CMS SCHOOL IMPROVEMENT PLAN REPORT

School: **Coulwood Middle School**

Principal: **Rachel Goldberg**

Title I Specialist: **NA**

Address: **500 Kentberry Drive**

Charlotte, NC 28214

Courier Number: **351**

Phone: **980-343-6090**

Learning zone: **Central Secondary**

Area Superintendent: **Ms. Charity Bell**

CMS School Improvement Plan 2011-12
Coulwood Middle School

MISSION STATEMENT

District: ***Maximize academic achievement by every student in every school.***

School: **MISSION STATEMENT**

At Coulwood we are preparing students to be life long learners, who achieve academically,

behave appropriately, and contribute positively.

BELIEFS

- Teaching and learning are the core elements of our purpose in education.
- All students will achieve academically and will be provided rigorous instruction by well-planned teachers who use diverse instructional techniques and assessments.
- Collaboration between teachers, administrators, support staff, parents, and central office staff is vital to providing quality instruction.
- Parents and community members will be actively engaged in all aspects of the school.
- Students will be contributing members of their community.
- Effective communication between all stakeholders is essential for school success.

VISION

Being responsive to the developmental needs of middle school youth, it is our vision to develop and support students who:

- Think in critical and creative ways
- Identify and solve problems
- Recognize their accomplishments and challenges
- Communicate and work well with others
- Practice and lead healthy lives
- Demonstrate responsibility and ethical behavior
- Compete in a complex global society

OUTCOMES OF FOCUS

Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:

- ***Implement the Professional Learning Community (PLC)so that each of the state tested subject areas will achieve at least a years' worth of growth (greater than or equal to .10), achieve a performance composite of 70%, and make all AYP targets.***
- **Engage 100% of parents through communication of student progress and develop a school culture that increases the involvement of students and parents in the total school program.**
- ***Decrease achievement gap in proficiency for students with disabilities/non EC students by 10%.***

CMS School Improvement Plan 2011-12
Coulwood Middle School

ASSESSMENT DATA SNAPSHOT

EOG	Reading								Math								Science	
	09-10			**10-11**			11-12 (target)		09-10			**10-11**			11-12 (target)		**10-11**	11-12 (target)
	ABC Prof	AYP Prof	Growth	**ABC Prof**	**AYP Prof**	**Growth**	ABC Prof	Growth	ABC Prof	AYP Prof	Growth	**ABC Prof**	**AYP Prof**	**Growth**	ABC Prof	Growth	**ABC Prof**	
All	58.9	Met	.09	**56.8**	**Met**	**.10**	71.6	>.10	70.7	Not	.09	**69.1**	**Not**	**.05**	88.6	>.10	**67.3**	70
AA	53.8	Met	.12	**52.9**	**Met**	**.08**	71.6	>.10	67.3	Not	.09	**64.2**	**Not**	**.05**	88.6	>.10	**61.9**	70
Asian	58.8	n/a	.12	**47.4**	**n/a**	**.17**	71.6	>.10	70.6	n/a	.09	**78.9**	**n/a**	**.13**	88.6	>.10	**75.0**	70
H	55.3	Met	.06	**62.4**	**Not**	**.18**	71.6	>.10	72.3	m/ci	.05	**78.2**	**Met**	**.04**	88.6	>.10	**72.7**	70
W	80.4	Met	.04	**68.1**	**Met**	**.08**	71.6	>.10	84.8	Met	.11	**80.5**	**Not**	**.01**	88.6	>.10	**81.6**	70
AI	16.7	n/a	-.54	**33.3**	**n/a**	**.39**	71.6	>.10	33.3	n/a	-.42	**55.6**	**n/a**	**.05**	88.6	>.10	**n/a**	70
MR	70.6	n/a	-.001	**81.3**	**n/a**	**.12**	71.6	>.10	70.6	n/a	.07	**87.5**	**n/a**	**.06**	88.6	>.10	**83.3**	70
LEP	42.9	Met	.13	**38.3**	**Not**	**.30**	71.6	>.10	58.9	Not	.17	**61.7**	**Met**	**.14**	88.6	>.10	**57.9**	70
SWD	30.2	m/sh	.13	**19.8**	**Not**	**.09**	71.6	>.10	36.8	m/sh	.14	**30.2**	**Not**	**.03**	88.6	>.10	**36.4**	70
ED	n/a	met	n/a	**n/a**	**Not**	**n/a**	71.6	>.10	n/a	not	n/a	**n/a**	**Not**	**n/a**	88.6	>.10	**n/a**	70

