52%	50%	49%
	70-79	59%	28%	55%	44%	34%	21%	35%	49%	45%	30%	31%	38%	30%	33%	36%	33%
	60-69	10%	19%	22%	18%	16%	26%	29%	12%	3%	4%	2%	1%	9%	6%	3%	5%
	<60	1%	3%	1%	3%	8%	17%	6%	5%	2%	12%	0%	4%	2%	3%	0%	1%
Grade 7	Pass %	48%	72%	62%	75%	95%	75%	77%	80%	85%	87%	79%	89%	94%	73%	84%	91%
	90-100	10%	34%	15%	11%	11%	11%	5%	5%	30%	43%	26%	21%	16%	12%	36%	12%
	80-89	24%	25%	18%	33%	43%	32%	32%	33%	29%	23%	23%	37%	59%	16%	21%	44%
	70-79	14%	13%	29%	31%	41%	32%	40%	42%	26%	21%	30%	31%	19%	45%	27%	35%
	60-69	16%	24%	21%	17%	3%	16%	20%	19%	15%	13%	21%	9%	5%	27%	15%	9%
	<60	35%	3%	18%	8%	2%	9%	3%	1%	0%	0%	1%	2%	0%	0%	1%	1%
Grade 8	Pass %	94%	83%	97%	90%	88%	87%	94%	93%	65%	76%	95%	98%	92%	96%	79%	95%
	90-100	43%	26%	49%	24%	26%	14%	17%	12%	4%	14%	15%	15%	19%	19%	9%	22%
	80-89	26%	28%	23%	39%	23%	21%	26%	38%	18%	28%	33%	42%	27%	18%	0%	27%
	70-79	25%	29%	25%	27%	39%	52%	51%	43%	43%	34%	47%	41%	46%	59%	70%	46%
	60-69	2%	12%	3%	5%	8%	8%	2%	4%	24%	6%	5%	3%	8%	4%	3%	3%
	<60	5%	6%	0%	5%	5%	5%	2%	4%	12%	2%	0%	0%	0%	0%	0%	2%

GMAS Grade 6-8	At/Above Proficient	
	14-15	15-16
ELA	11%	11%
Math	6%	8%
Sci.	3%	5%
Soc.	2%	5%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	54.4	48.7	53.5	53.0	16-17	17-18	18-19	19-20	20-21
Achievement	33.6 / 60	15.8 / 50	16.9 / 50	Target	54.4	55.8	57.2	58.6	60.1
Progress	13.3 / 25	28.2 / 40	30.3 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	7 / 15	4.2 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$3,471,987	\$413,796	\$197,760	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,083,543	\$12,604	\$10,716	324	91%	6%	11.2%	29

Middle School Chevron Reports
Mercer Middle School
201 Rommel Ave. Savannah GA, 31408

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	72%	41%	22%	30%
Students Absent 3-5 days	19%	21%	23%	23%
Students Absent >5 days	10%	37%	55%	47%
Total Discipline Referrals	121	304	472	489
Students Referred for ISS	10%	17%	20%	20%
Students Referred for OSS	13%	28%	37%	37%
Students Referred for Alt. Placmt	< 1%	< 1%	1%	< 1%
Student Mobility Rate	13%	17%	35%	37%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	50%	25%	8%	38%	10%	13%
Grade 7	44%	19%	13%	40%	5%	7%
Grade 8	34%	9%	18%	46%	2%	12%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	11%	89%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	34%	59%	50%	31%	16%	9%
Asst Principal	✓	✓				
Principal	✓	✓				

School/Program Strategies

Professional collaborative conversations to develop the capacity of teachers to increase text complexity across all contents · Essay writing across all contents with synthesis across multiple texts · Direct Vocabulary Instruction (Marzano's Academic Vocabulary) across all content areas with focus on Tier 2 & Tier 3 words evident in student oral & written responses · Item Analysis of SRI & MAP Data to determine strengths and weaknesses · Algebraic Fluency with Grade Level emphasis as follows: 6: Fluency with Fractions; Ratios & Proportions, 7: Pre- Algebra, 8: Algebraic Core Instruction. · Analytical Thinking and Providing Evidence through use of Mathematical Practices such as: Productive Struggle Process, Math content writing, through application of UPS check framework · Conceptual Hands-on teaching using manipulatives, Interactive Notebooks Understanding and Rigor in Multi-step problem solving and performance tasks · Utilize the resources in the Frameworks to help teachers spiral and align the curriculum, and create common formative assessments to be given at the beginning and end of each unit · CSR Math teacher · An inclusion model will be used to meet the needs of identified SWD students & Co-Teaching will be utilized in all SPED classes to support all students. · Use additional instruction (Instructional Focus Block, Extended Day/Year, and Saturday Remediation) to help remediate students who lack grade-level skills and increase the amount of quality of learning time · Academic Coach will conduct weekly PLs and walkthroughs to check on teacher understanding and provide monitoring, support, and timely feedback as teachers increase rigor · Use additional instruction (Instructional Focus Block, Extended Day/Year, and Saturday Remediation) to help remediate students who lack grade-level skills. · Teachers using available technology equipment, software and applications to increase student engagement and achievement. · Host parent meetings and a student celebration to transition from 8th to 9th grade. Students transitioning to high school will participate in school tours and informational sessions with parents being provided workshops on understanding the social and academic demands of secondary school

