

# **Smokey Road Middle School Home of the Wildcats**



## **Continuous Improvement Cycle**

**Foundation—Mission, Vision, Beliefs  
(Where We Want To Be)**

## Mission/Vision/Beliefs/Overall Goal

### Smokey Road Middle School

#### Mission

- Striving to **Reach and Motivate** Students

#### Vision

- We ensure that each student:
  - is in a safe environment.
  - feels valued as an individual.
  - learns the appropriate curriculum for future success.

#### Beliefs

- We believe all students have to be engaged in the learning process in order to be successful and must take responsibility to be present and be on time.
- We believe all students have the ability to learn and must take responsibility to always do their best.
- We believe all students have the ability to improve their achievement in math and reading and must take responsibility for enabling teachers to help them succeed.
- We believe all students have the right to be treated with dignity and respect and must take responsibility to treat others with dignity and respect.
- We believe all students have self-worth and must take responsibility for displaying good characteristics of citizenship.
- We believe all students should have parents/guardians who are actively involved in their learning process and must take responsibility for trying to include them.

#### Overall Goal

- Smokey Road Middle School will engage students, so they can achieve, by teaching the appropriate curriculum in an organized manner.

### Coweta County School System

#### Mission

- Coweta Committed to Student Success

#### Vision

- We ensure the success of each student.

#### Beliefs

- We believe, as a learning community, we must continuously improve.
- We believe, as leaders of learners, we must see students as volunteers in their learning.
- We believe the Coweta County School System, in partnership with the family and the community, must focus on providing challenging, interesting, and satisfying work for students.
- We believe we are responsible for the success of each student.

#### Overall Goal

- Coweta County School System will provide high-level, engaging work for all learners and leaders to meet the needs of all stakeholders.

**Smokey Road Middle School  
Title I Compact  
Teacher, Student, and Parent Responsibilities**

**As Teachers, we** \_\_\_\_\_ and \_\_\_\_\_ **will**

- ensure that each student has the opportunity to learn in a safe environment.
- believe that each student has the right and the ability to learn.
- use a variety of teaching methods to accommodate the different learning styles of my students.
- model appropriate behavior as we strive to reach and motivate students.
- respect the rights and beliefs of all students and their families.
- exalt the self worth of every student.
- initiate open and continuous communication with parents.
- promote the Mission, Vision, Beliefs, and Goal of Smokey Road Middle School.

**As a Student, I,** \_\_\_\_\_ **will**

- help to preserve the safe learning environment that I deserve.
- believe that I can and will learn.
- be present and prepared for class each day.
- serve as a positive role model for my peers.
- show respect for myself, my peers, my teachers, and my school.
- strive for excellence both in and out of the classroom.
- uphold my moral and ethical obligation to be a good citizen.
- take responsibility and uphold the Mission, Vision, Beliefs, and Goal of Smokey Road Middle School.

**As a Parent, I,** \_\_\_\_\_ **will**

- impart the importance of maintaining and fostering a safe learning environment.
- encourage my child's willingness and ability to learn.
- ensure my child's attendance in and preparedness for class each day.
- participate in school activities designed to support my child's school experience such as parent conference days, SST meetings, PTA, Open House, Student Expo Nights and other school events as invited/needed.
- maintain communication with school staff (teachers, administrators, and support staff) on issues of importance to my child's educational experience.
- instill the importance of making positive choices in school and in life.
- teach my child that in order to get respect, you must give respect.
- help my child strive for academic excellence.
- further instill the Mission, Vision, Beliefs, and Goal of Smokey Road Middle School.

# **Smokey Road Middle School Home of the Wildcats**



## **Continuous Improvement Cycle**

**Profile  
(Where We Are)**

## Smokey Road Middle School Demographics 2005-2006

<b>Total Number of Students</b>
1,037

<b>Total Number of Faculty</b>
78

Demographics of Students		
Asian	3	< 1%
Black	316	30%
Hispanic	20	2%
Multi	10	1%
White	688	66%
Minority	349	34%
White	688	66%
Male	542	52%
Female	495	48%
Minority Male	185	18%
Minority Female	164	16%
White Male	357	34%
White Female	331	32%

Demographics of Faculty		
Asian	0	0%
Black	10	13%
Hispanic	2	3%
Multi	0	0%
White	66	85%
Minority	12	15%
White	66	85%
Male	19	24%
Female	59	76%
Minority Male	5	6%
Minority Female	7	9%
White Male	14	18%
White Female	52	67%

Categories of Students		
Special Education	188	18%
Student Support Team	254	24%
Gifted	106	10%
Non-Labeled	504	49%
Free/Reduced Lunch	512	49%

Degrees Held by Faculty		
Bachelor	43	55%
Master	28	36%
Specialist	5	6%
Doctorate	2	3%

Special Education		
Minority	74	39%
White	114	61%
Male	133	71%
Female	55	29%
Minority Male	54	29%
Minority Female	20	11%
White Male	79	42%
White Female	35	19%

Gifted		
Minority	14	13%
White	92	87%
Male	50	47%
Female	56	53%
Minority Male	4	4%
Minority Female	10	9%
White Male	46	43%
White Female	46	43%

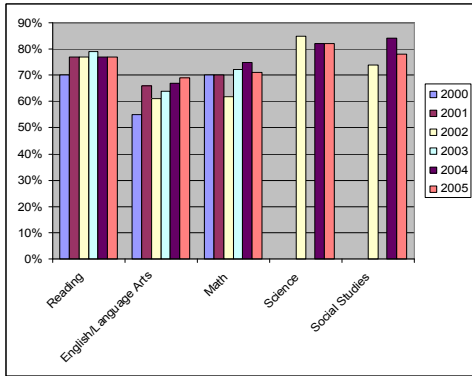
Student Support Team		
Minority	104	41%
White	150	59%
Male	145	57%
Female	109	43%
Minority Male	56	22%
Minority Female	48	19%
White Male	89	35%
White Female	61	24%

**Smokey Road Middle School  
CRCT Results**

<b>CRCT Scores for Years 2000-2005</b>								
<b>6th Grade</b>	<b>2005</b>			<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
	State%	County%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%
Reading	84	83	77	77	79	77	77	70
English/Language Arts	76	75	69	67	64	61	66	55
Math	74	75	71	75	72	62	70	70
Science	83	85	82	82	N/A	85	N/A	N/A
Social Studies	82	84	78	84	N/A	74	N/A	N/A
<b>7th Grade</b>	<b>2005</b>			<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
	State%	County%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%
Reading	86	87	80	86	N/A	82	N/A	N/A
English/Language Arts	84	84	78	79	N/A	83	N/A	N/A
Math	78	81	75	72	N/A	73	N/A	N/A
Science	84	89	85	83	N/A	82	N/A	N/A
Social Studies	85	87	84	83	N/A	77	N/A	N/A
<b>8th Grade</b>	<b>2005</b>			<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
	State%	County%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%	SRMS%
Reading	83	84	89	79	72	73	79	67
English/Language Arts	80	82	80	74	71	66	67	61
Math	68	71	66	65	62	64	60	44
Science	75	80	78	73	N/A	74	N/A	N/A
Social Studies	84	86	85	80	N/A	77	N/A	N/A

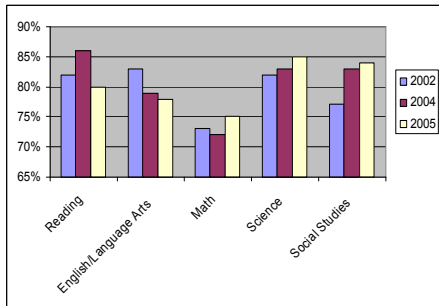
## Smokey Road Middle School CRCT Results 2000-2005

