

Component 1a

School Profile and Collaborative Process

Component 1a - School Profile and Collaborative Process

INDICATOR 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis SCHOOL CHARACTERISTICS

McGavock Comprehensive High School, located at the corner of Two Rivers Parkway and McGavock Pike, opened in 1971. Initially comprised of students in grades ten through twelve who had previously attended Cameron, Donelson and Two Rivers High Schools, McGavock added ninth grade in 1977.

McGavock is a part of the Metro-Nashville Public School System. It sits on a part of the McGavock plantation that was purchased by Metro Parks in 1968 for \$68,000. The land is still the property of the park service. The school was named for the antebellum Two Rivers Mansion built by David H. McGavock.

McGavock was the first truly comprehensive high school built in Nashville. Planning for the school took place during the administration of Superintendent Dr. John Harris. Dr. James Burns, the resident consultant for secondary development for Metro-Nashville Public Schools, developed a structure that would serve as a model for other comprehensive high schools.

A leadership team, consisting of Chester LaFever, Executive Principal, Charles Hailey, Coordinator of Program and Staff Development, and Charles Adwell, Coordinator for Vocational and Technical Education, was formed in the fall of 1970. The team incorporated many comprehensive programs including theater, horticulture, library learning center, astronomy, music and twenty-three vocational labs. McGavock was the first high school in Nashville that combined the academic program with extensive vocational training.

McGavock has four softball fields, a baseball diamond, six tennis courts, a football stadium and a track. The fourteen-acre building houses eighty-two classrooms, fourteen science labs, four family and consumer science labs, nine vocational shop/classroom areas, seven business educational labs, two gymnasiums, two cafeterias, a five hundred eighty-six seat auditorium, and a library media center with a computer lab of 68 computers and a diverse collection of print and nonprint materials. It also has a green room, a planetarium, a CTE Computer Lab equipped with 60 computers and a CTE Presentation room equipped with state of the art projection capabilities.

McGavock has had only five executive principals in its thirty-four years: Chester LaFever (1971 – 1981), Howard Baltimore (1981-1998), Steve Young (1998-2002), Michael Tribue (2002 – 2008), and Mildred Saffell-Smith (2008 – present).

The school meets fire, environmental, and safety conditions in accordance with legal codes, ensuring that students and staff work in a safe and secure environment. Security and fire drills are conducted on a regular basis.

McGavock serves grades 9 thru 12 with 2781 students currently enrolled at McGavock High School (549 seniors, 674 juniors, 734 sophomores, and 824 freshmen), according to data supplied on September 29, 2008, and obtained from the SMS/Chancery system. These numbers will fluctuate daily, with the mobility of students in the area. McGavock's school day is seven hours (7:05 – 2:05), as required by the State of Tennessee. There are a total of 176 instructional days, one Parent/Teacher Conference Day, one Assessment Day, two in-service days, and two teacher planning days. Eight delayed start days have been added to allow for staff training and collaboration. The school year began on August 11, 2008, and will end May 21, 2009, for students. Over the course of the school year, there are four grading periods in two semesters.

The curriculum offered to students at McGavock is extensive. Because it is a comprehensive high school, there are many academic and vocational offerings. The curriculum offers twenty-one honors classes, eleven advanced placement (AP) classes.

The English department offerings of English I, II, III, and IV include standard and honors as well as Journalism, Critical Thinking, Speech, Shakespeare Studies, AP Literature and Composition, AP Language and Composition, Imaginative Writing, Script Writing, and Creative Dramatic Arts.

The Foreign Language department offers French, German, Latin, Russian, and Spanish on a variety of levels.

In the Science Department, AP Biology, AP Physics, and AP Chemistry are offered. Physical Science, Biology, and Chemistry are offered on both standard and honors levels. Ecology, Physics, Anatomy & Physiology, and Introduction to Aerospace are also offered.

The Social Studies offerings include World History, U.S. History, and World Geography on the standard and honors levels, AP American History, AP U.S. Government and Politics, AP European History Economics, Government, Afro-American Studies, Psychology, Sociology, and Contemporary Issues.

In the Math Department, Algebra I, Geometry, and Algebra II are offered on both standard and honors levels in addition to Math Foundations, Trigonometry/Pre-Calculus, AP Calculus, and Discrete Math.

The Fine Arts Department is an integral part of the curriculum at McGavock. A variety of offerings include Art I, II, III and AP Art, Visual Arts, Drawing, Ceramics and Sculpture, Expressive Palette:Painting, Drama and Acting I, Advanced Drama, Theater Arts, Theater Production, Mixed Choir, Pop Ensemble, Women's Choir, Show Choir, AP Music Theory, Marching and Concert bands, Instrumental Techniques, Strings, Orchestra, Wind Ensemble, Beginning Band, Piano, Photography, Modern Dance, and Dance Techniques I-III.

The CTE (Career and Technical Education) Department offers a wide range of courses, including Career Management Success, Auto Brake Systems, Auto Suspension, Auto Engine Performance, Transmissions, Collision Repair, Painting and Refinishing, Collision Repair Structures, Career Management, Cosmetology, Culinary Arts I and II, Heating, Ventilation, and Air Conditioning I and II, Engineering: Innovations and Inventions, Criminal Justice, as well as courses in Agriculture Science and Jobs for Tennessee Graduates.

The Business Department, as part of the CTE program, offers courses in Keyboarding, Keyboarding Applications, Accounting, Document Creation and Design, Desktop Publishing, E-Commerce/Web Page Design, Information Management Systems, Strategies for Success, Mass Media, Marketing, and American Business Legal Systems.

The Family and Consumer Science Department, another part of the vocational program, offers courses in Family and Consumer Science, Adult Living, Child Development, Nutrition & Foods, Family & Parent, Consumer Economics, Housing and Interiors, and Textiles and Clothing, Interpersonal Relationships, and Career Connections.

PE/Wellness offer standard Physical Education and Health and Wellness Classes.

McGavock has an English Language Learners (ELL) program and Air Force JROTC, as well as Gateway Intervention programs in Algebra, English, and Biology. A Service Learning class is offered, and Language and Resource English classes meet the needs of students. In addition, McGavock has established an AVID program to promote college education for those whose family members have never attended college, a Student Leadership class developed to help the school and community, and Freshman Seminar classes to help ninth graders acquire the study habits and perspective necessary to succeed in high school.

McGavock has diverse parental support. These parent groups include the McGavock Athletic Boosters, the McGavock Band Boosters, the McGavock Orchestra Parent Association, a PTSO, and the JROTC Booster Club. In addition, former Metro Nashville Public Schools Board of Education member and parent Kathy Neville and David Waters, and current Metro Nashville Public Schools Board of Education Member and parent Steve Glover, lead a parent support group for the McGavock Cluster (McGavock High and its 17 feeder schools)

Beginning in the 1999-2000 school year two full time police officers (School Resource Officers) were assigned to McGavock. There are eleven Campus Supervisors at the school. According to reports submitted for the 2006-2007 school year, 40 arrests were made on drug-related charges with 0 alcohol-related charges. There were 74 tobacco-related incidents (These were police related only.). Since 2001-02, all tobacco-related infractions are handled by school principals. There were four firearm related incidents, 42 assaults, and 140 fights.

School-business partnerships include the citywide Project Pencil Program, Cedarstone Bank, Gaylord Entertainment, Hermitage Publix, and Airport Marriott Hotel.

The mobility rate [entries and exits after 2nd week as a percent (%) of Enrollment] increased from the 2003-2004 of 36% to 37.7% in 2004-2005. The rate for 2005-2006 was 40.4% which dropped to 35.5% for school year 2006-2007. The 2007-08 rate increased to 37.6%.

The school organization divides the students into five small learning communities:

- Ninth Grade Academy
- Arts & Communication
- Education & Government
- Hospitality & Health Sciences
- Business, Engineering & Transportation

The administration consists of an executive principal, an associate executive principal and six assistant principals. In addition, there are two Small Learning Communities Site Coaches, a Dean of Students, and various instructional coaches and specialists. An organizational chart delineates the responsibilities of each.

An AEL-Edvantia Continuous School Improvement Questionnaire (AEL CSIQ) was administered to all staff during the fall of, 2003, May, 2004 May, 2005, May 2006, and Spring 2007. The chart below represents the percentage of positive responses consistent with a given category. There were six components of this questionnaire:

COMPONENTS	Fall 2003	May 2004	May 2005	May 2006	May 2007
Learning Culture	28%	37%	73%	68%	66%
School/Family/Community Connections	45%	56%	63%	42%	53%
Sharing Leadership	18%	26%	39%	63%	58%
Shared Goals for Learning	49%	25%	60%	65%	68%
Purposeful Student Assessment	41%	42%	59%	43%	65%
Effective Teaching	25%	51%	61%	65%	68%

The percentages for McGavock Comprehensive High School for fall 2003 and spring 2004 were low across the scales as compared to other high schools that have taken the AEL CSIQ. A decline in the Shared Goals for learning scale from the fall 2003 administration to the spring 2004 administration was observed; however, this category rebounded in the last two years. McGavock has increased its percentages in five of the six areas from the fall 2003 to the spring 2007 administrations. Progress from 2003 to 2007 was noted in that the school's staff generally rated the school higher than prior years.

McGavock High School's operating budget is determined by the Metro-Nashville Public School Board of Education. Each school in the public school district has an equitable

part of the overall budget. The school receives \$50 per student. The money is divided as follows:

- \$15 per student for instructional supplies
- \$15 per student for library books
- \$20 per student for copy paper, administrative supplies, and discretionary funds

The principal in collaboration with the faculty representatives decides how to spend these funds to meet the needs of the school.

STAFF CHARACTERISTICS

Administration, Faculty, and Staff Demographics Includes Administrators, Librarians, Counselors, and Teachers

<u>Total Number</u>	<u>Males</u>	<u>Percent</u>	<u>Female</u>	<u>Percent</u>	<u>White</u>	<u>Percent</u>	<u>Black</u>	<u>Percent</u>
158	80	51%	77	49%	100	63%	58	37%

Years of Experience

The chart below illustrates the breakdown of teaching experience currently at McGavock High School.

<u>Years of Experience</u>	<u>Number</u>	<u>Percent</u>
4 – 9	44	27%
10 – 20	54	35%
21 – 30	33	21%
more than 30	27	17%

College Degrees Earned

Includes Administrators, Librarians, Counselors, and Teachers

This chart is a breakdown of mature and stable advanced degrees currently at McGavock High School.

<u>Degree</u>	<u>Number</u>	<u>Percent</u>
Bachelors	54	34%
Masters	62	39%
Masters + 30	35	23%
Doctorate	7	4%

Support Staff

Includes Custodians, Teacher Assistants, Cafeteria Workers, Secretaries, and Campus Security

POSITION	NUMBER	MALE	FEMALE	WHITE	AFRICAN AMERICAN	OTHER
Custodians	21	18	3	1	15	5
Teacher Assistants	18	6	12	6	12	0
Cafeteria	18	0	18	5	13	0
Secretaries	10	0	10	7	3	0
Campus Security	7	5	2	2	5	0

STUDENT CHARACTERISTICS

Of the 2769 students currently enrolled at McGavock High School, there are 551 seniors, 671 juniors, 730 sophomores, and 817 freshmen -- 51 % are females and 49% are males. The racial and ethnic makeup is 56.3% white, 35% Black, 5% Hispanic, 2.7% Asian, and .3% Native American. The English Language Learners (ELL) represents 290 students of the student body. The free and reduced lunch rate is 35%.

The attendance rate for 2006-2007 was 88.7% with 34.1% in attendance 95% of the time. 17.8% percent of the students were suspended out of school. During 2006-2007, the mobility rate (entries and exits after the second week as percentage of enrollment) was 35.5%, and the NCLB graduation rate for 2006 was 72.6%. The attendance rate for 2007-2008 was 88.8% with 36.2% in attendance 95% of the time. 19.6% percent of students were suspended out of school. During 2007-2008, the mobility rate (entries and exits after the second week as percentage of enrollment) was 37.6%, and the NCLB graduation rate for 2008 was 76.3%.

	2006-2007	2007-2008
% Attendance Rate	88.7%	88.8%
% Students in Attendance 95%	34.1%	36.2%
% Students Suspended Out of School	17.8%	19.6%
Mobility Rate	35.5%	37.6%
NCLB Graduation Rate	72.6%	76.3%

PARENT/GUARDIAN DEMOGRAPHICS

Parents/guardians of the student body consist of 59% White, 36% Black, .4% Native American, 2% Asian, and 2% other. The marital status of the students' parents: 64% from two parent homes; 7% from male householder (no wife present); 29% from female householder (no husband present). Fourteen percent are not high school

graduates, 28% are high school graduates, 26% are college graduates, 24% have some college but not degree, 6% have associate degrees, 7% had graduate or post graduate degrees. The parent employment rate is 95%. The average income level is \$45,000.

COMMUNITY CHARACTERISTICS

The McGavock school zone consists of nine different zip code areas— 37076 (Hermitage), 37138 (Old Hickory), 37214 (Donelson), 37122 (Mt. Juliet), 37013 (Antioch), 37210 (Napier Sudekum), 37115 (Madison), 37217 (Nashville), 37211 (Antioch). The feeder middle schools for McGavock are Dupont Tyler, Dupont Hadley, Two Rivers, Donelson, Margaret Allen and Apollo. The McGavock cluster is larger than eighty percent of the school districts in Tennessee, covering 79.68 square miles.

According to the 2000 census, the McGavock High School community has a population of 93,078, which breaks down demographically into 75.4% white, 15.9% Black or African-American, 4.9% Hispanic, .50% Native American, 1.5% Asian, and 2.3% Other, with two or more races being 1.6%. The Community is composed of 51.3% females and 48.75% males. The annual household income ranges from \$20,000 to \$75,000. Of the 93,078 residents, 80% have school-age children. All zip codes and geographical areas are relatively similar in characteristic breakdown.

There are six private schools in the McGavock High School community: Mt. Juliet Christian Academy, Harvest, Holy Rosary, Donelson Christian Academy, Ezell Harding, and Madison Nazarene.

The major employers include Dupont, Gaylord Entertainment, Opry Mills, CAN, Nashville Airport Authority, Gibson Guitar, Dell Computers, Summit Hospital, and various banks, grocery stores, restaurants, hotels, and retailers.

The McGavock community is involved in a variety of school organizations and activities: McGavock Athletic Boosters, Quarterback Club, Band Boosters, Choral Booster Club, Orchestra Parent Association, the JROTC support programs and the Parent Executive Committee (representatives from each club). Project Pencil Program matches public schools with businesses for assistance with speakers, financial support, and other services. Currently, McGavock is matched with Cedarstone Bank, the Airport Marriott Hotel, Gaylord Entertainment, and Hermitage Publix. Community cluster meetings are held in the school auditorium at the beginning of each school year to match the need/ assets of the school with the needs/ assets of the community.

Component 1b

Academic and Non-Academic Data Analysis/Synthesis

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INDICATOR 1.4: Variety of Academic and Non-Academic Assessment Measures

The **academic** assessment measures examined were:

- Algebra I Gateway
- English II Gateway
- Biology Gateway
- TCAP Writing Assessment
- TCAP ALT
- ACT Composite Scores
- SAT Composite Scores
- Advanced Placement Tests
- End of Course Tests
- State Report Card
- Unit Tests
- Formative Assessments
 - Benchmark Tests
 - Weekly Assessments
 - Test Indicator Proficiency Checks
- Report Card Grades (D's & F's)

The **non-academic** assessment measures examined were:

- Free and Reduced Lunch
- Attendance Rate
- Disciplinary Data/ Out-of-School Suspensions
- Graduation Rate / Dropout Rate
- Promotion Rate
- Mobility Rate
- State Report Card
- Status Report

The collection of data at McGavock Comprehensive High School comes from academic and non-academic sources. Objective Performance indicators and Student Performance indicators are obtained from the Tennessee Comprehensive Assessment Program (TCAP), the Mathematics, Language Arts, and Science Gateway exams, student report cards, six-week tests, end of unit tests, and rubric-scored assessments which provide information on student progress. Another component for assessment is observation of student behavior by the teachers. In many of the academic areas, teachers' use of presentations and projects (both group and individual) has contributed to the implementation of various assessment tools. Parents are informed about the results of assessments.

INDICATOR 1.5: Data Collection and Analysis

The Data Collection sub-committee of the School Improvement Team gathered data from past and present Student Management Systems within the school. Data were also collected from the school district's Department of Research and Evaluation. The data were then compared with the same data from the preceding year or years.

A. Academic Data

GATEWAY:

GATEWAY DATA

The Gateway tests measure student mastery of high school content standards in mathematics, English, and science. These tests are administered to students enrolled in Algebra I, English II, And Biology I. In addition to meeting other state requirements, students must pass all three Gateway tests in order to graduate with a regular diploma.

