

Germantown Middle School

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates



Tennessee Department of Education
Commissioner Kevin Huffman

September 2, 2011
Date of Revision

**Tennessee School Improvement Planning Process
(TSIPP)**

I certify that Germantown Middle School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date

Component 1A - School Profile and Collaborative Process

TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

**TEMPLATE 1.3.1: Data Sources (including surveys)
(Rubric Indicator 1.3)**

Data Source	
School Improvement Plan Survey: Curriculum Instruction	<p>In December 2010, 104 students, 31 teachers, and 55 parents from Germantown Middle School (GMS) participated. Several themes emerged while reviewing the results of the school improvement plan surveys. One of these themes</p> <ul style="list-style-type: none"> • Between 80-90% of students reported that they feel: <ol style="list-style-type: none"> 1. Academics are appropriately emphasized within the school. 2. Teachers have high expectations of all students. 3. A variety of assessment tools and instructional strategies are used to increase achievement. 4. GMS encourages diversity and strives to include everyone. 5. SCS is empowering them for life, learning, and leadership. <p>According to students, GMS can improve in several areas including preparing them to use technology, understanding technology, and preparing them for the workforce. Parent respondents reported feeling that the education offered by GMS is of high quality (89%), GMS is doing a "good job" (89%). Parent responses indicate that some areas for improvement include the following:</p> <ul style="list-style-type: none"> • Offering learning opportunities that support the full range of student abilities (78% agree). • Effective procedures are in place to support communication with teachers (78%). • School rules apply equally to all students (71%). • Teachers are willing to give students individual help outside of class time (69%). <p>Of the parents and students surveyed, 86% of parents and 73% of students reported feeling satisfied overall with the school. Teachers responded positively in 20 of 26 questions (agreement of 90% or more of respondents.) Teachers reported that regarding class size, 39% of teachers and 36% of parents disagreed that the class sizes are appropriate for effective learning. Members of the community were asked to respond to survey questions as well, and while only 11 people participated, some areas in which we can improve include the following:</p> <ul style="list-style-type: none"> • Welcoming members of the community into the school often. • Providing opportunities for community members to be involved in school sponsored activities and decision making. <p>Based on the results of the survey, GMS must strive to promote a positive image in the media and in the community. Overall, the results of these surveys support the fact that students, parents, and teachers are satisfied with Germantown Middle School.</p>
Staff Development SACS Survey	<p>During the 2009-2010 school year, Shelby County Schools implemented the use of My Learning Plan to provide professional learning for all staff. For the 2010-2011 school year, PD 360 has replaced the flex credit system. All personnel must complete 6 hours of professional learning.</p> <ol style="list-style-type: none"> 1. Orientation and Introduction to PD 360 2. Professional Learning Communities 3. Tools: How to Use Technology in the Classroom 4. PLC's: Whole-Faculty Study Groups 5. Classroom Instruction That Works <p>For 2010-2011, SCS personnel must participate in 5 in-service days, which include 3 District Learning Days, as well as 2 School Improvement Days.</p>

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school.

**TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)****Narrative and analysis of relevant school and community factors:****SCHOOL CHARACTERISTICS**

1. Historical Background: Germantown Middle School (GMS) was originally located in the Masonic Hall (1879) and later moved to the present site of Germantown High School (GHS), which housed grades one through twelve. A separate facility for the elementary school was built in 1964 on land adjoining the high school. However, because of rapid growth, plans for separate elementary and middle schools evolved. In 1976, grades one through five moved into a new facility, Germantown Elementary School (GES). Grades six through eight remained in the building attached to the high school.

In 1979, the Shelby County Board of Education approved a bid for a new middle school that was completed in August 1980. Ted Wells was the first principal. In 1984, an expansion was added to accommodate the fifth grade from the elementary school. In 1986, the fourth grade pupils began attending GMS and occupied ten portable classrooms on the east side of the school.

At the end of the school year in May, 1993, the fourth grade students, teachers and eventually the portable classrooms moved across the playground to the elementary school again. At the beginning of the school year in October 1993, Russell Joy replaced Ted Wells as principal at GMS. This was also the same year the street leading to GMS was renamed from Cross Country Drive to C. D. Smith Road in honor of a long time land owner in Germantown.

Since 2001 the population of GMS has changed drastically and repeatedly with each new school year, as the areas served by the school have been zoned and rezoned multiple times. Currently, less than 30% of the school population resides within Germantown City limits. Over the course of four school years, the school's population swelled to nearly 1,000 students, then was reduced to just over 600 students, and 709 students are currently enrolled.

In addition to zoning changes, feeder school information has changed frequently over the years. At one time only serving students who had previously attended Germantown Elementary, GMS has received students from four feeder schools in recent years including GES, Southwind Elementary, Bailey Station Elementary (current), and Highland Oaks Elementary (through the 2008-2009 school year). In addition, all GMS students are currently zoned for only Germantown High but until 2009-2010 were also zoned for both Houston and Southwind high schools.

2. Facilities: Germantown Middle School uses 31 rooms for standard academic classes. Each of the three grade levels has a separate hallway that branches off the main corridors. The specialists' classrooms include two art rooms, two music rooms, a library, a gymnasium, one school counseling office, and an In-School Suspension (ISS) room. There are several special education classrooms including a room for the STEP program, Functional Skills, and two classrooms each shared by SPED teachers and used for reinforcement and APEX classes. One additional classroom is used for ESL, Speech, and both occupational and physical therapy.

The main office includes the principal's office and two assistant principals' offices. The financial secretary, an attendance/principal's secretary, a special education secretary and a receptionist/medical clerk are also located in the main office.

GMS has a health clinic, a teacher workroom, a teachers' lounge, a science lab, two computer labs, and an all-purpose technology room. Restrooms and water fountains are handicap accessible.

3. Environmental and Safety Conditions: The staff at Germantown Middle School continually monitors environmental and safety conditions. All staff members receive annual training on handling hazardous chemicals and blood-borne pathogens. All faculty and staff members complete the OSHA Safety Hazard Test online yearly. Results of the test are kept on file in the office. The Material Safety Data Sheets (MSDS) Manual and the Asbestos Hazard Emergency Response Act (AHERA) Manual are kept in the library.

The School Emergency Response Team (SERT) is comprised of six staff members who have been trained in emergency techniques by the Emergency Management Agency. Seven faculty members are CPR certified. The school participates in periodic emergency drills including fire, earthquake, tornado, and "lock down." Students also participate in bus evacuation drills once each semester. All classrooms have a fire drill evacuation plan and a tornado position/location plan posted. Teachers have a copy of the GMS Safety Manual and a crisis bag they carry with them during emergency drills. The office has an emergency radio to alert the staff of severe weather. Administrators and other designated personnel carry two-way radios to communicate in case of an emergency.

In accordance with the Tennessee Safe and Secure Schools Policy, many recent changes have been made to ensure student and staff safety. During the 2009-2010 school year, badge-only access was added to four of the doors, and a buzzer was added to the front door, making it impossible for anyone to enter without proper clearance. A drivers' license identification system was also installed so that all visitors can be cleared before gaining access to any student. Repeat visitors are logged into the system and can check into the office, receive a photo badge, and conduct business with minimal inconvenience. All school employees are required to wear badges while in the building, and anyone seen not wearing a visitor's badge will be escorted to the office to acquire one. Germantown Police Officer Mack Scott provides additional security and education as a School Resource Officer (SRO). He is assigned to GMS during school hours and during after school activities, such as basketball games.

Student medication is administered only by the Medical Records Clerk, who is located in the main office. Students who become ill during the school day are sent to the school clinic where they can see the school nurse or one of the many parent volunteers. Parents must complete clinic cards at the beginning of each school year indicating any known medical issues that may arise. These cards are kept on file in the clinic so that they may be readily accessible in the event of an emergency. Teachers are made aware of any allergies or severe medical conditions concerning their students.

To address the safety of students at GMS, dismissal procedures are in place and strictly enforced. Supervision is evident as students leave the building. Approximately 50% of our student population utilizes the county bus transportation system, while 50% are car riders or walkers. Walkers and car-riders are dismissed first. Bus riders are then dismissed through a separate exit as their buses arrive. These procedures alleviate hallway

congestion during the dismissal process.

4. Grade Distribution: Each grade level at GMS occupies a separate hallway. There are currently 241 students enrolled in the 6th grade with 10 homeroom teachers for a student:teacher ratio of 24:1. There are currently 235 students enrolled in the 7th grade with 10 homeroom teachers for a student:teacher ratio of 24:1. There are currently 231 students enrolled in the 8th grade with nine homeroom teachers for a student:teacher ratio of 26:1. The student:teacher ratio in all grades meets BEP guidelines for the state of Tennessee and allows for growth in each grade.

5-6. Length of School Year and School Day: The Shelby County School System determines the length of the school year and school day for Germantown Middle School. A school day for students is from 8:00 AM until 3:00 P.M. Students may enter the building at 7:40 a.m. Teachers must report by 7:35 A.M., and they may leave at 3:15 PM. There are 180 instructional days. Five teacher in-service days are required during the school year with additional opportunities announced throughout the school year.

Operating Budget Distribution 2010-11

The operating budget has increased consistently over the past few years. Sixty-four percent of the budget is spent on instruction.

Direction of Funds Spent	2010-11 BUDGET	Percentage of Budget Used
Classroom	244,544,515	64.1%
Classroom Support	28,405,964	7.4%
School Administration	26,665,126	7.0%
Central Staff	5,700,705	1.5%
Central Services	18,907,017	5.0%
Operations	19,543,490	5.1%
Maintenance	7,296,191	1.9%
Transportation	11,390,298	3.0%
Capital Outlay	1,381,750	0.9%
Nutritional Services	17,885,419	4.4%
TOTAL BUDGET	381,720,475	100.0%

State Funds	179,248,036
County Taxes	114,647,805
County Local Option Sales Tax	41,667,690
Federal Funds	10,475,195
Other	18,582,225
TOTAL REVENUE	364,620,951
Reserves	17,099,524
TOTAL BUDGET	381,720,475

	System	State	National
Per Funded ADM	\$7,693	\$7,666	\$9,760
Per ADA	\$8,098	\$8,518	\$10,384
Local %	50.3%		
Federal %	2.7%		
State %	47.0%		

These amounts are not available yet from the State.

8. Per-Pupil Expenditures: For the 2009-2010 school year, per pupil expenditures were \$8,098 for Shelby County Schools.

9. Administration, Faculty, and Staff Demographics: Demographics for GMS faculty and staff for the 2011-2012 school year are as follows:

The teaching and administrative staff (certified personnel) of GMS is comprised of 49 full-time employees and eight itinerant employees. Females make up 74% and African Americans make up 40% of the professional staff. Of the full-time staff, there are three administrators, as well as 29 classroom teachers (6th – 10, 7th – 10, 8th – 9). Each grade level has a chairperson who has been appointed by Mr. Joy. There are two teachers each for physical education, music, and art as well as one Spanish teacher. The special education department includes one teacher for the STEP program, one teacher for the functional skills classroom, three co-teachers, and one teacher for the gifted program for a total of six full-time teachers. There are eight itinerant positions including one art teacher, one Physical Education coach, one speech therapist, one teacher for ESL, one CTS and one STS, one physical therapist, and one occupational therapist. There are two full-time counselors.

The support staff (classified personnel) consists of the following: one financial secretary, one Powerschool operator/principal's secretary, one special education secretary, one medical records clerk, one library assistant, one plant manager, one cafeteria manager, three nutrition technicians, two cashiers, three part-time cafeteria monitors, five special education assistants, one ISS monitor, one day porter and two night porters.

10. Years of Experience for Faculty and Administration: Approximately 65% of the GMS full-time faculty has more than 10 years experience in the classroom including eight individuals with more than 30 years in the profession. Mr. Joy has been the principal at GMS for 19 years. He also served in additional administrative positions for nine years and has six years of classroom experience. Mrs. Jefferson, Assistant Principal, has 24 years of classroom experience and 15 years in administration. Mr. Tuck, Assistant Principal, has 18 years of classroom experience and 19 years of administrative experience.

Teacher transfers are limited, and several staff members were added for the 2011-2012 school year to address the growing population.

11. Percentage of Courses Taught by Highly Qualified Teachers: Many teachers at GMS are Highly Qualified in multiple subjects, and 100% of courses are taught by faculty who are Highly Qualified.

12. Members of Faculty and Staff with Advanced Degrees: More than 60% of the GMS professional staff has earned degrees of a Masters or higher.

13. Members of Faculty and Staff Teaching Courses Outside Their Area of Certification: According to NCLB requirements, 100% of the members of the professional staff are teaching within their areas of certification. Many teachers hold certification in multiple subjects.

14. Enrollment Data (See Student Demographics)

15. Curriculum Offerings: State and district guidelines mandate the course offerings at GMS. The curriculum is guided by state Power Standards, as well as national standards, Student Performance Indicators (SPI's), and grade level/subject area state accomplishments. The academic curriculum consists of Integrated Language Arts, Mathematics, Science, and Integrated Social Studies. All academic classes meet for 70 minutes each day.

In addition to their academic coursework, students spend 50 minutes each day in elective courses, which include the following: physical education, art, and music (band, chorus, or music appreciation).. A recent district addition to the academic day includes a 50-minute academic exploration period dedicated to enrichment, academic intervention (Compass Learning), reading in the content area, STEP and Writing. Library and guidance classes also meet during academic exploration. Student enrollment in those sections is based on testing proficiency and is fluid throughout the year. Spanish classes are offered as an alternative to enrichment, reinforcement or writing courses, but only students performing at an advanced level are permitted to enroll in this course. Students who choose Spanish will complete the first year of high school Spanish I over 7th and 8th grades, enabling them to enter high school with one of two required foreign language credits. Other high school level courses include Algebra I and Physical Science, which are offered to eighth grade students who qualify.

Several options are available to meet the needs of students who receive Special Education services. All Special Education services are designed to meet the unique needs of students who display a wide range of abilities. Direct services are offered through co-teaching classes. Any students with an IEP who do not require direct services receive consultation services, in which Special Education and regular classroom teachers maintain weekly progress reports to monitor achievement, deficiencies, and changes. In addition to co-teaching, a functional skills class, as well as a STEP class, are offered to students with specific needs.

16. Unique Programs: GMS offers many school-wide programs that encompass a range of interests. The goal of extra-curricular programming is to offer at least one activity that each student can participate in based on his or her individual interests.