### 6<sup>th</sup> Grade CRCT Pass Rate (% scoring above 300)



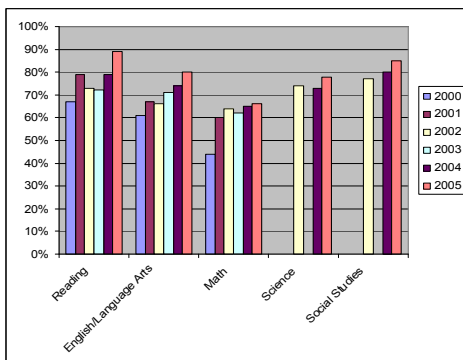
	2000	2001	2002	2003	2004	2005
<b>Reading</b>	70%	77%	77%	79%	77%	77%
<b>English/Language Arts</b>	55%	66%	61%	64%	67%	69%
<b>Math</b>	70%	70%	62%	72%	75%	71%
<b>Science</b>			85%		82%	82%
<b>Social Studies</b>			74%		84%	78%

### 7<sup>th</sup> Grade CRCT Pass Rate (% scoring above 300)



	2002	2004	2005
<b>Reading</b>	82%	86%	80%
<b>English/Language Arts</b>	83%	79%	78%
<b>Math</b>	73%	72%	75%
<b>Science</b>	82%	83%	85%
<b>Social Studies</b>	77%	83%	84%

### 8<sup>th</sup> Grade CRCT Pass Rate (% scoring above 300)



	2000	2001	2002	2003	2004	2005
<b>Reading</b>	67%	79%	73%	72%	79%	89%
<b>English/Language Arts</b>	61%	67%	66%	71%	74%	80%
<b>Math</b>	44%	60%	64%	62%	65%	66%
<b>Science</b>			74%		73%	78%
<b>Social Studies</b>			77%		80%	85%



**Smokey Road Middle School  
Adequate Yearly Progress (AYP) Report 2004-2005**

**Mathematics Academic Performance on CRCT**

**Did Not Meet AYP** (needed to make progress on 73%; needed to have a minimum of 58% pass in each category)

- 2005
  - 73% of All Students passed
  - 61% of Black Students passed
  - 73% of Hispanic Students passed
  - 79% of White Students passed
  - 31% (+16 from waiver = 47%) of Students with Disabilities passed
  - 64% of Economically Disadvantaged Students passed
- 2004
  - 73% of All Students passed
  - 57% of Black Students passed
  - 79% of White Students passed
  - 37% of Students with Disabilities passed
  - 65% of Economically Disadvantaged Students passed

**Reading/English/Language Arts Academic Performance on CRCT**

**Did Not Meet AYP** (needed to make progress on 79%; needed to have a minimum of 67% pass in each category)

- 2005
  - 78% of All Students passed
  - 66% of Black Students passed
  - 83% of Hispanic Students passed
  - 83% of White Students passed
  - 45% (+16 from waiver = 61%) of Students with Disabilities passed
  - 70% of Economically Disadvantaged Students passed
- 2004
  - 79% of All Students passed
  - 64% of Black Students passed
  - 84% of White Students passed
  - 43% of Students with Disabilities passed
  - 72% of Economically Disadvantaged Students passed

**Test Participation**

**Met AYP**

- 2005
  - Math (Yes—100%)
  - Reading/English/Language Arts (Yes—100%)
- 2004
  - Math (Yes—99%)
  - Reading/English/Language Arts (Yes—99%)

**Student Attendance**

**Met AYP**

(Needed to Have Fewer Than 15% of Students Absent 15 Days or More for the Year)

- 2005
  - 137/1053 (13%)
- 2004
  - 174/1028 (17%)
- 2003
  - 180/972 (19%)

## **Smokey Road Middle School Adequate Yearly Progress (AYP) Report 2004-2005**

### **What is Smokey Road Middle School's Overall AYP Status?**

- Did Not Meet AYP for 2004-2005

### **What is Smokey Road Middle School's Improvement Status?**

- Adequate
  - Smokey Road Middle School is NOT on the Needs Improvement List because Smokey Road Middle School made AYP for the 2003-2004 school year. Only schools that do not meet AYP for two consecutive years are placed on the Needs Improvement List.

### **Are Smokey Road Middle School students allowed to transfer to another school as a result of Smokey Road Middle School not making Adequate Yearly Progress (AYP) for the 2004-2005 school year?**

- No

### **Is Smokey Road Middle School required to provide tutoring to students as a result of Smokey Road Middle School not making Adequate Yearly Progress (AYP) for the 2004-2005 school year?**

- No

### **Is Smokey Road Middle School required to restructure the school as a result of Smokey Road Middle School not making Adequate Yearly Progress (AYP) for the 2004-2005 school year?**

- No

# Smokey Road Middle School

## State AYP Report 2004-2005

Coweta County  
Grade Range: 06-08  
Enrollment: 947

Georgia's Single Statewide Accountability System (SSAS) includes an Accountability Profile for every public school and school system in the state. The Accountability Profile is composed of:

1. An absolute performance determination based on Adequate Yearly Progress (AYP).
2. A Performance Index based on annual growth in academic achievement as measured by statewide assessments.
3. Performance Highlights which provide recognition for schools and school systems based on academic related indicators.

This school's performance on the three components is presented below.

### 1) Adequate Yearly Progress (AYP)

School did not meet AYP

School met criteria in 10 out of 11 areas

Non-Title I School

Improvement Status: ADEQ\_DNM

### 2) Performance Index

The Performance Index includes two components for each public school that detail the Percentage of Students Meeting and Exceeding Standards and the gain or loss of that percentage from the previous year. The Governor's Office of Student Achievement (OSA) awards those schools with the Highest Percentage of Students Meeting and Exceeding Standards and those with the Greatest Gain in Percentage of Students Meeting and Exceeding Standards. Criteria were developed comparing the most recent two years of Criterion Referenced Competency Test (CRCT) (grades 1-8 in reading, English/language arts, math, social studies, and science) and/or the Georgia High School Graduation Test (grade 11 first time test takers - English/language arts, math, science, and social studies). Criteria were based on Full Academic Year (FAY) students.

- The Percentage of Students Meeting and Exceeding Standards in the current year is **78.83%**.
- This percentage reflects a **Gain** over the prior year of **0.09%**.
- This change was at or **above 45.33%** of the middle schools in Georgia.
- This school did not meet the 2005 award criteria for Highest Percentage of Students Meeting and Exceeding Standards.
- This school did not meet the 2005 award criteria for Greatest Gain in Percentage of Students Meeting and Exceeding Standards

### 3) Performance Highlights

This information reflects the 2004-2005 State Report Cards data which includes data for all students, not just Full Academic Year (FAY) students. Performance Highlights list the academic measurements for this school that meet or exceed 80%.

7th Grade - CRCT Science	84.78 Percent Meeting and Exceeding Standard
Middle Grades Writing Assignment	84.83 Percent Meeting and Exceeding Standard
8th Grade - CRCT Social Studies	84.43 Percent Meeting and Exceeding Standard
7th Grade - CRCT Social Studies	83.54 Percent Meeting and Exceeding Standard
6th Grade - CRCT Science	82.27 Percent Meeting and Exceeding Standard

## Smokey Road Middle School Stakeholder Survey 2005-2006

You have been selected to complete a survey about Smokey Road Middle School. The following items should be answered honestly based on your observations and perceptions of our school. Please read each item carefully and circle your response using the rating scale below.