McGavock Gateway Test Results

YEAR	SUBJECT	PERCENT PASSING
2004 - 2005	Algebra I	67.4%
	Biology I	91.2%
	English II	87.5%
2005-2006	Algebra I	69.6%
	Biology I	89.5%
	English II	97.0%
2006-2007	Algebra I	65.7%
	Biology I	93.4%
	English II	95.6%
2007-2008	Algebra I	79.1%
	Biology I	94.0%
	English II	95.8%

GATEWAY STRENGTH

- **English II Gateway** - In the 2007-2008 school year, 95.8% of first time takers passed the English II Gateway exam with proficient or advanced numbers. This percentage is up .2% from 2006-2007.
- **Biology I Gateway**- In the 2007-2008 school year, 94% of first time takers passed the Biology I Gateway exam with proficient or advanced numbers. This is an increase of .6% from the 2006-2007 score of 93.4%.
- **Algebra I Gateway**- In 2007-2008, 79.1% of first time takers passed the Algebra I Gateway test, up 13.4% from the 65.7% passing in the 2006-2007 school year.

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM:

TCAP WRITING ASSESSMENT (JUNIORS)

The TCAP Writing Assessment is administered to all juniors at McGavock High School. This test measures the ability to write persuasively. It also measures each student's proficiency in grammar, sentence structure, and mastery of communication. A student must attain a score of 4, 5, or 6 on a scale of 1-6. McGavock's results are:

TCAP Writing Assessment Scores

YEAR	PERCENT COMPETENT
2004- 2005	74.9%
2005- 2006	78.8%
2006- 2007	79.9%
2007- 2008	86.0%

TCAP WRITING ASSESSMENT AREAS OF STRENGTH

The percent of students making a score of 4 or above increased 1.1% from 78.8% in 2004-2005 to 79.9% in 2005-2006. The percent of students making a score of 4 or above continued to increase in 2006-2007 by 6.1% with 86.0% passing. The school-curriculum and teacher-prepared lesson plans relating to writing are aligned with the Metropolitan Nashville Public School Handbook of Standards and the Tennessee state standards.

McGavock's English Department proctors timed writing assessments, particularly in English I, English II, and English III classes. In addition to this, there have been scheduled meetings for English III teachers and US History teachers so that those classes can work with 11th grade students on their writing abilities in preparation for the TCAP Writing Assessment.

TCAP WRITING ASSESSMENT AREAS OF NEED

To continue to make appropriate progress on TCAP Writing Assessment, teacher-prepared lesson plans should include frequent writing activities. This year all English III teachers and US History teachers will continue meeting with their supervising principal to incorporate departmental essay writing days. These will be scheduled by Assistant Principals.

TCAP-Alt:

Due to the limited number of students tested using TCAP-Alt, there is little relevance to be found using this data for school improvement.

AMERICAN COLLEGE TESTING:

ACT DATA

The ACT composite scores were also considered in the analysis of student achievement. The ACT is the college entrance examination that most McGavock students choose to take, especially if they are planning to attend a university in the southeastern region of the United States.

COMPOSITE ACT SCORES

YEA R	NUMBER TESTED	SCOR E
2005	229	18.3
2006	271	18.4
2007	283	18.7
2008	NA	NA

ACT AREAS OF STRENGTH

The ACT statistics show continued improvement in the 2007 composite scores which rose to a three year high at 18.7. In 2005 the score was 18.3, and in 2006 the scores rose to 18.4. McGavock's Critical Thinking course (1 semester) focuses on the ACT for a full month of preparation, and an ACT Preparation Day is held five times a school year on the day before the test is administered.

ACT AREAS OF NEED

The Metropolitan Nashville Public Schools' 2007 target was to increase the average ACT score to 22, which we fell short of by 3.3 points on the average. In 2008-2009 school year, McGavock will require all 12th grade students to take the ACT Exam.

SAT:

Due to the limited number of students that take the SAT for entrance into college, there is little relevance in examining this area for school improvement. There have been five or less students to take this test in each of the past three school years.

ADVANCED PLACEMENT/HONORS:

ADVANCED PLACEMENT TESTING

The Advanced Placement Program, sponsored by the College Board and administered by the Educational Testing Service offers secondary school students the opportunity to participate in challenging college-level course work while still in high school. Students can receive college credit from those colleges and universities that participate in the AP program. McGavock offers advanced placement courses in English, Calculus, Biology, Physics, U.S. Government, Music Theory, German, European History, Chemistry, Art, and U.S. History. Students must take and pass the AP exam to receive college credit. A score of 3 is considered passing. The AP exam costs \$85, so not all students who enroll in an AP class take the AP exam. However, students are reimbursed the exam fee if the score is 3, 4, or 5.

ADVANCED PLACEMENT TEST SCORING RESULTS

2004-2005

	Number	Number	Number Scoring
<u>Advanced Placement Class</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Tested 3 or Above</u>
Biology	24	23	17
Calculus AB	46	15	0
English Lit. & Comp.	21	16	8
U. S. History	37	28	3
European History	N/A	1	1
World History	N/A	4	0
Physics	N/A	1	1
Calculus BC		<u>1</u>	<u>1</u>
Total		168	89
			31

(34.8% of those tested scored a 3 or above)

2005-2006

	Number	Number	Number Scoring
<u>Class</u>	<u>Enrolled</u>	<u>Tested</u>	<u>3 or Above</u>
Biology	26	12	11
Calculus AB	59	13	0
Calculus BC	N/A	2	0
English Lit. & Comp.		39	25
U. S. History	118	32	7
World History	8	3	0
U. S. Government		13	7
Physics	11	1	1
Music Theory	13	2	1
German	9	3	1
European History		8	5
Chemistry	9	2	0
Art	<u>5</u>		

In 2006-2007, 36.7% of McGavock students were enrolled in courses designated AP or Honor. This is a 2.2% increase from the 2005-2006 numbers, and a 5.6% increase from the 2004-2005 enrollments. Several Honors classes have been added for the underclassmen to prepare them for the rigors of AP courses in the final two years of study.

Enrollment in Advanced Placement classes has steadily increased over the past few school years. In the 2006-2007 school year, McGavock offered more AP classes than they ever have. Likewise, more students were enrolled in AP classes than ever before. This trend continued in 2007-2008.

The numbers increased from 168 in 2004-2005 to 318 in 2005-2006, an increase of 150 students. The numbers increased by 81 students from 318 in 2005-2006 to 399 students in 2006-2007.

AP AREAS OF NEED

Of the number of students enrolled in AP classes in 2004-2005, 89 took the AP test. This indicates not all AP students are taking the tests. Of the 89 taking the test, thirty-one passed for a percentage of 34%. Of the students enrolled in AP classes in 2005-2006; 107 took the AP test, however, only 34.5% of the students taking the test passed. Of the students enrolled in AP classes in 2006-2007; 119 took the AP test. Even though this is the highest number of students McGavock has had take the test, only 23.5% of the students taking the test passed. Though the number of students taking the AP tests is increasing, the percentage of students who are passing is not; a lower percentage (20.9 vs 23.5) scored a 3 or above.

END OF COURSE ASSESSMENTS:

The End of Course assessments allow students to display their performance levels based on course content for the subjects of English I, Math Foundations II, Physical Science, and U.S. History.

End of Course Assessments
McGavock High School

YEAR	SUBJECT	PERCENT PASSING	SYSTEM PERCENT	STATE PERCENT
2004-2005	English I	81%	n/a	n/a
	Math Found II	42%	n/a	n/a
	Physical Science	63%	n/a	n/a
	U.S. History	82%	n/a	n/a
2005-2006	English I	89%	88%	94%
	Math Found II	30%	34%	76%
	Physical Science	76%	80%	88%
	U.S. History	85%	88%	92%
2006-2007	English I	89%	88%	95%
	Math Found II	16%	38%	75%
	Physical Science	77%	81%	89%

	U.S. History	84%	88%	94%
2007-2008	English I	n/a	n/a	n/a
	Math Found II	n/a	n/a	n/a
	Physical Science	n/a	n/a	n/a
	U.S. History	n/a	n/a	n/a

End of Course Strengths

English I scores have been an area of strength with scores improving from 81% passing in 2004-2005 to 89% passing in both 2005-2006 and 2006-2007. The 89% level of passing scores is above the system average of 88%.

Physical Science have shown an upward trend in each of the past three years going from 63% passing in 2004-2005 to 76% passing in 2005-2006 and reaching 77% passing in 2006-2007.

End of Course Areas of Need

While all End of Course subjects fell below the state average percent passing, both Physical Science and U.S. History were less than five percent away from the system average passing percentage. The biggest area of need seems to be in Math Foundations II where the passing scores have fallen in each of the past three years going from 42% passing in 2004-2005 to 30% passing in 2005-2006 and dropping to 16% passing in 2006-2007. The 2006-2007 passing percent is 22% below the system average of 38% passing and 59% below the state average of 75% passing.

REPORT CARD GRADES:

REPORT CARD GRADES OF “D” OR “F”

A Metropolitan Nashville Public School goal is to decrease the percentage of D’s to 15% or less and F’s to 10% or less on report cards each semester.

REPORT CARD GRADES

YEAR	PERCENT D’S	PERCENT F’S
2000-2001	16.7%	19.8%
2001-2002	16.1%	22.3%
2002-2003	16.1%	17.6%
2003-2004	16.1%	14.7%
2004-2005	17.5%	15.9%
2005-	14%	20%

2006		
2006-2007	15.5%	13.7%
2007-2008	NA	NA

GRADE AREAS OF STRENGTH

In 2004-2005, the percent of D's given was 17.5%. This fell by 3.5% to 14% in the 2005-2006 school year. It rose only slightly to 15.5% in 2006-2007. This figure is only .5% above the Metro Nashville Public Schools goal of 15%.

In 2004-2005, the percent of F's given was 15.9%. This rose by 4.1% to 20% in the 2005-2006 school year. The percent dropped 6.3% to 13.7% in 2006-2007. This figure is only 3.7% above the Metro Nashville Public Schools goal of 10%.

GRADE AREAS OF NEED

To comply with the Metro expectation, the percent of report card grades of a D needs to decrease by .5%. Also, the number of report card grades of F needs to decrease by 3.7%

B. Non-Academic Data

SCHOOL ATTENDANCE:

ATTENDANCE RATE

Year	Attendance Rate
2004-2005	88.7
2005-2006	87.9%
2006-2007	88.7%
2007-2008	88.8%

ATTENDANCE AREAS OF STRENGTH

In 2006-2007 McGavock's attendance rate was 88.7%. This increase of .8% from the 2005-2006 rate of 87.9% brought us back to the same attendance rate from 2004-2005. The attendance rate chart shows that the attendance rate has remained stable and has not decreased. An automated call-out system to notify parents when their students are absent from school and an attendance officer assigned to McGavock High School address the need of communicating to parents and students the importance of school attendance.

ATTENDANCE AREAS OF NEED

The target attendance rate for Metropolitan Nashville Public Schools is 98%. In spite of a .8% increase in attendance rate for the 2006-2007 school year, McGavock is still 9.3% below the

98% target rate. One of the things that negatively impacts the attendance rate at McGavock is the 2006-2007 mobility rates of 35.5%. This mobility rate is fairly consistent. (It was 37.6% in 2007-2008, 35.5% in 2006-2007 and 40.4% in 2005-2006 and 37.7% in 2004-2005.) Attendance information is often inconsistent given the large number of teachers who do not take attendance in Chancery for every period on a daily basis. An attendance officer was added in 2006-2007 to accomplish this task. Only 3.3% of students were expelled or remanded in 2006-2007. This number fell to 2.5 for 2007-2008.

FREE/REDUCED PRICE LUNCH PROGRAM:

FREE/REDUCED PRICE LUNCH STUDENT PARTICIPATION DATA

Year	Percent Participation
2004-2005	34.4%
2005-2006	42.%
2006-2007	42.1%
2007-2008	43.8%

AREAS OF STRENGTH

The school is identifying more students who should participate in the Free and Reduced Lunch Program. There were 8% more students participating in the Free and Reduced Lunch Program in the 2006-2007 school year than in the 2004-2005 school year. We began the 2008-2009 school year with over 50% eligible for the Free and Reduced Lunch Program.

AREAS OF NEED

The current rise in the percentage of economically disadvantaged children attending McGavock Comprehensive High School indicates a need for teachers to receive professional development on teaching children from financially disadvantaged backgrounds.

DISCIPLINARY DATA/ SUSPENSIONS:

DISCIPLINARY DATA/ SUSPENSIONS

One of the goals of Metropolitan Nashville Public Schools was to reduce the percentage of out of school suspensions and expulsions to no more than 10% of the students, and reduce the gaps to no more than 10% among student groups. The percentage of students suspended out of school during 2004-2005: 23.4% (552); 2005-2006: 21.1% (619); 2006-2007: 17.8% (471); 2007-2008: 19.6% (538)

SUSPENSIONS (By Sub-Group)

	2004-2005	2005-2006	2006-2007	2007-2008
Black	244 44.2%	272 43.9%	235 49.9%	270 ?
White	266 48.2%	292 47.2%	191 40.6%	206 ?
Other	42 7.6%	55 8.9%	45 9.5%	62 ?
Male	349 63.2%	375 60.6%	313 66.5%	332 ?
Female	203 36.8%	244 39.4%	158 33.5%	206 ?

AREA OF STRENGTH

The number of students suspended rose slightly in 2007-2008 (538) after a tremendous drop during the 2006-2007 school year, in which 471 students were suspended. This represented a 3.3% drop in the percentage of students being suspended from 21.1% in 2005-2006 to 17.8% in 2006-2007, but then a rise of 1.8% in 2007-2008 to 19.6%.

The Making a Change Program (MAC), instituted in 2005-2006, and the Making a Change Program Plus (MAC Plus) are examples of McGavock's efforts to reduce the percentage of students suspended out of school. These programs allow students who would otherwise be suspended out of school to report to McGavock and work under the supervision of a certified teacher who addresses issues of behavior and motivation. These programs have allowed students to avoid falling behind in their schoolwork and to return to their normal classes with renewed focus.

AREAS OF NEED

There is also a disparity of suspensions among the student groups. In 2006-2007, African Americans, comprising 37.4% of the school population, were suspended at a rate 9.3% percent higher than white students, who comprise 51.0% of the school population. Also, there is disparity among male and female students being suspended. In spite of the number of male and female students being nearly equal, 50.1% male and 49.9% female in 2006-2007, male students were suspended at a rate 33% higher than female students. These numbers remained relatively stable during the 2007-2008.

GRADUATION RATE:**NCLB 'ON-TIME' GRADUATION RATE**

<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
63.5%	60.7%	74.9%	76.3%

AREAS OF STRENGTH

The graduation rate for McGavock students increased 1.4% in 2007-2008 to 76.3% from 2006-2007. This follows an increase of 14.2% from 60.7% in 2005-2006 to 74.9% in 2006-2007. We have already met AYP due to this increase. Participation in McGavock's Credit recovery Program has been helpful in allowing students to stay "on track" and graduate on time. In this program students attend classes after regular school hours in order to achieve additional credits or make-up credits for classes they previously failed. The AVID Program (Advancement Via Individual Determination) targeted middle performing students and increased college admissions by increasing the rigor and relevance of study and organizational skills. The Leadership Program increased self confidence that leads to higher academic achievement.

AREA OF NEED

In order to continue reaching AYP, McGavock must continue to raise its graduation percent each year.

PROMOTION RATE:

PROMOTION RATE

<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
79.5%	83.2%	84.2%	NA

AREAS OF STRENGTH

McGavock's promotion rate was 84.2% in the 2006-2007 school year. This rate was a full percentage point higher than the 2005-2006 rates of 83.2%, and 4.7% higher than the 2004-2005 rate of 79.5%.

AREA OF NEED

McGavock must continue to improve its promotion rate until 100% of its students are promoted.

INDICATOR 1.6: Report Card Data Disaggregation

NOTE: In the categories of race/ethnicity, only White, Black, and Hispanic categories have enough students to be considered significant data to be examined for school improvement.

MATHEMATICS GATEWAY:

GATEWAY MATH PERCENTAGE PROFICIENT/ADVANCED – 1st Time Test Takers

SUBGROUP	2004	2005	2006	2007	2008
All	62	67	70	66	85
White	68	74	78	71	87
Hispanic	64	53	66	69	89
Black	44	62	54	57	81
Econ. Disad.	55	60	62	63	79
SWD	21	37	41	46	57
LEP	36	47	61	51	67
Male	61	65	75	63	78
Female	62	70	65	68	81
Target	65	75	75	75	83

The Algebra I Gateway scores have risen each year since the 2004 administration. In 2004, 62% scored proficient or advanced. In 2005, the Algebra I scores rose to 67%, and in 2006 scores rose to 70%. In 2007, the scores fell to 66%. The disaggregated data reveals that 63% of males and 68% of females scored proficient or advanced. There is still a gap between the performance of Hispanics and Blacks when compared to white students, but the gap is narrowing. According to the 2007 data, 71% of the white students scored proficient or advanced on the Algebra I Gateway examination; 69% of the Hispanics scored proficient or advanced; and 57% of the black students scored proficient or advanced. There was a small gap of 3% between the Economically Disadvantaged (63%) and the overall scores (66%). There was a significant gap, however, in the Students with Disability category. Only 46% of students tested scored proficient or advanced. Another significant gap came from the Limited English Proficient category where only 51% of students tested scored proficient or advanced.