Curriculum and Instruction:

- Five mobile iBook computer carts, each equipped with 32 notebook computers, are utilized daily.
- An iPod cart was purchased during the 2010-2011 school year and is available to teachers who have attended iPod training sessions.
- There are currently 4 Promethean Boards (interactive white boards) in classrooms at GMS. During the 2011-2012 school year, approximately 8 more Promethean Boards will be installed.
- After-school tutoring is offered to students needing additional assistance with skills in all content areas.
- Science Enrichment is an extracurricular program that encourages students to develop problem-solving and critical thinking skills.
- In addition to Science Enrichment, X teachers attended STEM (Science Technology Engineering Math) training this summer and will introduce this curriculum into the 6th grade academic exploration schedule.
- Students take Discovery Education benchmark tests in September, December, and February to assess grade level skills in reading, math, and science.
- Students are required to participate in the Science Fair with individual or group projects.
- Area businesses support Newspaper in the Classroom and donate newspapers. Several teachers have attended seminars on using newspapers in the classroom and routinely use online news sources such as CNN.com and commercialappeal.com to supplement their instruction.
- Educational Leaders of Tomorrow tutor students one-on-one and/or in small groups at Germantown Elementary School.
- Parents prepare and implement activities to promote an awareness of a variety of cultures through the PTA's Cultural Arts Program.
- Site licenses for Brain Pop and Classroom Performance Systems enhance instruction by providing motivating, interactive programs.
- Facing History and Ourselves is used as a supplement in Social Studies and Language Arts
- International Day is observed in all grade levels.
- A new program, Why Try?, was recently introduced and will be used to address the needs of students with low motivation. Why Try? integrates multiple strategies in order to benefit each student through his or her own unique learning style.
- A full explanation of assessment programs is outlined in Component 1.5.

Contests:

- Art Contests: Black History, Memphis in May, Student Directory Cover, Fire Safety Week, Yearbook Cover
- Essay Contests: Daughters of the American Revolution, Citizenship, Black History, Memphis in May, Orpheum Theater, Patriot's Pen sponsored by the VFW.
- Music and Band competitions: Solo, Ensemble, Overton, All-West, Music in the Parks, City Parades, Concert Festival
- PTA Reflections and Cultural Arts contests (includes art, music, poetry, essay, photography, video)
- Spelling Bee
- Geography Bee
- GMS Talent Competition

School Counseling:

- The school counseling curriculum is designed to address the changing needs of students from year to year. Topics covered through the counseling program include anti-bullying, Human Rights, diversity, Internet safety, career exploration, academic interventions, and social responsibility.
- The Student Assistance Program is provided to students and families in need of additional counseling.
- Academic Planning/Preparation for High School
- Monitoring of academically at-risk students.
- Assisting in transition for students new to GMS

- GMS Movers
- Educational Leaders of Tomorrow
- Career Day activities
- GMS D.I.V.A.S (Developing Independence, Values, Authenticity and Strength) helps develop leadership skills, personal/social skills, and an interest in service to others.
- GMS was the first school in the district to host Challenge Day for all 7th and 8th grade students in during the 2010-2011 school year. The program will be offered to 7th grade students during the 2011-2012 school year and will include student leaders who participated last year.

Clubs/Activities:

- Students involved in Marching/Concert Band and Chorus perform both at school and in the community.
- Builders Club members participate in community and school-wide service projects.
- Students selected for the Technology Club maintain classroom computers and assist other students with technology skill development
- Student Council members govern the student body, plan dances, raise funds for the school and assist the PTA with Kids Kan.
- Boys' and girls' Basketball Teams
- Science Club offers students the opportunity to perform hands-on experiments and to compete in local competitions.
- Art Club fosters a love for visual art among all members.
- Dance Team and Cheerleaders perform at basketball games and compete nationally.
- There are academic clubs and organizations such as the Student Council, National Junior Honor Society, and Beta Club.
- A Chess Club is being planned for the 2011-2012 school year.

Service Projects:

- Students are encouraged to give money in support of the United Way during Volunteerism Week.
- Classes and staff members participate in the Salvation Army Angel Tree program and purchase gift items for underprivileged children. This is sponsored by the Student Council.
- Students donate non-perishable food items for Kids Kan.
- Builders Club provides birthday gifts to the Juvenile Court program, and Court Appointed Special Advocates (CASA). GMS students participate annually in the Buddy Walk for Down Syndrome. In addition, Builders Club works with the Germantown Kiwanis Club, Ronald McDonald House, Angel Food Network, Apple Grove Alzheimer's Center, Memphis Literacy Council, Memphis Child Advocacy Center, and Box Tops for Education to raise money for GMS.
- BETA Club requires volunteer hours for membership and sponsors charitable activities throughout the year.
- Gently used children's books are collected for Read Across America.
- Staff members and students participate in the Race for Education.
- National Junior Honor Society members complete service projects at nursing homes in our community.
- Environmental Club plants trees on campus and instituted a recycling program.
- GMS DIVAS have sponsored Pennies for Jordan, a fundraiser to support Cystic Fibrosis in honor of a GMS student. Other activities have included participating in GMS beautification days, March of Dimes, and visiting residents at a local nursing home. Activities planned for the current school year include a blanket drive for the Memphis Union Mission, a teddy bear drive for the Child Advocacy Center, and two additional fundraisers/service projects that have yet to be determined.
- The GMS Pom Squad sponsored a teddy bear drive for the Memphis Child Advocacy Center in December, 2010 and worked with the Memphis Food Bank in the summer before the 2010-2011 school year.
- In December 2010, the GMS Competitive Cheerleaders sponsored a toy drive for Porter-Leath Children's Center in Memphis.

17. Honors/Enriched Classes: Participation in enriched Language Arts and Math classes at Germantown Middle School is based on a three-part rubric, which includes teacher recommendations, TCAP scores, and previous report card grades in both subjects. Students in grades 6-8 may qualify for enriched courses. GMS offers three 8th grade Honors courses for high school credit: Algebra I, Physical Science, and Spanish I. The rubric for Honors courses follows the same format as the enriched rubric. APEX (Academic Program for the Exceptional) is a special education program designed for students in the Shelby County School System who meet the state of Tennessee criteria for intellectually gifted. APEX students in 6th, 7th and 8th grades participate in an APEX Language Arts program. In these classes, emphasis is placed on national and state language arts standards through the development and application of six components: literary study of authors and themes, language study, etymology, writing, research, and communication. While applying these concepts, students engage in higher order critical and creative thinking, research, communication, leadership, group skills, and self-evaluation. Challenging activities foster a community of life-long learners by focusing on open-ended tasks and encouraging both self-directed study and group collaborations. Classes meet daily for 70 minutes, and instruction is provided by teachers certified in gifted and talented education, as well as language arts.

18. Advanced Placement Classes: Germantown Middle does not offer Advanced Placement courses at this time.

19. IB Program/Courses: Germantown Middle does not offer IB Courses; however, a number of students from GMS enter the IB program at Germantown High School.

20. Dual Enrollment Classes: Germantown Middle does not offer Dual Enrollment courses at this time.

21. Parental Support: The GMS PTA is the primary source of parental support. PTA members perform a number of supportive functions including funding, personnel, and public relations. PTA activities are listed below:

The GMS PTA recruits volunteers to serve in the following areas:

- Clinic – The GMS clinic is staffed by parent volunteers.
- WatchDOGS (Dads of Great Students) – This program is a father involvement initiative that places an adult male on campus almost every day. Volunteers include dads, uncles, grandfathers, family friends, or other male that has a significant role in a student's life.
- Book Fair/Library Volunteers
- Room parents

The GMS PTA sponsors the following activities that contribute to a positive school climate:

- Monthly teacher luncheons
- Honor Roll parties for students
- 8th Grade Dance
- Reflections Contest
- Citizenship Contest
- Field Day
- Lifetime Achievement Award and Teacher of the Month awards for outstanding educators
- "Caught Being Good" and honor roll bulletin boards for outstanding student achievement
- Sponsorship for "Donors Choose" program to bring supplies into each GMS Classroom.
- Funding for small classroom projects for each teacher at GMS.

The GMS PTA provides financial support for numerous activities through the following:

- GMS Carnival
- GMS Skate Night at FunQuest
- Monthly dress code pass days
- Each year, the PTA funds a major school project. For the 2010-2011 school year, the GMS PTA has raised over \$25,000 for Challenge Day, a nationally recognized anti-bullying workshop for teens. GMS was the first school in West Tennessee to host this program, which will return to GMS during the current school year.
- During the 2010-2011 school year, the GMS PTA helped to raise over \$30,000 through Donorschoose.org for technology projects in GMS classrooms.

The GMS PTA provides information to parents and the community regarding all aspects of school life. This is accomplished through the following:

- PTA website
- Monthly newsletter
- Student directory provided to all PTA member families
- Weekly news reminders via email
- Promotion of GMS programs in the community
- Sponsorship of philanthropic projects such as Kids Kan

22. Drug, Alcohol or Tobacco Incidents or Arrests: There have been no substance-related arrests or incidents during the current school year. There were no incidents during the 2010-2011 school year.

23. School Business Partnerships: Germantown Middle School has developed relationships with a number of local businesses and organizations over many years. These businesses and organizations are an important part of daily activities as well as special events at GMS.

Several businesses donate products that are utilized by students and faculty every day. The Germantown Arts Alliance provides funding for special artistic programs, and International Paper donates paper for copiers and printers. Scholastic Products, Bank of Bartlett, and Alford Studios have purchased advertisements in the GMS yearbook. The Commercial Appeal Newspaper provides newspapers for the classrooms. In addition to donated products, a number of local businesses and organizations assist with GMS fundraising efforts. Target patrons are encouraged to designate the school of their choice to receive 1% of purchases from Target and Target.com as well as 1/2% of any others made with their Target credit card through Take Charge of Education. Like the Target program, Boxtops for Education is an ongoing national campaign to assist schools in raising money for educational endeavors. Kroger and Schnucks grocery stores assist GMS Cheerleaders and Pom Squad through the sale of grocery cards. The support of these and other community sponsors are an integral part of daily operations at GMS.

A number of local businesses supported Challenge Day at Germantown Middle both through donations and volunteers. Sponsors included Methodist Healthcare, FedEx, Stellar Cellar, McAlister's Deli, Martha's Attic, Garibaldi's Pizza, Ziparo's Catering, Natural Body Spa, Fresh Market, Faulk Graphics, Community Foundation of Greater Memphis, and West Memorials. Without the generous sponsorship and support of our community partners, many programs offered at GMS would not be possible.

24. Mobility and Longevity of Staff at School: Staff changes at GMS are most often the result of retirement, forced reduction, or the need for additional teachers once the school year has started. Currently, there are 22 teachers who have worked at GMS for five years or longer, including ten faculty members who have worked at GMS for more than 10 years.

25. Grant Awards: GMS has been the recipient of a number of grants in recent years including the following:

- The Germantown Education Foundation has awarded approximately \$50,000 over four years to GMS for technology upgrades including desktop computers for a computer lab, the Classroom Performance System student response program, a mobile laptop cart for writing enrichment, and four Promethean interactive white boards for enhanced instruction.
- The Community Foundation of Greater Memphis provided \$500 in funding for the Challenge Day program during the 2010-2011 school year.
- FedEx provided \$500 in funding for the Challenge Day program during the 2010-2011 school year.
- Methodist Healthcare Foundation provided \$500 in funding for the Challenge Day program during the 2010-2011 school year.
- Bank of America provided \$550 in matching funds for the Challenge Day program during the 2010-2011 school year.
- DonorsChoose.org, funded through the Bill and Melinda Gates Foundation, allowed GMS teachers to develop small projects to improve instruction. The total for all funded projects exceeded \$30,000, the majority of which was used for technology.

26. Staff Involvement in School/System Leadership Activities: GMS faculty members have served in a number of leadership roles at both school and district levels. Examples of leadership roles include the following:

- GMS Faculty members sponsor and coach all extracurricular activities (clubs, honor societies, fundraisers, teams, etc.)
- Three teachers serve as Learning Coaches to mentor new teachers to GMS.
- Faculty members serve as grade level chairs and subject area chairs.
- Faculty members chair events such as Career Day, American Education week, Geography Bee, Spelling Bee, Beta and NJHS inductions, International Day, and Space Week.
- Faculty members have attended and presented at district, state, and national conferences.

- Development and implementation of the Suicide Prevention training program, formative assessment training, curriculum writing (Humanities, Language Arts and Mathematics) for Shelby County Schools.
- Development of Power Standards for multiple academic subject.
- District level presentations on topics such as Relational Aggression, Suicide Prevention, Formative Assessment,
- Six faculty members participated in the Aspiring Administrators program in 2010.
- School level presentations on topics such as Professional Learning Communities, Why Try? intervention program, Formative Assessment, Suicide Prevention, testing results, writing intervention, diversity training, TVAAS, and Love & Logic.

27. High Qualified Paraprofessionals: Special Education assistants at GMS receive ongoing training in numerous programs to prepare them for the unique challenges of serving students with special needs. Trainings may include the following:

- Project REACH
- Professional Crisis Management (PCM) certification
- Crisis Prevention Institute (CPI) certification

28. Trained and Qualified Mentors: The mentor program at GMS is comprised of three veteran teachers (Learning Coaches), each of whom commit to 70 hours of mentoring, and six teachers who are either new to Shelby County or have a remediation plan. Learning Coaches receive a stipend for their work and perform the following duties:

- Peer observations
- Monthly group meetings
- Professional development
- Two cognitive coaching cycles (pre-conference, observation, and post-conference)
- Provide individual support as necessary

Student Population Data

1. Enrollment Data/Number of Students: Because the population of GMS is consistently changing, the enrollment data listed below is based on information available from Powerschool in January 2011 (2010-2011) and in August 2011 (2011-2012).

The opening of a new middle school for the 2009-2010 school year resulted in a decrease in the student population of Germantown Middle School. At the end of the 2008-2009 school year, there were approximately 775 students enrolled at GMS compared with 620 students at the beginning of the 2009-2010 school year. Currently, there are 714 students enrolled at GMS.

2. Student Demographic: There are currently 709 students enrolled at Germantown Middle School. Student demographics are as follows:

2010-2011

Grade	Total	Male	Fem	White	API/NA	Black	Hispanic	Other
6	240	138	102	79	10	132	16	1
7	239	125	114	72	14	133	14	4
8	235	131	104	69	15	143	6	1
Total	714	394	320	220	39	408	36	6

2011-2012

Grade	Total	Male	Fem	White	API/NA	Black	Hispanic	Other
6	242	125	117	68	12	152	N/A	10
7	236	130	106	76	12	129	N/A	19
8	231	119	112	64	16	134	N/A	17
Total	709	374	335	208	40	415	N/A	46

3. English Proficiency: For the 2011-2012 school year, there are 19 students receiving services through the ESL program. Of these 19 students, 10 receive daily services, 5 receive consultation services 2-3 times per week, and 4 are transitioning out of the ESL program and will receive limited modifications if a need arises. ESL students' native languages include Arabic, Russian, Gujarati, Spanish, and Vietnamese. Modifications are implemented to ensure the success of ESL students as they become familiar with the English language. ESL instructor works closely with classroom teachers and students to monitor progress and to provide direct interventions when needed.

4. Free and Reduced Lunch Rates: As of August 2011, students who qualify as economically disadvantaged make up approximately 37% of the total population with 223 students receiving free lunch and 45 students receiving a reduced lunch rate.

5. Discipline Referrals: Discipline referrals are delivered electronically and are submitted for a number of infractions. During the 2010-2011 school year, discipline referrals resulted in both in-school (ISS) and out of school (OSS) suspension. (See component 1B for suspension/expulsion data.)

6. Retention Rate: For the 2009-2010 school year, GMS maintained a retention rate of less than 1%. Retention rates reflect students who do not successfully

complete the regular school year and do not successfully complete summer school for promotion.

7. Transfer rate (mobility): Information regarding transfers from GMS to other schools is not currently available; however, 44 students received transfers to attend GMS for the 2011-2012 school year. Historically, the number of students attending GMS steadily increases throughout the year.