**5 – strongly agree, 4 – agree, 3 – no opinion/neutral, 2 – disagree, 1 – strongly disagree**

Circle one. <u>Gender:</u> Male Female <u>Grade Level (of student):</u> 6 7 8 <u>Race:</u> African American Caucasian Hispanic Other		Strongly Agree	Agree	No Opinion or Neutral	Disagree	Strongly Disagree	
1	Smokey Road offers a welcoming environment to students, parents, teachers, school staff, and community members.	5	4	3	2	1	
2	Smokey Road students, on the whole, are successful.	5	4	3	2	1	
3	The programs and courses offered meet students' needs and support student learning.	5	4	3	2	1	
4	Smokey Road works to improve areas of need (curriculum, discipline, attendance, facility maintenance, etc.).	5	4	3	2	1	
5	Students feel they can talk to at least one adult on campus about their needs.	5	4	3	2	1	
6	Smokey Road is striving to reach and motivate students.	5	4	3	2	1	
7	Student discipline issues are handled appropriately.	5	4	3	2	1	
8	The school is a safe place for students and staff.	5	4	3	2	1	
9	The school is a clean, well-maintained facility.	5	4	3	2	1	
10	Students struggling to meet academic goals receive extra support to help them succeed.	5	4	3	2	1	
11	Important information, upcoming events, dates, and times are well-publicized to school stakeholders through flyers, letters, newsletters, school website, email, phone calls, daily bulletins for staff, and/or morning and afternoon announcements.	5	4	3	2	1	
12	Parents and teachers communicate with one another as needed in order to benefit students.	5	4	3	2	1	
13	Academic classes are well-taught in an engaging and organized manner:	Language Arts	5	4	3	2	1
14		Literature	5	4	3	2	1
15		Mathematics	5	4	3	2	1
16		Science	5	4	3	2	1
17		Social Studies	5	4	3	2	1
18	Academic classes challenge each student to perform at his or her highest academic level.	5	4	3	2	1	
19	Connections classes effectively offer students knowledge and skills beyond core academics.	5	4	3	2	1	
20	Smokey Road is a good school – I would want to attend (or have my child attend) Smokey Road Middle School.	5	4	3	2	1	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for taking the time to complete this survey! We value your opinion of our school.

## **Smokey Road Middle School Stakeholder Survey 2005-2006**

As part of our commitment to continuous school improvement, Smokey Road Middle School administered a survey to school stakeholders. The survey was developed by school administrative team members with input from the School Building Leadership Team, School Council, and teachers. In creating and administering the survey, our goal was to obtain meaningful insight about the way people perceive our school—individually, as a whole, and as members of collective subgroups. Information gathered from the survey is being used in our Title I planning, our SACS re-accreditation, and as part of our continuous improvement cycle.

Groups invited to participate in the survey included:

- All Students (976 participants—100% participation rate for all present students)
- All Parents (604 participants)
- All Staff (80 participants—53 certified faculty and 27 classified staff)
- All Business/Community Partners (8 participants)

Below is an overview of the highest and lowest scoring survey items for the four main survey populations and overall:

### **Student Results**

**Highest:** Language Arts classes are well-taught in an engaging and organized manner.

**Lowest:** Student discipline issues are handled appropriately.

### **Parent Results**

**Highest:** Smokey Road offers a welcoming environment to students, parents, teachers, school staff, and community members.

**Lowest:** Student discipline issues are handled appropriately.

### **Staff Results**

**Highest:** Smokey Road offers a welcoming environment to students, parents, teachers, school staff, and community members

**Lowest:** Student discipline issues are handled appropriately.

### **Community Results**

**Highest:** Smokey Road offers a welcoming environment to students, parents, teachers, school staff, and community members

**Lowest:** Students feel they can talk to at least one adult on campus about their needs. (It should be noted that no one in this group indicated this area as negative; neutral/no opinion scores caused the lower score.)

### **Overall Results**

**Highest:** Smokey Road offers a welcoming environment to students, parents, teachers, school staff, and community members

**Lowest:** Student discipline issues are handled appropriately.

# **Smokey Road Middle School Home of the Wildcats**



## **Continuous Improvement Cycle**

**Plan**  
**(How We Will Get to Where We Want to Be)**

**Smokey Road Middle School  
School Improvement Summary**

**Improving Student Achievement on the CRCT (focus on Reading, Language Arts, and Math)**

**I. Follow School Improvement Plan for Improving Achievement as Measured by the CRCT**

- A. Attendance
- B. Mathematics
- C. Reading and English/Language Arts

**II. Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

- A. English/Language Arts
  - i. GPS Standards and CRCT Domains Aligned to GPS Standards: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grades
    - a. Sample GPS Tasks
    - b. Georgia Instructional Framework
- B. Mathematics
  - i. GPS Standards and CRCT Domains Aligned to GPS Standards: 6<sup>th</sup> Grade
    - a. Georgia Instructional Framework
    - b. Curriculum Map
  - ii. QCC Standards and CRCT Domains Aligned to QCC Standards: 7<sup>th</sup>, 8<sup>th</sup> Grades
- C. Science
  - i. GPS Standards and CRCT Domains Aligned to GPS Standards: 6<sup>th</sup>, 7<sup>th</sup> Grades
    - a. Sample GPS Tasks
    - b. Benchmarks for Scientific Literacy (The Physical Setting and The Living Environment)
  - ii. QCC Standards and CRCT Domains Aligned to QCC Standards: 8<sup>th</sup> Grade
    - a. Benchmarks for Scientific Literacy (The Physical Setting)
- D. Social Studies
  - i. QCC Standards and CRCT Domains Aligned to QCC Standards: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grades
- E. Provide CRCT Information to Students, Parents, and Teachers
  - i. CRCT Key Terms
  - ii. Score Descriptors
  - iii. Instructions for Using On-Line CRCT
  - iv. Administer Mock CRCT for All Subjects to All Students (Use Results to Determine Future Instruction)
  - v. Individual Score Reports for “Bubble” Students for Teachers (Read; E/LA; Math)
  - vi. List of Students Served through SST for Teachers

**III. Implement School and Classroom Standards**

- A. Standards 1-4 (implement in all classes, all subjects, all lessons)
- B. Standards 5-12 (implemented as appropriate to support standards 1-4)

**IV. Conference with Individual Students and Parents**

- A. All students meet individually with each of their seven teachers during four designated conference days per year
- B. Parents are encouraged to meet with their student’s teachers during four designated conference days per year

**V. Utilize Teacher on Special Assignment**

- A. SST/Title I Coordinator
- B. Instructional Support Specialist
- C. Parent/Student/Teacher/Community Coordinator
- D. Other Duties as Assigned

**VI. Provide Remediation Reading and Math Classes**

- A. Summary of Remediation Classes
  - i. Nine (9) Reading Remediation Classes (two 6<sup>th</sup>; two 7<sup>th</sup>; five 8<sup>th</sup>)
  - ii. Seven (7) Math Remediation Classes (two 6<sup>th</sup>; two 7<sup>th</sup>; three 8<sup>th</sup>)
- B. Connections Reading and Math Courses for Students Served through Student Support Team (Title I)
- C. Connections Reading and Math Courses for Students Served through Special Education (Special Education)
- D. Connections Reading Courses for Students in Danger of Not Meeting Expectations (K-8 Reading Grant)
- E. Teachers by Grade and Content Areas (for Purposes of Collaboration)