In 2008, however, all scores increased dramatically. With an overall score of 85%, McGavock students reached and surpassed the Target score of 83. Hispanic students outscored Caucasian students 89% to 87%, making 2008 the first time Hispanic students placed highest in the subgroups. The African American scores rose 24%, finishing at 81% total. The Freshman Academy was integral in this increase of scores; teachers held Intervention/Tutoring classes during their own planning, lunch or Study Hall time. As many of the First Time Takers were Freshmen, this increased focus on the Gateway scores appears to have given a significant boost to the results. The ELL program worked closely with the Academy teachers, giving classroom help to students mastering English, as did the Special Education program.

READING/LANGUAGE ARTS GATEWAY:

GATEWAY READING/ LANGUAGE ARTS (English II) PERCENTAGE PROFICIENT/ADVANCED – 1st Time Test Takers

SUBGROUP	2004	2005	2006	2007	2008
All	82	88	97	91	94
White	82	90	96	94	96
Hispanic	89	89	89	86	90
Black	71	88	90	89	92
Econ. Disad.	68	84	89	89	92
SWD	39	65	74	68	82
LEP			77	78	81
Male	79	84	95	95	94
Female	84	91	98	96	97
Target	86	90	90	90	93

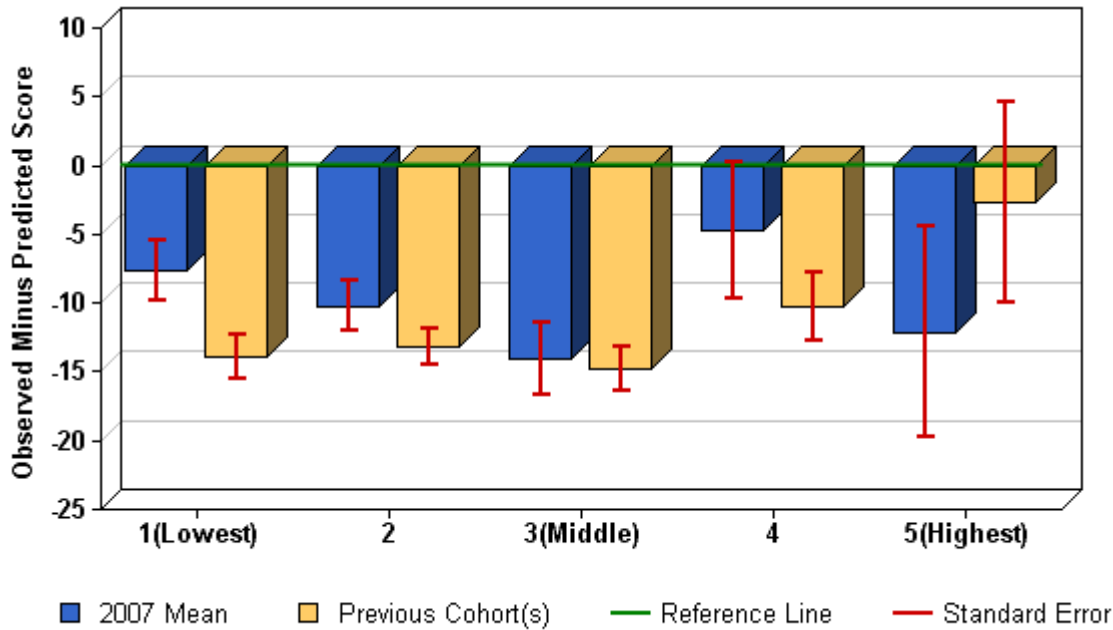
The Reading Gateway scores represent our school's performance on the Writing Assessment, administered to all juniors and on the school's performance on the English II Gateway examination, administered to all tenth graders. The Writing Assessment score counts one-third of the final "Reading" score and the English II Gateway exam counts as two-thirds of the score. McGavock scored 96 on the English Gateway II examination. This score represented a 1 percentage point decrease from 2005-2006, but a 12 percentage point increase from the 2004-2005 school year. The Writing Assessment score was 79.9%, representing a 1.1% increase from the 2005-2006 school year and a 5% increase from the 2004-2005 school year. When the two scores were tabulated according to the above referenced formula, McGavock's cumulative Reading score was 91. A score of 90 was needed for the school to reach its AYP in Reading. The disaggregated data reveals that 95% of males and 96% of females scored proficient or advanced on the English II Gateway Test (Disaggregated data for gender was unavailable for combined Reading at this time). The data reveal that the white students scored highest on this assessment with a score of 94% of the tested students scoring proficient or above. Eighty-nine percent of the economically disadvantaged and Black students tested scored proficient or advanced. Eighty-six percent of the Hispanic students scored proficient or advanced. These four areas were all within five percentage points of the reading gateway average. There was a significant variation, however, in the performance of Limited English Proficient and Students with Disabilities. Limited English Proficient students only had 78% scoring proficient or above. Only 68% of Students with Disabilities scored proficient or above, representing twenty-three percentage points below the school's average.

In 2008, the overall scores rose to heights previously unseen since the 2006 school year. Overall, the score of 94 was two percentage points down from the 2006 year, but every Subgroup was higher in overall reporting than the previous year (2007, with the lone exception being the Male Subgroup, down 1% from 95% to 94%). Increased focus in all English classes, including ELL, contributed to the increase in overall scores.

GROWTH DIFFERENCES BETWEEN HIGH, MIDDLE, AND LOW ACHIEVERS:

TVAAS DATA:

**2007 Diagnostic Report for
McGavock Comprehensive High School in Davidson County
Gateway Algebra I**



		Observed minus Predicted Score by Predicted Score Quintile					
		1 (Lowest)	2	3 (Middle)	4	5 (Hi	
a	2007	Mean	-7.6	-10.2	-14.1	-4.7	-12.1
		Std Err	2.2	1.8	2.6	5.0	7.6
		Nr of Students	229	211	84	37	10
		% of Students	40.1	37.0	14.7	6.5	1.8
Previous Cohort(s)	Mean	-13.9	-13.2	-14.8	-10.3	-2.7	
	Std Err	1.6	1.3	1.6	2.5	7.3	
	Nr of Students	547	454	289	104	29	

		<u>% of Students</u>	38.4	31.9	20.3	7.3	2.0	

Comparison of 2007-2008 to Previous Cohort Years

For 2006-2007, the percentage of students scoring in the lowest quintiles increased 6.8% from 70.3% in the previous cohort years to 77.1%. The percentage of students scoring in the middle quintiles decreased 6.4% from 27.6% to 21.2%. The percentage of students scoring in the highest quintiles decreased 0.2% from 2.0% to 1.8%.

GROWTH DIFFERENCES/GAPS:

Low to Middle Achievers

All of these areas scored below their predicted outcomes on the Algebra I Gateway. Quintiles 1 and 2 scored 7.6 and 10.2 below their predicted scores by average. However, this is better than quintile 3 which scored 14.1 below its predicted score. Quintile 4 was better scoring only 4.7 below its predicted score. The average difference in scores between the two lowest quintiles and the two middle quintiles was less than one point and shows no significant gaps in achievement.

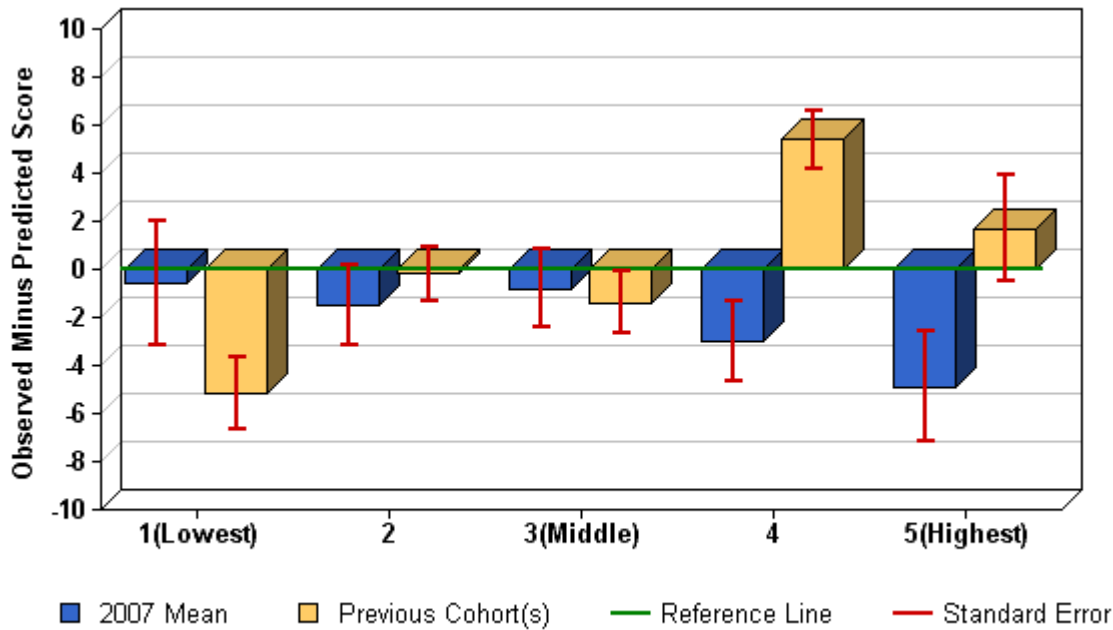
Middle to High Achievers

The High Achievers (Quintile 5) scored 12.1 points below their predicted outcomes, a number similar to quintile 3's 14.1 below predicted score. Factoring in the quintile 4 scores of 4.7 points below, there is not a significant gap between middle and high achievers.

Low to High Achievers

The low achievers, with an average of 8.9 below predicted score compared to the high achievers who scored 12.1 below their predicted score show only a difference of 3.2 in their average predicted score differences and again show no significant gaps in achievement.

**McGavock Comprehensive High School in Davidson County
Gateway English II**



		Observed minus Predicted Score by Predicted Score Quintile				
		1 (Lowest)	2	3 (Middle)	4	5 (Hi
2007	Mean	<u>-0.6</u>	<u>-1.5</u>	<u>-0.8</u>	<u>-3.0</u>	<u>-4.9</u>
	Std Err	2.6	1.7	1.6	1.7	2.3
	Nr of Students	<u>143</u>	<u>151</u>	<u>124</u>	<u>123</u>	<u>67</u>
	<u>% of Students</u>	23.5	24.8	20.4	20.2	11.0
Previous Cohort(s)	Mean	-5.2	-0.2	-1.4	5.4	1.7
	Std Err	1.5	1.1	1.3	1.2	2.2
	Nr of Students	415	428	344	315	162
	<u>% of Students</u>	24.9	25.7	20.7	18.9	9.7

Comparison of 2007-2008 to Previous Cohort Years

For 2006-2007, on the English portion of this Gateway, the percentage of students scoring in the lowest quintiles was 48.3%. This represents a decrease of 2.3% from the 56% that were in these quintiles in the previous cohort years. The percentage of students scoring in the middle quintiles increased 1.0% from 39.6% to 40.6%. The percentage of students scoring in the highest quintiles increased 1.3% from 9.7% to 11.0%.

GROWTH DIFFERENCES/GAPS:

Low to Middle Achievers

All of these areas scored below their predicted outcomes on the English II Gateway, although all were less than five points from their predicted scores. Quintiles 1 and 2 scored 0.6 and 1.5 below their predicted scores by average. However, the average of 1.0 below predicted score is nearly identical to the 0.8 below predicted score of quintile 3. Quintile 4 was slightly worse scoring 3.0 below its predicted score. The average difference in scores between the two lowest quintiles and the two middle quintiles was less than one point and shows no significant gaps in achievement.

Middle to High Achievers

The High Achievers (Quintile 5) scored 4.9 points below their predicted outcomes, the largest number below predicted score for any quintile. The average scores for the middle quintiles were 1.9 below predicted score. The three point difference in scores below prediction reflects no significant gap between middle and high achievers.

Low to High Achievers

The low achievers, with an average of 1.0 below predicted score compared to the high achievers who scored 4.9 below their predicted score show a difference of 3.8 in their average predicted score differences and again show no significant gaps in achievement.

INSTRUCTIONAL OPPORTUNITY

Students at McGavock have the same opportunities to make performance gains. High achievers are challenged in honors and advanced placement classes that enhance their current levels of performance. McGavock offers a diverse curriculum that allows middle achievers to demonstrate success in a variety of areas. Low achievers have the same opportunities to achieve in classes with tutorials and special needs assistance.

The Data Collection sub-committee of the School Improvement Team gathered data from past and present Student Management Systems within the school. Data were also collected from the school district's Department of Research and Evaluation. The data were then compared with the same data from the preceding year or years. The non-academic data that we found to have a profound impact on student achievement were those variables that directly affect student attendance. We compared student achievement rates, as well as, attendance and out of school suspensions with the historical data to determine trends within sub-groups and in the school as a whole. From this comparison, we decided which areas were those of strength and need for McGavock High School.

By examining student performance data, schools have access to the knowledge that leads to student success. This also lays the groundwork for instructional strategies to meet targeted goals. This philosophy guides the work at McGavock High School and serves as a support for stakeholders. McGavock High School has a mission statement that states: "Everyday: prepared to teach, prepared to learn, preparing for life." This philosophy will direct us in reaching the school, district and state goals.

The stakeholders of McGavock High School have high expectations for the students. Collectively, the staff is dedicated in providing students with a quality education and skills that will prepare for life after high school. Progress has been made in academic and non-academic areas; however, there is room for improvement.

CRITICAL AREAS OF NEED

Based on an analysis of all relevant data, it is clear that the following areas represent critical areas of need: (1) teachers must be given the resources and assistance to help them provide quality instruction of students of all ability levels; (2) the entire staff must work diligently to reduce the absentee rate so that students are present to receive needed instruction; (3) students who consistently make D's and F's need early intervention strategies to remediate them so that they will not fail needed classes; (4) focused attention needs to be placed on improving student performance on the Algebra 1 Gateway test; (5) more frequent monitoring of the data must occur in order to determine if the various sub-groups' performance is comparable to the performance of the school as a whole.

CRITICAL AREAS OF STRENGTH

The areas of strength include: (1) our students' high performance on the Biology I and the English II Gateway Exams, (2) an improvement in the graduation rate of 15.4% over the course of the previous two years, (3) A vast improvement in suspension rates which fell by 3.3% due in large part to the Making a Change (MAC) program initiated at McGavock, (4) the expertise and willingness of the administration to do whatever is necessary to move McGavock forward, (5) our teachers' willingness to try new and different strategies to improve instruction, and (6), the focus on changing the school's instructional climate by beginning to move to Small Learning

Communities, beginning with the Freshman Academy and branching out to the Career Academies for the 10th, 11th, and 12th grade classes.

School Survey

According to the 2007 Tennessee Exemplary Educators survey, McGavock staff perceived Research Based Strategies Instruction and Classroom Management to be two of our strongest qualities. Our weakest surveyed area was Professional Collaboration. The development of our Ninth Grade Academy should help to increase the amount of collaboration occurring during the 2007-2008 school year, and as the Small Learning Communities are developed and implemented in the following years that number should continue to rise

INDICATOR 1.8: Prioritized List of Goal Targets

Goals for 2008-2009 S.I.P, Component 1

Goal 1

- The percentage of all students achieving proficiency on the Gateway Algebra test will maintain or improve from 85% in the 2008-2009 school year. The Caucasian student population will maintain or improve from 87%. The Hispanic population will maintain or improve from 89%. The African American student population will increase their score 81% to 83%, which is the benchmark for AYP. The Economically Disadvantaged student population will increase their score of 79% to 83%. The Students with Disabilities student population will increase their score of 57% to 83%, or to 61% for safe harbor. The Limited English Proficient student population will increase their score of 67% to 83%, or to 70% for safe harbor.

Goal 2

- The percentage of all students achieving proficiency on the Gateway English test will maintain or improve from 94% in the 2008-2009 school year. The Caucasian student population will maintain or improve from 96%. The Hispanic population will increase their score of 90% to 93% which is the benchmark for AYP. The African American student population will increase their score of 92% to 93%. The Students with Disabilities student population will increase their score of 82% to 93%, or to 84% for safe harbor. The Limited English Proficient student population will increase their score of 81% to 93%, or to 84% for safe harbor.