CMS School Improvement Plan 2011-12
Coulwood Middle School

Subject	Demographic Subgroup	Coulwood Middle School - 600351											
		2008-2009 School Year				2009-2010 School Year				2010-2011 School Year			
		% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Algebra I	Total	100.0	77.3	0.366	3.4	95.8	33.3	-0.260	0.5	96.7	78.6	0.307	3.7
Grade 06 Reading	Grade Total	56.2	43.0	-0.113	0.8	62.7	52.8	0.036	1.1	61.7	55.7	0.065	1.3
Grade 06 Math	Grade Total	68.8	57.8	0.108	1.4	67.3	50.8	0.026	1.0	66.2	46.3	-0.096	0.9
Grade 06 Total	Grade Total	62.5	50.4	-0.002	1.0	65.0	51.8	0.031	1.1	63.9	51.0	-0.016	1.0
Grade 07 Reading	Grade Total	54.2	55.3	0.049	1.2	53.6	61.9	0.127	1.6	51.5	67.1	0.183	2.0
Grade 07 Math	Grade Total	73.4	65.5	0.162	1.9	67.9	45.8	-0.048	0.8	63.2	47.6	-0.042	0.9
Grade 07 Total	Grade Total	63.8	60.4	0.106	1.5	60.8	53.9	0.040	1.2	57.4	57.3	0.070	1.3
Grade 08 Reading	Grade Total	57.6	61.9	0.144	1.6	60.5	68.0	0.226	2.1	57.7	55.7	0.053	1.3
Grade 08 Math	Grade Total	74.0	74.0	0.248	2.9	77.8	76.9	0.291	3.3	79.0	74.6	0.274	2.9
Grade 08 Science	Grade Total	48.0				62.1				67.3			
Grade 08 Total	Grade Total	59.9	67.9	0.196	2.1	66.8	72.4	0.258	2.6	68.0	65.2	0.164	1.9
Reading Total	Total	56.0	53.6	0.029	1.2	59.1	60.6	0.126	1.5	56.9	59.7	0.102	1.5
Math Total	Total	72.1	65.9	0.174	1.9	70.8	57.5	0.087	1.4	69.2	56.1	0.045	1.3
Science Total	Total	48.0				62.1				67.3			
EOG Total	Total	61.7	59.8	0.102	1.5	64.6	59.1	0.107	1.4	63.6	57.9	0.073	1.4
EOC Total	Total	100.0	77.3	0.366	3.4	95.8	33.3	-0.260	0.5	96.7	78.6	0.307	3.7
School Composite	Total	62.4	60.2	0.108	1.5	65.0	58.7	0.101	1.4	64.1	58.3	0.078	1.4

CMS School Improvement Plan 2011-12
Coulwood Middle School

Subgroup	2008-2009 School Year					2009-2010 School Year					2010-2011				
	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	
African-American	56.3	0.092	Met	Met	~	59.6	0.120	Met	Not Met	~	59.6	0.070	Not Met	Not Met	
Asian	72.6	0.095	Insuf Data	Insuf Data	~	65.9	0.108	Insuf Data	Insuf Data	~	66.7	0.167	Insuf Data	Insuf Data	
Hispanic	65.8	0.144	Met	Met	~	65.9	0.056	Met	Met	~	71.3	0.111	Not Met	Met	
Multi-Racial	68.2	0.111	Insuf Data	Insuf Data	~	69.6	0.053	Insuf Data	Insuf Data	~	84.6	0.090	Insuf Data	Insuf Data	
Native American	81.8	0.117	Insuf Data	Insuf Data	~	25.0	-0.42	Insuf Data	Insuf Data	~	44.4	0.220	Insuf Data	Insuf Data	
White	79.0	0.142	Met	Met	~	84.7	0.090	Met	Met	~	75.6	0.051	Met	Not Met	
LEP	56.7	0.116	Met	Met	~	51.1	0.158	Met	Not Met	~	51.3	0.218	Not Met	Met	
SWD	24.1	0.039	Met	Met	~	33.6	0.160	Met	Met	~	27.2	0.078	Not Met	Not Met	
ED	56.6	0.106	Met	Met	~	58.9	0.103	Met	Not Met	~	59.7	0.068	Not Met	Not Met	
EOG Total	61.7	0.101	Met	Met	~	64.6	0.106	Met	Not Met	~	63.6	0.073	Not Met	Not Met	
EOC Total	100.0	0.365	Met	Met	~	95.8	-0.25	Met	Not Met	~	96.7	0.306	Not Met	Not Met	
School Composite	62.4	0.108	Met	Met	~	65.0	0.100	Met	Not Met	~	64.1	0.077	Not Met	Not Met	

