



ATLANTA PUBLIC SCHOOLS
RALPH J. BUNCHE MIDDLE SCHOOL



CONTINUOUS SCHOOL IMPROVEMENT PLAN
2012-2013

RALPH BUNCHE MIDDLE SCHOOL - SCHOOL IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL	District Name: ATLANTA PUBLIC SCHOOLS
Principal Name: MR. MARIO M. WATKINS	School Year: <u>2012 - 2013</u>

Title I School-wide Program: <input checked="" type="checkbox"/> <u>Eligible</u>	Title I Targeted Assistance: <input type="checkbox"/>	Non-Title I School: <input type="checkbox"/>
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ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

Priority School (SIG) <input type="checkbox"/>	Priority (Graduation Rate) <input type="checkbox"/>	Priority (Achievement) <input type="checkbox"/>
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Alert School <input type="checkbox"/>	Focus School <input checked="" type="checkbox"/>
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Subject Alert	<input type="checkbox"/>	List Subject(s)	Achievement Gap	<input checked="" type="checkbox"/>	Black: 97.3% Asian: 1.4% Multiracial: 1.3% Students With Disabilities: 13% <ul style="list-style-type: none"> • DNM -Combined ELA: 53.4% • DNM -Combined Reading: 51.4% • DNM -Combined Math: 72.2% • DNM -Combined Science: 85.7% • DNM -Combined Social Studies: 83.5%
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	
Subject Alert	<input type="checkbox"/>	List Subject(s)			

Principal's Signature:	Date:
Title I Director's Signature:	Date:
Superintendent's Signature:	Date:

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2012-2013

School Improvement Plan Team Members

Name	Position/Title
Mario M. Watkins	Interim Principal
Cephia Blassingame	Assistant Principal
Francine Greer	Assistant Principal
Joseph Harris	Assistant Principal
Cynthia Gunner	Instructional Coach
Lovetta Durham-Martin	Instructional Coach
Eric Robinson	Instructional Coach
Naja Freeman	Grade-Level Chairperson
Patrice Walker	Media Specialist
Karen Wright	Instructional Technology Integrator
Cynthia Dumas	Parent/ PTSA President
Zondra Holloway	Parent /Local School Council
Albertina Heath	Special Education Lead Teacher
Mario M. Watkins	Interim Principal
Cephia Blassingame	Assistant Principal

School Mission, Vision, and Goals

VISION

Bunche Middle School students, teachers, and stakeholders will R.I.S.E. to the occasion to “Build a Better Bunche”.

- R**igorous, real-world, relevant data-driven instruction
- I**nnovative and engaging learning experiences for all students
- S**tandards-based lessons will be taught every day in every classroom
- E**xcellence accomplished by having high expectations

MISSION

Bunche Middle School will develop 21st century lifelong learners who are capable, competent, competitive, and contributing members of society. Through effective, challenging, daily, learning experiences we will R.I.S.E. to new heights of excellence in student achievement.

STRATEGIC GOALS

- Improve overall school culture and climate amongst students, teachers, administrators, and support staff
- Creation and implementation of a school-wide focus on customer service, with standards and expectations for all stakeholders
- A schoolwide focus on high quality daily instruction emphasizing research-based instructional practices, student-focused engagement, rigor, differentiated instruction and the consistent use of data for instructional planning
- Creation and implementation of a teacher driven schoolwide professional learning community to emphasis teacher empowerment and personal accountability for collaborative professional growth
- On-going weekly professional development emphasizing research based instructional best practices needed to implement the common core curriculum
- School-wide transitional shift towards understanding the importance of the College and Career Readiness Index and its impact on instructional decision making
- School wide focus on the use of common assessment data as a gateway towards understanding student mastery and planning for instruction
- Academic focus on the following CRCT test goals
 - **Increase** the number of students of 6th, 7th and 8th grade students that exceed on the April 2013 ELA, READING, and MATH CRCT
 - **Decrease** the number of student 6th, 7th and 8th grade students that do not meet expectations on the April 2013 ELA, READING, SCIENCE and SOCIAL STUDIES CRCT