Goal 3

- The graduation rate for students will increase to 74.6% in 2008 and 76.8% in 2009.

Component 2 – Beliefs, Common Mission and Shared Vision

INDICATOR 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

- All students can learn and be challenged to meet high expectations.
- Learning is an ongoing experience which lasts over one's lifetime.
- Research-based information, proven instructional practices, student achievement data, and ongoing formative assessments are used to direct and adjust instructional strategies so that the goals for students' academic achievement are continually met.
- Motivating and challenging students by using a variety of research-based instructional strategies to accommodate differences in learning styles is basic to the successful education of all students.
- A high performing school learning culture is developed through the active collaboration and support of all stakeholders which include students, parents, community representatives, teachers, administrators, and other school staff members. This collaboration promotes a school "learning community" based on positive relationships, high expectations, effective instructional practices, classroom management, appropriate student discipline, school attendance, mastering identified goal targets, and a strong professional working environment.
- The development, implementation and enforcement of policies and procedures are necessary to provide all students and staff members a safe, secure and nurturing environment and address the learning goals for all students.
- Professional collaboration among school staff members allows the monitoring of the curriculum, adjustments of instructional strategies, and personalizing of instructional programs for students. Continued and frequent communication with parents on student progress is an important responsibility for the school.

Common Mission

The mission of McGavock Comprehensive High School is to maximize learning through a diverse curriculum for all students in a safe, secure and nurturing learning community which will equip students with the knowledge and skills necessary to master and exceed the Metropolitan Nashville Public Schools and Tennessee Board of Education standards and to make productive decisions for their futures.

Abbreviated Mission

Prepared to Teach

Prepared to Learn

Preparing for Life

Shared Vision

McGavock Comprehensive High School is committed to providing a quality education that will develop graduates who appreciate human value, meet the challenges of living in a global environment, contribute positively to their community, and become lifelong learners by providing the opportunity to engage in the best instructional practices that respond to the needs of the citizenry of the 21st century, while respecting and building upon the culturally diverse roots of our community.

Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Teresa Burrow	Teacher, Math	Y
Jeanne Vaughn	Information Specialist	Y
Erin Anderson	Guidance Counselor	
Larry Coffee	Teacher, PE/Wellness	
Barry Cordell	Teacher, Social Studies	
Nae'Shara Neal	Teacher, Science	
Robert Stackhouse	Instructional Facilitator	
Dorothy Giles	Numeracy Coach	
Emilie Egan,	Instructional Facilitator	
Paula Barkley	SLC Site Coach	
Kevin Koster	Teacher, Special Ed	
Morgan Strobel	Teacher, English	
Lamarius Merriwether	Teacher, Business	
Talisa Powers	Teacher, Math	
Stacey Hinchman	Teacher, English	
Jeff Hunt	Teacher, Foreign Language	
Teresa Agee	Teacher, Foreign Language	
Donald Wood	Teacher, Math	
Sara Brunette	Teacher, Social Studies	
Harmon Hodge	Teacher, Social Studies	
Michael Cheplick	Teacher, Vocational	
Brian Hinchman	Teacher, Vocational	
Kay Lander	Library Clerk	
Angela Poellnitz	Parent	
Lilldeus Russell	Parent	
Logan Shirley	Student	
Lesley Isabel	Asst. Principal	

Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 3 Chair Signature

Component 3

Curricular, Instructional, Assessment, And Organizational Effectiveness

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	TDE Standards	Staff Training in Standards	Curriculum prioritized and mapped	Student Achievement Benchmarks	Standards for Literacy	Standards for Math	Formative Assessments aligned benchmarks
Evidence of Practice (State in definitive/tangible terms)	MNPS Standards book, Lesson Plans, textbooks aligned	Board provides phased in subject specific training	MNPS Standards Book; Gateway standards are priority	Algebra I benchmark tests, PLATO Lab		MNPS Standard Book , Intervention Classes, Plato Intervention, Study Halls Practice tests	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective		Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	EOC, Gateway, AP Tests, Exams, Report Cards	ERO Individualized transcripts	Correlations between national, state, and district standards aligned with textbook adoptions	Plato tests, Alg I Gateway		Alg I Gateway, EOC & District Assessments	

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effective: Biology, Eng, Alg Gateway	ERO Transcripts, Teacher surveys	Qualitative and quantitative assessments, EOC, Gateway	Used evidence to place students and inform instruction		Passing rates on Gateway, EOC, District Assessment	
Evidence of equitable school support for this practice	Equitable: all teachers have hard copy of standards book, standards required in lesson plans by all administrators, standards and objectives required to be posted	Equitable: Instructional coach hired to work with new teachers, all teachers have five professional days for in-service	Equitable: All teachers have access to standards either print copy or online; most content areas provide in-service on unwrapping standards	Equitable: All Gateway classes		Equitable: Algebra I available to all students	
Next Step (changes or continuations)	Require lesson plans with standards, provide all teachers with access to standards, develop a unit plan format	Offer continual training on teaching standards through departments and school-wide	Regularly schedule meetings for vertical alignment, ongoing training for all teachers for vertical alignment	Analyze and use data from 8 th grade assessments; develop benchmark testing for courses requiring sequential skill-building		Numeracy coach has been hired, get 8 th grade data quickly, Continue benchmark tests, gateway interventions	

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Support System for enhancement	Monitoring for enhancement	Teaching & Learning materials correlated	School Communicates shared vision			
Evidence of Practice (State in definitive/tangible terms)	PALS, Media Center, departmental mentoring & collaboration, COMP, PLATO, CTE Lab, Freshman Academy, Guidance Counselors, Technology roll-out, Instructional coach, literacy coaches, numeracy coach, graduation coach	Academy meetings, Classroom observations by administration, failure rates, SIP, Think Link, test scores,	Textbook selection, district standards, essential literature, technology including PLATO	ConnectEd call-out phone system, faculty in-services, parent meetings, signage, McGavock website, SIP posted on the web			
Is the current practice research-based?	Yes	Yes	Yes				
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes				
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Emerging			

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Global Calendars for media center and CTE labs, ERO, EE, lesson plans, observation of classes by administration, calendars, journals of various coaches</p>		<p>Committee correlation charts</p>				
<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>Number of teachers who utilize the media center and CTE Lab, number of teachers who use coaches, departmental meeting agendas and notes</p>		<p>Updated editions of books that are adopted provide more relevant and correlated materials.</p>				
<p>Evidence of equitable school support for this practice</p>	<p>NGA has common subject planning , in theory, all teachers have access to textbooks, teacher guides, and ancillaries</p>		<p>Textbooks to be adopted are available to all teachers for review, additional textbooks and ancillary materials have been ordered so that all teachers and students have access</p>				

<p>Next Step (changes or continuations)</p>	<p>Continue with the coaches and specialists, peer mentoring should be the norm, add updated computers and replace outdated and damaged computer tables and chairs to expand the accessibility of media center, provide laptop computers to “roving” teachers, add additional computer labs for subject area use, replace outdated and damaged biology lab tables, add quality microscopes for biology classes, replace outdated and damaged library furniture, additional Riso</p>	<p>Expand small learning communities to the 11th grade</p>	<p>Provide sufficient teacher guides ancillaries and other materials for all teachers, institute a reliable system for tracking materials, (including textbooks) checked out and returned, Have the number of books for the number of students, Provide additional Riso machines and copiers for supplemental and teacher created materials</p>				
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	machines and copiers,						
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Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**

The district has taken a lot of time to develop standards for each content area and to train teachers in the Gateway courses and some additional content areas to embed them in curricular planning and assessment. Some new teachers are unable to take advantage of the training because it is offered prior to their hiring. However, some departments assign mentors to new teachers to aid them in planning a standards-based curriculum. The Instructional coach periodically meets with the new teachers to ensure knowledge of school policies and procedures.

- **MONEY**

District funds provide standards training and stipends for attending training offered during the summer. They also pay for subs when trainings are offered during the school year. Grant funds provide a Plato Lab used for benchmark testing of Algebra I indicators.

- **PERSONNEL**

District and school personnel serve as mentors for new teachers. Administrators monitor the embedding of standards in lesson/unit planning and assessment.

The SLC Site Coaches hold regular meetings with the Freshman Academy and Sophomore Career Academy teachers to assist in collaborative planning and monitoring of student achievement and success. The district has added a Numeracy Coach to work with math teachers, a Dean of Student Activities to work on asset building opportunities for students, and two Program Assistants to afford assistant principals more time to monitor standards based curricular decision making. A special education team leader has been added to monitor IEPs and inclusion of students. STEM coaches, instructional, literacy, numeracy and SLC coaches, and a PAL permanently assigned to McGavock also provide mentoring as needed. Additionally, a Title I NCLB Program Specialist/Family Engagement Specialist and three additional EEs have been assigned.

- **OTHER RESOURCES**

Teachers and students have access to Plato for benchmark testing, re-teaching, and reinforcement of skills. Gateway intervention classes are offered during and after school. Formal tutoring is offered after school.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

Because of SLCs, teachers continue to need additional time for professional development in block scheduling, collaborative planning, differentiated instruction for all learners, teaming,

and data driven instruction. They also need time to work in teams to strategize about their struggling students, contact parents, meet with advisees, and plan cross curricular units

- **MONEY**

Funds are needed to pay facilitators and stipends or substitutes for professional development participants

- **PERSONNEL**

Three or four additional teachers are needed to create a pure Freshman Academy and three or four additional teachers will be needed to create a career/thematic academy. Additional guidance counselors are allowing guidance to work with the advisory component of SLC's and schedule students more personally and effectively.

- **OTHER RESOURCES**

The library needs updated computers and replacement of outdated computer tables and chairs to expand access for all students. The library furniture is original to the building and as chairs and tables have become unsightly and beyond repair. There is a shortage of chairs and tables to meet classroom needs. New teachers need teacher's editions and ancillary materials. Roving teachers need laptops. Additional Riso machines and copiers are needed for duplicating teacher made resources and other materials. The biology lab tables are original to the building and have become "shaky." Quality microscopes for students' use are needed. The Astronomy course concentrates on concepts related to the position and motion of celestial objects which are difficult to understand in the traditional classroom setting, The planetarium at this time is inoperable and needs to be repaired.

Template 3.1.c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

We have standards provided on the National, State and District levels. They are all correlated and work in conjunction with each other. We have increasing rigor in all of our classes. We have a growing Advanced Placement and Honors program. Teachers have access to a variety of technological aids that, when used provide rigor and achievement of desired goals in alignment with standards. Software, such as Plato, that aligns with state and national standards is often used to enhance learning. All teachers follow the Metro Nashville Public School Graduate and 12-PreK Standards which are aligned to state standards and benchmarks.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as curricular practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

All experienced McGavock teachers have had training in standards based instruction. Our challenge is to ensure that our new and non-tenured teachers also have the training to utilize the standards as well as having the teaching and ancillary materials. We also need to ensure that, at the beginning of the year, there are enough books for every student and for those who arrive late because of unexpected growth or high mobility rates. Every teacher needs training in curriculum alignment and new teachers need on-going support and monitoring for embedding standards in their planning. As web-based resources become more relevant and embedded in curriculum delivery, additional computers and computer labs are needed to give increased access to both classes and individual students. The lack of “pure” schedules for the academies is interdisciplinary teaching, collaboration and utilization of community resources.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Ongoing training for teachers, especially for teachers who are hired after the instructional year begins, is essential. An improved check-in/check-out system for textbooks and other teaching materials is needed. Unit plans are required from all teachers on a regular basis with standards included for monitoring standards alignment. A second SLC site coach has been added, but additional personnel will be needed to improve the Freshman Academy and career academies. A district trained person trained in scheduling for academies is needed.

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Classroom Instruction Aligned with Standards	Instruction Aligned Assessments	Teaching data driven	Students actively engaged – Higher order thinking	Research based strategies	Organization Management support learning	Multiple opportunities
Evidence of Practice (State in definitive/tangible terms)	Lesson plans aligned with textbooks and standards. Standards are used as a foundation for creation of objectives and as an avenue for scaffolding instruction. Standards & objectives are posted in the classroom.	Standards are the foundation for instruction and assessment of learning. Textbooks and instructional ancillary materials are aligned and are used as foundation for course instruction. Standards drive the instruction. Standards are the roadmap to learning.	Assessments /performance/benchmark testing (pre-testing/post-testing) determine what needs to be retaught/mastery; ExamView Pro for picture of individual/class strengths and weaknesses; District assessment results inform instruction ThinkLink	Word problems, Socratic seminars, levels of questioning, writing and performing skits, literary synthesis/analysis, judgment/evaluation, cultural comparisons, project based learning, business plans, technology assimilations	Freshman Academy, Advisory, Smaller Learning Communities, Team teaching, Cross-curricular planning/teaching, AVID, CMS, FordPas, Textual Power, Comp, 4MAT	Bell ringers, timers, timelines, rubrics, portfolios, Daily/Weekly objectives, tardy logs, established daily procedures, assigned seating, syllabi, posted daily assignments, homework logs, make-up work basket/binder, progress reports, training & mentoring for assistant principals and learning coaches	Formal tutoring provided by Title 1 available after school Informal tutoring available both during and after school through individual teachers or departments

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Emerging	Emerging	Emerging	Emerging	Ineffective
What data source(s) do you have that support your answer? (identify all applicable sources)	Standards Books, Website, Lesson Plans, Classroom Observations, Teacher Surveys	Standards Books, Website, Lesson Plans, Classroom Observations, Teacher Surveys	Lesson Plans, Classroom Observations, Teacher Evaluations, Teacher Surveys	Lesson Plans, Classroom Observations, Teacher Evaluations Teacher Surveys	Lesson Plans, Classroom Observations, Teacher Evaluations Teacher Surveys	Organizational reform chart Associate Executive Principal mentors assistant principals Agendas and minutes for faculty, committee, and SLC meetings	Failure rates, EOC, Gateway Tests, ACT/SAT scores MAC program Intervention Lab After school tutoring
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Training in standards based instruction is provided to teachers throughout the school year and summer. Standards are required in lesson/unit plans and are to be posted in the classroom	9 th and 10 th grade academy teachers have received training in formative and summative assessment. 11 th & 12 th grade teachers will receive training as the SLC expand to the upper grades	Gateway teachers use disaggregated data. Training in formative and summative assessments is continuing.	Learned through intensive training, 9 th & 10 th grade academy teachers are using strategies to engage students. Pending funding, 11 th & 12 th grade teachers will	Learned through intensive training, 9 th & 10 th grade academy teachers are using strategies to engage students. Pending funding, 11 th & 12 th grade teachers will	Variety of coaches to train and mentor teachers and administration	McGavock made AYP

				receive intensive training. Instructional, numeracy, and literacy coaches provide modeling and training	receive intensive training. Instructional, numeracy, and literacy coaches provide modeling and training		
Evidence of equitable school support for this practice	Equitable: Training in standards based instruction is ongoing and available to both tenured, non-tenured teachers. Because training is ongoing, late hires are also included in the training.	Equitable: Training in assessing mastery of standards is ongoing and available to both tenured, non-tenured teachers. Because training is ongoing, late hires are also included in the training.	Equitable: Training is provided through local and district level in-services. All certificated personnel have five professional development days.	Moving towards Equitable: Teachers are continuing to receive training and begin to implementation of strategies. By 2010, all teachers and students will be members of a SLC which require the use of researched base strategies	Moving towards Equitable: Teachers are continuing to receive training and to begin implementation of strategies. By 2010, all teachers and students will be members of a SLC which require the use of researched base strategies	Equitable because training in classroom management is available for all teachers and administrators.	Equitable: open to all students, inclusion classes
Next Step (changes or continuations)	Continue training for teachers and administrators as needed	Continue on-going training and support for teachers and administrators in assessing mastery of standards and for administrators in monitoring their	Roll-out intensive training for 11 th and 12 th grade teachers and administrators as they are incorporated into SLCs, Continue and expand	Educate teachers on strategies for including higher order thinking and encourage them to afford all students opportunities for engagement	Continue to train teachers in programs that assist them in implementing a variety of research based strategies in their teaching to increase the numbers of	Implement a unified, consistent approach to procedures and discipline for the school at large. Encourage struggling teachers to take advantage	Continue and expand tutoring program in all content areas through use of Plato Lab as well as through teachers, Continue the intervention

		implementation.	training in formative and summative assessments, and evaluating /incorporating data in instruction planning ; teacher access to current IEPs' accommodation pages	across the curriculum	students who benefit.	of all mentoring and training resources	lab for credit recovery, Create a math lab for credit salvaging., Intensive training for teachers on inclusion and differentiated instructions, co-teaching models, Expand to other areas for credit salvaging
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Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Classroom instruction supports the learning of students with diverse cultural & language background & with different learning needs & learning styles		
Evidence of Practice (State in definitive/tangible terms)	ELL self-contained classes, sheltered instruction, translator, and consultation services available for teachers; Special Education self-contained classes, Inclusion classes, Special Education modifications and consultations available for teachers; Multiple teaching and assessment strategies for all types of learners.		
Is the current practice research-based?	Yes		
Is it a principle & practice of high-performing schools?	Yes		
Has the current practice been effective or ineffective?	Ineffective		
What data source(s) do you have that support your answer? (identify all applicable sources)	Lesson Plans, Classroom Observations, Teacher Evaluations, Teacher Surveys ELL Records, Special Education IEPs, NCLB data, class rosters and schedules		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Pockets of excellence in engaging students with diverse backgrounds and learning styles using a variety of research based strategies, Ineffective scheduling of inclusion classes, lack of training in inclusion/teaming/co-teaching models, ineffective team development, inadequate communication		
Evidence of equitable school support for this practice	Instruction that includes accommodations for all learners is not available to all students in all subject areas.		