Principal's Corner

Strengths:

- Achievement Gap points increased by 1.6 points. ● Progress Points increased by 2.1 points. ● Overall CCRPI increased by 4.8 points in one year. ● Eighth grade lexile scores increased 3.8 points in one year. ● MMS earned an overall and/or Core score at or above the annual 3% improvement target. ● MMS earned achievement scores at/above annual target ● MMS met annual target for Achievement Gap

Challenges:

- Due to offering high school courses, schools receive less points in achievement on CCRPI. ● One hundred percent of feeder schools are Impact or 360. ● Forty-one percent of the incoming 6th graders are one or more years behind. ● Thirty-nine percent of the school population is one or more years behind. ● The average SRI score for an incoming 6th grader was seven hundred seventy-seven which indicates students can read proficiently on a 4th grade level. ● The average MAP score for an incoming 6th grader was two hundred eleven which demonstrates students can proficiently solve math problems at a 3rd grade level. ● Two sixth grade teachers, SPED and ELA, on FMLA twenty days or more. ● Twenty-five percent of the core content teachers are new to Mercer Middle. ● There was an average loss of twelve years' experience due to attrition from teacher turnover from the 2016 school year.

Additional positions needed:

- Board Certified Behavior Analyst ● School Social Worker (Mercer Middle sole site) ● Response to Intervention Coordinator
- Testing Coordinator ● .5 secretary to focus on Bilingual communications.

Continued funding for the following positions:

- Behavior Intervention teacher ● Campus Monitor ● REP teacher/segment protection for schools who earn it.

The school improvement team provides the following:

- Weekly site visits with next steps to address the ineffectiveness in teaching ● Lesson Modeling to provide teachers with exemplars of effective teaching practices ● Lesson plan feedback to correct misconceptions in implementation of research based strategies ● Strategic collaborative planning to address deconstruction of power standards ● Exemplar lessons provided to guide teachers in writing effective plans based on the instructional framework ● Pacing guides with resources and assessments provided to guide teachers in implementing quality lessons with fidelity ● Professional learning targeting areas of weakness

Middle School Chevron Reports
Myers Middle School
2025 E. 52nd St. Savannah GA, 31404

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- Increase the percentage of students scoring at or above the Developing rating in ELA from 40% to 45% as measured by the EOG assessment by the end of the 2016-2017 school year.
- Increase the percentage of students scoring at or above the Developing rating in Math from 40% to 43% as measured by the EOG assessment by the end of the 2016-2017 school year.
- Increase the percentage of students reading at or above grade level as measured by the SRI assessment from 63% to 70% by the end of the 2016 school year

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 178)	40% / 17%	40% / 27%	37%	Grade 6 (N = 151)	4% / 2%	4% / 3%	11%
Grade 7 (N = 174)	31% / 18%	34% / 26%	31%	Grade 7 (N = 163)	4% / 1%	8% / 4%	14%
Grade 8 (N = 169)	29% / 23%	36% / 32%	37%	Grade 8 (N = 165)	5% / 4%	10% / 9%	20%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	98%	98%	93%	99%	85%	85%	83%	92%	93%	96%	92%	96%	92%	81%	81%	88%
	90-100	8%	0%	0%	0%	14%	16%	11%	7%	16%	5%	3%	3%	21%	7%	3%	9%
	80-89	40%	30%	25%	41%	36%	27%	28%	31%	27%	35%	38%	34%	22%	15%	21%	13%
	70-79	50%	68%	68%	58%	35%	42%	44%	54%	50%	56%	51%	59%	49%	59%	57%	66%
	60-69	1%	2%	5%	2%	15%	15%	17%	6%	6%	4%	6%	3%	8%	19%	18%	11%
	<60	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	2%	2%	0%	0%	1%	1%
Grade 7	Pass %	85%	67%	81%	92%	45%	60%	68%	83%	93%	89%	90%	96%	43%	72%	75%	86%
	90-100	10%	0%	5%	1%	2%	5%	6%	1%	7%	6%	10%	6%	11%	3%	7%	4%
	80-89	35%	19%	18%	27%	12%	19%	23%	15%	39%	24%	26%	29%	16%	20%	19%	21%
	70-79	40%	48%	58%	64%	31%	36%	39%	67%	47%	59%	54%	61%	16%	49%	49%	61%
	60-69	13%	18%	14%	6%	52%	37%	31%	15%	6%	10%	11%	5%	57%	28%	25%	7%
	<60	1%	16%	4%	2%	3%	2%	0%	2%	0%	0%	0%	0%	0%	1%	0%	7%
Grade 8	Pass %	94%	88%	82%	95%	82%	71%	77%	88%	70%	81%	62%	93%	86%	55%	55%	80%
	90-100	31%	24%	7%	8%	5%	4%	1%	3%	11%	11%	1%	8%	31%	10%	6%	7%
	80-89	29%	29%	22%	34%	20%	13%	13%	14%	22%	29%	19%	33%	19%	13%	0%	20%
	70-79	34%	35%	53%	53%	57%	54%	63%	71%	37%	41%	42%	52%	36%	32%	49%	53%
	60-69	3%	5%	9%	5%	16%	28%	15%	12%	29%	16%	29%	7%	12%	34%	14%	9%
	<60	3%	6%	8%	0%	2%	1%	8%	1%	0%	2%	8%	1%	2%	13%	21%	10%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8		
ELA	11%	9%
Math	3%	4%
Sci.	5%	4%
Soc.	5%	3%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	48	57.1	47.1	47.1	16-17	17-18	18-19	19-20	20-21
Achievement	34.4 / 60	17.4 / 50	17.1 / 50	Target	48.7	50.3	51.9	53.4	55.0
Progress	13.1 / 25	33.4 / 40	25.8 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	5.8 / 10	4.2 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,607,807	\$440,282	\$203,704	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,251,793	\$8,962	\$7,863	586	90%	0%	15.2%	31