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2012-2013

Academic Subject Plans for Improvement -ELA

Focus Area: ELA/READING

Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the CRCT in ELA/READING by 10%

- 6th grade ELA from 86% (2012) meets to 95% (2013) / 6th grade READING from 89% (2012) meets to 98% (2013)
- 7th grade ELA from 88% (2012) meets to 97% (2013) / 7th grade READING from 83% (2012) meets to 91% (2013)
- 8th grade ELA from 91% (2012) meets to 100% (2013) / 8th grade READING from 92% (2012) meets to 100% (2013)

School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and depth of knowledge. Students will have a role in monitoring their mastery CCGPS ELA standards and understanding their content curriculum maps	August 2012 to May 2012	\$2000 –Title I -Used to purchase ELA instructional materials, teachers resources, ancillary reading materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes Coaches e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all ELA teachers on providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where Teachers and the Instructional coaches will consistently plan weekly during a sacred “Extended Planning Block. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2012 to May 2012 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA ELA Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers	a)All 6 th , 7 th , & 8 th grade ELA teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitoring curriculum monitoring c)student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –ELA (continued)

<p style="text-align: center;">Assessment Standard 1.1</p>	<p>All ELA teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the ELA content standards. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2012 to May 2012 -Using during the 70min ELA class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase CRCT practice books and for subscription to Study Island, GOAS, Aleks, and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library</p>	<p>a)All 6th, 7th, & 8th grade ELA teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p style="text-align: center;">Instruction Standards I2.1, I2.2, I2.3</p>	<p>All ELA Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our student to learn at higher levels, Blooms Taxonomy Higher Order Thinking Skills, Processes, and Habits will be the standard for excellence. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2012 to May 2012 -Using during the 70min ELA class block</p>	<p><u>\$7500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade ELA teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive ELA Assessment c)Teachers will prepare differentiated lessons to meet students needs as evidenced during classroom observations</p>
<p style="text-align: center;">Instruction Standard I2.6 & Planning and Organization Standard PO2.1</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>August 2012 to May 2012</p>	<p><u>\$206,000-FLP-</u> FLP funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in ELA and Reading. b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS d)Reduction in numbers of students retained and in SST</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2012-2013

Academic Subject Plans for Improvement -MATH

Focus Area: MATH						
Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the CRCT in MATH by 15%						
<ul style="list-style-type: none"> 6th grade MATH from 61% (2012) meets to 70% (2013)/ 6th grade MATH from 6% (2012) exceeds to 7% (2013) 7th grade MATH from 75% (2012) meets to 86% (2013)/ 7th grade MATH from 18% (2012) exceeds to 21% (2013) 8th grade MATH from 66% (2012) meets to 76% (2013)/ 8th grade MATH from 14% (2012) exceeds to 16% (2013) 						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Math language. Students will have a role in monitoring their mastery CCGPS Math standards and understanding their content curriculum maps	August 2012 to May 2012	\$2000 –Title I -Used to purchase Math instructional materials, teachers resources, math manipulatives, math activities, and other math instructional materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Math teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (IL.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred “Extended Planning Block”. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2012 to May 2012 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA Math Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers	a)All 6th, 7th, & 8th grade Math teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitor curriculum c)Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –MATH (continued)

<p style="text-align: center;">Assessment Standard 1.1</p>	<p>All Math teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Math content standards. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2012 to May 2012 -Using during the 70min Math class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase CRCT practice books and for subscription to Study Island, GOAS, Aleks, and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library</p>	<p>a)All 6th, 7th, & 8th grade Math teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p style="text-align: center;">Instruction Standards I2.1, I2.2, I2.3</p>	<p>All MATH Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy Higher Order Thinking Skills, Processes, and Habits will be the standard for excellence. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2012 to May 2012 -Using during the 70min MATH class block</p>	<p><u>\$7500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade MATH teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive MATH Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>
<p style="text-align: center;">Instruction Standard I2.6 & Planning and Organization Standard PO2.1</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>August 2012 to May 2012</p>	<p><u>\$206,000-FLP-FLP</u> funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in MATH b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS d)Reduction in numbers of students retained and in SST</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2012-2013