Next Step (changes or continuations)	Train teachers to use ELL and Special Education modifications as tools for instruction. Train teachers and administrators in team development, inclusion/co-teaching models, data-based decision making, block teaching and formative/summative assessments and learning style accommodations, Encourage teachers to embed them in planning, instruction, and assessment		
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Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- **TIME**

Teachers are spending time planning lessons/units from textbooks fully aligned with the standards. Administrators are monitoring their efforts. Teachers are using benchmark testing to determine placement of students and to determine re-teaching needs and mastery of Gateway indicators. Formative and summative assessments are used by teachers who have received training.

- **MONEY**

Funding is available for teachers to train in programs that assist them in acquiring research based instructional strategies that encourage higher order thinking and data driven instruction.

- **PERSONNEL**

The district is providing two program assistants to aid principals in working referrals for minor infractions to free them for classroom observations. This will allow the principals' to assume their roles as instructional leaders. Federal, state, and district monies have provided for numeracy and literacy coaches, two instructional facilitators, a PAL permanently assigned to McGavock, a Dean of Student Activities, 2 SLC site coaches, a Title I coordinator, and four exemplary educators.

- **OTHER RESOURCES**

Teachers have access to technology to assist them in monitoring strengths and weaknesses, mastery and non-mastery of Gateway indicators, individual and class acquisition of skills. They also have access to technology that provides reinforcement of skills. This includes a

PLATO lab, with both Gateway and ACT prep instructions and ThinkLink.

**“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL
And OTHER RESOURCES**

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- **TIME**

Teachers need time to train in expanding higher order thinking skills and using data to develop informed instructional strategies. They also need time to collaborate about higher order thinking skills acquisition strategies and data driven instruction. A plan of school wide utilization and maintenance of current technology needs to be developed.

- **MONEY**

Funding is needed for more training of teachers and administrators on send more teachers to train in programs that expect students to use higher order thinking and teachers to use data to inform instruction.

- **PERSONNEL**

Additional teachers are needed to free the Freshman Academy and the Career Academy Leaders one period a day to facilitate the smooth functioning of teams. Additional teaching positions are needed to keep pupil/teacher ratios low in high priority classes such as Algebra I. Two additional ISS monitors are needed to segregate the offenders by grade levels. This will enhance the learning environment. Teachers need two educational assistants to run copies for them, since they are giving up common planning periods for team meetings.

- **OTHER RESOURCES**

Students need additional computer labs and Plato software to expand tutoring, credit salvaging, and credit recovery options. Freshman Academy teachers need screens purchased and installed for use with the new technology available to them in Phase I of the technology roll-out. Additional Riso and copier machines are needed. For two copy centers located on the first and second floors.

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The faculty beliefs include the concept that all children can learn and most teachers want to see all students successful. The willingness of teachers to attend cutting edge training and implement the strategies learned is making a difference. 'In 2007-2008, McGavock made AYP. Teachers are making the effort to teach a standards-based curriculum. They are dedicated to including benchmark testing and adjusting instruction to re-teach and reinforce skills as indicated. Many of them have sought training in working with all kinds of learners and have been rewarded with higher student achievement. In the Ninth Grade Academy, the results have been lower failure rates, and fewer discipline problems.

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know? (These should be stated as **instructional** practice challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Teachers and administrators need to continue and expand training in data driven instruction, higher order thinking strategies, differentiated instruction/inclusion, and block teaching. Time is needed to collaborate on implementing strategies and work with struggling students. The administrative team needs to find ways to improve the learning environment and provide multiple options for students to recover credits.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Additional personnel will free administrators to be instructional leaders while improving the learning climate of the school. Administrators need to attend training in best instructional practices in order to become more effective in evaluating and supporting teachers. Principals should have more time for classroom observations, to assess lesson/unit plans for standards-based instruction, and monitor instructional strategies and failure rates. Additional personnel will free academy leaders to work closely with teachers in teaming and collaborating to improve rigor and relevance. Further training should allow more teachers the opportunity to improve their strategies for accommodating all learners. More time for collaboration will encourage sharing of these strategies.

Additional hardware and software will increase options for students to recover credits and seek tutoring before failing.

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Assessment Aligned Standards	Appropriate assessment used to guide decisions	Variety of data points for decision making relative to student achievement	Assesses all categories of students	Uses wide range of assessments	Provides professional development for use of assessments	Support for developing and using assessments
Evidence of Practice (State in definitive/tangible terms)	TCAP, Gateway and End of Course assessments are aligned with standards. End of Nine Weeks tests and Unit Tests are aligned with course standards.	Administration and Guidance analyze data from test scores to provide intervention, student placement and teacher placement. Teachers use assessment data to determine what to teach, reteach, or what method to use.	Algebra I Gateway, English II Gateway, Biology Gateway, TCAP Writing Assessment, TCAP ALT, ACT Composite Scores, SAT Composite Scores, Advanced Placement Tests, End of Course Tests, State Report Card, Unit Tests, Formative Assessments, Report Card Grades (D's & F's). Non-academic assessment measures –	District Tests, State Tests, Local Assessments, Classroom Assessments: Technique evaluation, production tests, presentations, on-line practice tests, portfolios, teacher observations, on the job assessment, group projects, skill tests, objective tests, cumulative essays, timed essays, oral assessments, research projects	Algebra I Gateway, English II Gateway, Biology Gateway, TCAP Writing Assessment, TCAP ALT, ACT Composite Scores, SAT Composite Scores, Advanced Placement Tests, End of Course Tests, State Report Card, Unit Tests, Formative Assessments, Report Card Grades (D's & F's). Non-academic assessment measures –	Subject area district coordinators provide professional development, SLC grant provides training in formative and summative assessments, Instructional facilitators and coaches provide ongoing professional training and support, SLC grant provides teaming consultants who meet with teachers twice a month.	Exam View Pro, Plato Lab, ThinkLink, local and district training, modeling and training by peers, common planning for implementation of assessment strategies

			Free and Reduced Lunch, Attendance Rate, Disciplinary Data/Out –of-school Suspensions, Graduation Rate/Dropout Rate, Promotion Rate, Mobility Rate, State Report Card, Status Report. Teachers use authentic assessment, both group and individual, to contribute to the implementation of various assessment tools.		Free and Reduced Lunch, Attendance Rate, Disciplinary Data/Out –of-school Suspensions, Graduation Rate/Dropout Rate, Promotion Rate, Mobility Rate, State Report Card, Status Report. Teachers use authentic assessment, both group and individual, to contribute to the implementation of various assessment tools.		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective TCAP Writing Scores, etc.).	Effective	Effective	Effective	Effective	Effective	

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Benchmark testing, formative assessments, Gateway scores, EOC, TCAP writing scores</p>	<p>Intervention courses added to Master Schedule as needed, use of PLATO lab and non-traditional credit salvaging, student records examined at semester for placement, ongoing process in the academies</p>		<p>The tests themselves are the data sources. Algebra I Gateway, English II Gateway, Biology Gateway, TCAP Writing Assessment, TCAP ALT, ACT Composite Scores, SAT Composite Scores, Advanced Placement Tests, End of Course Tests, State Report Card, Unit Tests, Formative Assessments, Report Card Grades (D's & F's). Non-academic assessment measures – Free and Reduced Lunch, Attendance Rate, Disciplinary Data/Out –of-</p>	<p>District, Local and State and local assessments. Subject area collaboratively built benchmark assessments, NCLB data</p>		<p>Test scores and report cards, State Report Card, Exemplary Educator's Status Report, NCLB data</p>
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				school Suspensions, Graduation Rate/Dropout Rate, Promotion Rate, Mobility Rate, State Report Card, Status Report. rubrics			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Made AYP	MADE AYP, student placements.		Assessment data	Benchmark testing for placement and instructional purposes, NCLB data.	Rising test scores, rising pass rates, rising graduation rates	
Evidence of equitable school support for this practice	Most subject areas are required to give the Gateway, EOC, or have the option to take an Advanced Placement test.	Classes are available to all students who need to retake the Gateway tests. Practice materials and sessions are available to all students taking the Gateway tests.		All students regardless of their program of study are assessed in at least one of the way listed above.	All students are given the opportunity to take the assessments based on their programs of study.	Teachers are provided with training in how to use assessments effectively.	
Next Step (changes or continuations)	Give benchmark tests in each class that are also aligned to the standards post effectively taught standards-based	Continue to give additional test preparation materials and hold practice sessions. Continue making schedule changes and		Continue to give the required assessments to all students until they achieve satisfactory scores.	We need to make sure that all students retake the tests when necessary in order to achieve the optimum scores.	Continue and expand school-wide and subject specific trainings within the school for appropriate use of assessment.	

	instruction.	decisions based on test scores. Need to incorporate earlier identification of struggling students through benchmark tests and other available data.				Train teachers and administrators on developing effective rubrics	
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Current Assessment Practices	Assessment information used to communicate with stakeholders						
Evidence of Practice (State in definitive/tangible terms)	Report cards, progress reports, test result reports						
Is the current practice research-based?	Yes						
Is it a principle & practice of high-performing schools?	Yes						
Has the current practice been effective or ineffective?	Effective						
What data source(s) do you have that support your answer? (identify all applicable sources)	Report cards, callout system, publish dates of assessments, MNPS calendar, progress reports generated by Chancery						
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Report cards and progress are generated for every student each grading period.						

Evidence of equitable school support for this practice	Report cards and progress are generated for every student each grading period, flexible parent-teacher conference days, parent teacher communication logs.						
Next Step (changes or continuations)	Continue notifying parents via calendars, call out system (ConnectEd), and media when report cards and progress reports are being issued. Update website with similar information.						

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

Administrators and guidance counselors analyze data from test scores to determine interventions needed and student/teacher placement. Teachers use data to determine what skills need re-teaching and what methods or strategies work with which groups of students.

- **MONEY**

Funding is providing for benchmark assessments for students in Gateway courses and for additional personnel to guide teachers in using the data to inform their instruction. The district is providing funding for three ThinkLink assessments in Algebra I, Language Arts, and Biology.

- **PERSONNEL**

Federal, state and district funds are providing additional personnel to guide teachers in using the data to inform their instruction.

- **OTHER RESOURCES**

The CTE Lab is available for math teachers to use Plato software not only for benchmark testing, but also for practice and reinforcement of skills. A math lab has been purchased for testing and assessment.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

Teachers need time to analyze assessment data, to build instructional strategies, and to collaborate and implement effective learning units. 11th and 12th grade teachers need common planning times. This should occur during the expansion of the career academies to 11th grade in the fall of 2009 and 12th grade in the fall of 2010.

- **MONEY**

In-services and training are needed for teachers in the areas of effective use of data, collaboratively built instructional strategies and rubrics, formative/summative assessments.

- **PERSONNEL**

Additional teachers in science and math to lower the student/teacher ratio will allow more one on one informal assessment. This will allow teachers to more effectively differentiate instruction based on assessment.

- **OTHER RESOURCES**

Student computers designated academy areas in each classroom would allow for immediate online access for students who need reinforcement of learning or expanded learning

opportunities. Additional electronic slates and student response pads will allow teachers immediate feedback on student learning and areas which need to be reinforced.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know

All students are tested using multiple assessments for various purposes. Our NCLB data is showing increasing success rates. Believing that they will benefit from the increased rigor of those courses. Teachers are open to learning about benchmark testing and using data to inform instruction for the purpose of increasing passing rates.

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment practice** challenges identified in the templates above that could be a cause of the prioritized needs identified in component 1.)

Communicating assessment results to students, parents and other stakeholders, including teachers, is a difficult challenge. Accessing, evaluating, and implementing effective use of data in a timely manner is another challenge. If students and parents do not receive results in a timely manner, they lose interest in them. Another assessment challenge facing our school is educating our faculty in using data from assessments as a tool to inform practice.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Administrators and guidance counselors will put systems in place for informing all stakeholders about assessment results in a timely manner. We will use the communication means at our disposal to inform parents of report cards and the arrival of other assessment results. Training for teachers and administrators in the utilization of data will be provided during in-service. Teachers will be required to demonstrate the use of data to inform their instruction through lesson plans. Students will be provided multiple opportunities for improving scores through the Plato Lab as well as through traditional methods. Because of SLCs students and parents will interact with the same guidance counselors during the 10th, 11th, and 12th grades. This longer time frame will enhance communication between home and school.

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	School Beliefs, Mission and Shared Vision Define the Purpose and Direction of the School	Organizational processes increase the opportunity for success in teaching and learning	School Provides Continuous Professional Development for School Leaders	School is organized to be proactive in addressing issues that might impede teaching and learning	School is organized to support a diverse learning community through its programs and practices	School is organized to engage the parents and community in providing extended learning opportunities for children	Organizational practices and processes promote the effective time on task for all students
Evidence of Practice (State in definitive/tangible terms)	Advisory, rigorous classes, standards based curriculum and assessments	Organization redesign through SLC Freshman and Career Academies	Small learning communities conferences, block scheduling, developmental assets, AVID, CMS, Forepaws, Alignment Nashville Leadership, Lions quest Service Learning, Master Scheduling, Cultural Competency, EduSoft, Kuder, XAP, differentiated instruction, evaluation,		ELL classes, resource classes, Heritage Spanish, Life Skills Classes, Honors Courses, Advanced Placement Courses, clubs, advisory, translators, sheltered Algebra and Biology Classes, wide variety of extra-curricular activities	McGavock Booster Groups for Athletics, Band, Orchestra, ROTC; McGavock Cluster Parents; Alignment Nashville; Donelson/Hermitage Chamber of Commerce; Pencil Partners, CTE Internships, Junior Achievement, Hispanic Parent Organization,	Agendas, Objectives displayed, Lesson Plans, Administrative monitoring, Advisory/Activity Period, Departmental/Team/Academy Meetings, PLP's

			NWRELL, A.P.			newly formed PTSO/Family Engagement Specialist	
Is the current practice research-based?	Yes	Yes	Yes		Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes		Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Yes	Effective		Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student retention rates, graduation rates, Master Schedule, Club Rosters	2008 AdvancEd review, observation of best practices, career academy proposal review by district, Alignment Nashville, and Nashville Chamber of Commerce	ERO registrations, Train the Trainers Training Sessions, Freshman Academy Meetings Minutes		Enrollment – not losing as many students to magnet and private schools due to rigorous course offerings and extra curricular activities, graduation rates, retention rates, Master Schedule	Numbers of parents and community members volunteering time and money to support programs; Programs available because of community sponsorship	Minor offence records
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved student/teacher relationships due to advisory and clubs, increased graduation rates and decreased retention rates	Freshman data: pass rates, discipline rates, parent communication logs, attendance rates, agenda and minutes of academy	Increased course offerings, Integration of CTE and academic courses, increased numbers in A.P. classes, Lesson Plans,		Graduation rates, retention rates	Increasing participation in parent volunteer and community sponsors; increasing number of sponsors	Tardies, standard school attire offences, use of agendas and i.d.badges not enforced, numbers of students in halls during class.

		meetings, career academies proposal review	Teacher Observations				
Evidence of equitable school support for this practice	Every student has the opportunity to participate in clubs. Each student is assigned to an advisor.		All teachers are encouraged to use their five professional leave days to pursue professional development opportunities, All students are eligible for leadership opportunities		All students have access to the appropriate courses for their programs of study and to extra curricular activities.	All parents receive invitations through mail and call-outs to participate, Title I/NCLB newsletter	Increasing numbers of students are disregarding district and school policies.
Next Step (changes or continuations)	Communicate the mission statement more efficiently to all stakeholders. Improve systems for advisory and clubs.	Building redesign and restoration, planetarium restoration, district trained person to create SLC master schedule	Continue to develop and expand SLC's with common planning to maximize sharing of professional development; Provide professional development for teaming, differentiated instruction, project based learning, interdisciplinary planning, and using data		Continue to increase rigorous course offerings, extra curricular activities and assistance for students with special needs	Encourage parents of non-involved students to participate and volunteer in the school.	Enforcement of school policies, Timely response to referrals, better communication between administration/teachers. Additional personnel to aid in enforcement.

			for continuous improvement.				
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Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

Teachers are spending increasing amounts of time building relationships with students through advisory and club offerings. They are participating in record numbers in professional development opportunities to sharpen their skills and enhance student learning. Teachers in the Freshman Academy are meeting regularly in their teams to continuously improve their practice and the achievement levels of their students.