SCHOOL PROFILE

Coulwood Middle School is located in the northwest corner of Mecklenburg County. We serve approximately 862 6th, 7th and 8th grade students of diverse backgrounds. Approximately 68% of our students are African-American, 13% are Caucasian, 12% are

Hispanic, 4% are multi-racial, 2% are Asian and 1% are American Indian. Our Free and Reduced lunch students represent 75.3% of our student population; 5% of our students are certified as Gifted; 11% qualify for services through the Exceptional Children's Department and 5.8% are certified as Limited English Proficiency. We are being served as a Title 1 school starting in the 2011-2012 school year.

Our staff is highly qualified with 36% of our staff members holding degrees, 7 who are nationally board certified or working towards national board certification, and 89% who have taught four or more years. Many of our staff members are involved in programs to complete their Master's Degrees, add additional certification areas, or qualify for National Board Certification. We have small teams within each of our grade levels to provide the support to students and staff. Our mentor program is designed to support first year teachers by assigning them a mentor and making them part of a small team within their grade levels. Additionally, we provide professional development for our staff to increase competence and awareness of current developments in topics of interest such as effective instructional techniques and enrichment, effective lesson design, differentiation, AVID and technology.

Coulwood focuses attention on developing professional learning teams as part of a larger school learning community. Each learning team is composed of content teachers with a teacher leader on each team. We have eliminated standard level classes to accelerate all students and model true heterogeneous academic groupings. We have adjusted our schedule to include a time period designed to provide focused interventions and enrichment in content subject areas as well as extracurricular clubs. Additional support in all subjects is also available to students at various scheduled times before, during, and after the school day. We maintain an AVID program and utilize many AVID strategies. Teaching and learning remains the core of our improvement efforts towards enhancing the instructional process and our student achievement outcomes.

As a school, Coulwood Middle School, receives funding from multiple sources, including but not limited to, Federal Funding through the Title I grant program and additional local funding for Extended Day programs.

Staff members prepare activities to reinforce positive traits and provide opportunities for students to discuss issues and concerns. We are continuing to refine and implement a school-wide discipline plan that was developed by teachers and is being used consistently by all staff. Our Coulwood Academy program is an alternative to Out of School Suspension and a support for students having difficulty displaying appropriate behaviors. We utilize a 6th Grade Transition process that includes Camp Catamount for parents and students.

Our Safe Schools Emergency Plan is comprehensive, and we have regular drills to ensure that our students and staff are safe under all circumstances. Our security associate provides excellent support in monitoring student movement in the school and shares

feedback with teachers and administrators. We have consistently received high scores on the CMS Safe School Audits, which are conducted by district security staff.

The climate at Coulwood is open and inviting. We are establishing strong partnerships with businesses and volunteers to help support our academic and extracurricular programs. Five churches have come together to create a faith based partnership to volunteer and support our students and staff. Parents regularly visit classes, attend conferences and support our school. Staff communicates with parents through the use of student agendas, Connect Ed, e-mails, and websites as well as more traditional methods such as newsletters, phone calls and notes. As our PTA involvement increases, parents are actively seeking volunteer opportunities to provide support to the school.

Coulwood continues to meet state academic expected growth goals. Our students have met expected growth in all areas. Algebra 1, 7th grade reading, and 8th grade math met high growth during the 2010-2011 school year. We continue to refine our RTI process to use data and best practices to meet our students' individual needs. Common assessments are administered regularly and the data is used to support students' needs. We continue to use student data, staff and family surveys, district formative assessments, EVAAS reports, and school-based common assessments to adjust instruction. Our Leadership Team meets quarterly to monitor our progress towards achieving our school goals. All stakeholders are represented by the parents, staff, and community members who are a part of this team. Students' needs are always our first concern. We pride ourselves on meeting students' academic, emotional, and social needs with the highest possible level of service.