Academic Subject Plans for Improvement –SCIENCE

Focus Area: SCIENCE						
Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the CRCT in SCIENCE by 15%						
<ul style="list-style-type: none"> 6th grade SCIENCE from 54% (2012) meets to 62% (2013)/ 6th grade SCIENCE from 6% (2012) exceeds to 7% (2013) 7th grade SCIENCE from 67% (2012) meets to 77% (2013)/ 7th grade SCIENCE from 19% (2012) exceeds to 22% (2013) 8th grade SCIENCE from 50% (2012) meets to 58% (2013)/ 8th grade SCIENCE from 5% (2012) exceeds to 7% (2013) 						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards CI.2, CI.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Science language. Students will have a role in monitoring their mastery CCGPS Science standards and understanding their content curriculum maps	August 2012 to May 2012	\$2000 –Title I -Used to purchase Science instructional materials, teachers resources, Science manipulatives, Science activities, and other Science instructional materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes for Teachers and Instructional Coaches e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Science teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred “Extended Planning Block”. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2012 to May 2012 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA Science Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers	a)All 6th, 7th, & 8th grade Science teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitor curriculum monitoring c)Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –SCIENCE (continued)

<p>Assessment Standard 1.1</p>	<p>All Science teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Science content standards. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2012 to May 2012 -Using during the 70min Science class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase CRCT practice books and for subscription to Study Island, GOAS, Aleks, and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library</p>	<p>a)All 6th, 7th, & 8th grade Science teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3</p>	<p>All SCIENCE Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy Higher Order Thinking Skills, Processes, and Habits will be the standard for excellence. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2012 to May 2012 -Using during the 70min SCIENCE class block</p>	<p><u>\$7500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade SCIENCE teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive SCIENCE Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>
<p>Instruction Standard I2.6 & Planning and Organization Standard PO2.1</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>August 2012 to May 2012</p>	<p><u>\$206,000-FLP-FLP</u> funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in Science. b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS d)Reduction in numbers of students retained and in SST</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2012-2013

Academic Subject Plans for Improvement SOCIAL STUDIES

Focus Area: SOCIAL STUDIES						
Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the CRCT in SOCIAL STUDIES by 20%						
<ul style="list-style-type: none"> 6th grade SOCIAL STUDIES from 47% (2012) meets to 56% (2013)/ 6th grade SOCIAL STUDIES from 24% (2012) exceeds to 29% (2013) 7th grade SOCIAL STUDIES from 55% (2012) meets to 66% (2013)/ 7th grade SOCIAL STUDIES from 13% (2012) exceeds to 16% (2013) 8th grade SOCIAL STUDIES from 50% (2012) meets to 60% (2013)/ 8th grade SOCIAL STUDIES from 6% (2012) exceeds to 7% (2013) 						
School Keys Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Social Studies language. Students will have a role in monitoring their mastery CCGPS Social Studies standards and understanding their content curriculum maps	August 2012 to May 2012	\$2000 –Title I -Used to purchase Social Studies instructional materials, teachers resources, manipulatives, activities, and other instructional materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes for Teachers and Instructional Coaches e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Social Studies teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred “Extended Planning Block”. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2012 to May 2012 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA Social Studies Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers	a)All 6th, 7th, & 8th grade Social Studies teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitor curriculum c)Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –SOCIAL STUDIES (continued)

<p>Assessment Standard 1.1</p>	<p>All Social Studies teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Social Studies content standards. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2012 to May 2012 -Using during the 70min Social Studies class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase CRCT practice books and for subscription to Study Island, GOAS, Aleks, and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library</p>	<p>a)All 6th, 7th, & 8th grade Social Studies teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3</p>	<p>All Social Studies Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy Higher Order Thinking Skills, Processes, and Habits will be the standard for excellence. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2012 to May 2012 -Using during the 70min Social Studies class block</p>	<p><u>\$7500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade Social Studies teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive Social Studies Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>
<p>Instruction Standard I2.6 & Planning and Organization Standard PO2.1</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>August 2012 to May 2012</p>	<p><u>\$206,000-FLP-FLP</u> funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in Social Studies. b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS d)Reduction in numbers of students retained and in SST</p>