8. Drop-out Rate: Non-applicable

9. Graduation Rate: Non-applicable

10. Special Education Disability Types, Numbers Percents: Distribution for students receiving Special Education services for the 2011-2012 school year are as follows:

Grade	APEX	Co-Teach	Consult	Functional Skills	STEP
6	41	12	1	1	0
7	43	11	2	0	1
8	39	14	5	3	9

11. Students Attending Preschool: Information regarding preschool attendance is not available.

12. Extracurricular Activities: Approximately 85% of GMS students participate in at least one extracurricular activity.

13. Postgraduate Employment: Information regarding postgraduate employment is not available.

14. Student Attitudes/Perceptual Data: See Component 1.3.1 for information regarding student attitudes and perceptual data.

PARENT AND GUARDIAN DEMOGRAPHICS

Limited information is available regarding parent/guardian demographics. According to available data, approximately 37% of GMS families meet the criteria for economically disadvantaged. Parent/guardian race and ethnicity are most easily determined based on student race/ethnicity. Approximately 4% of GMS families report that languages other than English are spoken at home. Information regarding family dynamics is based on Powerschool reports (January 2011) and appears as follows:

- 56% of students are reported to live with both mother and father.
- 26% of students are reported to live with a single parent.
- 10% of students are reported to live with mother and stepfather.
- 2% of students are reported to live with father and stepmother.
- Less than 1% of students are reported to live with a court-appointed guardian.

Community Characteristics

While Germantown Middle is considered a community school, only around 30% of students zoned for GMS live within city limits. Community characteristics for Germantown, TN are listed below. (Obtained from the City of Germantown website – www.germantown-tn.gov)

Community Demographics (size, average income, population information)

- The City of Germantown's latest census recorded a city population of 41,011. The 2000 U.S. Census reports the largest percentage of people in Germantown is between the ages of 45 and 54. The second largest percentage of population is between the ages of 35 and 44. The median age is 41.3 years old.
- There are 13,220 households in Germantown with an average size of 3.14 people., and 41% of the households have children under 18 years old.
- Germantown has 13,676 total housing units with a 97 percent occupancy rate. Of the 13,220 occupied housing units, 89% are owner-occupied and 11% are renter occupied.
- The average value for owner occupied housing in zip code 38138 is \$238,013. The average home price in zip code 38139 is \$353,694.
- Germantown is one of only 29 cities in the nation that can take pride in its triple-A Bond rating from both Moody's and Standard & Poors.
- Germantown has the lowest crime rate for any city its size in the state of Tennessee and the police and fire departments have an average emergency response time of about five minutes.
- In 2000, 97.2% of the population over 25 years old had obtained a high school diploma or higher. More than half of the population has a bachelor's degree or higher.
- At \$44,021, Germantown had the highest per capita income of all the municipalities in Shelby County in 2000, according to the U.S. Census. The median family income is \$94,609.
- According to the 2000 census, approximately 93% of Germantown residents are white, 3% of Germantown residents are African American, and 4% of Germantown residents are reported as Hispanic, multi-racial, Asian, Native American, or other. Results from the 2010 census will reflect significant changes in demographics over the past 10 years.

Private School Information

There are nine private schools in the Germantown area.

1. Bodine School
2. Phoenix School
3. Madonna Learning Center
4. St. George's Day School
5. Evangelical Christian School
6. Memphis Oral School for the Deaf
7. Our Lady of Perpetual Help School
8. Christ the Rock School
9. Briarcrest Christian School

Major Employers

1. Professional Companies
 - a. FedEx Kinko's-World Headquarters, Southern Region Headquarters for Express, and Trade Networks
 - b. First Tennessee Financial
 - c. International Paper
 - d. Nike
 - e. ServiceMaster
 - f. Kemmons Wilson
2. Medical Facilities
 - a. Methodist LeBonheur Healthcare, Germantown Hospital
 - b. Campbell Clinic, The Surgery Center
 - c. Wolf River Professional Center
 - d. River Medical Building/Mid-South Heart Institute
 - e. Stern Cardiovascular Center
 - f. Baptist Rehabilitation Center
 - g. UT- Women's Health
 - h. UT-Medical Group
3. Retail
 - a. Costco
 - b. Saddle Creek Retail Shopping Center
 - c. Sam's Club
 - d. Wal-Mart
 - e. Target

Community Involvement and Participation in School Activities

- The Germantown Kiwanis Club sponsors the GMS Builders Club by providing speakers for meetings. In return, students assist with The Kiwanis Club annual pancake breakfast fundraiser.
- Various businesses allow the GMS band and choir to hold carwash fundraisers.
- Germantown Park Rangers present nature programs to science classes.
- Barnes & Noble Booksellers and Ashley Furniture have allowed students chosen as "Class Favorites" to have their pictures taken in the stores for the yearbook.
- In addition, Barnes & Noble Booksellers sponsors a fundraiser for new books for school libraries in the community.
- Germantown Community Library holds special programs in the afternoons and on weekends for all grade levels.
- Representatives from community businesses often serve as judges for the Science Fair and talent competition and as moderators for the Geography Bee and Spelling Bee.
- Germantown Church of Christ allows use of their sanctuary for the Eighth Grade Recognition ceremony each May.
- More than 20 local restaurants have donated food for the hospitality room during the District Basketball Tournaments hosted by GMS.
- Representatives from more than 25 local businesses and organizations have participated as Career Day volunteers.

TEMPLATE 1.5: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

**TEMPLATE 1.5: Data Collection and Analysis
(Rubric Indicator 1.5)**

Describe the data collection and analysis process used in determining your strengths and needs:

ACADEMIC DATA SOURCE: TCAP RESULTS

For the 2009-2010 school year, testing standards were updated to reflect new curriculum standards for Mathematics, Reading/Language Arts and Science. As a result, achievement levels were also adjusted to reflect the changes in standards. New achievement levels include Advanced (demonstrates superior mastery of content), Proficient (demonstrates mastery of content), Basic (demonstrates partial mastery of content) and Below Basic (demonstrates non-mastery of content). Social Studies testing standards were not affected by the changes in other subject areas. In previous years, results have been reported to reflect a three-year average; however, results for 2011 cannot be accurately compared over three years, as the standards are no longer commensurate with previous years. TCAP results are reported as follows:

- Achievement (ACH) for grades 6-8
- MAAS (Modified Academic Achievement Standards) for grades 6-8

6th Grade Achievement Results**Mathematics:**

- 46% of sixth grade students at GMS scored in the Advanced or Proficient range compared to 44% of students in SCS and 38% of students in TN.
- 39% of sixth grade students at GMS scored in the Basic range compared to 40% of students in SCS and 38% of students in TN.
- 15% of sixth grade students at GMS scored in the Below Basic range compared to 17% of students in SCS and 24% of students in TN.

Reading/Language Arts:

- 61% of sixth grade students at GMS scored in the Advanced or Proficient range compared to 64% of students in SCS and 56% of students in TN.
- 30% of sixth grade students at GMS scored in the Basic range compared to 30% of students in SCS and 34% of students in TN.
- 8% of sixth grade students at GMS scored in the Below Basic range compared to 6% of students in SCS and 10% of students in TN.

Science:

- 65% of sixth grade students at GMS scored in the Advanced or Proficient range compared to 65% of students in SCS and 54% of students in TN.
- 20% of sixth grade students at GMS scored in the Basic range compared to 20% of students in SCS and 23% of students in TN.
- 14% of sixth grade students at GMS scored in the Below Basic range compared to 14% of students in SCS and 22% of students in TN.

Social Studies:

- 93% of sixth grade students at GMS scored in the Advanced or Proficient range compared to 93% of students in SCS and 87% of students in TN.
- 7% of sixth grade students at GMS scored in the Below Proficient range compared to 7% of students in SCS and 13% of students in TN.

6th Grade MAAS Results:

- Three (3) sixth grade students completed the MAAS assessment for all subjects. Results are listed below:
- Advanced/Proficient: 0/3 students in all subjects
- Basic: 2/3 students in Math and Reading/LA
- Below Basic: 1/3 students in Math and Reading/LA; 3/3 students in Science.
- Below Proficient: 3/3 students in Social Studies.

7th Grade Achievement Results**Mathematics:**

- 46% of seventh grade students at GMS scored in the Advanced or Proficient range compared to 43% of students in SCS and 37% of students in TN.
- 30% of seventh grade students at GMS scored in the Basic range compared to 37% of students in SCS and 34% of students in TN.
- 24% of seventh grade students at GMS scored in the Below Basic range compared to 20% of students in SCS and 29% of students in TN.

Reading/Language Arts:

- 45% of seventh grade students at GMS scored in the Advanced or Proficient range compared to 50% of students in SCS and 45% of students in TN.
- 39% of seventh grade students at GMS scored in the Basic range compared to 39% of students in SCS and 40% of students in TN.
- 16% of seventh grade students at GMS scored in the Below Basic range compared to 11% of students in SCS and 15% of students in TN.

Science:

- 61% of seventh grade students at GMS scored in the Advanced or Proficient range compared to 63% of students in SCS and 56% of students in TN.

- 21% of seventh grade students at GMS scored in the Basic range compared to 23% of students in SCS and 25% of students in TN.
- 18% of seventh grade students at GMS scored in the Below Basic range compared to 14% of students in SCS and 18% of students in TN.

Social Studies:

- 81% of seventh grade students at GMS scored in the Advanced or Proficient range compared to 86% of students in SCS and 80% of students in TN.
- 19% of seventh grade students at GMS scored in the Below Proficient range compared to 14% of students in SCS and 20% of students in TN.

7th Grade MAAS Results:

- Seven (7) seventh grade students completed the MAAS assessment for all subjects. Results are listed below:
- Advanced/Proficient: 0/7 in Math and Reading/LA; 1/7 students in Science and Social Studies
- Basic: 3/7 students in Math and Reading/LA; 2/7 students in Science
- Below Basic: 4/7 students in Math, Reading/LA and Science.
- Below Proficient: 6/7 students in Social Studies.

8th Grade Achievement Results**Mathematics:**

- 31% of eighth grade students at GMS scored in the Advanced or Proficient range compared to 38% of students in SCS and 35% of students in TN.
- 30% of eighth grade students at GMS scored in the Basic range compared to 35% of students in SCS and 34% of students in TN.
- 31% of eighth grade students at GMS scored in the Below Basic range compared to 26% of students in SCS and 40% of students in TN.

Reading/Language Arts:

- 50% of eighth grade students at GMS scored in the Advanced or Proficient range compared to 55% of students in SCS and 48% of students in TN.
- 39% of eighth grade students at GMS scored in the Basic range compared to 38% of students in SCS and 42% of students in TN.
- 11% of eighth grade students at GMS scored in the Below Basic range compared to 7% of students in SCS and 10% of students in TN.

Science:

- 62% of eighth grade students at GMS scored in the Advanced or Proficient range compared to 70% of students in SCS and 62% of students in TN.
- 25% of eighth grade students at GMS scored in the Basic range compared to 20% of students in SCS and 24% of students in TN.
- 13% of eighth grade students at GMS scored in the Below Basic range compared to 10% of students in SCS and 14% of students in TN.

Social Studies:

- 73% of eighth grade students at GMS scored in the Advanced or Proficient range compared to 84% of students in SCS and 79% of students in TN.
- 26% of eighth grade students at GMS scored in the Below Proficient range compared to 16% of students in SCS and 21% of students in TN.

8th Grade MAAS Results:

- Seven (7) eighth grade students completed the MAAS assessment for all subjects. Results are listed below:
- Advanced/Proficient: 2/7 students in Reading/LA; Science and Social Studies; 0/7 students in Math.
- Basic: 3/7 students in Math and Science; 2/7 students in Reading/LA.
- Below Basic: 4/7 students in Math, 3/7 students in Reading/LA, and 2/7 students in Science.
- Below Proficient: 5/7 students in Social Studies.

Areas of Strength:

- 2011 TCAP results indicate an increase in the percentage of students in all grades scoring in the advanced/proficient ranges in Science when compared to results from 2010.
- 6th grade students who scored in the advanced/proficient ranges increased in three of four subject areas between 2010 and 2011.
- 2011 TCAP results indicate an increase in the percentage of 6th grade students scoring in the advanced/proficient ranges in Math, Science and Social Studies when compared to results from 2010.
- 2011 TCAP results indicate an increase in the percentage of 8th grade students scoring in the advanced/proficient ranges in Reading/Language Arts when compared to results from 2010.

Areas of Need:

- Although the percentage of GMS students scoring in the advanced and proficient ranges was comparable to scores for SCS, GMS strives to exceed both district and state percentages for all grades and all subjects
- 2011 TCAP results indicate a decline in the percentage of 7th grade students scoring in the advanced/proficient ranges in Reading/Language Arts and Social Studies when compared to results from 2010.
- 2011 TCAP results indicate a decline in the percentage of 8th grade students scoring in the advanced/proficient ranges in Math, Science and Social Studies when compared to results from 2010.

DATA SOURCE: ACHIEVEMENT and AYP

Mathematics and Reading/Language Arts data was taken from the TN Report Card AYP Summary. Science and Social Studies data was taken from Achievement Summary Reports. Data disaggregated by gender was not reported on the AYP summary and was taken from the Achievement Summary reports for all subjects. Fewer than 45 students identified as Hispanic, Asian/Pacific Islander, Native American, and Limited English Proficiency completed the assessment; results for the aforementioned groups are unavailable.

Annual Measurable Objectives (AMO's) have steadily increased each year with regard to AYP. Ultimately, AYP will require 100% proficiency by the year 2014. AMO's for the 2010-2011 school year were 40% for Mathematics and 49% for Reading/Language Arts. For the 2011-2012 school year, AMO's will increase to 60% in Mathematics and 66% in Reading/Language Arts.

Disaggregating the data for GMS students by subgroups indicated the following:

Mathematics

In 2011, 41% of GMS students (combined average of all grades) scored in the Advanced or Proficient range compared to 42% of students in SCS and 37% of students in TN. Disaggregating the data for GMS students by subgroups indicated the following:

- 61% of the **White** population was advanced or proficient.
- 28% of the **African American** population was advanced or proficient.
- 24% of the **Economically Disadvantaged** population was advanced or proficient.
- 43% of **Males** were advanced or proficient.
- 40% of **Females** were advanced or proficient.
- 12% of **Students with Disabilities** were advanced or proficient.
- Of the 17 students who completed the MAAS Mathematics assessment, 0 students scored in the advanced or proficient range.

Reading/Language Arts

In 2011, 52% of GMS students (combined average of all grades) scored in the Advanced or Proficient range compared to 57% of students in SCS and 50% of students in TN. Disaggregating the data for GMS students by subgroups indicated the following:

- 74% of the **White** population was advanced or proficient.
- 39% of the **African American** population was advanced or proficient.
- 35% of the **Economically Disadvantaged** population was advanced or proficient.
- 49% of **Males** were advanced or proficient.
- 56% of **Females** were advanced or proficient.
- 16% of **Students with Disabilities** were advanced or proficient.
- Of the 17 students who completed the MAAS Reading/Language Arts assessment, 2 students (12%) scored in the advanced or proficient range.