CMS School Improvement Plan 2011-12
Coulwood Middle School 2011-12

Smartgoal (1):   **Implement the Professional Learning Community (PLC) so that each of the state tested subject areas will achieve at least a years' worth of growth and achieve a performance composite score of at least 70%.**

Data used:

TARGET	ALL STUDENTS	BLACK	HISPANIC	WHITE	ECON. DISADV	Lep	Swd
Math Proficiency	Not Met	Not Met	Met w SH	Not Met	Not Met	Met w SH	Not Met
Reading Proficiency	Not Met	Not Met	Not Met	Met w CI	Not Met	Not Met	Not Met

Subgroup	# in Membership	# Tested	% Tested	# In Performance Composite	# Proficient	% Proficient	# in Growth Composite	# Making Growth	% Making Growth	Growth Sum	Avg. Growth	Growth Status	High Growth Ratio	High Growth Status
African-American	1,374	1,363	99.2	1,363	810	59.4	969	554	57.2	66.387	0.0685	Met	1.33	Not Met
White	271	271	100.0	271	205	75.6	200	109	54.5	10.172	0.0509	Met	1.20	Not Met
Male	1,036	1,030	99.4	1,030	635	61.7	752	415	55.2	31.406	0.0418	Met	1.23	Not Met
Non-LEP	1,916	1,905	99.4	1,905	1,234	64.8	1,380	790	57.2	94.059	0.0682	Met	1.34	Not Met
Non-EC	1,813	1,802	99.4	1,802	1,235	68.5	1,352	793	58.7	105.142	0.0778	Met	1.42	Not Met
SWD	216	216	100.0	216	57	26.4	110	58	52.7	6.923	0.0629	Met	1.12	Not Met
Total	2,029	2,018	99.5	2,018	1,292	64.0	1,462	851	58.2	112.065	0.0767	Met	1.39	Not Met

CMS School Improvement Plan 2011-12
Coulwood Middle School 2011-12

SP 2014 Tactic: (1) Effective Teaching and Leadership (2) Performance Management (3) Increasing the Graduation Rate (4) Teaching and Learning Through Technology (6) Parent and Community Connections

Strategies • Task • Task	Point Person (title/name)	Evidence of Success	Funding (estimated cost and source)	Personnel involved	Timeline End Date • ck date • ck date
1. **Identify low-performing students and subgroups.** • Analyze growth data for low-performing students. • Analyze growth data for low-performing subgroups.	AF/Adornato MF/Young Prin/Goldberg AP/ Williams	Students will be scheduled in groups during scholar time according to EOG scores Teacher lesson plans will indicate differentiation strategies for identified students in daily lesson plans Students who were identified as having teachers with low performance, will be scheduled with teachers identified as high performance	*Local Extended Day Funds $6,200 for master scheduler*	Master schedulers: Smith and Williams Administration and facilitators working with teachers to include differentiation into daily plans	7/11 – 6-12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
2. **Develop and administer common learning assessments for all core content areas.** • Use CMS/Zone pacing guides • Design common learning checks for each unit of study. • Analyze common learning check data for all core content areas.	AF/Adornato MF/Young	Tracking of calendar and pacing alignment by facilitators Created common learning assessment Data collection with 100% of staff using common assessments, evidenced in data notebook		Facilitators and teaching staff	8/25/11 – 7/8/12 Dependent on unit length of study Every Thursday content planning
3. **Develop instructional intervention plans for all low-performing students.** • Provide full time tutor for targeted students • Provide targeted remediation to all identified students during the 90 minute block • Develop lesson plans that focus on the improvement/enhancement of students' literacy and math skills • Offer students after school tutoring • Provide school wide support with PEPs, PLCs, and data • Schedule calendar of schoolwide EOG prep	Small Team Members AF/Adornato MF/Young Counselors/ Thompson AP/Williams Tutor	Lesson plans using differentiation Learning check data by units PEP quarterly checks EOG prep calendar and staff participation	Local Extended Day funds for Planning $12000	Facilitators, Counselors, Administration, All staff	8/25/11 – 6/8/12 PEP checks • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
4. **Develop and support a school wide literacy initiative.** • Schedule a 40 minute scholar time reading program • Implement school wide Accelerated Reader	Literacy Team Prin/Goldberg AP/Williams Media	AR data collection Scheduling of students by EOG into scholar time Writing samples/journals	Title one parent involvement funds $6,000 School funds to purchase class sets of books for Big	All staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12