Middle School Chevron Reports
Myers Middle School
2025 E. 52nd St. Savannah GA, 31404

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	84%	52%	38%	48%
Students Absent 3-5 days	12%	23%	22%	19%
Students Absent >5 days	5%	25%	41%	33%
Total Discipline Referrals	168	427	732	879
Students Referred for ISS	2%	5%	8%	13%
Students Referred for OSS	11%	22%	29%	31%
Students Referred for Alt. Placmt	< 1%	< 1%	< 1%	1%
Student Mobility Rate	10%	14%	27%	30%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	25%	9%	12%	21%	7%	6%
Grade 7	31%	8%	10%	23%	10%	15%
Grade 8	17%	5%	12%	21%	4%	8%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	3%	97%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	47%	62%	36%	38%	18%	0%
Asst Principal	✓	✓	✓	✓		
Principal	✓	✓				

School/Program Strategies

Curriculum Frameworks / Pacing Guides · ELA & Math teachers will participate in ongoing collaboration through grade level meetings and departmental meetings · Paraprofessionals will assist ELA teachers/students and remedial teachers with students in Tiers 2 & 3 of RtI. · ELA Department Chair and Academic Coach will support teachers with curriculum and planning. · Thinking Maps · Focused use of the SRA reading program (for students scoring below basic on the SRI assessment) to improvement decoding and comprehension skills among students · Data teams will create common formative /summative assessments, analyze student work and data results, share best practices, implement extended response questions, and adjust instruction as appropriate. · Use benchmark data (grade-level common assessments) and identify targeted students and provide a progress monitoring guide and measure for those students to support RtI. · An inclusion model will be used to meet the needs of identified SWD students · Use Compass Learning to focus on individual student areas of concern in Reading (Blended Learning, Small Groups, Station Learning) · Provide an additional instructional block that will provide additional reading interventions for struggling readers · Use additional instruction (Extended Day/Year, and Saturday Remediation) to help remediate students who lack grade-level skills. · Myers Middle School will be funding class size reduction through Title I to ensure the most at-risk learners are provided proactive and prescriptive interventions · Utilize WriteScore curriculum in grades 6-8 to enhance student performance in writing genres. State based rubrics will be used to analyze performance. · Teachers will effectively use technology to provide real world application · The Parent Facilitator will ensure parents and community are involved in the planning process. They will be engaged in supporting student achievement by participating in several meetings. For example, creating the parent policy, school/home compacts, and by attending capacity meetings that are held throughout the school year.

Principal's Corner

Strengths:

- 100% of 8th grade students (14) taking 9th grade ELA passed the EOC GMAS
- First phase of the 1:1 technology initiative in 6th grade has launched
- 18 point gain in ROGL for sixth grade students.
- Myers offers high school credit courses for 9th Grade Lit, World History, Environmental Science and Spanish
- 3 students sat for the administration of the SAT
- 3 students selected to participate in the 2016 Ohio State University Middle School Honor Band; 3 Students selected to participate in the 2016 University of Georgia Middle School Honor Band; 6 students selected to participate in the 2016 South Carolina State University Honor Band; 4 students participated in District 1 Clinic Honor Band
- Awarded the Audio-Video Technology and Film Equipment & Training Grant in the amount of \$25,000
- District School Improvement support to school administration and teachers in the areas of collaborative planning, instructional focus walks, and data analysis

Challenges:

- Due to offering high school courses, schools receive less points in achievement on CCRPI.
- 4 of 7 feeder schools are either Impact, Impact & Focus or Impact, Focus and 360
- 45% of the staff have three or less years of teaching experience
- 32% of teachers with less than three years are IN4 (alternative pathway teachers)
- Started the 2016-17 school year in seventh grade with a vacancy in Math, ELA and Spanish for the entire first marking period.
- 38% of incoming sixth graders have failed one grade level prior to entering sixth grade
- 60% of incoming sixth graders are reading below grade level
- 96% percent of incoming sixth graders are below grade level in math
- Student mobility rate (four year average) is 33%