**Smokey Road Middle School  
School Improvement Plan 2005-2006—Attendance (1)**

**I. Follow School Improvement Plan for Improving Achievement as Measured by the CRCT**

**Desired Results for Student Learning:** Improved Student Attendance

**Goal Statement:** Smokey Road Middle School will have less than 15% of the total population absent 15 or more days for the 2005-2006 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
<p>Students and parents will receive notification of absences.</p>	<p>Supplies for letters; postage</p>	<p>Ongoing throughout the school year</p>	<p>3<sup>rd</sup> absence: Homeroom or classroom teacher</p> <p>5<sup>th</sup> unexcused absence: Attendance clerk</p> <p>10<sup>th</sup> unexcused absence: Social worker and/or School resource officer</p>	<p>Monthly attendance reports; improved overall attendance as indicated on the 2006 AYP report</p>
<p>Students and parents will receive notification of tardies, and a school-wide plan for reducing tardies is in place.</p>	<p>Supplies for letters; phones for calling</p>	<p>Ongoing throughout the school year</p>	<p>Teachers; front office staff</p>	<p>Monthly attendance reports; improved overall attendance as indicated on the 2006 AYP report</p>
<p>Students will be recognized and rewarded for perfect attendance, no tardies, and no check-outs in any class after each grading period.</p>	<p>Incentives for attendance rewards (juice and donuts each nine weeks)</p>	<p>Ongoing throughout the school year</p>	<p>PTA and School Business Partners</p>	<p>Monthly attendance reports; improved overall attendance as indicated on the 2006 AYP report</p>

**Smokey Road Middle School  
School Improvement Plan 2005-2006—Attendance (2)**

**Desired Results for Student Learning:** Improved Student Attendance

**Goal Statement:** Smokey Road Middle School will have less than 15% of the total population absent 15 or more days for the 2005-2006 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
<p><b>Students will be recognized and rewarded for good and perfect attendance for each individual class on a regular basis.</b></p>	<p><b>Incentives for attendance rewards</b></p>	<p><b>Ongoing throughout the school year</b></p>	<p><b>Classroom teachers</b></p>	<p><b>Classroom teachers' attendance records; improved overall attendance as indicated on the 2006 AYP report</b></p>

**Smokey Road Middle School  
School Improvement Plan 2005-2006—Mathematics (1)**

**I. Follow School Improvement Plan for Improving Achievement as Measured by the CRCT**

**Desired Results for Student Learning:** Improved Student Achievement in Mathematics

**Goal Statement:** Smokey Road Middle School will use various strategies to improve mathematics skills for the 2005-2006 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
<p>All students will be taught computation, problem solving, and basic math skills during daily warm-up activities in math class.</p>	<p>Mathematics skills books</p>	<p>Daily throughout the school year</p>	<p>Certified mathematics teachers</p>	<p>Improved CRCT scores in mathematics as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup</p>
<p>Mathematics teachers will communicate across grade levels to ensure continuity of the mathematics curriculum.</p>	<p>Materials shared at mathematics department meetings</p>	<p>Monthly throughout the year</p>	<p>Certified mathematics teachers</p>	<p>Improved CRCT scores in mathematics as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup</p>
<p>Mathematics teachers will increase implementation of collaborative instruction to meet the needs of students with disabilities in their least restrictive environment.</p>	<p>Textbooks, regular and special education teachers and teachers' assistants</p>	<p>Daily</p>	<p>Certified mathematics teachers; special education in-school coordinator</p>	<p>Improved CRCT scores in mathematics as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup</p>

**Smokey Road Middle School  
School Improvement Plan 2005-2006—Mathematics (2)**

**Desired Results for Student Learning:** Improved Student Achievement in Mathematics

**Goal Statement:** Smokey Road Middle School will use various strategies to improve mathematics skills for the 2005-2006 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
<p>Students being served through Student Support Team or Special Education who did not meet expectations on the math CRCT in 2005 will take an additional math class during their connections class period in order to focus on skills needed to master the content tested on the math CRCT if they fall within a targeted assistance group.</p>	<p>Federal Title I funds; textbooks, supplemental remediation materials; additional teachers to teach the connections math sections; program coordinator</p>	<p>Daily for at least one nine-week grading period</p>	<p>Certified mathematics teachers; special education in-school coordinator; Title I program coordinator</p>	<p>Improved CRCT scores in mathematics as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup</p>

**Smokey Road Middle School  
School Improvement Plan 2005-2006—Reading and English/Language Arts (1)**

**I. Follow School Improvement Plan for Improving Achievement as Measured by the CRCT**

**Desired Results for Student Learning:** Improved Student Achievement in Reading/Language Arts

**Goal Statement:** Smokey Road Middle School will use various strategies to improve reading/language arts skills for the 2005-2005 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
All students will participate in reading for practice, proficiency, and pleasure and for information and critical thinking skills through language arts and literature classes.	Media center books and materials, including novel sets; guest readers	Daily for language arts and literature classes	Classroom teachers; media specialist	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup
All students will be taught grammar, usage, and punctuation skills during daily warm-up activities in language arts class.	Daily Grammar Practice Workbooks	Daily throughout the school year	Classroom language arts and literature teachers	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup
All students will participate in writing activities in both literature and language arts classes that will help increase their reading and language arts skills.	Writing materials and unit plans	Ongoing throughout the year	Classroom language arts and literature teachers	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup
All students will be taught vocabulary for both literature and language arts classes to help improve their overall reading skills.	Vocabulary lists	Weekly throughout the year	Classroom language arts and literature teachers	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup

**Smokey Road Middle School**  
**School Improvement Plan 2005-2006— Reading and English/Language Arts (2)**

**Desired Results for Student Learning:** Improved Student Achievement in Reading/Language Arts

**Goal Statement:** Smokey Road Middle School will use various strategies to improve reading/language arts skills for the 2005-2005 school year.

Action Steps/Tasks	Estimated Resources	Timeline	Person (s) Responsible	Performance Measures
Teachers will communicate across grade levels to ensure continuity of the reading/language arts curriculum.	Materials shared at reading/language arts department meetings	Monthly throughout the year	Certified language arts and literature and resource teachers	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup
Literature and Language Arts classroom teachers will increase implementation of collaborative instruction to meet the needs of students with disabilities in their least restrictive environment.	Textbooks, regular and special education teachers and teachers' assistants	Daily	Certified language arts and literature teachers; special education in-school coordinator	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup
Students being served through Student Support Team or Special Education who did not meet expectations on the reading CRCT in 2005 will take an additional reading class during their connections class period in order to focus on skills needed to master the content tested on the reading CRCT if they fall within a targeted assistance group.	Federal Title I funds; textbooks, supplemental remediation materials; additional teachers to teach the connections math sections; program coordinator	Daily for at least one nine- week grading period	Certified reading and language arts teachers; special education in-school coordinator; Title I program coordinator	Improved CRCT scores in reading and language arts as indicated on the 2006 AYP report, with special attention placed on the students with disabilities subgroup

**Smokey Road Middle School**  
**English/Language Arts (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

**II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

**GPS English/Language Arts Standards (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

Reading and Literature	ELA6R (1-3)	ELA7R (1-3)	ELA8R (1-3)
Reading across the Curriculum	ELA6RC (1-4)	ELA7RC (1-4)	ELA8RC (1-4)
Writing	ELA6W (1-4)	ELA7W (1-4)	ELA8W (1-4)
Conventions	ELA6C (1)	ELA7C (1)	ELA8C (1)
Listening/Speaking/Viewing	ELA6LSV (1-2)	ELA7LSV (1-2)	ELA8LSV (1-2)

**CRCT GPS Reading Domains (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

Reading Skills and Vocabulary Acquisition	ELA6R2, ELA6RC3, ELA6RC4
Reading for Literary Comprehension	ELA6R1
Reading for Information	ELA6R1, ELA6RC2
Functional and Media Literacy	ELA6R1, ELA6LSV2