program • BiG READ program for Parent Involvement • Strategic mathematics and reading lessons • Grade level and school-wide incentives for success • Use Achieve 3000 to target EC students	specialist		Read $600		• 6/8/12
5. **Support the content learning teams PLC** • Provide guidance and resources to learning teams • Attend learning team meetings and collaborate with team members • Model best practices of student learning and achievement. • Attend zone content planning • Vertical alignment meetings during our monthly staff time • Summer collaborative planning sessions at the school to align instruction	AF/Adornato MF/Young	Content planning agendas and minutes Evidence of shared practices Evidence of staff participation in district planning and PD	Title 1 Substitute funds $300.00 Title 1 extended employment for summer teacher pay $12,000	Facilitators/all staff Learning zone staff CMS PD coordinators	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
6. **Provide classroom support based on frequent monitoring.** • Provide differentiated PD through C & I, Central zone, wikis, new teacher support program • Attend state conferences based on PD needs • Standardized lesson plan template • Monitoring through grade summary reports • Monitoring of common learning check data • Monitoring of Intervention Team and RTI strategies to address academic weaknesses	AF/Adornato MF/Young Dean/Foels AP/Williams P/Goldberg Counselors/ Thompson, Ferguson	PD sign in through MYPD State Certificates Classroom walkthrough forms Grade summary sheets Observations Student progress reports	Title 1 PD funds $2,000 for teacher books. Title 1 funds workshops $7,400	All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
7. **Develop and support a school wide graduation awareness** • Designate graduation-themed hallway bulletin boards • Assign bulletin board creation and maintenance to small learning teams • School and community career fair • Impend technology PD into monthly meetings to focus on 21st Century skills	AP/ Williams Dean/Foels Counselor/ Ferguson Martin	Bulletin boards Participation in career fair Lesson plans/classroom observations/agenda for staff participation		All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
8. **Develop strategies to attain and keep highly qualified staff** • Mentor program for novice teachers • Interview by principal and teams • Celebrations of accomplishments and progress • Providing leadership opportunities	AF/Adornato P/Goldberg	State teacher turnover data School teacher turnover data Staff surveys		All staff	• 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12

Strategies	Point Person (title/name)	Evidence of Success	Funding (estimated cost and source)	Personnel involved	Timeline End Date
• Administration PD involvement in the Modeling schools conference					
9. **Incorporate technology into daily lessons** • Train teachers in Math Forward • Provide graphing calculators for students to take home • All classrooms equipped with projectors for teacher use of technology in lessons • All classrooms have access to computer labs or enough technology for student involvement in technology	Tech contact/Martin	Inventory of computers and projectors for teacher use Lesson plans indicating use of technology by teacher and students	Title 1 Funds instructional material $20,000	All staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12

Smartgoal (2): **Engage 100% of parents through communication of student progress and develop a school culture that increases the involvement of students and parents in the total school program.**

Data used:

SP 2014 Tactic: (1) Effective Teaching and Leadership(3) Increasing the Graduation Rate (4) Teaching and Learning Through Technology (6) Parent and Community Connections

Strategies • **Task** • **Task**	Point Person (title/name)	Evidence of Success	Funding (estimated cost and source)	Personnel involved	Timeline End Date • ck date • ck date
1. **Communicate and explain students' academic progress to parents.** • Distribute tri-weekly progress reports for all classes. • Post updated weekly grades on NC Wise. • Invite parents to EOG Prep • Invite parents to curriculum nights • Awards night in June for student achievement	AP/Williams Secretary/ Smith Counselor/ Thompson	Tri-weekly progress reports signed and returned Phone logs for parent contact Sign in sheets for EOG prep and curriculum nights	PTA funding for award night and curriculum night Title 1 funds for ink cartridges and paper for additional progress reports $600.00	All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
2. **Provide opportunities for parent engagement in the learning process.** • Scheduled open houses • Schedule parent meetings and events related to learning and development (parent university) • Develop and implement personal educational plans for students with identified needs.	AP/Williams P/Goldberg Counselors/ Thompson Ferguson	Logs of parent involvement PEP check points Parent University participation sign-in PTA parent/volunteer records	Parent University funds PTA funds	All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12