Additional positions needed:

- Site based instructional coaches in reading and mathematics
- School Social Worker (Full Time)
- Response to Intervention Coordinator
- Testing Coordinator
- Campus Monitor

Continued funding for the following positions:

- Behavior Intervention teacher
- REP teacher/segment protection for schools who earn it.
- Continue to schedule and support teacher participation in the gifted cohorts
- District support of School Improvement Team

The school improvement team provides the following support:

- Weekly site visits with next steps to address the ineffectiveness in teaching
- Lesson Modeling to provide teachers with exemplars of effective teaching practices
- Lesson plan feedback to correct misconceptions in implementation of research based strategies
- Strategic collaborative planning to address deconstruction of power standards
- Exemplar lessons provided to guide teachers in writing effective plans based on the instructional framework
- Pacing guides with resources and assessments provided to guide teachers in implementing quality lessons with fidelity
- Professional learning targeting areas of weakness.

Middle School Chevron Reports
Southwest Middle School
6030 Ogechee Rd. Savannah GA, 31419

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the percentage of All students scoring Developing or Above on the Georgia Milestones (GMAS) Math End of Grade assessment from 59% to 64% by Spring 2017.
- To increase the percentage of All students scoring Developing or Above on the Georgia Milestones (GMAS) English Language Arts End of Grade assessment from 55% to 60% by Spring 2017.
- To increase the percentage of All students scoring Developing or Above on the Georgia Milestones (GMAS) Social Studies End of Grade assessment from 52% to 57% by Spring 2017.
- To increase the percentage of All students scoring Developing or Above on the Georgia Milestones (GMAS) Science End of Grade assessment from 32% to 37% by Spring 2017.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 239)	53% / 31%	54% / 44%	54%	Grade 6 (N = 230)	7% / 2%	13% / 6%	21%
Grade 7 (N = 211)	47% / 30%	55% / 47%	52%	Grade 7 (N = 204)	10% / 5%	13% / 10%	23%
Grade 8 (N = 215)	40% / 35%	47% / 42%	52%	Grade 8 (N = 209)	18% / 14%	25% / 23%	34%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	94%	79%	83%	95%	97%	95%	96%	96%	96%	93%	89%	97%	91%	92%	94%	96%
	90-100	7%	7%	7%	9%	8%	21%	11%	7%	14%	19%	17%	12%	12%	6%	12%	8%
	80-89	39%	29%	31%	35%	40%	34%	37%	47%	50%	36%	27%	41%	42%	34%	34%	44%
	70-79	48%	43%	45%	51%	49%	40%	48%	42%	32%	38%	45%	44%	37%	52%	48%	44%
	60-69	5%	22%	16%	4%	3%	5%	4%	3%	4%	7%	11%	3%	9%	8%	6%	4%
	<60	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 7	Pass %	95%	85%	86%	95%	94%	89%	83%	96%	93%	96%	93%	97%	87%	90%	89%	95%
	90-100	16%	14%	8%	8%	28%	12%	7%	10%	21%	18%	21%	12%	9%	7%	5%	4%
	80-89	30%	29%	30%	37%	39%	33%	29%	37%	28%	40%	38%	44%	36%	28%	29%	36%
	70-79	49%	42%	48%	50%	27%	44%	47%	49%	44%	38%	34%	41%	42%	55%	55%	55%
	60-69	4%	9%	12%	6%	5%	11%	16%	4%	5%	4%	6%	2%	13%	11%	10%	5%
	<60	1%	6%	1%	0%	2%	1%	1%	0%	2%	0%	1%	0%	0%	0%	1%	0%
Grade 8	Pass %	74%	72%	70%	92%	87%	83%	76%	92%	93%	77%	78%	93%	96%	93%	57%	89%
	90-100	16%	18%	7%	12%	13%	12%	12%	8%	12%	10%	3%	7%	12%	9%	6%	10%
	80-89	26%	19%	21%	28%	26%	32%	28%	32%	34%	19%	26%	35%	45%	42%	0%	39%
	70-79	32%	35%	42%	52%	48%	39%	36%	52%	47%	48%	49%	51%	39%	42%	51%	40%
	60-69	23%	24%	24%	6%	10%	11%	21%	4%	7%	6%	15%	5%	3%	4%	11%	9%
	<60	3%	4%	6%	2%	3%	6%	4%	4%	1%	6%	6%	2%	1%	3%	4%	2%

GMAS Grade 6-8	At/Above Proficient	
	14-15	15-16
ELA	20%	20%
Math	10%	15%
Sci.	9%	10%
Soc.	12%	15%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	58.2	55.3	59.3	57.5	16-17	17-18	18-19	19-20	20-21
Achievement	40.9 / 60	20.5 / 50	21.9 / 50	Target	58.8	60.1	61.3	62.6	63.9
Progress	14.1 / 25	29.5 / 40	32.4 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$5,302,905	\$358,115	\$117,750	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,778,770	\$7,604	\$6,978	760	79%	3%	15.6%	31