Science

In 2011, 63% of GMS students (combined average of all grades) scored in the Advanced or Proficient range compared to 66% of students in SCS and 57% of students in TN. Disaggregating the data for GMS students by subgroups indicated the following:

- 80% of the **White** population was advanced or proficient.
- 51% of the **African American** population was advanced or proficient.
- 38% of the **Economically Disadvantaged** population was advanced or proficient.
- 64% of **Males** were advanced or proficient.
- 61% of **Females** were advanced or proficient.
- 24% of **Students with Disabilities** were advanced or proficient.
- Of the 17 students who completed the MAAS Science assessment, 3 students (18%) scored in the advanced or proficient range.

Social Studies

In 2011, 83% of GMS students (combined average of all grades) scored in the Advanced or Proficient range compared to 88% of students in SCS and 82% of students in TN. Disaggregating the data for GMS students by subgroups indicated the following:

- 92% of the **White** population was advanced or proficient.
- 76% of the **African American** population was advanced or proficient.
- 74% of the **Economically Disadvantaged** population was advanced or proficient.
- 82% of **Males** were advanced or proficient.
- 83% of **Females** were advanced or proficient.
- 56% of **Students with Disabilities** were advanced or proficient.
- Of the 17 students who completed the MAAS Science assessment, 3 students (18%) scored in the advanced or proficient range.

Areas of Strength:

- In both Math and Reading/Language Arts, GMS students exceeded TN AMO's for 2011.
- With the exception of Students with Disabilities, students in all subgroups met or exceeded TN AMO's for 2011 in Reading/Language Arts.
- Among students with disabilities, 56% scored in the advanced and proficient ranges for Social Studies.
- For Math 25% of students in the Economically Disadvantaged subgroup scored in the advanced/proficient ranges. This is an increase of 8% over scores from 2010.
- For Science, 63% of all students scored in the advanced/proficient ranges. This is an increase of 5% over scores from 2010. Scores for Science in the advanced/proficient ranges also increased among Economically Disadvantaged and Black student subgroups.
- For Social Studies, 56% of Students with Disabilities scored in the advanced/proficient ranges.

Areas of Need:

- Students scoring in the advanced/proficient ranges must increase significantly among all subgroups in order for GMS to meet TN AMO's for the 2011-2012 school year.
- While achievement is high among many subgroups of students, emphasis will be placed on increasing achievement among subgroups for Students with Disabilities and Economically Disadvantaged in all subjects. This will require modified approaches to instruction to meet the unique needs of the diverse population of GMS.
- GMS will strive to close the gaps in achievement between subgroups of students based on ethnicity, gender, socioeconomic status, and ability levels.

ACADEMIC DATA SOURCE: VALUE ADDED (TVAAS)

Results from the 2009 TCAP provided a new baseline for calculating Value Added scores. Mean NCE gains reported reflect a three-year average based on results from the 2008-2009, 2009-2010, and 2010-2011 school years. Value Added results are divided into quintiles (Q1, Q2, Q3, Q4, Q5) based on prior achievement and are compared to the previous three-year average.

Q1 = lowest
Q3 = middle
Q5 = highest

Results from data collection and analysis are summarized below:

TVAAS Mathematics Results for 2011:

- 2011 Three-year averages indicate positive growth among students in grades 6 and 7.
 - 6th Grade - Mean NCE Gain 2.7
 - 7th Grade – Mean NCE Gain 1.9
- Three-year averages indicate negative growth among students in grade 8.
 - 8th Grade – Mean NCE Gain -4.8
- Yearly Mean NCE gains reflect growth in 2011 among students in 6th grade (4.0) and 7th grade (5.3). This growth reflects a trend toward positive growth among 6th grade students over three years and reverses the negative gain from 2010 among 7th grade students.
- 2011 results for 6th grade Mathematics indicate positive growth among students in Q1-5.
- 2011 results for 7th grade Mathematics indicate positive growth among students in Q1-5.
- 2011 results for 8th grade Mathematics indicate negative growth among students in Q1-5.

TVAAS Reading/Language Arts Results for 2011:

- Three-year averages indicate negative growth among students in grades 6-8.
 - 6th Grade – Mean NCE Gain -2.1
 - 7th Grade – Mean NCE Gain -2.8
 - 8th Grade – Mean NCE Gain -1.0
- Yearly Mean NCE gains reflect growth in 2011 among students in 8th grade (1.2). This growth reverses the negative gains from 2009 and 2010 among 8th grade students. The 2011 Mean NCE gain for 8th grade students reflects significant improvement when compared to their previous year's negative gain (-7.1).
- 2011 results for 6th grade Reading/Language Arts indicate positive growth among students in Q3-4 negative growth among students in Q1, 2 & 5.
- 2011 results for 7th grade Reading/Language Arts indicate positive growth among students in Q5 and negative growth among students in Q1-4.
- 2011 results for 8th grade Reading/Language Arts indicate positive growth among students in Q5 and negative growth among students in Q1-4.

TVAAS Science Results for 2011:

- Three -year averages indicate positive growth among students in grade 6.
 - 6th Grade – Mean NCE Gain 0.3.
- Three -year averages indicate negative growth among students in grades 7 and 8.
 - 7th Grade – Mean NCE Gain -4.7
 - 8th Grade – Mean NCE Gain -3.8
- Yearly Mean NCE gains reflect growth in 2011 among students in 6th grade (4.5) and 8th grade (1.2). This growth reverses the negative gains from 2009 and 2010 among 6th and 8th grade students. The 2011 Mean NCE gain for 8th grade students reflects significant improvement when compared to their previous year's negative gain (-8.8).
- 2011 results for 6th grade Science indicate positive growth among students in Q1-5.
- 2011 results for 7th grade Science indicate positive growth in Q3 & 5 and negative growth among students in Q1, 2 & 4.
- 2011 results for 8th grade Science indicate positive growth in Q2, 3 & 5 and negative growth among students in Q1 & 4.

TVAAS Social Studies Results for 2011:

- Three -year averages indicate positive growth among students in grade 7.
 - 7th Grade – Mean NCE Gain 3.9
- Three -year averages indicate negative growth among students in grades 6 and 8.
 - 6th Grade – Mean NCE Gain -1.6
 - 8th Grade – Mean NCE Gain -5.9
- Yearly Mean NCE gains reflect alarming negative growth among students in all grade levels from the previous year.
- 2011 results for 6th grade Social Studies reflect positive growth among students in Q2 and negative growth among students in Q1 & 3-5.
- 2011 results for 7th grade Social Studies reflect negative growth among students in Q1-5.
- 2011 results for 8th grade Social Studies reflect negative growth among students in Q1-5.

Areas of Strength:

- Students in grades 6 & 7 maintained consistent, positive growth in mathematics over three years.
- Year-over-year results reflect positive growth in several areas:
 - 6th and 7th grade Math
 - 8th grade Reading/Language Arts
 - 6th and 8th grade Science
- Students working at all levels (Quintiles 1-5) achieved positive growth in several subjects:
 - 6th and 7th grade Math
 - 6th grade Science
- Year-over-year growth reverses a negative trend among previous cohort groups in 6th and 8th grade Science, 8th grade Reading/Language Arts, and 7th grade Math. Continued positive growth will be reflected in future 3 year averages beginning in 2012.
- 8th grade students achieved significant growth in Reading/Language Arts and in Science when compared to their Mean NCE gains from 2010.

Areas of Need:

- Social Studies Mean NCE gains reflect a negative trend both over three years and from 2010 to 2011.
- 8th grade Math Mean NCE gains reflect a negative trend both over three years and from 2010 to 2011. In order to maintain positive gains over three years in 6th and 7th grades, 8th grade math is a priority for the 2011-2012 school year.
- Reading/Language Arts Mean NCE gains reflect negative gains over three years among all grade levels, making it a priority for the 2011-2012 school year. Growth in Reading/Language Arts is likely to result in growth in Science and Social Studies, as well.

ACADEMIC DATA SOURCE: TCAP ALT.

In order to assess the progress of students with disabilities, a portfolio can be substituted for the TCAP. During the 2007-2008 school year, no students at Germantown Middle School qualified for TCAP-Alt. testing; therefore, no data is available for these school years. During the 2008-2009 school year, three students were assessed using the portfolio. Portfolios are scored in the same manner as the TCAP, and each of these students received advanced scores for their portfolios. During the 2010-2011 school year, 9 students completed the TCAP-Alt. assessment, and each of these students received advanced scores for their portfolios. Currently, there are 7 students enrolled at GMS who will complete the TCAP Alt. for the 2011-2012 school year.

ACADEMIC DATA SOURCE: FORMATIVE ASSESSMENTS

While GMS teachers have always utilized formative assessments, a major focus for all faculty is to implement formative assessments in all subject areas. The objective is to switch the focus from teaching to student learning and to address all learning styles with each lesson that is presented. Formative assessments include the following components:

- Inform learners of the desired outcome (what we will learn today)
- Present information
- Ask learners for feedback to assess understanding
- Provide alternative ways of presenting the information for further comprehension
- Provide enrichment opportunities for students who demonstrate mastery
- Provide group activities for students who demonstrate partial mastery
- Provide individual intervention for students who demonstrate non-mastery
- Review objectives
- Provide a non-penalty assessment for students to demonstrate what they have learned

Formative assessment provides teachers with immediate, continuous feedback for all learners on all skills without creating a stressful environment in which students fear failure when they have not mastered a concept.

Discovery Education Practice Probes

Students complete practice assessments through Discovery Education to help them prepare for summative assessments such as TCAP and Discovery Education tests. Practice probes resemble Discovery Education tests but can be taken multiple times to provide students with the opportunity to master skills before any penalties are implemented.

Compass Learning Assessments

Compass Learning is a web-based assessment program that allows teachers to create learning paths that address academic areas of need for individual students. Students are evaluated based on objectives that are aligned with state and national standards, and Compass identifies areas in which students demonstrate partial or non-mastery of skills. Those skills are then isolated for remediation through a variety of instructional approaches utilizing differentiated instruction to meet individual student needs.

Appropriate placement is determined for students based on Discovery Education Learning scores from the beginning of the school year. Students who perform in the Basic and Below Basic ranges are assigned to Compass intervention, as well as any student receiving Special Education services. Teachers continually monitor student progress and make recommendations based on achievement. Any student who meets desired objectives will be removed from the Compass program and offered enrichment and writing intervention.

During the 1st nine weeks of the 2010-2011 school year, Compass distribution by grade level is as follows:

- 6th - 51 students
- 7th - 58 students
- 8th - 54 students
-

The goal of Compass is to assess, re-teach, re-assess, and graduate students out of the program and into new challenges and to advance student achievement using multiple interventions. Successful use of the Compass program will initiate a steady decline in the number of students assigned to Compass each nine weeks.

ACADEMIC DATA SOURCE: SUMMATIVE ASSESSMENTS**P.A.S DISCOVERY EDUCATION LEARNING DIAGNOSTIC DATA**

Discovery Education Learning is a program utilized by GMS to assess student progress in Mathematics, Reading/Language, and Science at specific intervals throughout the year. Students take computer-based tests to determine progress in September to establish a baseline and then again in December and February to determine overall growth. Discovery Education reports provide immediate feedback for teachers based on individual student scores, class scores, and grade level specific categories and subcategories, which are leveled (easy, moderate, hard) and defined by Grade Level Expectations (GLE). Between tests, students use reinforcement practice probes for all subject areas. Social Studies assessments will be available in the near future.

ACHIEVE Prediction reflects the accuracy of Discovery Education assessment and results when compared to TCAP results:

Reading/Language Arts (All Students)

DEA Test 3 – 56% Adv./Prof
TCAP AYP – 52% Adv./Prof

DEA data for the 2011-2012 school year is currently unavailable.

ACADEMIC DATA SOURCE: 8th GRADE ASSESSMENTS**ACT EXPLORE RESULTS (2010)**

EXPLORE is a program for eighth grade students distributed by the ACT organization. EXPLORE is a preliminary form of the ACT that includes a career exploration component, as well as an academic component similar to the ACT. Results of EXPLORE are predictive, giving students an indication of scores that can be expected and classes that should be incorporated into their curricula prior to taking the ACT. Results also indicate potential career options and programs to prepare students for careers in specific fields. Following EXPLORE, tenth grade students are administered the PLAN. The following compares the College Readiness Benchmark mean scores with both GMS and National mean scores:

SUBJECT	Benchmark	GMS 2009	U.S. 2009	GMS 2010	U.S. 2010
English	13	15	14.2	15	14.2
Math	17	15.9	15.1	16	15.1
Reading	15	14.4	13.8	14.7	13.8
Science	20	16.7	15.9	16.9	15.9

Mean scores for GMS students exceed National mean scores in all subject areas and exceed the College Readiness Benchmarks for English. Reports for EXPLORE provide individualized results for each student, including specific skills for improvement. Result interpretation is provided to each student in a classroom setting. 8th grade students will complete the ACT Explore assessment in November 2011, and reports will be provided individually to students and parents.

TCAP 8th Grade Writing Assessment

In February of each school year, eighth graders are required to take the TCAP Writing Assessment. This test measures the writing ability of eighth graders by having them respond to an expository prompt. The purpose of expository writing is to explain, clarify, or provide the reader with information. Papers are scored holistically using a six-point scoring rubric. The current scoring rubric defines each score point: 6-Outstanding, 5-Strong, 4-Competent, 3-Limited, 2-Flawed, and 1-Deficient.

Although the TCAP Writing Assessment is only given to 8th grade students at Germantown Middle, 6th and 7th grade students are required to complete a similar assessment through the Language Arts classes. Teachers select a writing prompt for 6th and 7th grade students based on writing prompts given to 8th grade students in previous years. Essays by 6th and 7th grade students are scored using the same rubric as the TCAP assessment to give students opportunities to practice writing under similar conditions and to thoroughly prepare students for the 8th grade.

TCAP 8th Grade Writing Assessment scores for Germantown Middle School exceeded TN state scores for the academic years 2008-2009, 2009-2010, and 2010-2011. The overall grade for this assessment for each year is an "A".

- 08/09 average score 4.5
- 09/10 average score 4.6 (GMS); 4.4 (SCS); 4.2 (TN)
- 10/11 average score 4.3 (GMS); 4.5 (SCS); (TN)

In order to maintain the writing achievement among students at GMS, strategies have been implemented for the 2011-2012 school year. Some strategies include the following:

- Activities to identify and eliminate overused words
- Improving vocabulary fluency
- Proofreading and editing
- Use of picture books, magazines, and other media to foster creativity and imagination
- Figurative language activities
- Journal writing
- Techniques for developing structure in sentences and paragraphs
- Use of graphic organizers

Physical Science

Physical Science is offered to students in the 8th grade who have also qualified to take Algebra I. Students must exhibit outstanding achievement during 7th grade science in order to meet the criteria for Physical Science. Students who complete this course are awarded high school credit, which meets one of three Elective Focus requirements. Physical science students must earn a satisfactory grade on semester exams for each semester in order to earn high school credit. Semester exams account for 20% of the students' semester averages.

Algebra I for 8th Grade

Algebra I is offered for 8th grade students with above average math skills. Requirements for participating in Algebra I include the following: a first semester exam, a second semester exam, and the Algebra I End of Course exam. The results for each are listed below.