- **MONEY**

The district and school are committed to teachers and administrators engaging in professional development. Funding is available for facilitators and for stipends or substitutes for teachers.

- **PERSONNEL**

Adding the position of Dean of Student Activities is providing much needed direction in putting processes in place for the development of the activity period. The addition of program assistants is helping administrators with enforcement of school and district policies. The addition of instructional facilitators, academic coaches and other certificated support personnel provides effective mentoring and modeling for teachers.

- **OTHER RESOURCES**

The SLC grant and CTE funds have allowed teachers to travel to SLC conferences, attend trainings, tour SLC schools, and share the formation of the Freshman Academy. The addition of a second SLC site coach has enabled to the expansion to Career Academies in the 10th grade to proceed effectively.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

Administrators, the Implementation and the Leadership Teams need to spend more time communicating the mission statement and working to achieve shared vision as we continue to expand our SLCs.

- **MONEY**

Teachers need training in teaching in the block, differentiated instruction, using data for continuous improvement, 21st century skills, advisories, interdisciplinary teaching, and the

components of SLCs.

- **PERSONNEL**

The additional certificated and classified personnel that have been added to McGavock because of our NCLB status, need to be retained for several years to ensure continuing improvement.

- **OTHER RESOURCES**

To prevent students from having to share lockers, additional lockers are needed because there are not enough for our students. Because these lockers are not designed to accommodate coats, backpacks and other belongings for more than one student, this is creating a safety and security issue, since students have no place to put coats and backpacks. Physical spaces within the school need to be redesigned to accommodate proposed career academy needs, to relieve over crowded classrooms, and to create classrooms for “floating” teachers. For example, some of the larger classrooms in the vocational area need to be subdivided into smaller classrooms. The Astronomy course concentrates on concepts related to the position and motion of celestial objects which are difficult to understand in the traditional classroom setting, The planetarium at this time is inoperable and needs to be repaired.

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

A major strength is the formation of the Freshman and Career Academies. Student and teacher surveys show that we are moving in the right direction. Academy teachers spent much of their summer in training and planning meetings for the academy. The teachers are working in teams to plan instruction, set and enforce policies, and intervene with struggling students. Advisories are helping students with guidance and social-emotional challenges. Failure is not an option, so teachers are working with students to develop success plans for those missing the mark.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component

One challenge facing McGavock is sharing the mission with all stakeholders and achieving consensus for the vision of SLC's and all their components. As of the seventh week of school, the master schedule has not been formed and students are still having their schedules changed. Some students' schedules have been changed multiple times. It is essential that an effective master schedule is implemented at the beginning of the school year

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

A great deal of professional development is needed to redesign a school. We need to continue to attend conferences, go on SLC school tours, study our data, and participate in discussions to achieve shared decision making in alignment with the components of smaller learning communities. As our career academies expand, our upper level teachers need to be given extensive training. A strong master schedule is essential for SLC redesign. Because local school administration is continually shifting, the district needs to designate central office personnel who will be trained in the creation of master schedules

Component 4

Action Plan Development

McGavock High School

Revised Component 4
November 19, 2008
Dr Mildred Saffell-Smith

INTRODUCTION: STRATEGIC ACTION/RESULTS PLAN

GOAL 1 – Action Plan Development							
Template 4.1 – (Rubric Indicator 4.1)			Revised DATE: 11/19/08				
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	Maintain or surpass the Algebra I Gateway score for “all” the population of students at 85%, Caucasian population at 87%, and Hispanic population at 89%. Raise the scores of the African American population from 81% to 83%, the Economically Disadvantaged population from 79% to 83%, the SWD population from 57% to 83%, and the LEP population from 67% to 83%.						
Which need(s) does this Goal address?	Meet the NCLB targets for 2008 as identified by the TN Department of Education						
How is this Goal linked to the system’s Five-Year Plan?	MNPS Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exists among different student groups						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)			IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>			Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1.1	Teachers will administer an Algebra I Gateway pretest to establish baseline data on each state performance indicator	Aug. 2008 Jan. 2009 Aug. 2009 May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen, Washington Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin	ThinkLink testing materials and supplies	\$300. Salaries of teachers involved, Operating Budget	Analysis of students’ scores as evaluated at the end of each grading period	

			Deans				
Action Step 1.2	Teachers will use a variety of math manipulatives, supplemental workbooks or comprehensive based computerized instruction at least three times a week to assist in student understanding of the state Algebra I standards.	Weekly, Aug. 2008 - May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen, Washington Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans	CTE Computer Lab, Workbooks	\$600 Salaries of teachers involved, Operating Budget	Analysis of students' ThinkLink test scores	
Action Step 1.3	Algebra I teacher will use item analysis from bi-weekly and ThinkLink tests to plan future instruction.	Bi-weekly, Aug. 2008— May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen, Washington Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans	ThinkLink, Plato and practice tests	Salaries of teachers involved, Operating Budget	Monitor usage of item analysis materials and implementation of plans through classroom visits by administrators.	

Action Step 1.4	Special education teachers and case managers will share information with <i>general education teachers</i> on modifications to be made for special education students per the student's IEP.	Regularly, August 2008-May 2010	Kevin Koster, Diane Robertson, Kenny Martin, Janet Baker, Jeneva Holt, Becky Porch, Daniel Alouch, L. Brown, Tripp, R. Childress, D. Harris-Ray, I. Alouch, D. Temple	IEP modification forms	Salaries of teachers involved, Operating Budget	Monitoring of students' individual IEPs	
Action Step 1.5	Algebra I teachers will make accommodations for SWD students throughout the course and on the Algebra Gateway test, such as reading tests, providing extended time, scripting, and use of manipulative as directed by IEP's.	Aug. 2008-- May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen Washington , Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans	Exceptional student database records	Salaries of teachers involved, Operating Budget	Administration will monitor teachers for compliance	
Action Step 1.6	Administration will inform parents of testing dates, testing strategies, testing intervention, and testing supplies.	Aug. 2008 – May 2010	Administration, Guidance, NCLB Fam.	Letters to parents, call-out system, website, and newsletter	\$2150 mailing and postage, Operating Budget.	Measure parent response	

			Engage. Sp.				
Action Step 1.7	Administration will offer Credit Recovery classes, independent study, computerized intervention program, and summer school to students needing intervention.	Aug. 2008— July 2010	Administration, Guidance	Snacks (Credit Recovery)	\$5,000, Salaries of persons responsible; Operating Budget	Monitor participation in program by Administration	
Action Step 1.8	Algebra I teachers will ensure 95% participation for Algebra Gateway exam by creating incentives for participation and communicating with parents.	Yearly, Aug. 2008— May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen Washington, Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans	Attendance records, incentive plan, phone, e-mail	Salaries of persons responsible, Operating Budget	Report student participation in exam	
Action Step 1.9	Algebra I teachers will monitor compliance to applicable SIP action steps.	Bi-weekly, Oct. 2008— May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen Washington, Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon	Monitoring form	Salaries of Persons responsible, Operating Budget	*Use McGavock monitoring forms to analyze progress. *See Appendix	

			Nelson, Christopher Wiles, KevinDeans				
Action Step 1.10	Algebra I teachers will participate in Gateway professional development activities	Aug. 2008— May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen Washington , Michelle Little, Dorlisa Dismuke, Renee Fox, Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans	ERO professional development courses	\$2,000 for substitute pay, Salaries of persons responsible , District Budget	Monitor professional development in ERO.	
Action Step 1.11	School will request a Numeracy Coach to work with new math teachers and to provide guidance to our math department to help ensure that we meet AYP on the Algebra I Gateway Exam.	August 2008 – May 2010	Dr. Saffell-Smith	Personnel	Salary, SIP	Monitoring activities and assistance of specialist and evaluating the school level of improvement on Algebra I Gateway Exam	
Action Step 1.12	School will request the addition of six classroom sets of TI-84 calculators for student use	August 2008-May 2010	Catherine Williams, Patrice Rodgers, Talisa Powers, Carmen Washington , Michelle Little, Dorlisa Dismuke, Renee Fox,	Calculators	\$21,600, Operating budget	Teresa Burrow will monitor distribution of calculators	

			Velvet Ezell, Jon Nelson, Christopher Wiles, Kevin Deans				
Action Step 1.13	The school will request that additional training be provided in the areas of differentiated instruction, formative assessment, teaming, interdisciplinary planning and QUANTUM LEARNING training and workshops	Aug. 2008 – May 2010	Dr. Saffell-Smith, Paula Barkley, Angela Bailey, assistant principals	Training material and evaluations	\$20,000/BEP 2.0 (estimate) Operating Budget	Monitored by Dr. Saffell-Smith , Paula Barkley, and assistant principals	

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 11/19/08

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

	Goal	Continue meeting/surpassing the NCLB standard of 93% for the English II Gateway and Writing Assessment with a goal of 96% proficient advanced by 2008, and 97% proficient/advanced by 2009.					
	Which need(s) does this Goal address?	Meet the NCLB targets for 2007-2008 as identified by the Tennessee Department of Education.					
	How is this Goal linked to the system's Five-Year Plan?	Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 2.1	English II teachers will administer an English Gateway pre-test to establish baseline data.	First nine weeks, 2008, 2009 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Scan sheets	\$400, Salaries of teachers involved, Operating Budget	Analysis of student scores following pre-tests	
Action Step 2.2	English II teachers will administer bi-weekly assessments that address specific indicators found on the English II Gateway test.	Twice a week, August 2008— May 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Assessments	Salaries of teachers involved, Operating Budget	Bi-weekly assessment of students' grades on assignments	
Action Step 2.3	Teachers will provide classroom instruction focusing on specific elements necessary to write an effective persuasive essay.	Each nine weeks, August 2008 -May 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Instructional materials	Salaries of teachers involved, Operating Budget	Evaluation via the state rubric	
Action	Teachers will collaborate to promote cross-curricular writing instruction to incorporate	January 2009	Alexander, Cathey, B.	Cross-curricular writing prompts	Salaries of teachers	Assessment of student scores on	

Step 2.4	English Gateway test indicators in multiple subjects.	2010	Price, Thorps, B. Hinchman, Walker	and appropriate cross-curricular teachers.	involved, Operating Budget	writing assignment; evaluation via the state rubric	
Action Step 2.5	Teachers will send parents a Gateway indicators checklist to show progress or where intervention is necessary.	Each nine weeks, August 2008 - 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Gateway checklist	Salaries of teachers involved, Operating Budget	Measure parental responses	
Action Step 2.6	Special education teachers and case managers will share information with <i>general education teachers</i> on modifications to be made for special education students per the students IEP.	Regularly, August 2008-May 2009	Kevin Koster, Diane Robertson, Kenny Martin, Janet Baker, Holt, Porch, L. Brown, Tripp, R. Childress, D. Harris-Ray, D. Alouch, I. Alouch, Temple	IEP Modification forms	Salaries of teachers involved, Operating Budget	Monitoring of students' individual IEPs	
Action Step 2.7	English teachers will implement bi-monthly planning meetings to share effective strategies for teaching content.	Bi-monthly, Aug 2008-May 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	None	Salaries of teachers involved, Operating Budget	Participation in bi-monthly meetings	
Action Step 2.8	Students will practice Gateway indicators using PLATO in the CTE lab.	3-4 times each grading period. August 2008-May 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	CTE Lab and library media supplies	\$2,500, Salaries of teachers involved, Operating Budget	Monitor usage of CTE Lab and library media equipment	

Action Step 2.9	English II teachers will ensure 95% participation for English Gateway exam by offering incentives and communicating with parents.	Yearly, August 2008- May 2009	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Incentives	\$650, Salaries of teachers involved, Operating Budget; discretionary budget	Report student participation in exam	
Action Step 2.10	English II teachers will attend Gateway professional development throughout the course of the school year and/or in the summer.	August 2008- July 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Substitute teachers	\$4,000 (substitute teachers) , Salaries of teachers involved, Operating Budget, amount unknown	Administration monitors ERO PD reports.	
Action Step 2.11	The administration and guidance will communicate with parents about key testing dates, required testing materials, and intervention opportunities.	Monthly, Aug. 2008 - 2010	Administration, Guidance, Title I Family Engagement Specialist	Parent letters, mailing supplies, call-out system, website, newsletter	\$2150 (postage and mailing); Operating Budget	Monitor response received from parents	
Action Step 2.12	English II teachers will monitor compliance to applicable SIP action steps.	Bi-weekly, Oct. 2008- May 2010	Alexander, Cathey, B. Price, Thorps, B. Hinchman, Walker	Monitoring Form	Salaries of teachers involved,, Operating Budget	*Use McGavock Monitoring forms to analyze progress *See Appendix	
Action Step 2.13	The administration will offer Credit Recovery classes, independent study, computerized intervention program, and summer school to students needing intervention.	Aug. 2008— July 2010	Administration, Guidance	Snacks (Credit Recovery)	\$5000, Salaries of persons responsible; District Operating Budget	Monitor participation in program by Administration	
Action Step 2.14	The school will request that additional training be provided in the areas of differentiated instruction, formative assessment, teaming, interdisciplinary planning and QUANTUM LEARNING training and workshops	Aug. 2008 – May 2010	Dr. Saffell-Smith, Paula Barkley, Angela Bailey,	Training material and evaluations	\$20,000/BEP 2.0 (estimate) Operating Budget	Monitored by Dr. Saffell-Smith , Paula Barkley, and assistant principals	

			assistant principals				
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GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Increase Graduation Rate

Revised DATE: 11/19/08

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

Goal Continued improvement in the graduation rate in 2008 and 2009.

Which need(s) does this Goal address? Meet the NCLB targets for 2007-2008 as identified by the Tennessee Department of Education.

How is this Goal linked to the system’s Five-Year Plan? MNPS Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 3.1	The school will establish advisory periods for grades 9-12.	Weekly August 2008-May 2010	9 th , 10 th , 11 th , 12 th grade teachers, implementation committees, Paula Barkley, Angela Bailey	Advisory notebooks and materials (paper, etc.)	\$5,000, Operating Budget, SLC grant	Monitoring by Site Coaches (Paula Barkley and Angela Bailey)	
Action Step 3.2	The administration will offer Credit Recovery classes, independent study, computerized intervention program, and summer school to students needing intervention.	Aug. 2008 - July 2010	Administration, Guidance	Snacks (Credit Recovery)	<i>Listed in Goal 1 Action Step 7 and Goal 2 Action Step 13</i> , Salaries of persons responsible; District Operating Budget	Monitor participation in program by Administration	
Action Step 3.3	Guidance Counselors will continue to help incoming freshmen develop a four-year high school graduation plan via pre-registration at	January-February 2010	8 th & 9 th grade guidance	Pre-registration materials	\$500, Operating Budget	Reports submitted by guidance counselors	

	feeder schools.		counselors, parents.				
Action Step 3.4	Teachers will provide a unit of study on high school graduation requirements and college research and career exploration through Freshman Seminar.	August-2008— May 2010	9 th grade advisory teachers, site coaches	Study unit materials	Salaries of teachers involved, Operating Budget; SLC grant budget	Monitoring by Site Coaches Paula Barkley and Angela Bailey	
Action Step 3.5	9 th grade teachers will administer an interest/vocational inventory and use the results to choose their path of study.	August 2008— January 2010	9 th grade advisory teachers, site coaches	Materials and tests	\$1500, Salaries of teachers involved, Operating budget; SLC grant budget	Monitoring by Site Coaches Paula Barkley & Angela Bailey	
Action Step 3.6	The school will offer Gateway Intervention courses during the regular school year and in summer school for students who have not yet passed the tests.	August 2008— July 2010	Gateway intervention teachers, administration, and guidance.	Intervention materials	\$3000, Salaries of teachers involved, Operating Budget	Monitoring by guidance personnel	
Action Step 3.7	Special education teachers and case managers will share information with <i>general education teachers</i> on modifications to be made for special education students per the students IEP.	Quarterly, August 2008-May 2010	Kevin Koster, Diane Robertson, Kenny Martin, Janet Baker, Holt, Porch, L. Brown, Tripp, R. Childress, D. Harris-Ray, D. Alouch, I. Alouch, Temple	IEP Modification forms	Salaries of teachers involved, Operating Budget	Monitoring of students' individual IEPs	
Action Step 3.8	Honors and Advanced Placement classes will be offered to challenge the academically talented students, resulting in college credit obtained by passing the AP tests.	August 2008-May 2010	Administration, guidance, AP teachers	AP recruiting materials	*Costs for Fee Waiver students, Salaries of teachers involved, Operating	Monitoring by administration and guidance	