Middle School Chevron Reports
Southwest Middle School
6030 Ogeechee Rd. Savannah GA, 31419

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	81%	64%	47%	51%
Students Absent 3-5 days	15%	23%	26%	26%
Students Absent >5 days	5%	12%	27%	23%
Total Discipline Referrals	115	280	472	596
Students Referred for ISS	3%	6%	10%	11%
Students Referred for OSS	6%	11%	14%	17%
Students Referred for Alt. Placmt	< 1%	< 1%	1%	1%
Student Mobility Rate	11%	16%	30%	34%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	25%	7%	6%	19%	3%	6%
Grade 7	29%	12%	7%	34%	12%	9%
Grade 8	13%	10%	9%	9%	3%	7%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	57%	67%	37%	33%	7%	0%
Asst Principal	✓	✓	✓	✓		
Principal	✓	✓				

School/Program Strategies

Class Size Reduction (CSR) Math and English teachers to allow our teachers and students the opportunity to work in smaller differentiated groups to increase student achievement. · Study Skills/Focus Learning Segments for remediation and acceleration. · Teachers will incorporate MobyMax, Khan Academy and Tenmarks for students who need additional support · Lesson plans using the IB unit planner and IB principles. · Implement, monitor, and facilitate RtI through TIENet. · Thinking Maps in all classes. · Blended learning tutorial program for ELA, mathematics, social studies, and science after- school and on designated Saturdays. · Parents will be informed of the academic requirements pertaining to their students' performance on SRI, MAP and GMAS assessments during the State of School Summit. · An inclusion model will be used to meet the needs of identified SWD students · Computer-based technology will be used to support students' skills reinforcement and acquisition. · I-Pads for science formative assessments · Lab-Aids · (R.A.C.E) to promote higher-level thinking. · Students will be trained to analyze the requirements of a task, explain their thinking, and support their analysis or opinions with concrete evidence. · Use additional instruction (Extended Day/Year, and Saturday Remediation) to increase student achievement · Utilize common unit assessment data and DBQ's · Host parent meetings and a student celebration to transition from 8th to 9th grade. Students transitioning to high school will participate in school tours and informational sessions with parents being provided workshops on understanding the social and academic demands of secondary school.

Principal's Corner

Strengths:

- Increase in CCRPI by four points (55.3 to 59.3)
- Ninety percent of sixth graders were reading on grade level at the end of the SY 15-16
- Sixth graders increased their numeracy rate from forty-eight percent to seventy-one percent (this was the greatest gain among middle schools)
- Sixth graders had the highest student growth percentile (58) in the District on the Social Studies EOG GMAS
- Eighth grades had the highest student growth percentile (47.5) among middle schools on the Math EOG GMAS
- All students taking ninth grade ELA and Coordinate Algebra passed the EOC GMAS
- Decrease in teacher turnover rate from thirty-five percent in SY14-15 to fourteen percent in SY 15-16

Challenges:

- Two out of the five feeder schools are Focus and/or Impact schools
- Twenty-seven percent of incoming sixth graders have failed at least one grade-level prior to entering 6th grade this year
- Eight teachers were on FMLA leave last year and four teachers this year
- Mobility rate of 31.6% - transient/military population
- Many of our top performing students and/or gifted students transfer to other Specialty Programs (38% of the rising gifted seventh graders transferred out; 26% of the rising gifted 8th graders transferred out)
- We have the highest percentage of SWD among middle schools
- Less than 25% of all students were on grade level in math at the start of the this year
- Math vacancy from October 28 - December 9
- The limited amount of time that is allocated for the Behavior Specialist to work with identified students

Additional positions needed:

- Full time Behavior Intervention Specialist
- Math Academic Coach
- Full time Testing Coordinator

Continuation of the following funding:

- Continue with funding for Academic Coach
- District School Improvement Coaches

Support:

- Funding for ELA and math textbooks for every student

The District School Improvement team provides the following:

- Weekly site visits with next steps to address the ineffectiveness in teaching
- Lesson Modeling to provide teachers with exemplars of effective teaching practices
- Lesson plan feedback to correct misconceptions in implementation of research based strategies
- Strategic collaborative planning to address deconstruction of power standards
- Exemplar lessons provided to guide teachers in writing effective plans based on the instructional framework
- Pacing guides with resources and assessments provided to guide teachers in implementing quality lessons with fidelity
- Professional learning targeting areas of weakness.