Algebra I First Semester Exam:

This exam is administered in December of each school year. It is created by Algebra I teachers and is worth 20% of the semester grade.

Algebra I Second Final Exam:

This exam is administered in May of each school year. It is created by Algebra I teachers and is worth 10% of the final grade. The final exam covers information that has been taught for the entire school year.

End of Course Exam:

Since Germantown Middle School began offering Algebra I for high school credit in 2005, 100% of students who have taken the Algebra I Gateway or End of Course Exam have scored in the advanced or proficient range and have received high school credit for the class.

Areas of Strength:

- GMS faculty utilizes programs such as Discovery Education, Compass Learning, diagnostic tests and formative assessments in an effort to gauge

student achievement at multiple intervals throughout the school year. Data from those assessments is analyzed and used to improve current curricular and instructional practices.

- Rigorous courses are available to high-achieving students. Physical Science, Algebra I and Spanish I are offered to students who meet specific requirements. Students who successfully complete these courses earn credits toward high school graduation.
- Student achievement in Physical Science, Algebra I, TCAP writing assessment, ACT Explore, and Spanish I, in particular, reflect the quality instruction offered at GMS.

Areas of Need:

- While writing scores continually exceed TN standards, a multi-grade approach to writing instruction will ensure high achievement on the TCAP writing assessment for 8th grade students.
- Declines in achievement and negative gains in several areas indicate a need for increased collaboration between teachers on their respective grade levels and among subject areas. PLC's are designed to facilitate this collaboration but require contributions from all faculty members in order to work effectively.

TEMPLATE 1.6: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

**TEMPLATE 1.6: Report Card Data Disaggregation
(Rubric Indicator 1.6)****Report Card Data Disaggregation:****ACADEMIC DATA SOURCE: 2010 REPORT CARD SUMMARY**

2011 Report Card data is currently unavailable and will be updated when results are released.

Results for the 2010 Tennessee Report Card are as follows:

ACHIEVEMENT	GMS		SCS		STATE	
	2009	2010	2009	2010	2009	2010
Math	A	A	A	A	B	C
Reading/Language Arts	A	B	A	A	B	C
Social Studies	A	A	A	A	B	B
Science	A	B	A	A	B	C

VALUE ADDED	GMS		SCS		STATE	
	2009	2010	2009	2010	2009	2010
Math	A	B	B	D	C	D
Reading/Language Arts	C	D	C	D	C	D
Social Studies	C	C	C	B	C	C
Science	B	F	B	D	C	D

Areas of Strength:

- Germantown Middle School students have maintained high achievement over 2 years, earning A's in Math and Social Studies and B's in Reading/Language Arts and Science.
- Value Added improved from a D to a C in Social Studies from 2007-2008 to 2008-2009. Social Studies Value Added was maintained from 2008-2009 to 2009-2010.
- Considering changes to testing standards, GMS achievement grades indicate consistent, effective instruction over all grades and in all subjects.
- GMS achievement grades are comparable to SCS grades in both Math and Social Studies.
- GMS achievement exceeds TN achievement in all subjects.
- GMS Value Added exceeds SCS and TN Value Added in Mathematics.

Areas of Need:

- Consistent, positive gains for all students in all subject areas remains a top priority for GMS.
- From 2008-2009 to 2009-2010, Value Added data indicates a decline in all subjects except Social Studies.
- Value Added for Science decreased from a B in 2008-2009 to an F in 2009-2010. Particular emphasis will be placed on positive growth for all students in the area of Science.

TEMPLATE 1.7: Narrative Synthesis of All Data

Give a narrative synthesis of all data. Synthesis would be the blending of the data reviews to give the big picture.

**TEMPLATE 1.7: Narrative Synthesis of All Data
(Rubric Indicator 1.7)****Narrative Synthesis of Data:**

Committee members for Component 1 carefully analyzed multiple data sources in order to create measureable goals for the 2011-2012 school year. Documents included TCAP results, TVAAS and TN Report Card data, individual student and school data, and many additional documents relevant to local school practices. For the past five years, Germantown Middle School has maintained Good Standing according to NCLB guidelines.

GMS students continue to achieve high marks in Mathematics, Reading/Language, and Science overall. GMS achievement scores and Value Added for all subjects are comparable to or better than both system and state scores in all subject areas based on three-year averages. All student subgroups, with the exception of Students with Disabilities, have met or exceeded state benchmarks for Reading/Language over the past four years. Attendance rates have also exceeded state benchmarks over the past four years. Based on local school practices including Algebra I and Physical Science classes offered to advanced 8th grade students and PAS Discovery Education Learning Diagnostic data, Germantown Middle School students have continued to achieve highly in many academic areas. In addition, stakeholder input indicates that GMS is a well-established, well-respected academic institution in the community with rigorous academic requirements and high achievement.

While academic achievement is high in many areas, there are several areas in which we can improve. For the 2011-2012 school year, a number of innovative practices have been implemented. Year-over-year Mean NCE gains indicate a need for positive growth in 8th grade Math, 7th grade Science, 6th and 7th grade Reading/Language Arts, and Social Studies in all grades. The introduction of formative assessments and continued collaboration through Professional Learning Communities (PLC's) is intended to address these needs. Staff members have worked together to identify individual student proficiency levels, as well as deficiencies among specific student subgroups in order to meet the demanding increase of Math and Reading/Language Arts AMO's. This information will also be used to adjust instructional and assessment practices for Science and Social Studies. Organizational practices have been adjusted with regard to teacher placement with the intention of providing the best possible placement for students in all grade levels. A "ZAP" (Zeros Aren't Permitted) period has been added in all grade levels for one day each week. This addition to our schedule eliminates missing graded work and provides another opportunity for teachers to accurately assess students' comprehension. Continued use of Compass Learning and Discovery Education also provides consistent, immediate feedback to teachers and allows them to address individual student needs as soon as those needs are identified.

During the 2010-2011 also the first school in West Tennessee to host Challenge Day, a nationally recognized program that deals with topics such as bullying, violence, and diversity. By addressing the many non-academic issues that our students face, we will be able to confront barriers to success both in the classroom and in the real world. GMS will host Challenge Days for 7th grade students during the current school year.

Student achievement remains the utmost priority for the faculty, staff and administration of Germantown Middle School. While we maintain consistent achievement in many areas of importance, we are committed to continue instructional excellence in all subject areas.

TEMPLATE 1.8: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 4 (Action Plan) will be derived from this prioritized list of goal targets. Prioritized goals would identify the most critical areas of need and where your work would start.

**TEMPLATE 1.8: Prioritized List of Goal Targets
(Rubric Indicator 1.8)****Prioritized List of Goal Targets:**

NCE gains will reflect consistent, positive growth in Mathematics among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in Mathematics for 2010, 2011 and 2012.

- 2010 Mathematics Mean NCE gains – 6: 0.9, 7: -0.3, 8: -6.8
- 2011 Mathematics Mean NCE gains – 6: 4.0, 7: 5.3, 8: -8.1

NCE gains will reflect consistent, positive growth in Reading/Language Arts among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in Reading/Language Arts for 2010, 2011 and 2012.

- 2010 Reading/Language Arts Mean NCE gains – 6: -3.3, 7: -7.1, 8: -3.1
- 2011 Reading/Language Arts Mean NCE gains – 6: -2.0, 7: -2.8, 8: 2.5

NCE gains will reflect consistent, positive growth in Social Studies among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in Social Studies for 2010, 2011 and 2012.

- 2010 Social Studies Mean NCE gains – 6: 1.1, 7: 8.2, 8: -4.5
- 2011 Social Studies Mean NCE gains – 6: -1.4, 7: -3.1, 8: -10.5

Writing curriculum changes will be implemented across grade levels to improve the writing skills of all students. Curricular changes will culminate in a school-wide mock writing test, which will be scored according to TN standards. Year-over-year growth will be measured by a comparison of 8th grade TCAP Writing Assessment average scores for 2010 (4.6), 2011 (4.3), and 2012.

Component 2 - Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

**TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision
(Rubric Indicator 1.4)****Beliefs:****1. Learning**

All students can learn in a safe and productive learning environment where students, faculty, and administration foster an atmosphere of cooperation, care, and respect.

2. Instruction

Instructional strategies will incorporate research-based learning activities that accommodate diverse learning styles and abilities. Strategies will also be reflected upon and changed as needed based on PLC collaborative discussions.

3. Assessment

Teachers will utilize various assessment measures, including formative assessment, in order for students to demonstrate competency, knowledge, and leadership skills.

4. Decision Making

Parents, teachers, and the community will provide all students with a wide variety of educational opportunities, strategies, and tools for problem solving and decision-making.

5. Policy

GMS's policy is to prepare students for learning, leadership, and life.

Common Mission:

Maximum intellectual, emotional and social potential by creating a safe, nurturing, and challenging environment through cooperation, enthusiasm, promotion, and assistance.

All students are capable of learning; therefore we will provide various opportunities through which each student can become a productive learner and valuable contributor to society.

Shared Vision:

The vision of Germantown Middle School is to provide a stimulating learning environment that continually challenges its students to achieve their fullest potential and to understand the value of doing so.

Collaborative Process:

Component 2 committee members met during the 2010-2011 school year and revised the beliefs, mission, and vision of Germantown Middle School. These revisions reflect the changing needs of our ever-evolving student population. Faculty members and students were given the opportunity to offer their input. The collective opinion of all stakeholders indicates that the statements accurately reflect the beliefs, mission and vision of GMS. The mission and vision are posted prominently throughout the school building to ensure familiarity and promote acceptance among all stakeholders.

Component 3 - Analysis of Practices

TEMPLATE 3.1.A: Curricular Practices
(Rubric Indicator 3.1 and 3.2)

Current Curricular Practice #1: Use of TDOE State Approved Standards	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Common Core curriculum standards • Curriculum guides and maps • Teacher lesson plans • My Learning Plan for professional development • Teacher Internet web logs/web pages
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)	<ul style="list-style-type: none"> • TCAP and End of Course test results • TCAP 8th Grade Writing Assessment • My Learning Plan website
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • TCAP 2011 Science scores reflect an increase in the percentage of students in all grades performing in the advanced/proficient • TCAP 2011 scores reflect an increase in the percentage of 6th grade students performing in the advanced/proficient • TCAP 2011 scores reflect an increase in the percentage of 8th grade students performing in the advanced/proficient • Based on TVAAS data, 6th and 7th grade students have maintained consistent, positive growth in Math over 3 years • For 2011 8th grade students achieved significant growth in Reading/Language Arts and Science when compared to 2010 • In 2010, GMS students met TN AMO's for both Reading/Language Arts and Math. In 2011 GMS students in most schools met or exceeded TN AMO's for both Reading/Language Arts and Math.
Evidence of equitable school support for this practice	Manuals available to all teachers
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue to use effective practice • Provide additional staff development on its effective use

Current Curricular Practice #2: Mapped and Prioritized Curriculum	
Evidence of Practice (State in definitive/tangible terms)	SCS Curriculum Guides and School curriculum maps available online and in print
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)	<ul style="list-style-type: none"> • Teacher lesson plans • Formal and informal Teacher evaluations • TCAP results • Gateway results • Curriculum maps
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • TCAP 2011 Science scores reflect an increase in the percentage of students in all grades performing in the proficient range • TCAP 2011 scores reflect an increase in the percentage of 6th grade students performing in the proficient range • TCAP 2011 scores reflect an increase in the percentage of 8th grade students performing in the proficient range • Based on TVAAS data, 6th and 7th grade students have maintained consistent, positive growth • For 2011 8th grade students achieved significant growth in Reading/Language Arts and Science • In 2010, GMS students met TN AMO's for both Reading/Language Arts and Math. In 2011 GMS students met TN AMO's for both Reading/Language Arts and Math.
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Classroom Walk-Through • System-wide and school-wide inservice • Mapping
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue to use effective practice • Refine scope and sequence instruction • Review current mapping strategies • Ensure equity of instruction • Creation of subject-area learning targets

Current Curricular Practice #3: Monitoring is in place for enhancing the quality of curriculum and instruction	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Curriculum Monitoring and Accountability • Discovery Education Assessment • Grade level and subject area PLC's • Pre and post tests, unit tests • IEP adaptations / modifications • S-Team – support team, includes teachers, guidance, parents, teachers. Takes place before M • M-Team – Multidisciplinary team. Includes IEP's resource, APEX, Special Education, etc. follo • Teacher lesson plan • Unit tests • ESL Curriculum Specialists • TVAAS • Spanish Grade 8 • Formative Assessments • Compass Learning
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)	<ul style="list-style-type: none"> • Teacher observations and evaluations / formal and informal • Classroom Walk Through (CWT) • Lesson plans • My Learning Plan • Biweekly consultation report • TSIPP • DEA practice probes • Exemplary teachers • Building level mentoring Teachers • Grade Level Chairs • Departmental Chairs • Formative Assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Teachers cite practices and resources in lesson plans and formal/informal evaluations • Comparative chart gains of the three Discovery Education assessments • TCAP 2011 Science scores reflect an increase in the percentage of students in all grades per • TCAP 2011 scores reflect an increase in the percentage of 6th grade students performing in t • TCAP 2011 scores reflect an increase in the percentage of 8th grade students performing in t • Based on TVAAS data, 6th and 7th grade students have maintained consistent, positive grow • For 2011 8th grade students achieved significant growth in Reading/Language Arts and Scien • In 2010, GMS students met TN AMO's for both Reading/Language Arts and Math. In 2011 GN
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Curriculum specialists available to all teachers • Use of Professional Learning Communities (PLC's) - grade level, subject area, and whole-sch • Technology resources available to all students (grade level laptop carts, computer labs, iPod c
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practice • Use of Discovery Ed. practice probes in Math, RLA, and Science in all subject • Additional professional development opportunities and course selection

Current Curricular Practice #4: Support system is in place for enhancing the quality of curriculum and instruction.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Curriculum specialists • Teacher resource center • Teacher work room • Instructional coaches • APEX Language Arts for Grades 6-8 • ESL teacher • SPED teachers • Curricular Technology Trainer (CTT) • School Technology Specialist (STS) • Technology Coach • Web-based technology tools • SCS on-line curriculum modules • After-school tutoring • District Learning Days/ School-wide inservice • Co-teaching • Compass Learning
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)	<ul style="list-style-type: none"> • Teacher observations and evaluations • Classroom walk-through • Lesson plans • Technology implementation • Discovery Education • Powerschool • Tutoring • Remediation strategies
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Teachers cite practices and resources in lesson plans and formal/informal evaluations
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Teacher laptops • Laptop carts for each grade level • SCS online curriculum modules and web based tools available • iPod Cart • Promethean interactive white boards
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practices • Continue to consult Curricular Technology Trainer (CTT) • Continue to consult School Technology Specialist (STS) • Continue to consult Technology Coach • Additional PD opportunities

Current Curricular Practice #5: Teaching and learning materials are correlated to TN standards and are distributed to the instructional staff.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Textbook adoption • Technology on Campus (TOC) sessions • Curriculum Technology Trainer (CTT) • School Technology Specialist (STS) • SCS online curriculum modules • SCS funded websites • Brain Pop • Discovery Education practice probes • ACT Explore (8th Grade) • Aplusmath.com • Promethean interactive white boards & coordinating software
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)	<ul style="list-style-type: none"> • SPI/TIP's in textbooks and supplemental materials • TCAP Practice books • Coach books • TCAP websites • Discovery Education assessment results
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • MLP Transcripts indicate availability of resources • School climate survey results from instructional staff indicate that the majority of needs are met
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Information available to all instructional staff members • Professional development opportunities available through PD 360
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of system and school-wide inservice • TOC sessions • Staff development workshops • SCS funded websites

Current Curricular Practice #6: School communicates to all stakeholders a shared vision of what students should know and be able to do at each gra	
	<ul style="list-style-type: none"> • Student Agenda books • Interim Report • Quarterly Report Cards • Student Handbook • Semester Parent/Teacher Conferences (or as needed) • Curriculum Night • Orientation Night for 5th and 8th grades • Curriculum maps • PowerSchool • Teacher Internet web logs / web pages • GMS website • GMS Open House • Career Day • Volunteer Tea • Physical Education Night • PTA newsletters • PTA Website • Watch D.O.G.S (Dads of Great Students) • KUDER – career planning system • Local media coverage • TCIDS (Tennessee Career Information Delivery System) • SCS Web mail • GMS yearbook • SCS daily announcements (employees)
Evidence of Practice (State in definitive/tangible terms)	
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)	<ul style="list-style-type: none"> • Stakeholder survey • Powerschool access • GMS website • GMS PTA website • GMS PTA newsletter • GMS PTA Red Devil Dispatch (email) • Email communication • Local media coverage
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Results of Stakeholder surveys • Online school report card results • 100% faculty PTA membership • Increased family PTA membership from just over 50% in 2010-2011 to 79% in 2011-2012 • Powerschool access • Student agenda books
Evidence of equitable school support for this practice	All information is made available to all stakeholders in multiple formats.
Next Step (changes or continuations)	Continuation of all current effective communication practices available to all stakeholders.