					Budget, discretionary funding, College Board funding		
Action Step 3.9	Teachers who teach advanced placement courses will attend training for the AP exams in their disciplines.	(one time only)June 2008— July 2010	Advanced Placement teachers	Training supplies	\$1,000 per teacher attending, District funds	Monitoring by administration and the College Board	
Action Step 3.10	CTE students who complete a focus of study in a vocational/technological area will coordinate with Nashville State Community College, Tennessee Technology Center, or Volunteer State Community College to get college credit for high school courses.	August 2008-May 2010	All CTE instructors.	Articulation guide	Operating Budget	Monitoring by the state through the E-Tiger report.	
Action Step 3.11	Junior and Senior Guidance Counselors will encourage their students to attend the College Fair to be informed of colleges and their entrance requirements.	September -October 2008, 2009, 2010	Local colleges, universities, guidance personnel	Flyers	Operating budget	Junior & Senior guidance counselors post flyers around the school and monitor the information given out.	
Action Step 3.12	Project PENCIL partners will be utilized as tutors for students in need of one-on-one tutoring.	Weekly, as needed, October 2008— May 2010	NCLB Fam. Engag. Sp., PENCIL partners	None	Project PENCIL	Monitoring by administration	
Action Step 3.13	Nashville Alliance will provide free tutoring for qualifying students	Weekly, as needed, October 2008-May 2010	Don Sierra	Student application	Nashville Alliance	Monitoring by administration tutors, prognostic reports	
Action Step 3.14	The school will request the addition of fifteen permanent substitutes for coverage during professional development and collaboration	August 2008 – May 2010	Dr. Saffell-Smith, Ms. McDonald, and assistant principals	Personnel	\$399,210/ SI Operating Budget	Monitoring by administration, participation results in varied training opportunities, documented attendance at scheduled meetings	
Action Step 3.15	The school will request the addition of twelve teachers for the 2009-2010 school year for implementation of the SLC's career academies.	January 2009 – August 2010	Dr. Saffell-Smith, Paula Barkley, Angela	Personnel	\$686,520/SI (estimate), Operating Budget	Monitoring by Dr. Saffell-Smith, Paula Barkley, Angela Bailey, and assistant	

			Bailey, assistant principals			principals	
Action Step 3.16	The school will request the addition of a Dean of Student Activities to improve student involvement in the school.	August 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	SI/Operating Budget	Monitoring by Dr. Saffell-Smith, Paula Barkley, Angela Bailey, and assistant principals	
Action Step 3.17	The school will request the addition of two program assistants to deal with common disciplinary issues and allow the administrators to spend more time in the classroom as instructional leaders.	August 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	SI, Operating Budget	Monitoring by administration	
Action Step 3.18	The school will request the addition of six guidance counselors to meet the SACS requirements and to lower the student to counselor ratio to 1:250	January 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	Operating budget	Monitoring by administration	
Action Step 3.19	The school will request the addition of two guidance clerks to aid in the adequate processing of transfers and cumulative records.	January 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	\$70,582/SP, Operating budget	Monitoring by administration	UNFUNDED
Action Step 3.20	The school will request the addition of a Special Education Coordinator to ensure that the records, IEPs, schedules, and monitoring is appropriate and in effect for all of our SLCs.	August 2008 -- May 2010	Dr. Saffell-Smith, assistant principals district staff	Personnel	SI/Operating Budget	Monitoring by administration	UNFUNDED
Action Step 3.21	The school will request the addition of two in-school suspension monitors to provide grade level program continuation and collaboration with classroom teachers	January 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	\$75,232/SI, Operating budget	Monitoring by administration	UNFUNDED
Action Step 3.22	The school will request the addition of 4 campus supervisors to enhance a safe and orderly campus environment	January 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	\$129,676 (estimate), Operating Budget	Monitoring by administration	UNFUNDED
Action Step 3.23	The school will request the addition of two regular education assistants to provide teachers with copying and other related duties so they will have increased time for direct instruction	January 2008 – May 2010	Dr. Saffell-Smith, assistant principals	Personnel	\$63,744/SI, Operating Budget	Monitoring by administration, teachers	UNFUNDED

Action Step 3.24	<p>The school will request that the technology plan will be fully funded:</p> <ul style="list-style-type: none"> • 100 additional computers (60—computer pods with 6 computers in 10 classrooms and 40 in the library) • 70 ELMO's • 60 electronic chalkboards 	August 2008– May 2010	Dr. Saffell-Smith, Brent Hurst, Ryan Lawson, Warren Bainbridge, Janey Haynes	Equipment and Software	\$120,000, Operating Budget	Monitoring by Dr. Saffell-Smith, Brent Hurst, Ryan Lawson, Warren Bainbridge, Janey Haynes	
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Action Step 3.25	The school will request that additional training will be provided in the areas of differentiated instruction, formative assessment, teaming and interdisciplinary planning and QUAANTUM LEARNING training and workshops to assist in the implementation of career academies	July 2008 – May 2010	Dr. Saffell-Smith, Paula Barkley, Angela Bailey, assistant principals	Training materials and evaluations	\$20,000/BEP 2.0 (estimate) Operating Budget	Monitoring by Dr. Saffell-smith, Paul Barkley, Angela Bailey and assistant principals	
Action Step 3.26	The technology Committee will continue to provide Professional Development for the technology roll-out.	July 2008 – May 2009	Haynes, Koster, Whitmore, Lawson, Bainbridge, Agee, Sowards, Simon, Bonelli, Bahan, Sloan-Brown, Barkley, Lilley, Vaughn	Training equipment and supplies	Operating Budget	Monitored by Ronald Whitmore, Janey Haynes, and Ryan Lawson	Faculty will be proficient in using new technology enabling them to instruct students using 21 st century technology.
Action Step 3.27	The school will request the addition of one full-time Graduation Coach to make contact with students, parents, and teachers concerning credits and graduation.	August 2008- May 2010	Dr. Saffell-Smith	Personnel	Operating Budget	Monitoring by Dr. Saffell-Smith, and assistant principals	
Action Step 3.28	The administration will supervise and approve the completion of Master Schedule, facilitate collaborative planning time for AVID teachers, and ensure that students who qualify for the AVID program are enrolled.	August 2008- May 2010	Lomax, Hood, and Dr. Saffell-Smith	Funds for student field trips, incentives, parent meetings, AVID site team meetings and required Summer Institute Training	\$20,000, Salaries of teachers involved, District Budget	Monitoring by AVID teachers--report cards, ACT scores, AP class enrollments, graduation rates and college admission rates.	
Action Step 3.29	The administration will explore the possibility of increasing the number of AVID teachers to 8 or 9.	August 2008- May 2010	Lomax, Hood, and Dr. Saffell-Smith	Personnel	Operating Budget	Monitoring by Dr. Saffell-Smith, and assistant principals	
Action Step 3.30	The administration will supervise and approve the completion of Master Schedule, facilitate collaborative planning time for Leadership	August 2008- May 2010	Lomax, Hood, Vignon,	Funds for student service projects, parent contact	\$5,000, Salaries of teachers involved, District	Monitoring by Jaime Lomax, Laura Vignon--report cards,	

	teachers, and ensure that students who qualify for the Leadership program are enrolled.		Dr. Saffell-Smith,	and Leadership team meetings and required Phi Theta Kappa Leadership Training	Budget	ACT scores, AP class enrollments, graduation rates and college admission rates.	
Action Step 3.31	The administration will explore the possibility of increasing the number of Leadership Class teachers to 3.	August 2008-May 2010	Jaime Lomax, Laura Vignon, Dr. Saffell-Smith,	Personnel	Operating Budget	Monitoring by Dr. Saffell-Smith, and assistant principals	

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1) Increase Graduation Rate

Revised DATE: 11/19/08

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

Goal To increase CTE concentrators by 10% in the 2008 – 2009 school year.

Which need(s) does this Goal address? Increase graduation rate by increasing CTE concentrators

How is this Goal linked to the system’s Five-Year Plan? MNPS Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 4.1	The school/district will modernize the web page foundations program by adding additional CIW materials (20 course manuals and online subscriptions), software (24 Microsoft Expressions Licenses, 5 Microsoft Visio Licenses, 24 Digital Studio Licenses), and a printer.	August 2008-May 2010	Pamela Honarvar, Ronald Whitmore	Equipment, software, manuals	\$8,000 from Perkins Funding	Teacher monitors competencies attained.	
Action Step 4.2	The school/district will modernize the Business Technology Program (Virtual Enterprise) program by installing and maintaining a Copier/Printer/Scanner/Fax machine and a fax line.	August 2008-May 2010	Lisa Bonelli, Ronald Whitmore	Equipment, software, telephone line	\$800 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.3	The school/district will modernize the HVAC/Refrigeration program by adding electrical refrigeration trainers, gas trainers, gas cylinders for welding machines, software, and refrigerate heat pump	August 2008-May 2010	Rodney Butts, Ronald Whitmore	Equipment and software	\$30,000 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.4	The school/district will modernize the Cosmetology program with additional equipment –3 styling chairs, receptionist area, dispensary racks and shelving, laptop computer, color printer, projection system,	August 2008-May 2010	Sonja Colquitt, Theresa Smith, Ronald	DVDs, Equipment and software	\$6,000 from Perkins Funding	Teachers will monitor competencies attained	

	DVD player, and DVDs.		Whitmore				
Action Step 4.5	The school/district will modernize the Family and Consumer Science Program by adding clothing, design, and career DVDs, RealCare Babies and car seats, design software, posters, presentations, and games; Making Choices program, dining etiquette presentation, Home planner and design kit	August 2008-May 2010	Sonya Patterson, Ronald Whitmore	DVDs, software, workbooks, and posters, kits	\$7000 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.6	The school/district will modernize the Collision Repair program by adding a DVD player and DVDs, smart board, metal working tools, sand blasting, paintless dent removal, HVAC, dust collections system, paint mixing bank, fresh air respirators, tank storage cabinet, plastic welder, scanner, spectrophotometer, paint measurement gauge, student manuals and workbooks)	August 2008-May 2010	Howard Satterfield, Ronald Whitmore	DVDs and equipment,	\$10,000 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.7	The school/district will modernize the Business Technology program with a computer teacher workstation for instruction.	August 2008-May 2010	Melinda Sloan-Brown, Frances Mallard, Ronald Whitmore	Equipment and software	\$1,200 from Perkins Funding	Teachers monitor competencies attained	
Action Step 4.8	The school/district will modernize and update the computer lab in room 223 with 1GB memory sticks for each computer and software licenses for all machines in 223 to include Office Suite 2003 (with Publisher), Adobe Suite (with DreamWeaver/Flash/Adobe), AB Tutor, FrontPage 2003, and a stand-up teacher workstation for instruction.	August 2008-May 2010	Lisa Bonelli, Ronald Whitmore	Equipment and software	\$8000 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.9	The school/district will modernize and update the laser printer in room 227.	August 2008-May 2010	Pamela Honarvar, Ronald Whitmore	Equipment	\$600 from Perkins Funding	Teacher monitors competencies attained	
Action Step 4.10	The school/district will reimburse mileage for the teacher monitoring the Work-Based Learning program.	August 2008-May 2010	Pamela Honarvar, Ronald Whitmore	Mileage Log	\$500 from Operating Budget	Teacher monitors competencies attained	
Action Step 4.11	The school/district will modernize the Visual Communications program by adding 12 digital cameras, zoom lenses for the 12 cameras,	August 2008-May 2010	Brian Hinchman, Ronald	Equipment	\$25,000 from Perkins Funding	Teacher monitors competencies attained	

	photography studio lights, photo scanner, and an Apple laptop for teacher demonstration.		Whitmore				
Action Step 4.12	MNPS shall provide career technology education resources consistent with the implementation of the Broadcasting Career Academy.	Beginning August 2008 – May 2010	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$70,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.13	MNPS shall provide career technology education resources consistent with the implementation of the Business Career Academy.	Beginning August 2008 – May 2010	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$9,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.14	MNPS shall provide career technology education resources consistent with the implementation of the Criminal Justice Career Academy.	Beginning August 2008 – May 2010	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$11,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.15	MNPS shall provide career technology education resources consistent with the implementation of the Health Science Career Academy.	Beginning August 2008 – May 2009	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$8,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.16	MNPS shall provide career technology education resources consistent with the implementation of the Hospitality Career Academy as related to Culinary Arts.	Beginning August 2008 – May 2010	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$12,000. Perkins Funding, Community-based donations	Classroom instructional equipment	

Action Step 4.17	MNPS shall provide career technology education resources consistent with the implementation of the Engineering Academy.	Beginning August 2008 – May 2010	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$17,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.18	MNPS shall provide career technology education resources consistent with the implementation of Career Academies as needs are determined.	Beginning August 2008 – May 2009	Kelly Henderson, Donna Gilley	MNPS, Chamber of Commerce, Alignment Nashville, Nashville Alliance	\$10,000. Perkins Funding, Community-based donations	Classroom instructional equipment	
Action Step 4.19	The school will request that additional training be provided in the areas of differentiated instruction, formative assessment, teaming, interdisciplinary planning and QUANTUM LEARNING training and workshops	Aug. 2008 – May 2010	Dr. Saffell-Smith, Paula Barkley, Angela Bailey, assistant principals	Training material and evaluations	\$20,000/bep 2.0 (estimate) Operating Budget	Monitored by Dr. Saffell-Smith, Paula Barkley, and assistant principals	

Addendum: Assessed Needs from a Review of Directives and SIP

Action Step 4.20	The school will request the addition of a NCLB Family Engagement Specialist and reimbursement of mileage for parent involvement activities.	Beginning August, 2008 – May 2010	Mildred Saffell-Smith, Brent Hurst	Personnel Mileage Log	Salary, Title I Funds	Observation of increased family and community involvement.	
Action Step 4.21	The school will request the addition of a NCLB Program Specialist	Beginning August, 2008 – May 2010	Mildred Saffell-Smith, Brent Hurst	Personnel Mileage Log	Same as above (Positions combined due to funding)	Monitoring activities and assistance of specialists and evaluating the school level improvement on state mandated testing.	
Action Step 4.22	The school will request the addition of three school secretary/clerks.	Beginning August, 2008 – May 2010	Mildred Saffell-Smith June Carlisle	Personnel	\$30,000, Operating Budget	Investigate and monitor the reasons for the large number of absences and respond to stakeholders.	UNFUNDED
Action Step 4.23	The school will request the addition of one technical support specialists.	Beginning August, 2008 – May 2010	Ron Whitmore Paula Barkley Angela Bailey	Personnel	\$59,000, Operating Budget	Instructional evaluations by instructional leadership team.	UNFUNDED
Action Step 4.24	The school will request the addition of two School Resource Officers.	Beginning August, 2008 – May 2010	Mildred Saffell-Smith	Personnel	\$118,000, Operating Budget	Reduction of student incident reports.	UNFUNDED

Action Step 4.25	The school will request the addition of a Literacy Coach to work with new English teachers on strategies for teaching Gateway objectives, and to provide guidance to the Language Arts department to help ensure that we meet AYP on the English II Gateway Exam.	Beginning August, 2008 – May 2010	Mildred Saffell-Smith, Brent Hurst	Personnel	Salary District Operating Budget	Monitoring activities and assistance to teachers and evaluating the school level of improvement on the English II Gateway Exam	
Action Step 4.26	The school will request the addition of a Dean of Students	Beginning August, 2008 –	Mildred Saffell-Smith, Brent Hurst	Personnel	SI Funds	Coordinates and plans school-wide activities to	

		May 2010				increase student attendance and participation in total school program	UNFUNDED
Action Step 4.27	The school will request the addition of a Reading Teachers	Beginning August, 2008 – May 2009	Mildred Saffell-Smith	Personnel	Operating Budget	To work with students to improve their Gateway English scores	
Action Step 4.28	The school will request the addition of an Instructional Specialist	Beginning August, 2008 – May 2009	Mildred Saffell-Smith	Personnel	Title I Funds	To work with individual students in collaboration with the classroom teacher to provide individual assistance to at risk students.	
Action Step 4.29	The school will request the addition of an Literacy Coach.	Beginning August, 2008 – May 2009	Mildred Saffell-Smith	Personnel	District Operating Budget	To work with new teachers and those new to McGavock to ensure that they have a smooth transition in following all required policies and procedures	