Middle School Chevron Reports
The STEM Academy at Bartlett Middle School
207 Montgomery Xrd. Savannah GA, 31406

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the average percentage of students making growth as indicated on the proficient/distinguished on the math section of the SY2016-2017 state standardized assessment.
- To increase the average percentage of students making growth as indicated on scores in the proficient/distinguished on the ELA section of the SY2016-2017 state standardized assessment.
- To increase the average percentage of students scoring commendable on the Science section of the SY2016-17 state standardized assessment.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 222)	96% / 85%	95% / 91%	94%	Grade 6 (N = 217)	53% / 36%	69% / 61%	81%
Grade 7 (N = 234)	93% / 87%	93% / 90%	93%	Grade 7 (N = 220)	69% / 55%	78% / 69%	78%
Grade 8 (N = 224)	90% / 87%	91% / 89%	93%	Grade 8 (N = 220)	67% / 54%	75% / 71%	83%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	99%	98%	94%	98%	93%	89%	98%	98%	99%	97%	100%	100%	100%	99%	100%	100%
	90-100	52%	38%	47%	56%	39%	28%	34%	34%	43%	37%	50%	49%	67%	62%	64%	65%
	80-89	28%	43%	34%	30%	41%	37%	35%	39%	42%	39%	39%	41%	27%	33%	34%	33%
	70-79	19%	17%	13%	12%	13%	24%	29%	25%	14%	21%	11%	10%	6%	4%	2%	2%
	60-69	1%	3%	4%	2%	6%	11%	3%	1%	0%	3%	0%	0%	1%	0%	0%	0%
	<60	0%	0%	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 7	Pass %	97%	98%	98%	97%	99%	99%	98%	100%	96%	99%	98%	99%	95%	92%	96%	97%
	90-100	37%	43%	51%	40%	44%	48%	31%	37%	26%	20%	31%	25%	25%	26%	35%	32%
	80-89	49%	38%	34%	44%	38%	36%	37%	44%	47%	49%	48%	50%	50%	38%	40%	42%
	70-79	11%	17%	13%	13%	17%	15%	30%	19%	23%	30%	19%	24%	20%	28%	21%	23%
	60-69	2%	2%	1%	3%	2%	1%	2%	1%	4%	1%	1%	1%	4%	7%	4%	2%
	<60	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	1%	0%
Grade 8	Pass %	97%	96%	93%	98%	81%	81%	82%	92%	97%	100%	89%	96%	97%	97%	74%	99%
	90-100	46%	45%	45%	47%	28%	21%	24%	18%	55%	54%	50%	42%	64%	61%	59%	64%
	80-89	37%	35%	32%	37%	30%	26%	29%	35%	33%	35%	26%	36%	27%	26%	0%	29%
	70-79	14%	16%	16%	14%	23%	34%	29%	39%	9%	17%	13%	18%	6%	10%	15%	6%
	60-69	3%	4%	5%	1%	18%	18%	17%	8%	3%	2%	7%	4%	3%	3%	1%	1%
	<60	0%	0%	2%	1%	0%	1%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8		
ELA	69%	70%
Math	52%	56%
Sci.	56%	59%
Soc.	56%	49%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	91.2	84.5	79.4	73.0	16-17	17-18	18-19	19-20	20-21
Achievement	55.4 / 60	37.3 / 50	38.5 / 50	Target	73.8	74.6	75.4	76.2	77.1
Progress	15.3 / 25	32.7 / 40	27 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	15 / 15	8.3 / 10	7.5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,678,261	\$0	\$153,941	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,832,202	\$6,874	\$6,655	703	40%	0%	4.0%	29

Middle School Chevron Reports
The STEM Academy at Bartlett Middle School
207 Montgomery Xrd. Savannah GA, 31406

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	87%	52%	34%	48%
Students Absent 3-5 days	11%	33%	34%	27%
Students Absent >5 days	1%	15%	31%	24%
Total Discipline Referrals	12	28	52	72
Students Referred for ISS	< 1%	< 1%	2%	3%
Students Referred for OSS	< 1%	2%	3%	4%
Students Referred for Alt. Placmt	0%	0%	< 1%	< 1%
Student Mobility Rate	1%	3%	6%	6%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	0%	0%	0%	1%	1%	0%
Grade 7	5%	0%	0%	4%	0%	0%
Grade 8	2%	1%	0%	2%	0%	1%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	69%	31%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	67%	92%	31%	8%	2%	0%
Asst Principal		✓	✓			
Principal	✓	✓				

School/Program Strategies

Integrate Math across all content areas/classes
 Emphasize the understanding and connection of conceptual math
 Use hands-on and simulation activities to foster the understanding of various math concepts
 Use MAP data to determine what students are able to do.
 Use of technology integration for Math. Continue partnership with Carnegie Learning to develop their iOS App
 Utilize math coaches from district to work with teachers in the area of mathematics
 Invite STEM state coordinator to school to consult and assist in math and engineering concepts.
 Differentiated instructional strategies
 Grammar and Conventions taught in writing mini lessons
 Daily Grammar practice
 Writing and integration of Language Arts skills in all content areas
 Instructional strategies involving Total Physical Response
 Technology embedded into ELA lessons
 Implementation of Common Core State Standards and the Literacy block in middle grades to teach Science literacy
 Increase the use of effective labs to reinforce key science standards
 Continue cross-content collaboration within all areas to enhance student experiences in science and research.
 Weekly monitoring of science lesson plans to determine labs and following pacing guides