Current Curricular Practice #7: Established school-wide student achievement benchmarks.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Improve Science and Social Studies Benchmarks • Teacher/Grade level collaboration • Discovery Education practice probes • Hands on Science • Academic Vocabulary • Web-based instruction • Science journals • Trade books • Media Publications
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)	<ul style="list-style-type: none"> • Curriculum maps • TCAP achievement data (2009-2011) • TVAAS data (2009-2011) • Student Performance Indicators • Textbooks
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • TCAP 2011 Science scores reflect an increase in the percentage of students in all grades per • TCAP 2011 scores reflect an increase in the percentage of 6th grade students performing in t • TCAP 2011 scores reflect an increase in the percentage of 8th grade students performing in t • Based on TVAAS data, 6th and 7th grade students have maintained consistent, positive growl • For 2011 8th grade students achieved significant growth in Reading/Language Arts and Scien • In 2010, GMS students met TN AMO's for both Reading/Language Arts and Math. In 2011 GM
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Data is available to all stakeholders. • Online curriculum maps are available to all stakeholders.
Next Step (changes or continuations)	Collaboration with team members and administrators on individual plans of action after all DEA testi

Current Curricular Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Curricular Practice #9:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Curricular Practice #10:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.1.B: Curriculum Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

TEMPLATE 3.1.B: Curriculum Gap Analysis**“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

Based on system-identified needs, central office staff (including curriculum, technology, and special education specialist) makes school visits to assist teachers and administrators in following curriculum guidelines, meeting system and state benchmarks, and developing activities and programs that support those objectives. Staff members are required to participate in PLC's, write thorough lesson plans, create tests, and make modifications as needed to implement curriculum guides and maps. Instructional resources are evaluated and purchased when funds are available. Inservice and faculty meeting time are designated for formative assessment training.

• MONEY

Funds are currently allocated based on identified system needs such as purchasing textbooks, materials, and equipment for regular education, ESL, and special education classroom instruction. Laptop computers are furnished by the school board to every instructional staff member to provide opportunities for technology integration. New computers have been furnished in both student computer labs and the recycled computers have been distributed within the classrooms. Funds provided by SCS are also allocated towards technology software and programs (ThinkLink, Brain Pop). Subscriptions for access to these programs must be purchased annually. New initiatives, such as middle school pre-engineering program, Challenge Day, technology resources (iPod cart, Promethean Boards, GPS "Clickers") and Science, Technology, Engineering, and Mathematics (STEM) programs, are funded through system, state, federal means and grants from various funding sources.

• PERSONNEL

System personnel are engaged in a number of curricular activities to support district, instructional, and administrative staff. There is on-going development, implementation and monitoring of content area curriculums, the special education-regular education co-teaching programs, ESL program, middle school-high school transition program, and alternative service. Curriculum specialists provide guidance, support and professional development in the areas of content, technology, career-technical education, special education, ESL, and library services. All teachers are required to follow the Common Core Standards, SPI's and TPI's, develop and update teacher internet web pages, update Powerschool or PowerTeacher programs, and display learning targets and objectives conveniently for students daily.

• OTHER RESOURCES

The system is currently providing opportunities to participate in special content area programs, including Facing History and Ourselves, Shelby Scholars, and math, science and technology summer institute. Grant writing is conducted to secure equipment, materials, and professional development opportunities for instructional staff. Flexible credit hours, encompassing a number of diverse professional development opportunities, are also offered to all instructional staff. Both teachers and students have access to online digital content programs including NetTrekker, and Atomic Learning, as well integrative software. Technology tools such as Pod casting, Comic Life, Voice Thread, Neo Office, Keynote, PowerPoint, iPods and iWeb are also used to enhance instructions and support student achievement. The system provides guest speakers to speak on topics such Gang Awareness, Red Ribbon Week and various motivational subjects. The system website provides access to course and learning expectations through the PowerSchool Parent Portal, teacher internet web pages, online course catalog and curriculum guides.

“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 curricular practices?

• TIME

More time should be dedicated to providing additional professional development opportunities that focus specifically on the content areas, including activities that involve curriculum integration across the subject areas, and provide additional training on best practices that will aid in student achievement. Continued rewriting of the curriculum in all content areas, including special education, will be warranted as new adoptions and systems initiatives are developed. Additional time is also required for the infusion of technology practices and content area teaching and learning. Additional time needed for training on the new evaluation model.

• MONEY

Funds should be used to implement several needed programs, including foreign language, tiered reading and additional career-technical programs in the middle school, increased technology access within all classrooms, as well as an increase in the number of Pre-Kindergarten programs in the district. Funds should be dedicated to the addition of professional staff. Additional resources to purchase new special education curriculum materials and technology resources will be needed. Also, money should be allocated for alternative school options for students K-12 and to better implement technology programs and purchase textbooks, workbooks, and other curriculum materials. Teachers have indicated the desire for funding for Promethean boards in all classrooms.

- **PERSONNEL**

Given our limited staff and resources and based on our achievement test scores, we should continue using our personnel with our current model. Personnel are used in proactive intervention and engage in needs-driven and talent-to-task approaches. Personnel are also needed in helping teachers learn how to implement more technology into the classrooms, lesson plans, and unit plans.

- **OTHER RESOURCES**

There should be an increase in the use of local, state, and national experts to provide professional development opportunities to both instructional and administrative staff members. Also, resources should be used to provide professional development training for existing programs including special education, ESL, Spanish, and middle-high school transition.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Yes. Faculty members are offered equal access to resources and opportunities for leadership. Faculty must choose to take advantage of training and leadership opportunities.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Yes. Teachers are using target funds and resources effectively to meet the needs of all students. All funding is received from the TDOE, local government, PTA, grants and Donors Choose.

Based on the data, are we accurately meeting the needs of all students in our school?

Yes. We are currently meeting the needs of our students, most notably through our evaluation of current practices and revision of those practices based on effectiveness data. Continuous revision requires that we address the needs of students that are not being met and change our practices.

TEMPLATE 3.1.C: Curricular Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**TEMPLATE 3.1.C: Curricular Summary Questions
(Rubric Indicator 3.2)****Curriculum Summary Questions**

What are our major strengths and how do we know?

Our faculty is excellent at collaborating within grade levels and across grade levels, both formally and informally. 74% of our faculty is tenured and lends their experience and expertise to non-tenured faculty members while non-tenured faculty bring new ideas and a fresh perspective to GMS. 65% of the GMS faculty has ten or more years of experience, and 60% hold a Masters degree or higher. All courses are taught by teachers who are licensed. Our school effectively uses support staff and non-classroom teachers to monitor transitions in hallways during arrival, allowing classroom teachers to be in their classrooms to greet students. Our school also effectively uses support staff throughout the day to assist in day-to-day needs of our school. Our school effectively maintains dismissal procedures to maintain the safety and security of our students. Our school effectively communicates with parents and community through monthly newsletters, teacher internet web logs, PowerSchool, and emails. Our faculty and staff have utilized the professional development opportunities that have been offered by Shelby County Schools, both required and voluntary. Our school has used faculty meetings and in-service days for professional development as a faculty. Unique class offerings include the following: Algebra I, Physical Science, Spanish I, and APEX Language Arts.

Curriculum Summary Questions

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.

The TDOE has implemented a new evaluation system that requires 4 observations for all fully licensed faculty and 6 observations for those with apprentice licenses. This new addition has caused significant stress to all personnel due to the time and work that must be dedicated to the evaluation process. The paperwork that is required of teachers tends to be burdensome. Teachers are challenged to find adequate time to plan quality lessons because of demands of required paperwork. There are too many required programs for the amount of teaching time that is allotted to teachers. Parental and community involvement have been challenges in previous years, but involvement has increased each year. The number of opportunities provided for parents and the community is limited but is also growing each year, and while special event attendance has been low, programs such as the PTA Carnival, Career Day, Challenge Day and other events are drawing increased support from parents and the community. Many parents are limited by time constraints from meeting their family's basic needs, such as dinner, bath, and bedtime routines, as well as other activities outside of school that take place after school hours. Our school needs to communicate the importance of benefits for students and reasoning for holding certain events, such as parent workshops, to allow families to make more informed decisions about whether or not to attend school events after school hours. More time and volunteers are needed for planning and implementing quality parent events. Teachers are reluctant to participate due to the high demands on time and energy that are required to carry out all of the duties within the school day. Teachers are required to do more than is possible to do within the hours of the school day. Teacher to student ratio (class sizes) are larger than what is ideal for optimal teaching. Ideally, co-teaching in particular, would be small to meet the specific needs of students with learning disabilities; however, state and system mandates with regard to class size do not allow for additional personnel.

Curriculum Summary Questions

How will we address our challenges?

We will first address our challenges through the development of a School Leadership Team. This team would foster communication and decision-making input from the faculty, staff and parents. We would also develop a system for keeping a school-wide calendar of activities and events to foster communication and to eliminate scheduling conflicts. These practices would ensure that all information is being communicated to all faculty and staff. These practices would also improve the use of faculty meetings as professional development opportunities rather than information sharing times. We need to implement a school-wide discipline plan consistently throughout the building to improve time on-task and a healthy school climate. We need to commit to protect all teaching time from interruptions or at least limit interruptions from 8:00-8:15, during morning announcements, and from 2:50-3:00, during afternoon announcements. We need to provide more opportunities for parent workshops, such as English classes for our Non-English speaking parents, and behavioral intervention.

TEMPLATE 3.2.A: Instructional Practices
(Rubric Indicator 3.3 and 3.4)

Current Instructional Practice #1: Classroom instruction aligned with standards-based curriculum	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Curriculum Guides and Maps • Adopted textbooks aligned to state standards • Lesson plans • Instructional TCAP Coach practice books • Computer software is aligned to state standards • Professional developments workshops covering use of Student Performance Indicators • Teacher handbook
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)	<ul style="list-style-type: none"> • Discovery Education • Classrooms post daily state standards • TCAP Coach workbooks • Individual educator Internet web pages • Formative assessments • Summative assessments (DEA)
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Growth is reflected in multiple data sources • 2011 NCE scores reflect year-over-year growth in Math (6th/7th), Reading/Language Arts (8th) • Overall DEA data for 2010-2011 reflects student growth from Test P through Test B.
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Professional development (PD) for all grade levels • Technology assistance • Weekly faculty meetings for all instructional staff members • My Learning Plan website
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practices • Varied course selection in staff development • Continuation/expansion of technology-based instruction (BrainPop, Discovery Education, Con

Current Instructional Practice #2: Teaching process is data driven.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Discovery Education Assessments (DEA) • TCAP achievement data • Pre/Post Testing • TCAP writing practice tests • Achievement tests • Diagnostic tests • Formative Assessments ("Thumbs Up/Down" checks, exit slips, 3-2-1 Reflections, Leveling st • Summative Assessments
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)	<ul style="list-style-type: none"> • DEA Data • TCAP Data • TCAP pre and post tests • TCAP writing practice test • Formative and Summative assessments • TVAAS Data
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • GMS teachers utilize data notebooks to track individual student progress from multiple data sc • Individual student needs are assessed, and interventions are implemented as a result of track
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Curriculum Guides • Teacher Internet web pages • Multiple sources of student data are available to all teachers • Data notebooks maintained by all academic teachers
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Effective practices continued • School wide in-service • Continue aligning lesson plans with standard • Continue to add subject based curriculum pacing guides each year • Continue PLC's for subject areas and grade levels • Mentoring

Current Instructional Practice #3: Students engaged in high quality learning environments using higher order thinking	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Bloom's Taxonomy • Brain Based Learning • Discovery Ed., Rosetta stone • Cooperative learning critical thinking • Small group rotation • Peer tutoring, whole group instruction • Hands on activities • Experiments • Intervention groups • Laptop carts for each grade level • Computer lab • Professional development • Interactive software
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)	<ul style="list-style-type: none"> • Discovery Education • TCAP • Teacher observations • Teacher lesson plans • Formal and informal student assessments • Teachers internet web logs
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Growth is reflected in multiple data sources • 2011 NCE scores reflect year-over-year growth in Math (6th/7th), Reading/Language Arts (8th) • Overall DEA data for 2010-2011 reflects student growth from Test P through Test B. • GMS 8th grade students consistently meet or exceed both state and district averages for the
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers maintain current lesson plans that are reflected in blogs • Professional development • Curriculum guides • Blueprint for Learning
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practices • Staff development based on yearly updates • Develop ways to increase test scores to show academic achievement

Current Instructional Practice #4: Teachers use wide range of research based, student-centered teaching strategies	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Technology based instruction • On-line data, Think link • Teacher made practice test • Bloom's taxonomy • Brain based learning • Keynote • Power point presentations • BrainPop, • Power Media Plus, Atomic Learning • Discovery kids • Laptop carts for each grade level
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)	<ul style="list-style-type: none"> • TCAP • Discovery Education assessments • Formal and informal assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Growth is reflected in multiple data sources • 2011 NCE scores reflect year-over-year growth in Math (6th/7th), Reading/Language Arts (8th) • Overall DEA data for 2010-2011 reflects student growth from Test P through Test B. • AYP met for most subgroups in both Math and RLA.
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Regular education and SPED collaboration • On-site tutoring • Various forms of technology are found throughout the school
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Effective practices continued • Continue to add enrichment opportunities • Improve or create more extracurricular activities