**CRCT QCC Reading Domains (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades—for reference purposes only)**

Reading for Vocabulary Improvement (6.37, 6.38, 6.39, 6.40, 6.49; 7.33, 7.34, 7.35, 7.36, 7.43; 8.34, 8.35, 8.36, 8.37, 8.44)
Reading for Locating and Recalling Information (6.42, 6.47, 6.48; 7.38, 7.39, 7.41; 8.39, 8.40, 8.42)
Reading for Meaning (6.22, 6.24, 6.25, 6.32, 6.34, 6.42, 6.43, 6.50; 7.21, 7.23, 7.24, 7.26, 7.37, 7.39, 7.40, 7.46; 8.21, 8.23, 8.24, 8.38, 8.40, 8.41, 8.45, 8.46)
Reading for Critical Analysis (6.24, 6.27, 6.28, 6.29, 6.35, 6.42, 6.43, 6.44, 6.45, 6.46; 7.23, 7.27, 7.28, 7.37, 7.39, 7.40, 7.42, 7.44; 8.23, 8.27, 8.28, 8.38, 8.40, 8.41, 8.43)

**CRCT GPS Language Arts Domains (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

Grammar/Sentence Construction	ELA6C1
Research/Writing Process	ELA6W1, ELA6W2, ELA6W3 [6 <sup>th</sup> only], ELA6W4

**CRCT QCC English/Language Arts Domains (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades—for reference purposes only)**

Sentence Construction and Revision (7.1, 7.3, 7.7, 7.8, 7.71; 8.1, 8.7, 8.8, 8.3, 8.71)
Paragraph Content and Organization (6.70; 7.65, 7.66; 8.65, 8.66)
Grammar and Mechanics (6.2, 6.4, 6.5, 6.6, 6.9, 6.10, 6.11, 6.12, 6.78; 7.2, 7.4, 7.5, 7.6, 7.9, 7.10, 7.11, 7.12, 7.74; 8.2, 8.4, 8.5, 8.6, 8.9, 8.10, 8.11, 8.12, 8.74)
Research Process (6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57; 7.46, 7.47, 7.49, 7.50, 7.51, 7.52, 7.55; 8.46, 8.47, 8.49, 8.50, 8.51, 8.52)

## Smokey Road Middle School Mathematics (6<sup>th</sup> Grade)

### II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)

#### **GPS Mathematics Standards (6<sup>th</sup> Grade)**

Numbers and Operations	M6N (1)
Measurement	M6M (1-4)
Geometry	M6G (1-2)
Algebra	M6A (1-3)
Data Analysis and Probability	M6D (1-2)
Process Standards	M6P (1-5)
Reading across the Curriculum	M6RC (1)

#### **CRCT GPS Math Domains (6<sup>th</sup> Grade)**

Numbers and Operations	M6N1
Measurement	M6M1, M6M2, M6M3, M6M4
Geometry	M6G1, M6G2
Algebra	M6A2, M6A3
Data Analysis and Probability	M6D1, M6D2
Mathematical Process Skills	M6P1, M6P2, M6P3, M6P4, M6P5

#### **CRCT QCC Math Domains (6<sup>th</sup> Grade—for reference purposes only)**

Number Sense and Numeration (6.26, 6.27, 6.28, 6.29, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38, 6.39, 6.40, 6.41, 6.42, 5.4, 5.5, 5.6, 5.7, 5.8, 5.18, 5.19)
Geometry and Measurement (6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23, 6.24, 6.25, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16)
Patterns and Relationships/Algebra (6.5, 6.6, 6.7, 6.8, 6.43, 5.21, 5.22)
Statistics and Probability (6.44, 6.45, 6.50, 6.51, 6.52, 6.53, 5.29, 5.30, 5.31, 5.32, 5.33)
Computation and Estimation (6.9, 6.10, 6.11, 4.29, 4.30, 5.1, 5.2, 5.3, 5.34, 5.35, 5.36)
Problem Solving (6.1, 6.2, 6.46, 6.47, 6.48, 6.49, 4.20, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28)

**Smokey Road Middle School  
Mathematics (7<sup>th</sup> and 8<sup>th</sup> Grades)**

**II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

**QCC Mathematics Standards (7<sup>th</sup> and 8<sup>th</sup> Grades)**

Problem Solving

Patterns & Relationships; Algebra

Whole Number Computation; Estimation; Whole Number Operations

Geometry & Spatial Sense; Measurement (8<sup>th</sup> grade only)

Number Sense & Numeration; Fractions & Decimals

Statistics & Probability

**CRCT QCC Math Domains (7<sup>th</sup> and 8<sup>th</sup> Grades)**

Number Sense and Numeration

(7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 7.34, 7.35, 7.36, 7.37; 8.31, 8.32, 8.33, 8.34, 8.35, 8.36, 8.37, 8.38, 8.39, 8.40, 8.41, 6.34)

Geometry and Measurement

(7.17, 7.18, 7.19, 7.20, 7.21, 7.22, 7.23, 7.24, 7.25, 7.26, 7.27; 8.20, 8.21, 8.22, 8.23, 8.24, 8.25, 8.26, 8.27, 8.28, 8.29, 8.30, 7.23, 7.24)

Patterns and Relationships/Algebra

(7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13; 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 6.43)

Statistics and Probability

(7.38, 7.39, 7.43, 7.44, 7.45; 8.42, 8.46, 8.47, 8.48)

Computation and Estimation

(7.14, 7.15, 7.16; 8.18, 8.19, 7.32, 7.33)

Problem Solving

(7.1, 7.2, 7.40, 7.41, 7.42; 8.1, 8.2, 8.43, 8.44, 8.45)

**Smokey Road Middle School  
Science (6<sup>th</sup> and 7<sup>th</sup> Grades)**

**II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

**GPS Science Standards (6<sup>th</sup> Grade)**

Characteristics of Science	
Habits of Mind	S6CS (1-7)
The Nature of Science	S6CS (8-10)
Content	S6E (1-6)

**CRCT GPS Earth Science Domains (6<sup>th</sup> Grade)**

Astronomy	S6E1, S6E2
Hydrology and Meteorology	S6E3, S6E4, S6E6
Geology	S6E5, S6E6
Characteristics of Science	S6CS1, S6CS2, S6CS3, S6CS4, S6CS5, S6CS6, S6CS7, S6CS8, S6CS9

**GPS Science Standards (7<sup>th</sup> Grade)**

Characteristics of Science	
Habits of Mind	S7LCS (1-7)
The Nature of Science	S7LCS (8-10)
Content	S7L (1-5)

**CRCT GPS Life Science Domains (7<sup>th</sup> Grade)**

Cells and Genetics	S7L2, S7L3
Interdependence of Life	S7L4
Evolution	S7L5
Characteristics of Science	S7CS1, S7CS2, S7CS3, S7CS4, S7CS5, S7CS6, S7CS7, S7CS8, S7CS9, S7L1

**CRCT QCC Life Science Domains (7<sup>th</sup> Grade—for reference purposes only)**

Inquiry	(7.1, 7.2, 7.3 [7.3.1-7.3.4])
Life Science – Cells, Human Body, Genetics	(7.5, 7.6 [7.6.1-7.6.6], 7.7 [7.7.1-7.7.4], 7.8 [7.8.1], 7.9 [7.9.1], 7.10, 7.11 [7.11.1-7.11.4], 7.12)
Life Science – Classifications/Five Kingdoms	(7.13 [7.13.1], 7.14 [7.14.1], 7.15 [7.15.1], 7.16 [7.16.1], 7.17, 7.18 [7.18.1-7.18.3])
Life Science – Interdependence of Life	(7.19, 7.20 [7.20.1-7.20.3], 7.21 [7.21.1])

## **Smokey Road Middle School Science (8<sup>th</sup> Grade)**

**II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

### **QCC Science Standards (8<sup>th</sup> Grade)**

Earth Science

Scientific Inquiry Process

Safety Skills

Standard International (SI) Measurements (Metric System)