Addendum: Needs for Implementation of Small Learning Communities

Action Step 4.30	MNPS shall provide formative assessment training for all teachers and their roles in the process.	Beginning March, 2008 – May 2009	Capture Consulting, Paula Barkley, Angela Bailey	Training materials from Capture Consulting	SLC Grant Funding	Data collection, Reduced failure rates, Teacher utilization	
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Action Step 4.31	MNPS shall provide highly functioning team training for ninth grade academy and tenth grade career academy teachers.	Beginning August, 2008 – May 2009	Capture Consulting, Paula Barkley, Angela Bailey	Training materials from Capture Consulting	SLC Grant Funds	Common planning, Collaborative notebook entries, Noser Consulting, outside evaluator for the SLC grant.	
Action Step 4.32	MNPS shall provide interdisciplinary teaching and planning training to foster teacher collaboration.	Beginning August, 2008 – May 2009	Capture Consulting, Paula Barkley, Angela Bailey	Training materials from Capture Consulting	SLC Grant Funds	Collaboration on curriculum, instruction and student progress during common planning time.	
Action Step 4.33	MNPS shall provide a SLC institute for training related to ninth grade academy and career academies.	Beginning May, 2008 – May 2009	Capture Consulting, Paula Barkley, Angela Bailey	Training materials from Capture Consulting	SLC Grant Funds	Attendance at SLC institute and follow up team collaboration meetings.	
Action Step 4.34	MNPS shall provide training for all teachers in grades 9-12 for block teaching.	Beginning April, 2008 – May 2009	Paula Barkley, MNPS Professional Development	Training materials from Capture Consulting	SLC Grant Funds	Attendance at the training, Utilizing block-teaching strategies in classroom instruction.	
Action Step 4.35	MNPS shall provide consulting services for follow up ninth grade academy and tenth grade career academy teachers.	Beginning September 2008 – May 2009	Capture Consulting, Paula Barkley, Angela Bailey	Training materials from Capture Consulting	SLC Grant Funds	Analysis of the stages of teaming.	
Action Step 4.36	MNPS shall provide career technology education resources consistent with career academies as they are implemented.	Beginning August 2008 – May 2009	Kelly Henderson, Donna Gilley	Chamber of Commerce, Alignment Nashville, Nashville Alliance, MNPS	CTE Funds, Community-based donations	Classroom instructional equipment	

Addendum: Parent Involvement

Action Step 4.37	The school will see that parents will have representation on all committees including the	Beginning August	Administration, teachers,	Parent training	Refreshment for SIP training	Participation of parents on the SIP	
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	Leadership Team for the School Improvement Plan	2008 – May 2009	counselors, and NCLB Program/ Family Engagement Specialist	about SIP component	\$500 Title I funds	committees	
Action Step 4.38	The school will support a jointly developed parent involvement policy and parent/school compact that addresses communication and response to parent concerns	Beginning August 2008 – May 2010	Administration, teachers, counselors, and NCLB Program/ Family Engagement Specialist	Training materials from Capture Consulting	Refreshments \$200 Paper and Copying \$3000 Title I funds	Increased parent involvement	
Action Step 4.39	The school will conduct Parent/Teacher conferences and have a flexible number of meetings and training sessions at varied times	Beginning August, 2008 – May 2010	Administration, teachers, counselors	Training materials from Capture Consulting	Refreshment \$500 Materials, supplies, and postage for training \$3000	Increased parent involvement.	
Action Step 4.40	The school will provide frequent student achievement progress reports and notify parents regarding their rights under NCLB	Beginning May, 2008 – May 2010	Administration, teachers, counselors	Parent participation in educational needs of their children	Postage \$3000 Paper and copying	Increased parent involvement and demonstration of awareness of parent rights.	
Action Step 4.41	The school will establish ongoing effective communication systems between the staff and parents through training strategies for both groups (four sessions)	Beginning April, 2008 – May 2010	NCLB Program /Family Engagement Specialist	Parent and teacher participation in training sessions	Paper and copying \$14,448.00	Attendance of staff and parents at training sessions	
Action Step 4.42	The school will provide a designated area for parents to volunteer, check out materials, and communicate with teachers	Beginning May, 2008 – May 2010	Administration, NCLB Program/Family Engagement Specialist	Parent participation in educational needs of their children	Title I Books, periodicals, Teen development, age appropriate learning, etc.	Increased parent involvement and demonstration of awareness of parent rights.	
Action Step 4.43	The school will identify and address the needs of homeless and migrant children	Beginning April, 2008 – May 2010	Registrars, counselors, Family and Youth Services, and NCLB Program/Family Engagement	Transportation and mileage to meet parents and students	Title I funds \$500 Mileage and materials	Identification and addressing the needs of these students	

			Specialist				
Action Step 4.44	Professional development for NCLB Program/Family Engagement Specialist to prepare for staff training	Aug. 2008 – May 2010	Dr. Mildred Saffell-Smith and NCLB Program/Family Engagement Specialist	Registration, Mileage, Housing, and Air Fare	\$500 Reg. \$1000 Out of County Travel \$5000	Increased parent involvement and demonstration of awareness of parent rights by staff.	

Component 5

The School Improvement Plan and Process Evaluation

Component 5 – The School Improvement Plan and Process Evaluation

INDICATOR 5.1: Process Evaluation

Evidence of Collaborative Process – Narrative response required

The collaborative process for the current SIP began with the administrative team examining the previous year's SIP. The previous year's action steps were either partially or fully implemented and were monitored by the administration and the exemplary educator (EE) assigned to McGavock High School. The data committee attempted to collect and discuss information as it became available. As the 2008-2009 school year began, the administrative team met and discussed much of the data related to AYP and steps to take in improving the results. The EE met with the administrative team and together they looked at a timeframe for working on and completing the 2008-2009 SIP. This group collaboratively met to discuss the status report and how the school performed the previous year. Component Committees were established with a member of the school leadership team as a chair for each committee and an assistant principal assigned to serve with each committee as well. The committees added new teachers, parents, students, and community members to their committees and set days to meet and devise a strategy for completing their components. As the components met and worked on their plans, modifications were made to the deadlines to allow the committees additional time for completion. During the process, the administrative team met and discussed their committee's progress and the importance of completing the SIP on time. When the final drafts were presented, they were reviewed by the EE and it was determined that an SIP Review Committee would be formed to review the work in components 3, 4, and 5 and work collaboratively to modify and improve them. Those unable to attend all meetings or any meeting were emailed updated information. It was determined that this committee would continue to monitor the SIP during the rest of the year to ensure that the action steps are being implemented to allow for the greatest opportunity for the school to meet AYP for this year and into the coming years.

Evidence of Alignment of Data and Goals – Narrative response required

The evidence that we have that proves alignment between our data and our goals are documented in Indicator 1.7 of this SIP. It gives our synthesis of data from past and present student management systems. Our stakeholders collected data from MNPS Department of Research and Evaluation. The Component 1b committee reviewed the data from a variety of sources both academic and nonacademic. The data of particular importance were the data surrounding the school's graduation rate and McGavock's Gateway Algebra I, English II, and Biology I assessment results. The data were analyzed and compared from proceeding years. TVAAS data were also used to determine how our different levels of learner fared in comparison to each other and predicted outcomes. This groundwork is evidence and documented in this SIP. Also, data on the graduation rate was further proof and is the stated alignment in Indicator 1.8 in this SIP. Indicator 1.8 spotlights the alignment and evidence of data and goals for school improvement. Herein is the evidence of need supported by data and the manifestation of goals that align with the strategies needed for school improvement.

The following is a restatement of our prioritized goals and further proof of alignment:

- 1) Maintain or surpass the Algebra I Gateway score for the "all" population of students at

Evidence of Alignment of Data and Goals – Narrative response required

85%. Maintain or surpass the Caucasian population score of 87% and the Hispanic population score of 89%. Raise the scores of the African American population from 81% to 83%, the Economically Disadvantaged population from 79% to 83%, the SWD population from 57% to 83%, and the LEP population from 67% to 83%.

- 2) Continue meeting/surpassing the NCLB standard of 93% for the English II Gateway with a goal of 96% proficient/advanced by 2008, and to 97% proficient/advanced by 2009.
- 3) Continue meeting/surpassing the NCLB standard of 93% for the Biology I Gateway with a goal of 94% proficient/advanced by 2008, and to 95% proficient/advanced by 2009
- 4) Continued improvement in graduation rate in both 2008 and 2009.

These goals are based directly on the data written in the 2009-2010 SIP information form.

McGavock's Algebra I Gateway score was 79.1% and the graduation rate for 2007 was 76.3%

The new goals for the 2008-2009 SIP are directly correlated to the existing data.

Evidence of Communication with All Stakeholders – Narrative response required

McGavock High School will continue to communicate with all stakeholders throughout the SIP process. Since this is not a one-time document, but rather a living, evolving part of our school, it is essential that all stakeholders are involved and aware of our progress being made toward improvement. Each department has created departmental growth plans to provide a framework for instruction to meet their student's needs. Departments have also created Continuum Collaborative plan, which serves as the springboard for the implementation of Professional Learning Communities. Frequent call-outs and letters home will provide key information related to the SIP. Progress reports and report cards are distributed during each nine weeks to keep parents abreast of their student's classroom progress. The school website will be updated to provide accurate information related to SIP, test dates, information release dates, and other significant data. Keeping the McGavock community informed is a necessary part of making the SIP a significant and valuable guide for the school.

The Title I/NCLB Program Specialist and Title I/NCLB Family Engagement Specialist will work with parents and the community in order to foster active engagement and support of educational partnerships. A parent engagement center site is being created in the building as a gathering, training, and work space. Satellite meetings are planned for areas identified as geographically and traditionally not directly/regularly engaged in school related activities.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

The mission of McGavock Comprehensive High School is to maximize learning through a diverse curriculum for all students in a safe, orderly and nurturing learning community which will equip students with the knowledge and skills necessary to master and exceed the Metropolitan Nashville Public Schools and Tennessee Board of Education standards and to make productive decisions for their futures. The shared vision is to provide a quality education that will develop graduates who appreciate human value, meet the challenges of living in a global environment, contribute positively to their community, and become lifelong learners by providing the opportunity to engage in the best instructional practices while preparing citizenry of the 21st century in a culturally responsive community.

We believe: (1) All students can learn and be challenged to meet high expectations. (2) Learning is an ongoing experience which lasts over one’s lifetime. (3) Research-based information, proven instructional practices, student achievement data, and ongoing formative assessments are used to direct and adjust instructional strategies so that the goals for students’ academic achievement are continually met. (4) Motivating and challenging students by using a variety of research-based instructional strategies to accommodate differences in learning styles is basic to the successful education of all students. (5) A high performing school learning culture is developed through the active collaboration and support of all stakeholders which include students, parents, community representatives, teachers, administrators, and other school staff members. This collaboration promotes a school “learning community” based on positive relationships, high expectations, effective instructional practices, classroom management, appropriate student discipline, school attendance, mastering identified goal targets, and a strong professional working environment. (6) The development, implementation and enforcement of policies and procedures are necessary to provide all students and staff members a safe, secure and nurturing environment and address the learning goals for all students. (7) Professional collaboration among school staff members allows the monitoring of the curriculum, adjustments of instructional strategies, and personalizing of instructional programs for students.

Continued and frequent communication with parents on student progress is an important responsibility of the school. The mission, vision, and beliefs are embedded in the action steps located in component 4. The action steps can all be linked to one of the seven beliefs listed above and address all learners. Action steps include using research-based strategies, collaboration safety and security of McGavock High School and overall school climate.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

Upon a thorough review of the McGavock High School’s curriculum, instruction, assessment and organization, component members, Title I Coordinator, Exemplary Educators, and most of the faculty, identified strengths and weaknesses in all of these areas. During the analysis of “what is” at McGavock and “what ought to be,” many of the “ought to be” items were addressed by action steps. Further, the areas of need and ineffectiveness were addressed in many ways, including greater accountability and reporting. The review of Component 3 provided a much clearer profile of the school program in the four areas addressed. That profile projected an alignment of assessed needs and action steps.

Suggestions for the Process – Narrative response required

As we look ahead to improving the SIP process, many suggestions were generated. In setting up component teams, we will look at keeping members with common planning on the same team to allow for SIP meetings and work at common times and providing for meaningful parental input. Also, we are going to ask for more training on completion of the SIP to ensure that all components are done properly. Having a better understanding of the new SIP and the links between the components should help our school to make its SIP an even stronger, more effective plan.

INDICATOR 5.2: Implementation Evaluation

Evidence of Implementation – Narrative response required

Implementation of the action steps has already begun at McGavock High School. Some examples of this include the instructional action steps already being used by our Algebra I, English II, and Biology teachers. Benchmark testing has already taken place for Algebra I students. Credit Recovery is occurring after school. Also, some of the requested additional positions including Math Specialist, Reading Specialists, additional EE's, Dean of Student Activities, Special Education Coordinator, Title I Coordinator, Family and Community Coordinator and Program Assistants for discipline are already in place. The administration will be meeting with the faculty and individual departments to ensure that all action steps are being put in place. Monitoring forms will be used and collected bi-monthly to check on the progress of our steps. Also, the SIP Review committee will be meeting at least quarterly to review progress on the SIP.

Evidence of the Use of Data – Narrative response required

The data obtained will be a key to determining the direction of the school within the plan. Data have already been obtained from the first of the benchmark Algebra I tests to determine where the students stand in regard to the standards and to provide those teachers a clearer view of their student's current level of understanding. Student's grades and progress report data will help us to determine intervention strategies for struggling students. The information obtained from the monitoring forms will be a valuable tool for gauging student/teacher progress. Data obtained from the Ninth Grade Academy, sophomore academies and AVID will be incredibly important, because it will not only bear weight on two of our Gateway tests, but also should help to improve graduation rates by signaling the need for early interventions.

The SIP Review Committee will compile a report on the effectiveness of the strategies, goals, and action steps in Component 4 for the School Improvement Leadership Team. The Leadership Team will use these reports to identify those action steps that should be retained, altered or eliminated as the year progresses. The Leadership Team, armed with student and parent input and feedback, will meet with the Executive Principal to determine the adjustments that need to be made in the plan. The Executive Principal will disseminate information regarding the progress in meeting the goals and objectives of the School Improvement Plan to all stakeholders.

INDICATOR 5.3: Monitoring and Adjusting Evaluation

Evidence of Monitoring Dates – Narrative response required

The SIP Review Committee will meet monthly with Pamela Stockett, Paula Barkley, the Title I Coordinator and other principals, as possible, to determine the effectiveness of the SIP. These meetings will begin in November of 2008 and go through May of 2009. The meetings will be held on the third Thursday of each month. The determinations made at these meetings will be presented to the SIP Leadership Team to determine if any modifications need to be made and to look at highlighted data.

Evidence of a Process for Monitoring Plan – Narrative response required

The School Leadership Team will use a continuous bi-weekly process to review the achievement data and determine if the data aligns with school goals. This will be accomplished by disseminating disaggregated data to individual departments and allowing the departments to analyze the data and make recommendations on how to align it with school achievement goals. Once individual departments have analyzed the data and made recommendations, the information will be compiled and distributed to the entire SIP Review Committee who will then reassess the goals and continue to make recommendations for improvement.

All testing data will be reviewed, as the results come in, to reestablish our progression toward our school goals. The Gateway Testing data will be disaggregated by gender, race, SLD, ELL, etc. to determine our progress in those subgroups. Benchmark testing information will continue to give the school a better idea of the progress toward meeting our Algebra I goals. Throughout this process, the Administrative Leadership Team and the EE will be active in making sure that all involved stakeholders are doing what is necessary to monitor the plan for maximum effectiveness.

Evidence of a Process for Adjusting Plan – Narrative response required

Information from monitoring the plan will come every two weeks from the newly formed Instructional Leadership Team, classroom teachers, small school/academy principals, executive principals, site coaches, and instructional support personnel. Our SIP Review Committee will collect this information. Further data will come as our Administrative Leadership Team evaluates our scheduled progress reports and report card grades for all students. At the monthly SIP Review Committee meetings, determinations will be made on the effectiveness of the action steps and whether changes need to be made or actions need to be put into effect. These recommendations will be forwarded to the SIP Leadership Team for review and approval. If there is little, no, or regressive improvement, the group will evaluate the goals and action steps taken to determine the reasons for diminutive improvement.

Subsequently, the leadership team will forward their findings to the Executive Principal for further adjustment, suggestions, and implementation. The Administrative Team will make sure that all stakeholders are held accountable for their responsibilities as defined by the SIP.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

McGavock High School plans to communicate the successes and adjustments of the SIP with all stakeholders. Call Outs, PTSO meetings, the McGavock “Family Matters” newsletter, the faculty newsletter “McGavock This Week” and more frequent updating of the website will help keep our parents and community abreast of SIP progress. Further communication for parents will come informally through phone calls, conferences, e-mail, and contact with the Title I/NCLB Program Coordinator. A parent involvement policy and school/community compact will be developed through the collaboration of all stateholders. Also, the recognition of student’s achievement for report card grades and improvement will occur each nine weeks. Faculty members will be receiving updates from the Leadership Teams via e-mail, contact, and faculty meetings. Each department has created a growth plan to provide a framework for instruction designed to meet their student needs.