Current Instructional Practice #5: Students Receive Multiple Opportunities for Learning Beyond the Classroom Instruction	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • After school tutoring • Peer tutoring • After school clubs and organizations • Guidance • Laptop carts • Inclusion • Field trips • Guest speakers • Career day
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)	<ul style="list-style-type: none"> • Discovery Ed • TCAP • Formal and informal assessments • IEP meetings • Peer mentoring
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Over 80% of GMS students participate in extra-curricular activities. • After school math and science enrichment activities consistently exceed expected enrollment.
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Regular education and SPED collaboration • On-site tutoring • Various forms of technology are found throughout the school
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Effective practices continued • Continue to add enrichment opportunities • Improve or create more extracurricular activities

Current Instructional Practice #6: Instruction Supports Learning of Students with Diverse Backgrounds and Different Learning Needs and Learning Styles (Differentiated Instruction)	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Students are included in multi-level groups • ELL students receive additional instruction from ESL teachers in smaller groups • Special education students receive extra support from inclusion (co-teaching, a special educa • SPED accommodations and modifications • Guidance • Enriched instruction
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)	<ul style="list-style-type: none"> • Discovery Education • TCAP • Formal and informal assessments • IEP meetings • Classroom assessments • Teacher observations • Preferred seating • Extra time • Reduced assignments • Modified tests
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • 2011 NCE scores reflect positive growth among lower Quintiles in Math (6th/7th), RLA (8th), S • AYP met in all subgroups in 2009 and 2010; AYP met for most subgroups in 2011. Subgroups
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Teachers attend workshops and in-services to receive instruction on effective differentiated pr • Scheduled and unscheduled observations ensure that practices are effective • Availability of student data for all teachers
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Effective practices continued • Continue to add differentiated practices • Professional development

Current Instructional Practice #7: Classroom Organization and Management Techniques Support the Learning Process (Posted Classroom Rules and Procedures)	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Cooperative learning centers • Lessons taught to standards • Guided practice opportunities • Differentiated student work • All expectations and procedures are posted in classrooms
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)	<ul style="list-style-type: none"> • Discovery Education • TCAP • Formal and informal assessments • Formal and informal writing assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Decrease in disciplinary actions from 2009-2010 to 2010-2011 school year (suspensions/expu
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • New teachers attend new teacher orientation • Rehired teachers attend summer workshops/ in-service
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Effective practices continued • Additional opportunities for staff development • Continue aligning lesson plans with standards

Current Instructional Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #9:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #10:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #11:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.2.B: Instructional Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to Instructional practices, also to be recorded in Template 3.2.b.

TEMPLATE 3.2.B: Instructional Gap Analysis**“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

Germantown Middle School administration and the Shelby County School System provide teachers with professional development in the use of research-based strategies in all content areas. All teachers are expected to maintain a quality teacher/class internet web log identifying objective S.P.I. that are being taught, daily lessons, assignments, and upcoming quizzes, projects, and tests. Administration follows district policies and procedures to attract high quality teachers to the GMS team. After school tutoring is available for grades 6–8 in need of additional support for mastery of state standards. Teachers participate in day-long, subject area Professional Learning Communities (PLC's) at least once each semester and during faculty meeting times and District Learning Days. Activity classes, MAPS (Physical Education, music, art, and character education) are offered to grades six through eighth on a daily/weekly basis. Students also participate in exploratory classes based on TCAP and DEA results. Exploratory options include Reinforcement (Compass Learning), Academic Exploration (enrichment), Reading in the Content Area, Writing, or Spanish. Enrollment in exploratory classes is fluid and changes as the students' needs change. Schedules at GMS provide sufficient instructional time in all core subject areas by many highly qualified teachers. Teachers spend twelve hours in district approved system-wide in-service professional development each year. Additional support is provided to ELL (English Language Learners), students with limited English proficiency. Weekly staff meetings are provided to discuss data and best instructional practices. Teachers send home TCAP informational letters to provide parents with testing information and additional tips and strategies for academic success.

• MONEY

GMS provides each teacher with \$200.00 at the beginning of the year to purchase instructional materials and resources. Campus administrator provides general funds for additional instructional materials needed to support and enhance instruction. Materials such as TCAP Coach practice workbooks for the classroom and technology equipment (projectors, software, etc.). Other supporters for instructional funds include Germantown Education Foundation providing approximately \$13,000 per year; Race for Education averages \$350 per year, and our own Germantown Middle School Parent Teacher Association provides donations averaging \$15,000 to \$20,000 in yearly contributions for the enhancement of instructional materials. During the 2010-2011 school year, GMS teachers were awarded over \$35,000 worth of classroom materials through donorschoose.org, funded by the Bill and Melinda Gates Foundation.

• PERSONNEL

Germantown Middle School staff includes: 40 classroom teachers, 3 administrators, specialists for specific content areas, and a large support staff. Certified teachers instruct core subject areas and encourages all GMS teachers to continue growing in their assigned area by continuing professional development outside the provided outlets. SCS implemented a new evaluation system beginning in the fall of 2011, which requires 4 administrator observations for all staff holding professional licenses and 6 observations for all holding apprentice licenses. This practice meets evaluation requirements for the TN DOE.

• OTHER RESOURCES

Germantown Middle School (GMS) includes a diverse variety of other resources to promote instruction for our students. Our Watch D.O.G.S., implemented in 2008, is made up of fathers, grandfathers, uncles, and or male guardians of GMS students who volunteer time supporting the classroom, technology lab and science lab by assisting teachers and students with lessons, tutoring and/or mentoring. Educational Leaders of Tomorrow (ELT) are comprised of eighth grade student leaders who volunteer time in the classrooms, to aid teachers by assisting other students with peer tutoring, projects/assignments, and read aloud. Guest speakers from the community visit individual classrooms in volunteering to share their expertise with topics to enhance the instruction and learning in specific content areas. Career Day includes a variety volunteers from the community to speak to our students about skills required to perform successfully in a particular career. Computer programs such as Compass Learning, Discovery Education, and BrainPop, as well as software used with Promethean boards and Classroom Performance Systems (“clickers”), provide technological support in core subject areas providing tutorials and practice assessments. During the 2010-2011 school year, GMS hosted the Challenge Day program as an intervention for social development, which we believe impacts academic performance.

“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

Although time is utilized as effectively as possible, additional time would benefit to enhance our instructional endeavors. GMS faculty feels additional time is required in order to devise focused instructional plans for students scoring below proficiency on TCAP practice tests and ThinkLink practice probes and tests. More time allotted to additional common planning times would allow teachers to share effective strategies and / or professional development opportunities in areas of specialized instruction and classroom management. With additional time, workshops could be coordinated to assist parents in assisting their children with learning and achievement.

- **MONEY**

GMS understands that money resources are limited, but we would like to utilize additional funds to address professional development in core content areas, purchase instructional materials to aid classroom learning and current upgraded software and technology to provide equity among all schools in the use of technology application.

- **PERSONNEL**

GMS students and teachers would benefit in the area of instruction with the addition of co-teachers in the areas of science and social studies to further support our special needs resource students. Additional staff or assistants would aide teachers in the classroom in lesson plan preparations to include adaptations and modifications for individual students.

- **OTHER RESOURCES**

By joining active partnership with area businesses would increase instructional opportunities. On-line textbooks and workbooks in core subject area would also be a tool to further instruction opportunities for student academic achievement.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Yes. All teachers are afforded with professional development, and all teachers attend staff meetings on a weekly basis in order to discuss current status and address the needs of the building. All teachers attend monthly grade level and subject area PLC's to analyze data and share strategies.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

General funds from the GMS PTA and community donations are used to purchase instructional materials. Projectors have been purchased for almost every team in each grade. New computers have been purchased for the writing lab. Computers from the writing lab have been recycled to many classrooms throughout grades 6-8. A classroom set of iPods was purchased for instructional use, and there is a laptop cart for each grade level, as well as a writing cart. Many of these items have been purchased through grant funding.

Based on the data, are we accurately meeting the needs of all students in our school?

We are meeting the changing needs of our student population through varied instructional practices, which are continuously evaluated for effectiveness and modified to reflect changes in population, TN and SCS practices, and personnel.

TEMPLATE 3.2.C: Instructional Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**TEMPLATE 3.2.C: Instructional Summary Questions
(Rubric Indicator 3.4)****Instructional Summary Questions**

What are our major strengths and how do we know?

Germantown Middle School teachers and staff utilize various instructional strategies in order to maintain the interest level needed to challenge students daily and promote student learning. GMS teachers regularly attend professional development opportunities that focus on instructional approaches that have been proven effective in promoting student learning. This is evident due to higher ThinkLink scores and improved classroom assessment scores. GMS administration follows up with regular walk-through and classroom observations. Weekly team and/or grade level meetings ensure that data driven decisions are consistently agreed upon throughout the GMS faculty. Whole group and small group instruction are used in math and reading classes. This is quite beneficial in raising TCAP scores.

Instructional Summary Questions

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.

Germantown Middle School requests inclusion teachers for science as well as additional English and math inclusion teachers. These teachers will help the classroom teacher meet the needs of students with learning disabilities. The challenge with adding inclusion teachers is funding. DEA and TCAP results provide evidence for the need for additional inclusion teachers. Funding is needed to provide updated instructional materials, such as lab equipment, software, and other resources that will help ensure growth and achievement of all students.

Instructional Summary Questions

How will we address our challenges?

GMS will address instructional challenges by continuing to provide before and after school tutoring to further support student learning. Our teachers will collaborate with colleagues to identify different methods of meeting the needs of all learners. GMS teachers will continue to incorporate technology into our lessons and administration will continue to ensure professional development opportunities for teachers and staff to incorporate a variety of instructional practices in each classroom.

TEMPLATE 3.3.A: Assessment Practices
(Rubric Indicator 3.5 and 3.6)

Current Assessment Practice #1: Assessments based on TDOE standards	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Implementation of Power Standards • Curriculum maps • Assessment Guides • On-line assessment tools for textbooks • Enrichment curricula • Observations of students by teachers • Observations of teachers by teachers/administrators
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)	<ul style="list-style-type: none"> • Discovery Education reports • TVAAS scores • TCAP and Gateway achievement scores – Algebra, • School report cards • Lesson plans with S.P.I. identifying objectives taught • Summative reports with administrator • Observation reports for students
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • 2011 TCAP Scores: <ul style="list-style-type: none"> ◦ Math: <ul style="list-style-type: none"> ▪ 6th Adv/Prof: 46% ▪ 7th Adv/Prof: 46% ▪ 8th Adv/Prof: 31% ◦ Reading/Language Arts: <ul style="list-style-type: none"> ▪ 6th Adv/Prof: 61% ▪ 7th Adv/Prof: 45% ▪ 8th Adv/Prof: 50% • 2011 Algebra I End of Course exam: 100% Advanced • Based on 2011 TVAAS: <ul style="list-style-type: none"> ◦ Positive growth in Math for 6th/7th grades ◦ Positive growth in Social Studies for 6th-8th grades • Discovery Education Assessments indicate overall growth over 3 tests for the 2010-2011 schc
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Assessment Guides and Curriculum maps
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Hold school-wide in service to learn more effective ways to align assessments to standards • Continue to use effective assessments

Current Assessment Practice #2: Administer Assessments Relative to Student Achievement	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Assessment from textbooks • Compass Learning • Discovery Education • Teacher generated tests i.e. Multiple choice, true/false, fill in the blank, matching, essay, or pe • BrainPop • Diagnostic assessments • TCAP practice books • Critical thinking games • Pre/Post tests • Unit tests • Observations of students by teachers • Observations of teachers by teachers/administrators • Hands-on activities • Experiments, inquiry based activities • Long-term Projects • Activity sheets • Higher order thinking activities and question
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)	<ul style="list-style-type: none"> • Teacher Data notebooks • Formal/informal assessments • Results from computer generated programs (Compass Learning) • Rubrics/paper based grades • Report cards • Powerschool
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • 2011 TCAP Scores: <ul style="list-style-type: none"> ◦ Math: <ul style="list-style-type: none"> ▪ 6th Adv/Prof: 46% ▪ 7th Adv/Prof: 46% ▪ 8th Adv/Prof: 31% ◦ Reading/Language Arts: <ul style="list-style-type: none"> ▪ 6th Adv/Prof: 61% ▪ 7th Adv/Prof: 45% ▪ 8th Adv/Prof: 50% • 2011 Algebra I End of Course exam: 100% Advanced • Based on 2011 TVAAS: <ul style="list-style-type: none"> ◦ Positive growth in Math for 6th/7th grades ◦ Positive growth in Social Studies for 6th-8th grades • Discovery Education Assessments indicate overall growth over 3 tests for the 2010-2011 schc
Evidence of equitable school support for this practice	All reports / analysis data available across the curriculum.
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Provide additional staff development CRT (Criterion Referenced Tests) and NRT (Norm Refer • Continue effective practices

Current Assessment Practice #3: Professional Development Accurate Assessment	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • My Learning Plan to track professional development hours • PD 360 for Internet-based training sessions • TOC Sessions • School-wide inservice • PLC's (Subject area/grade level) • Discovery Education training • BrainPop training • APEX • Procedures training • IEP (Individualized Education Program) procedures/modifications • Writing workshops
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)	<ul style="list-style-type: none"> • District Learning Day inservice days • MLP Transcripts • school-wide inservice • community workshops • Continuing education • Staff earning additional degrees
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Over 1100 hours of Staff Development documented for the 2010-2011school year.
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Variety of system-wide Professional Development choices • All reports/analysis data available across the curriculum
Next Step (changes or continuations)	Continuation of effective practices.

Current Assessment Practice #4: Support and Technical Assistance for Developing and Using Assessments	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Discovery Education • BrainPop • Online textbooks • Discovery Kids • Support from STS and CTS for all technology • TOC sessions • Promethean interactive white boards • iPod cart • STEM classes for 6th grade • Compass Learning support
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)	<ul style="list-style-type: none"> • Training manuals • TOC worksheets • My Learning Plan transcripts • Classroom use of technology by staff/students
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Faculty attendance at TOC's • Email correspondence between faculty and CTS/STS • MLP Transcripts indicate over 1100 hours of PD training for the 2010-2011 school year
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ◦ Laptop carts at each grade level ◦ Two high tech computer labs available to all grade levels ◦ Technology training sessions available to all teachers ◦ iPod cart ◦ Promethean boards available on all grade levels
Next Step (changes or continuations)	Continue effective practices

Current Assessment Practice #5: Provides Assessment Information to Appropriate Stakeholders	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • TCAP results • Powerschool • Teacher web pages • Progress reports and interims • SCS (Shelby County Schools) email • Parent/Teacher conference • Discovery Education results sent home • APEX (Academic Program for the Exceptional) reports • Report cards, interims • IEP (Individualized Education Program) meetings • Observations of students by teachers • Observations of teachers by teachers/administrators
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)	<ul style="list-style-type: none"> • Track Powerschool access - parent portal tracking returned interims with parent signature • TCAP (Tennessee Comprehensive Assessment Program) scores sent yearly • E-mail • Meetings with administrator on Discovery Education results • Internet pages updated weekly • Summative meetings with administrator and teacher
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Results from multiple stakeholder surveys • Faculty Honor Roll • Principal's Honor Roll • Report Card Summary Sheets
Evidence of equitable school support for this practice	Stakeholder surveys are available to all appropriate stakeholders.
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practices

Current Assessment Practice #6:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Assessment Practice #7:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Assessment Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.3.B: Assessment Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to Assessment practices, also to be recorded in Template 3.3.b.