Principal's Corner

Strengths:
 • All students are taking an accelerated curriculum in all content areas. • All students are enrolled in a Scientific Research course as part of their "core content" each year. That course provides support and connection to all content areas studied culminating in a Capstone Project each year intended to solve an engineering problem. • Eighth graders have the opportunity to earn up to 6 HS credits in the following courses: Ninth Grade Comp./Lit, Algebra I, Economics, Physical Science, AP Government & Politics, Sociology, Engineering, and Latin • Increase in the percentage of students scoring proficient and distinguished (87%-100%) on the Economics EOC • Increase in the percentage of 7th grade students scoring proficient and distinguished in all content areas ○ ELA (65%-69%) ○ Math (48%-65%) ○ Science (54%-66%) ○ Social Studies (45%-56%) • Increase in the percentage of 6th grade students scoring proficient and distinguished (63%-67%) on the Math EOG • All students in 8th grade met the SRI target for SY 2015-2016 • Designated an Apple Distinguished School 2016-2018

Challenges:
 • 47% of incoming 6th Grade students NOT on target for math when ALL students are required to take HS Math for STEM Certification • An addition of two IN4 teachers from the previous year

Support:
 The district school improvement team provides the following :
 • targeted professional learning requested by the school to address student growth over time
 • observations and feedback on using research based strategies with fidelity
 • modeling of mathematics tasks to incorporate discovery

**Middle School Chevron Reports
West Chatham Middle School
800 Pine Barren Rd. Pooler GA, 31322**

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the percentage of All Students scoring Developing or Higher on the GA Milestones test in ELA from 60.3 to 65.3 by May 2017
- To increase the percentage of All Students scoring Developing or Higher on the GA Milestones test in Math from 58.3 to 63.3 by May 2017
- To increase the percentage of All Students scoring Developing or Higher on the GA Milestones test in Science from 39.3 to 45.3 by May 2017
- To increase the percentage of All Students scoring Developing or Higher on the GA Milestones test in Social Studies from 51.3 to 56 by May 2017

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 263)	49% / 29%	48% / 39%	52%	Grade 6 (N = 255)	9% / 5%	14% / 11%	24%
Grade 7 (N = 241)	47% / 33%	54% / 47%	53%	Grade 7 (N = 241)	15% / 6%	22% / 15%	28%
Grade 8 (N = 244)	42% / 34%	48% / 45%	53%	Grade 8 (N = 243)	20% / 13%	24% / 22%	32%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	92%	91%	82%	92%	97%	90%	86%	100%	98%	88%	89%	97%	100%	100%	100%	99%
	90-100	15%	16%	17%	12%	19%	10%	7%	7%	15%	21%	16%	12%	29%	32%	24%	24%
	80-89	43%	37%	31%	38%	35%	26%	33%	44%	32%	30%	28%	39%	47%	27%	46%	48%
	70-79	34%	38%	34%	42%	43%	54%	46%	50%	51%	37%	45%	46%	24%	41%	30%	27%
	60-69	7%	9%	15%	8%	4%	10%	14%	0%	2%	11%	8%	3%	0%	0%	0%	0%
	<60	0%	1%	2%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%
Grade 7	Pass %	98%	96%	92%	98%	95%	96%	95%	99%	95%	91%	88%	98%	99%	88%	87%	97%
	90-100	20%	23%	11%	12%	4%	8%	6%	8%	15%	14%	16%	10%	24%	21%	12%	15%
	80-89	49%	37%	34%	49%	30%	44%	29%	38%	46%	42%	33%	43%	30%	31%	29%	38%
	70-79	29%	36%	47%	37%	61%	44%	60%	53%	34%	35%	39%	45%	45%	36%	46%	44%
	60-69	2%	3%	7%	2%	4%	4%	5%	1%	5%	6%	9%	2%	1%	11%	14%	3%
	<60	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%	3%	0%	0%	0%	0%	0%
Grade 8	Pass %	88%	92%	88%	96%	82%	87%	72%	92%	95%	90%	85%	93%	90%	88%	57%	94%
	90-100	29%	28%	13%	20%	10%	16%	8%	6%	10%	9%	7%	4%	20%	14%	16%	13%
	80-89	32%	32%	37%	39%	26%	31%	24%	32%	36%	32%	29%	29%	37%	32%	0%	33%
	70-79	27%	32%	38%	37%	46%	40%	40%	54%	49%	49%	49%	60%	33%	42%	41%	48%
	60-69	8%	6%	12%	4%	12%	11%	27%	7%	5%	9%	15%	5%	10%	11%	13%	6%
	<60	4%	1%	0%	0%	6%	1%	1%	1%	0%	1%	1%	0%	1%	1%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8	19%	19%
ELA	19%	19%
Math	12%	13%
Sci.	14%	11%
Soc.	10%	10%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	58.9	58.9	55.9	69.3	16-17	17-18	18-19	19-20	20-21
Achievement	40.3 / 60	20 / 50	20.3 / 50	Target	70.2	71.1	72.1	73.0	73.9
Progress	14.1 / 25	32.6 / 40	29.8 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	4 / 15	5.8 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$6,313,624	\$484,283	\$138,961	\$0	\$0			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$6,936,868	\$7,928	\$7,216	875	68%	6%	14.7%	29