Reference Skills

Human Interactions with the Environment

Geology

Hydrology

Meteorology

Astronomy

### **CRCT QCC Science Domains (8<sup>th</sup> Grade)**

Inquiry

(8.1, 8.2, 8.3 [8.3.1-8.3.4])

Earth/Space Science –Geology

(8.6 [8.6.1-8.6.4], 8.7 [8.7.1], 8.8, 8.9, 8.10, 8.11 [8.11.1], 8.13 [8.13.1-8.13.2], 8.14, 8.15

Earth/Space Science – Hydrology/Meteorology/Environment

(8.5 [8.5.1-8.5.2], 8.12 [8.12.1-8.12.2], 8.16 [8.16.1-8.16.3], 8.17 [8.17.1-8.17.5], 8.18 [8.18.1-8.18.3], 8.19 [8.19.1], 8.20 [8.20.1-8.20.5])

Earth/Space Science – Astronomy

(8.21 [8.21.1-8.21.2], 8.22 [8.22.1-8.22.3], 8.23 [8.23.1], 8.24 [8.24.1], 8.25, 8.26 [8.26.1-8.26.4])

**Smokey Road Middle School  
Social Studies (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

**II: Teach Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC)**

**QCC Social Studies Standards (6<sup>th</sup> and 7<sup>th</sup> Grades)**

Geography and World Cultures

Physical Geography

Cultural Geography

History

Economics

Political Systems

Information Processing

Problem Solving

Civic Participation

Time and Chronology

Map and Globes

**QCC Social Studies Standards (8<sup>th</sup> Grade)**

Georgia Studies

**CRCT QCC Social Studies Domains (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grades)**

Geography

(6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.41, 6.43, 6.44, 6.45, 6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53; 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.40, 7.43, 7.44, 7.45, 7.46, 7.47, 7.48, 7.49, 7.50, 7.51, 7.52, 7.53; 8.1, 8.2, 8.3, 8.4, 8.5, 8.35, 8.51, 8.75, 8.76, 8.77, 8.78, 8.79, 8.80, 8.81, 8.82, 8.83, 8.84)

History

(6.8, 6.9, 6.19, 6.20, 6.22, 6.39, 6.40, 6.42; 7.8, 7.9, 7.19, 7.20, 7.22, 7.39, 7.41, 7.42; 8.6, 8.7, 8.8, 8.9, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.22, 8.23, 8.25, 8.26, 8.27, 8.28, 8.29, 8.31, 8.33, 8.34, 8.37, 8.39, 8.40, 8.41, 8.42, 8.47, 8.55, 8.56, 8.57, 8.72, 8.73, 8.74)

Economics

(6.10, 6.11, 6.12, 6.13, 6.14, 6.16; 7.10, 7.11, 7.12, 7.13, 7.14, 7.16; 8.10, 8.24, 8.30, 8.32, 8.36, 8.38)

Civics

(6.15, 6.17, 6.18, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38; 7.15, 7.17, 7.18, 7.30, 7.31, 7.32, 7.33, 7.34, 7.35, 7.36, 7.37, 7.38; 8.19, 8.20, 8.21, 8.43, 8.44, 8.45, 8.46, 8.48, 8.49, 8.50, 8.66, 8.67, 8.68, 8.69, 8.70, 8.71)

Core Skills

(6.21, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29; 7.21, 7.23, 7.24, 7.25, 7.26, 7.27, 7.28, 7.29; 8.54, 8.58, 8.59, 8.60, 8.61, 8.62, 8.63, 8.64, 8.65)

# Coweta County and Smokey Road Middle School School and Classroom Standards

## III. Implement School and Classroom Standards

**Standard 1: Patterns of Engagement.** Nearly all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are authentically engaged.

**Standard 2: Student Achievement.** Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performance of the schools, are satisfied with the level and type of learning that are occurring.

**Standard 3: Content and Substance.** Teachers and administrators have a clear, consistent, and shared understanding of what students are expected to know and to be able to do at various grade levels. This understanding is consistent with such official statements of expectations as state standards and standards established by local boards. Teachers and administrators also have a reasonable assessment of student interest in the topics suggested by these expectations and standards.

**Standard 4: Organization of Knowledge.** Teachers and support personnel generally endeavor to ensure that the media, material, books, and visuals used to present information, propositions, ideas, and concepts to students are organized in ways that are most likely to appeal to the personal interests and aesthetic sensibilities of the largest possible number of students and to ensure as well that students have the skills needed to use these materials.

**Standard 5: Product Focus.** The tasks students are assigned and the activities they are encouraged to undertake are clearly linked in the mind of the teacher and the students to performance, products, and exhibitions about which the students care and on which the students place value.

**Standard 6: Clear and Compelling Product Standards.** When projects, performances, or exhibitions are a part of the instructional design, students understand the standards by which these projects, performances, or exhibitions will be evaluated. Students are committed to these standards and see the real prospect of meeting the stated standards if they work diligently at the tasks assigned and encouraged.

**Standard 7: A Safe Environment.** Students and parents feel that the school as well as each classroom is a physically and psychologically safe place: success is expected and failure is understood as a necessary part of learning, there is mutual respect between and among faculty and students, and the fear of harm or harassment from fellow students and demeaning comments from teachers is negligible.

**Standard 8: Affirmation of Performances.** Persons who are significant in the lives of students, including parents, siblings, peers, public audiences, and younger students, are positioned to observe, participate in, and benefit from student performances, as well as the products of those performances, and to affirm the significance and importance of the activity to be undertaken.

**Standard 9: Affiliation.** Students are provided opportunities to work with others (peers, parents, other adults, teachers, students from other schools or classrooms) on products, group performances, and exhibitions that they and others judge to be significant.

**Standard 10: Novelty and Variety.** The range of tasks, products, and exhibitions is wide and varied, and the technologies that students are encouraged to employ are varied as well, moving from the simplest and well understood (for example, a pen and a piece of paper) to the most complex (for example, sophisticated computer applications).

**Standard 11: Choice.** What students are to learn is usually not subject to negotiation, but they have considerable choice and numerous options in what they will do and how they will go about doing those things in order to learn.

**Standard 12: Authenticity.** The tasks students are assigned and the work they are encouraged to undertake have meaning and significance in their lives now and are related to consequences to which they attach importance.

## **Smokey Road Middle School Individual Student Conferences 2005-2006**

### **IV. Conference with Individual Students and Parents**

All teachers will meet individually with all students during regularly scheduled class time to discuss students' personal growth and potential in areas of citizenship, attendance, performance, and progress and to promote our mission of Striving to Reach and Motivate Students. The conferences are intended to be positive in nature. Each of these dates is immediately before the parent conference days so that teachers may follow up with parents if needed.

#### **Student Conference Days**

- September 15
- November 17
- February 9
- May 1

#### **Parent Conference Days**

- September 16
- November 18
- February 10
- May 26

## **Smokey Road Middle School Teacher on Special Assignment (1)**

### **V. Utilize Teacher on Special Assignment**

#### **SST/Title I Coordinator**

##### **Monitor the Student Support Team (SST) process for all students served through SST.**

- Schedule all SST meetings.
- Send and document letters inviting parents to attend SST meetings.
- Promote parental involvement for all SST students.
- Assist all SST students by providing regular contact, assistance, and support.
- Provide training and assistance to teachers on appropriate strategies, data collection, and evaluation of strategies.
- Maintain SST database for county and on APPS server at Smokey Road.
- Attend SST meetings as appropriate.
- Monitor all SST students to ensure they are appropriately served: active, monitored, or dismissed.
- Check all SST referrals to special education for completeness and accuracy.
- Attend Quality Support Team meetings as necessary.
- Review all SST folders quarterly to ensure active students are met on regularly.
- Generate a list of students to be retained or to attend summer school.
- Assist with summer school services for SST students.
- Provide before and after school tutoring for SST students as needed.
- Coordinate math and reading remediation courses for SST students who do not meet expectations on the CRCT.
- Hold individual conferences with students enrolled in the SST remediation classes.
- Coordinate CRCT incentive program.