• Schedule quarterly parent university meetings. • Work with PTA to increase involvement. • Create accountability piece for teachers and communicating with parents other than for disciplinary reasons • School website development • Increase accessibility of school calendar and upcoming events through multi-media • Encourage participation in school SLT • Engage parents and obtain feedback on the Parent Involvement Policy • Have 100% return on Parent Compacts • Hold required title 1 meetings •	PTA members SLT members	Teacher parent phone logs Website development Title 1 meeting agendas Connect Ed scripts Newsletters			
3. Organize a productive PTA • Participate in fundraising efforts • Maintain a PTA website • Recruit parents and staff to join • Attend Band and Orchestra concerts (more parental turnout)	PTA board members P/Goldberg	Parent Survey Fundraising efforts PTA membership	Funding from PTA membership and fundraising projects	Parents and staff serving as PTA members	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
4. Create partnerships with community • Attend faith based luncheon to recruit interest • Attend and speak at faith based activities to affirm participation • Participate in National Night out	P/Goldberg	Faith based involvement in Camp Catamount, campus clean up, campus beatification		All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
5. Provide opportunities for students to be recognized academically and participate in non-instructional activities • Create an open lunch on Fridays • Create an outdoor area for student open lunch • Develop clubs during the 40 minute scholar time on Fridays • Engage students, staff, and parents in a Catamount Rally to honor attendance, sports, and academic achievement	P/Goldberg PTA Community partnerships	Student Survey	PTA funds	All Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
6. Transition Plans • Orientation day for students rising into middle school • Summer transition program • Camp Catamount	Thompson/ Ferguson	Agendas Meeting minutes		Variety of staff members	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12

Smartgoal (3): *Decrease achievement gap in proficiency for students with disabilities/non EC students by 10%.*

Data used:

TARGET	ALL STUDENTS	BLACK	HISPANIC	WHITE	ECON. DISADV	Lep	Swd
Math Proficiency	Not Met	Not Met	Met w SH	Not Met	Not Met	Met w SH	Not Met
Reading Proficiency	Not Met	Not Met	Not Met	Met w CI	Not Met	Not Met	Not Met

Subgroup	# in Membership	# Tested	% Tested	# In Performance Composite	# Proficient	% Proficient	# in Growth Composite	# Making Growth	% Making Growth	Growth Sum	Avg. Growth	Growth Status	High Growth Ratio	High Growth Status
African-American	1,374	1,363	99.2	1,363	810	59.4	969	554	57.2	66.387	0.0685	Met	1.33	Not Met
White	271	271	100.0	271	205	75.6	200	109	54.5	10.172	0.0509	Met	1.20	Not Met

Male	1,036	1,030	99.4	1,030	635	61.7	752	415	55.2	31.406	0.0418	Met	1.23	Not Met
Non-LEP	1,916	1,905	99.4	1,905	1,234	64.8	1,380	790	57.2	94.059	0.0682	Met	1.34	Not Met
Non-EC	1,813	1,802	99.4	1,802	1,235	68.5	1,352	793	58.7	105.142	0.0778	Met	1.42	Not Met
SWD	216	216	100.0	216	57	26.4	110	58	52.7	6.923	0.0629	Met	1.12	Not Met
Total	2,029	2,018	99.5	2,018	1,292	64.0	1,462	851	58.2	112.065	0.0767	Met	1.39	Not Met

SP 2014 Tactic: SP 2014 Tactic: (1) Effective Teaching and Leadership (2) Performance Management (3) Increasing the Graduation Rate (4) Teaching and Learning Through Technology (6) Parent and Community Connections

Strategies
   a. Task
   b. Task
	Point Person
	(title/name)
		Evidence of Success	Funding
			(estimated cost and source)
				Personnel involved	Timeline
					End Date
					• ck date
					• ck date

1. **Require teachers to provide at least one 45-minute session of after school tutoring per week for their students** • Expectations for tutoring in non-negotiable and reviewed in grade level meetings • Specify tutoring criteria for staff • Monitor tutoring rosters and encourage intervention strategies for struggling students	EC department chair AP/Williams AF/Adornato MF/Young	EC rosters for afterschool tutoring		EC Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12
2. **Implement continuum of EC services for students** • Implement inclusion classes in math and language arts classes • Provide time for EC resource teacher to plan with core teachers • Provide common collaborative planning for EC inclusion/regular education teams (weekly and quarterly at CSZ)	EC department chair AP/Williams AF/Adornato MF/Young	Inclusion MYPD training rosters Weekly meeting agendas	EC funds for personnel Title 1 funds for substitutes for planning $300.00	EC Staff	8/25/11 – 6/8/12 • 8/25/11 • 10/27/11 • 1/20/12 • 3/29/12 • 6/8/12

• Provide Resource math and LA classes					