Middle School Chevron Reports
West Chatham Middle School
800 Pine Barren Rd. Pooler GA, 31322

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	76%	45%	28%	29%
Students Absent 3-5 days	15%	27%	27%	25%
Students Absent >5 days	9%	28%	44%	46%
Total Discipline Referrals	76	207	296	396
Students Referred for ISS	3%	7%	9%	11%
Students Referred for OSS	4%	8%	11%	13%
Students Referred for Alt. Placmt	< 1%	< 1%	< 1%	< 1%
Student Mobility Rate	7%	11%	22%	25%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	14%	5%	5%	10%	3%	5%
Grade 7	16%	7%	6%	12%	3%	5%
Grade 8	11%	3%	5%	11%	4%	8%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	2%	98%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	37%	56%	57%	44%	6%	0%
Asst Principal	✓	✓	✓	✓		
Principal	✓	✓				

School/Program Strategies

Use of Thinking Maps - visual patterns linked to thinking processes or cognitive skills
 Extended learning time through Instructional Focus, after-school and Saturday tutorial and remedial support to increase the amount and quality of learning time
 Moby Max computer-based blended learning
 Brightfish Learning reading intervention - students "construct" text in sequential, scaffolded activities to build word recognition fluency, vocabulary, and higher-order comprehension skills
 LearnBop interactive learning system for math
 A+ Learning Software for credit recovery and remediation
 Co-teaching in ELA classes for additional support
 Inclusion model used to meet the needs of identified SWD students
 Academic Coach models lessons, reviews testing data, observes classes, provides feedback to teachers, and leads professional learning
 Class size reduction to promote one-on-one instruction
 Flexible Learning which serves as an alternative supplemental academic intervention
 Host parent meetings and a student celebration to transition from 8th to 9th grade. Students transitioning to high school will participate in school tours and informational sessions with parents being provided workshops on understanding the social and academic demands of secondary school.

Principal's Corner

Strengths:
 • Forty-six students (Ninety four percent) taking Ninth Grade ELA passed the EOC GMAS • Ninth Grade EOC scores increased from forty-two percent to fifty-nine percent Proficient/Distinguished from SY 14-15 to 15-16 • Offers the following three high school credit courses: World History (forty-seven enrolled), 9th Grade Comp./Literature (seventy-one enrolled), & Spanish I (forty-four enrolled) • Eighth grade students increased from fifty-eight percent to sixty-three percent on math EOG from SY 14-15 to 15-16 • Turnover rate decreased from twenty teachers (thirty-three percent) in SY 2015-16 to fifteen teachers (twenty-four percent) in SY16-17 • The number of overage students decreased from ninety-five in SY14-15 to seventy-eight in SY15-16 • Twenty-two teachers (thirty-five percent) out of sixty-two total teachers are Gifted Endorsed
 • In SY15-16, while forty-nine percent of incoming sixth graders were not on target for reading, eighty percent met or exceeded the SRI target by the end of the year. • District-level School Improvement team provides direct support to administration & teachers through instructional focus walks, data analysis, professional learning, modeling instruction, etc. • On-site Math Academic Coach

Challenges:
 • Due to offering high school courses, a school receives less points in achievement on CCRPI. • Four teachers on FMLA 30 days or more • Thirty-three percent turnover rate from 2015-2016 SY- 2016-2017 SY • Eleven percent of student population identified as ELL • Twenty-three percent of students receive special education services through IEP/504 • Twenty-seven percent of current sixth graders were retained one or more times before entering middle school
 • Teachers with five or less years of experience increased from thirteen in SY15-16 to seventeen in SY16-17 • Out of the four teacher vacancies due to FMLA, two are Inclusion teachers assigned to ELA classes in grades six and eight, one is an eighth grade ELA teacher, and the other is a seventh grade Social Studies teacher • Ninety-percent of incoming sixth graders are not on target for mathematics

Additional Positions Needed:
 • Academic Coach in ELA

Continuation of Services Provided:
 • Continue to fund district site School Improvement Coaches • Continue to schedule and support teacher participation in the gifted cohorts

The district school improvement team is providing the following: • Weekly site visits with next steps to address the ineffectiveness in teaching • Lesson Modeling to provide teachers with exemplars of effective teaching practices • Lesson plan feedback to correct misconceptions in implementation of research based strategies • Strategic collaborative planning to address deconstruction of power standards • Exemplar lessons provided to guide teachers in writing effective plans based on the instructional framework • Pacing guides with resources and assessments provided to guide teachers in implementing quality lessons with fidelity
 • Professional learning targeting areas of weakness. • Targeted professional learning support in the areas of rigor and performance task integration • Classroom modeling to provide support in how to intentionally use anchor charts • Exemplar lesson plans outlining lesson structure provided to support teachers in implementing the instructional framework with fidelity