#### **Instructional Support Specialist**

##### **Collaborate with all teachers of SST students.**

- Serve as a mentor teacher to all new teachers (fewer than three years of experience).
- Coordinate release time for new teachers to observe experienced teachers.
- Provide professional development for teachers at grade level and department meetings.
- Coordinate release time for teacher planning.
- Coordinate reading and writing initiative across the curriculum.
- Analyze test data and distribute to teachers, focusing on the CRCT.
- Assist with implementation of the School Improvement Plan.
- Coordinate SACS efforts.
- Disseminate current professional literature/articles to appropriate teachers.

## **Smokey Road Middle School Teacher on Special Assignment (2)**

### **Parent/Student/Teacher/Community Coordinator**

#### **Promote parent, teacher, and community involvement with SST students.**

- Coordinate PTA involvement at Smokey Road.
  - Assist with PTA meetings.
  - Work with parent volunteers.
  - Encourage teacher involvement in PTA.
  - Assist with faculty and staff recognition programs.
    - Teachers, Counselors, Secretaries, Nurse, Media Specialist, Bus Drivers, Psychologist, Cafeteria Staff, Custodial Staff, etc., Appreciation Weeks
    - Exceptional Children's Week
- Coordinate Events
  - 6<sup>th</sup> Grade Parent Night
  - Orientation
  - Open House
  - Student Expo Nights
  - Conference Days
  - Wildcat Kickoff
  - Red Ribbon Week
  - Veterans' Day Program
  - Black History Month Program
  - Honors Day
- Coordinate Student Recognition Program
  - Citizenship Award
  - Academic Excellence Award
  - Athletic Award
  - Attendance Award
- Coordinate Public Relations for all Events
  - Maintain names for all awards.
  - Submit articles and photos to the newspaper for special events.
  - Write article for School Newsletter every 4 ½ weeks.

### **Other Duties as Assigned**

**Assist administrative staff in meeting needs of students, teachers, faculty, and staff as directed.**

## Smokey Road Middle School Summary of Remediation Classes

### V. Provide Remediation Reading and Math Classes

Reading and math remediation classes are comprised of students who either did not meet or are in danger of not meeting expectations on the Reading, Language Arts, and/or Math sections of the CRCT.

While the remediation classes are designed to provide additional academic support to students in their individual areas of weakness, these classes also help reinforce the GPS and QCC for English/Language Arts and Math.

The following is a list of remediation classes for reading and math that are taught at Smokey Road Middle School. (These classes are taught in place of connections classes in addition to the students' five academic classes.)

### Reading and Math Remediation Classes

Teacher	Grade	Period	Remediation Class	Targeted Students	Students Served	Funding Source
Sharon Brooks	6 <sup>th</sup>	6 <sup>th</sup>	Reading	SST	54	Title I
Ann Hester	6 <sup>th</sup>	6 <sup>th</sup>	Reading	Special Education	10	Special Education
Sharon Brooks	6 <sup>th</sup>	7 <sup>th</sup>	Math	SST	65	Title I
Clay Hildebrand	6 <sup>th</sup>	6 <sup>th</sup>	Math	Special Education	10	Special Education
Sharon Brooks	7 <sup>th</sup>	3 <sup>rd</sup>	Reading	SST	75	Title I
Wanda Pettaway	7 <sup>th</sup>	3 <sup>rd</sup>	Reading	Special Education	10	Special Education
Sharon Brooks	7 <sup>th</sup>	4 <sup>th</sup>	Math	SST	78	Title I
Tara Atkinson	7 <sup>th</sup>	3 <sup>rd</sup>	Math	Special Education	10	Special Education
Sharon Brooks	8 <sup>th</sup>	1 <sup>st</sup>	Reading	SST	56	Title I
Cecelia Walker	8 <sup>th</sup>	1 <sup>st</sup>	Reading	Special Education	10	Special Education
Monelle Dalman	8 <sup>th</sup>	1 <sup>st</sup>	Reading	Special Education/SST	20	K-8 Reading Grant
Matt Hauert	8 <sup>th</sup>	1 <sup>st</sup>	Reading	SST/Regular Education	26	K-8 Reading Grant
Julie Perkins	8 <sup>th</sup>	2 <sup>nd</sup>	Reading	SST/Regular Education	28	K-8 Reading Grant
Sharon Brooks	8 <sup>th</sup>	2 <sup>nd</sup>	Math	SST	69	Title I
Greg Cook	8 <sup>th</sup>	1 <sup>st</sup>	Math	SST	72	None
Jessica Slaton	8 <sup>th</sup>	1 <sup>st</sup>	Math	Special Education	10	Special Education
<b>11 Teachers (9 are on extended day)</b>	<b>16 Remediation Classes</b>			<b>7 SST</b>	<b>603 Students</b>	<b>6 Title I</b>
	<b>9 Reading</b>			<b>6 Special Education</b>	<b>(some repeated class more than one nine weeks)</b>	<b>6 Special Education</b>
	<b>7 Math</b>			<b>3 Combined</b>		<b>3 K-8 Reading Grant</b>
						<b>1 None</b>

**Smokey Road Middle School**  
**Connections Reading and Math Courses**  
**Students Served through Student Support Team Services (Title I)**

**V. Provide Remediation Reading and Math Classes**

**Target Population:** Students served through Student Support Team (SST) who did not meet expectations on the Criterion Referenced Competency Test (CRCT) in the areas of reading and/or mathematics.

**Funding:** Federal Title I funds

**Program Design:** This program is designed to provide additional academic support to SST students who did not meet expectations on the CRCT. The program is comprised of two classes at each grade level: Study Skills Reading and Study Skills Mathematics during the Connections class period. Each course is offered in addition to students' existing Language Arts, Literature, and Mathematics courses in order to provide them additional support in individual areas of need. As with all courses at Smokey Road, students' progress is reported on Report Cards each nine weeks as well as on periodic Progress Reports. The teacher for these courses is fully certified and highly qualified in Middle Grades Reading and Mathematics.

**Enrollment:** Students may be enrolled in this program for one or more classes during the school day. Course meeting times vary based on grade level and are determined by the connections schedule. Participants for this class were selected based on CRCT score analysis. Target scores at or just below 300 were the primary target, but scores may range from just above 300 to 270 as space becomes available. Parents receive a course letter to notify them of the course and explain their child's participation. Enrollment is fluid and may change from one nine weeks grading period to the next based on student need. Course enrollment does not exceed 24 and generally ranges from 12-22. Although teacher-student communication is ongoing throughout the term, individual student conferences are held with the program coordinator at the conclusion of the nine weeks grading period to discuss course progress and future placement.

**Course Instruction:** Course instruction is driven by assessment. Both formal and informal assessments are given, and results are used to plan for instruction; the teacher assesses students' entry level skills and then plans coursework to meet areas of weakness. A variety of teaching strategies are used to meet students' visual and auditory learning styles as well. Daily class structure typically begins with whole group instruction and moves to guided and independent practice opportunities for students. The course will include a technology component as well. Supplemental curricular materials are available to support the acquisition of targeted skills.

**Overall Assessment:** CRCT Online released test items are used to create tests to measure student growth in this program. Students take a pre-test, a mid-term test, and a post test in order to identify areas of improvement. Other formal and informal assessment measures are used in class in order to determine student progress on specific skills and objectives. Gains evident during the spring administration of the CRCT will determine success.

**Smokey Road Middle School  
Connections Reading and Math Courses  
Students Served through Special Education Services (Special Education)**

**V. Provide Remediation Reading and Math Classes**

**Target Population:** Students served through special education services who did not meet expectations on the Criterion Referenced Competency Test (CRCT) in the areas of reading and/or mathematics.

**Funding:** County funding as part of county improvement process for special education students

**Program Design:** This program is designed to provide additional academic support to SST students who did not meet expectations on the CRCT. The program is comprised of two classes at each grade level: Study Skills Reading and Study Skills Mathematics during the Connections class period. Each course is offered in addition to students' existing Language Arts, Literature, and Mathematics courses in order to provide them additional support in individual areas of need. As with all courses at Smokey Road, students' progress is reported on Report Cards each nine weeks as well as on periodic Progress Reports. Instructors for these courses are certified teachers working on an extended day.

**Enrollment:** Students may be enrolled in this program for one class period during the school day. Course meeting times vary based on grade level and are determined by the connections schedule. Participants for this class were selected based on CRCT score analysis and special education caseworker interviews. Target scores range from 269 to 300. Parents received a course letter to notify them of the course and explain their child's participation. Parents also received a phone call from the teacher of the course introducing the program and its goals. Enrollment is limited to 10 students per class in order to maximize teacher-student interaction. There are 60 (20 per grade level) special education students receiving instruction in these classes.

**Course Instruction:** Course instruction is driven by student needs. Both formal and informal assessments are given, and results are used to plan for instruction; the teacher assesses students' entry level skills and then plans coursework to meet areas of weakness. A variety of teaching strategies are used to meet students' visual and auditory learning styles as well. Daily class structure typically begins with whole group instruction and moves to guided and independent practice opportunities for students. Supplemental curricular materials are available to support the acquisition of targeted skills.

**Overall Assessment:** CRCT Online released test items are used to create tests to measure student growth in this program. Students take a pre-test, a mid-term test, and a post-test each nine weeks in order to identify areas of improvement. Other formal and informal assessment measures are used in class in order to determine student progress on specific skills and objectives taught. Gains evident during the spring administration of the CRCT will determine success.

**Smokey Road Middle School**  
**Connections Reading Courses**  
**Students in Danger of Not Meeting Expectations (K-8 Reading Grant)**

**V. Provide Remediation Reading and Math Classes**

**Target Population:** Students in danger of not meeting expectations on the reading and/or language arts portion of the Criterion Referenced Competency Test (CRCT).

**Funding:** K-8 Reading Remediation Funds. The salary money will be used to place three teachers on extended day to teach reading remediation classes to 8<sup>th</sup> grade students in danger of not meeting expectations on the CRCT in reading or language arts. This extended day will be for all of second semester (January-May). The remaining salary money will be transferred to supply money. All of the supply money will be used to purchase student computer stations to use for CRCT remediation for students who are placed in timeout so they can still receive academic instruction when removed from the regular academic setting.

**Program Design:** This program is designed to provide additional academic to support students who are in danger of not meeting expectations on the reading and/or language arts portions CRCT. The program will have three classes of Study Skills Reading for 8<sup>th</sup> grade students, which will be taught during the Connections class periods. This course is offered in addition to students' existing language arts and literature courses in order to provide them additional support in individual areas of need. As with all courses, students' progress is reported on Report Cards each nine weeks as well as on periodic Progress Reports. The teachers for these courses are fully certified and highly qualified in Middle Grades Language Arts and/or Reading.

**Enrollment:** Students may be enrolled in this program for one class during the school day. Course meeting times are during first and second period connections classes for 8<sup>th</sup> grade students. Participants for this class were selected based on Spring 2005 CRCT reading and language arts score analysis, current on-line CRCT reading and language arts analysis, and teacher recommendation. Target scores at or just below 300 on the CRCT were the primary target, but scores may range from just above 310 to 270 as space becomes available. Parents receive a course letter to notify them of the course and explain their child's participation. Enrollment is fluid and may change from one nine weeks grading period to the next based on student need. Course enrollment does not exceed 20 and generally ranges from 12-16. Although teacher-student communication is ongoing throughout the term, individual student conferences are held with the program coordinator at the conclusion of each nine weeks grading period to discuss course progress and future placement.

**Course Instruction:** Course instruction is driven by assessment. Both formal and informal assessments are given, and results are used to plan for instruction; the teacher assesses students' entry level skills and then plans coursework to meet areas of weakness. A variety of teaching strategies are used to meet students' visual and auditory learning styles as well. Daily class structure typically begins with whole group instruction and moves to guided and independent practice opportunities for students. Students also concentrate on study habits and organizational skills. The course will include a technology component as well. Supplemental curricular materials are available to support the acquisition of targeted skills.

**Overall Assessment:** CRCT Online released test items are used to create tests to measure student growth in this program. Students take a pre-test, a mid-term test, and a post test in order to identify areas of improvement. Other formal and informal assessment measures are used in class in order to determine student progress on specific skills and objectives. Gains evident during the spring 2006 administration of the reading and/or language arts CRCT will determine success.

## Smokey Road Middle School Teachers by Grade and Content Areas (for Purposes of Collaboration)

### V. Provide Remediation Reading and Math Classes

#### 6<sup>th</sup> Grade (25 teachers)

Literature	Language Arts	Math	Science	Social Studies
Cobb	Cobb	Twomey	Sims	Searcy
Brooks, K.	Brooks, K.	Shortis	Hixson, T.	Boyd
Beard	Beard	Hildebrand, Cl.	Boyd	Elrod
Twomey	Valentine	Sherer	Valentine	Henderson
Sims	Henderson	Anglin	Davis	White, Ja.
Searcy	Jackson, Lo.	Brooks, S.	Fowler	Stapp
Shortis	Anglin	Fowler		Fowler
Hixson, T.	Fowler			
Boyd				
Hildebrand, Cl.				
Butler				
Elrod				
Sullivan, C.				
Hester				
Brooks, S.				
Fowler				
<b>20</b>		<b>7</b>	<b>6</b>	<b>7</b>

#### 7<sup>th</sup> Grade (26 teachers)

Literature	Language Arts	Math	Science	Social Studies
Ethridge	Jones, R.	Jones, R.	Donaldson	Watson
Hicks	Ethridge	Atkinson	Pinaud	Dumas
Atkinson	Hicks	Huffman	Skaggs	Krach
Donaldson	Sullivan, C.	Griffith	Cook	Wilson
Watson	Anderson	Skelton	Pettaway	Dalman
Huffman	Mallory	Jackson, Lo.	Sherer	Gilchrist
Pinaud	Anglin	Brooks, S.	Fowler	Fowler
Dumas	Fowler	Fowler		
Griffith				
Skaggs				
Krach				
Wilson				
Dalman				
Anglin				
Pettaway				
Brooks, S.				
Fowler				
<b>21</b>		<b>8</b>	<b>7</b>	<b>7</b>

#### 8<sup>th</sup> Grade (25 teachers)

Literature	Language Arts	Math	Science	Social Studies
Perkins	Perkins	Skelton	Stephens	Watts
Jones, T.	Jones, T.	Walden	Pierce	Wilbert
Allen, T.	Walker	Atkinson	Cook	Hauert
Hauert	Sullivan, C.	Slaton	Gilchrist	Stapp
White, Ja.	Mallory	Brooks, S.	Fowler	Roberts
Brooks, S.	Anglin	Cook		Fowler
Dalman	Fowler	Fowler		
Walker				
Fowler				
<b>13</b>		<b>7</b>	<b>5</b>	<b>6</b>

**Total Teachers 55**