TEMPLATE 3.3.B: Assessment Gap Analysis**“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 Assessment practices?

-
- **TIME**
SCS teachers are required to complete mandatory professional development training, which may include but is not limited to technology. In addition to the hours required teachers spend time grading papers, administering the Discovery Education Assessments throughout the year for all content areas excluding Social Studies. Much of teachers' time is spent on analysis of multiple data sources both for their classes and for individual students. Analysis of data sources guides instruction and assessment practices.
 - **MONEY**
GMS allots funds to purchase assessment tools to meet the needs of all students. Technology assessment programs purchased annually include Discovery Education and Compass Learning, both of which provide online and written materials for assessment. Discovery Education supports content areas of Language Arts, Math, and Science. Lab kits are purchased for the Science department to provide written and/or performance based assessments. The Math department utilizes funds for materials to provide authentic assessments as well as standardized assessments.
 - **PERSONNEL**
GMS teachers are trained and are required to implement Discovery Education assessment into classrooms three times each year during the Fall, Winter, and Spring. Teachers are also encouraged to utilize Discovery Education practice probes and T-Cap coach practice activities along with after school tutoring.
 - **OTHER RESOURCES**
System-wide, campus in-service, and workshops are examples of other resources that are provided during faculty meetings or staff development to assist teachers in analyzing and evaluating results for the state assessment testing and computerized Discovery Education assessments.

“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 Assessment practices?

-
- **TIME**
Additional non-duty time would be beneficial in order to set up essential programs. For example, Discovery Education practice probes, and Web related resources for enhancing content learning. This time could also be utilized to analyze, evaluate, and grade student assessments such as technology based or teacher prepared activities/projects. Provisions should be made for uninterrupted planning once a week in addition to mandated planning time. This would provide additional time to complete necessary tasks. Due to mandated extra curricular duties and after-school responsibilities along with shortened planning times, teachers have very little time to put forth one-hundred percent towards evaluating assessments in a timely manner.
 - **MONEY**
We would like to have more funds allocated to provide additional personnel to assist teachers so that more time could be devoted to student assessment opportunities. More funds are needed to purchase additional effective assessment programs to enhance ever-changing standards and student needs.
 - **PERSONNEL**
We would like to have an assistant per grade level to aid in making copies and assist in the completion of administrative / management tasks. This would provide teachers more time to devote in analyzing and evaluating assessments as well as preparing a wider variety of authentic assessments that would foster multi-sensory learning experiences to meet individual learner needs.
 - **OTHER RESOURCES**
Additional resources should be available for assessment as well as additional training to evaluate and analyze data. Additional technology based assessments are needed to supplement current assessments. Help is needed in assisting teachers in using modifications and adaptations for social studies and science content. Also needed are varied assessments for Social Studies.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Overall yes. Faculty members are informed of available resources. Faculty members are trained in resources and encouraged and/or mandated to implement current resources into classroom application.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

We believe that we should increase our standards in order to strengthen our focus areas of science and social studies. Both areas require effective teachers with effective teaching practices who are highly qualified in the respective areas. We should utilize data to identify individual student level of performance to meet individual needs. An optimal teaching experience would allow a teacher to focus and teach in only one highly qualified area for a minimum of two years without grade level or subject area change. Lack of teaching experience and/or knowledge in a particular subject area affects the growth and development of learners.

Based on the data, are we accurately meeting the needs of all students in our school?

We strive for the best, but it is nearly impossible to meet EVERY child's needs. We incorporate a variety of interventions and teaching strategies to attempt to meet all levels of learning. We also implement differentiated instruction and alternative assessments.

TEMPLATE 3.3.C: Assessment Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**TEMPLATE 3.3.C: Assessment Summary Questions
(Rubric Indicator 3.6)****Assessment Summary Questions**

What are our major strengths and how do we know?

Our major strengths are in Language Arts and Math. We know this as evidenced by TCAP results, report cards, report card summary sheets, and student performance in the classroom and DEA scores. By analyzing DEA reports sixth grade students are grouped into classes based on ability level in both subject areas, Language Arts and Math. Sixth-grade teachers utilize a rubric to identify students for grouping placement based on individual fifth-grade TCAP scores and individual first DEA of the sixth grade year. Seventh and eighth grade students enter respective grades with a completed rubric by the previous years teacher to rank individual students based on report card scores, teacher recommendation, and end of year DEA results in order for grouping placement into enriched or regular Language Arts or Math classes.

Assessment Summary Questions

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.

Social Studies and Science are our most challenging subject areas. Social Studies is commonly taught by faculty who are highly qualified in multiple subjects but who primarily teach another subject. Currently Discovery Education does not provide benchmark assessments for Social Studies and very few practice TCAP assessments for this subject area as well. Additionally, limited instructional time affects the amount of content that can be covered relative to expectations from state assessments. While Science has presented a particular challenge in past years, efforts to improve Science instruction are reflected in yearly gains on all grade levels.

Assessment Summary Questions

How will we address our challenges?

GMS will continue to acquire highly qualified teachers for all subject areas and allow these teachers to remain in their placement for a minimum of two years to gauge their effectiveness based on TVAAS and TCAP achievement. If students do not maintain positive growth, teacher placement will be evaluated, discussed, and possibly changed. If personnel is available, teachers should not be required to split time between subjects. This will increase teacher focus n all subject areas by minimizing the amount of time that teachers must spend preparing for multiple subjects.

TEMPLATE 3.4.A: Organizational Practices
(Rubric Indicator 3.7 and 3.8)

Current Organizational Practice #1:	
Organizational practices and processes promote the effective time-on-task for all students.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Flexible schedule without bells • Co-teaching in Language Arts and Math • Substitute notebooks • Classroom rules, schedules and emergency procedures posted in rooms • Lesson plans on line • Provision of materials and supplies for teaching and learning • Computer lab available before and after school for student • Apex classes and seminars; math and language arts tutoring in the afternoon
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)	<ul style="list-style-type: none"> • TCAP scores • Discovery Education • Straight A's on the state report card • Teacher, student, and parent feedback
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Feedback from all stakeholders • Good Standing on TN Report Card
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Student, parent, & teacher follow through of GMS rules and procedures • Frequency of visits to school related websites and web logs • Participation in additional instructional opportunities
Next Step (changes or continuations)	Continuation of effective organizationalpractices and processes promote the effective time on-task f

Current Organizational Practice #2: School provides continuous professional development for school leaders.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • An additional part time computer technology trainer • Master mentor program • Co-teaching • Periodic seminars and workshops (school wide and district wide) • Technology training • Regularly scheduled faculty, departmental, grade, and team meetings • PAC committee
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)	<ul style="list-style-type: none"> • MLP Transcripts • Minutes from all meetings held at GMS • Master Mentor documentation
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Staff development logs • Over 1100 hours of Professional Development hours documented for 2010-2011 school year • Minutes from all meetings held at GMS • Master Mentor documentation
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Staff development logs • My Learning Plan documentation for flex hours • Minutes from all meetings held at GMS • Master Mentor documentation
Next Step (changes or continuations)	Continuation of effective professional development opportunities at the school level for GMS faculty

Current Organizational Practice #3: School is organized to be proactive in addressing issues that might impede teaching and learning.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Full time SRO (Germantown Police Officer) • New "Watch Dogs" Program • Standard dress code • School-wide dismissal procedures • Strict procedures for visitors • Name tags for faculty and staff • Supervisory assignments in halls throughout the building before and after school as well as during • Teacher escorting of classes to and from lunch and MAPS classes • Emergency drills practiced each semester, i.e. fire, tornado, earthquake, lockdown • Graded Paper Day • ISS (In-School Suspension) • Friday school • Guidance classes and counseling sessions • GMS Curriculum Night • GMS website • GMSPTA website • Love and Logic training • PAC committee
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)	<ul style="list-style-type: none"> • PTA rosters and volunteer sign-in sheets • Teacher, student, and parent feedback
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Faculty and staff observation • Reduction in retention rate • Good Standing on TN Report Card
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Student, parent, & teacher follow through of GMS rules and procedures • Frequency of visits to school related websites
Next Step (changes or continuations)	Continuation of effective practices that help GMS to be proactive in addressing issues that might im

Current Organizational Practice #4: School is organized to support a diverse learning community through programs and practices.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Spanish I Classes • Part-time ESL teacher for ELL students • Additional full time assistants for SPED classes • STEP Class • Functional Skills • Co-teaching classes • Differentiated instruction • Faculty and Principal's honor rolls posted quarterly • International Day/Cultural Diversity program • Memphis in May Activities • Reflections (PTA Cultural Arts Contest) • GMS Art Show • Builders Club • Environmental Club • Art Club • Chess Club • GMS DIVAS • GMS Ambassadors • Challenge Day • National Junior Honor Society • Junior Beta Club • GMS Movers • Educational Leaders of Tomorrow • Competitive Cheerleaders • GMS boy's and girl's basketball teams • GMS Mighty Red Devil Marching Band • GMS Concert Band • GMS Jazz Band • GMS Garbage Band • GMS Chorus
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)	<ul style="list-style-type: none"> • PTA rosters and volunteer sign-in sheets • Teacher, student, and parent feedback • Local media coverage
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Student, parent, & teacher participation in school clubs/groups & special events and attendance at s
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Student, parent, & teacher participation in special events and attendance at special events • Frequency of visits to school related websites
Next Step (changes or continuations)	Continuation of effective programs and practices that support a diverse learning community.

Current Organizational Practice #5: School is organized to engage the parents and community in providing extended learning opportunities for children	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • A very involved PTA • GMS Family Science Night 2006 - 20008 • GMS Square Dance Night • 6th Grade TCAP Night • GES Celebrates GMS Day 2007-2008 • GMS Talent show • GMS Brag Night • GMS website • GMSPTA website • Teacher internet web logs • GMS Career Day • GMS Open House • GMS Curriculum Night • GMS Book Fair • Annual spring break trip • Band and chorus trips • Numerous community guest speakers for school assemblies, academic classes, and school s
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)	<ul style="list-style-type: none"> • PTA rosters and volunteer sign-in sheets • Teacher, student, and parent feed back
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Student, parent, & teacher participation in special events and attendance at special events • Frequency of visits to school related websites • PTA Membership increased from 53% in 2010-2011 to 78% in 2011-2012
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Student, parent, & teacher participation in special events and attendance at special events • Frequency of visits to school related websites
Next Step (changes or continuations)	Continuation of the effective organization and engagement of parents and community in providing e

Current Organizational Practice #6:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Organizational Practice #7:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.4.B: Organizational Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to Organizational practices, also to be recorded in Template 3.2.b.

TEMPLATE 3.4.B: Organizational Gap Analysis**“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 Organizational practices?

• **TIME**

Faculty and team meetings are held weekly, extra – curricular activities supervised by staff and, adequate time is spent in after school tutorial programs. All Teachers are required to secure six flex hours of training prior to the month of May. Teachers have at adequate planning time during the week to prepare effective lessons for our students. Activity classes are offered in Physical Education, where the Teachers make their lessons applicable to other subject matter. Additionally, Music, Art, Guidance and The use of the Library is time well spent on instructing students and enhancing their knowledge. Teachers spend time after the regular school day supervising students in extra-curricular activities.

• **MONEY**

An allotment of money is dedicated for professional development, technology, and classroom materials. Each Teacher is allotted \$200.00 per year to purchase supplies for the classroom. Additionally, the P.T.A allots funds per team for supplies. An allocation of funds is made according to Shelby County guidelines as well as state and federal guidelines. Monies for materials for TCAP coach workbooks, projectors and software are also utilized for. The Germantown Educational Foundation provides approximately \$13,000.00 a year for curriculum and instruction for our students. The GMS Parent/Teacher Association also provides donations averaging \$15,000.00-\$20,000.00 annually.

• **PERSONNEL**

74% of the faculty is tenured. 100% of faculty certified for the area in which they are teaching. All staff supervises and sponsor clubs, groups or activities involving students throughout the year. All Teachers are required to be evaluated through the new state mandated evaluation system. A certified Teacher instructs all core subjects.

• **OTHER RESOURCES**

Tutorial programs for Math and English are offered after school. Teachers and parents work together collaboratively with the PTA. Other resources include computer labs and laptop carts for students, Discovery Education, Compass Learning and Brain Pop. A Watch-DOGS (Dads Of Great Students) program is in place whereby Fathers/male guardians of GMS students volunteer time in the building to assist in the classroom, technology lab, tutoring or anywhere there is a need for assistance. Community members participate in Challenge Day, Career Day, International Day, and many other events. Community involvement enhances the quality instruction at GMS.

“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 Organizational practices?

• **TIME**

Ideally, meeting times would be used more efficiently, documentation would be distributed to faculty in a more timely manner, Math and Language Arts tutoring would be available more widely throughout the school, and opportunities for enrichment and extra-curricular activities would be increased.

• **MONEY**

More funds should be allocated for Math and English after school tutoring programs. Additional funds should be provided for incentives given for good behavior by students as well as academic achievement and attendance each quarter. Additionally, funds are needed for transportation to encourage more students to attend after school tutorial programs. Monies should be allocated for more instructional materials and software.

• **PERSONNEL**

Permanent school based substitutes are needed to reduce interruptions in instruction in the event of teacher absences. These subs will be able to fill in with minimal, if any, loss of teaching time. Additional staff is needed to assist with math and English tutoring during the day since many students can't stay after school. A full time nurse is needed to assist with medical emergencies that may occur during the day.

• **OTHER RESOURCES**

We should have more tutors for Math and English and additional funding to promote this endeavor. Additional technology training should be available to teachers and to students. Also, an attempt should be made to obtain additional assistance from the business community as business partners to help defray the cost of much needed additional equipment and supplies for students.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Yes. All faculty members attend mandatory PLC's for whole faculty, department areas, and grade levels. Teachers are encouraged to voice opinions on matters that may affect the effectiveness of the school via the Principal's Advisory Committee.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Yes. Funds received from the PTA and from the school are used to purchase materials that enhance learning at GMS. New computers, projectors, classroom performance system, Promethean Boards and many other learning tools have been purchased to support teacher effectiveness in meeting student needs.

Based on the data, are we accurately meeting the needs of all students in our school?

As a result of the team concept, individualized instruction and qualified staff, the needs of our students are being met. TCAP scores, TVAAS, DEA results, student grades, teacher observation and feedback from parents indicate that students' needs are met at GMS.

TEMPLATE 3.4.C: Organizational Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**TEMPLATE 3.4.C: Organizational Summary Questions
(Rubric Indicator 3.8)****Organizational Summary Questions**

What are our major strengths and how do we know?

The team concept in our school, which allows for individualized instruction, is a major strength. This concept helps meet the needs of our students. As a result of having a highly qualified instructional staff members at GMS, our students perform well on TCAP each year. Our emphasis is on the welfare and safety of our students and on providing quality instruction so that they can be successful in an ever-growing technological society. We have a safe and orderly environment that allows teaching and learning to take place with minimal interruptions.

Organizational Summary Questions

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.

Additional funding should be provided for after-school tutoring to assist students who need reinforcement. Additional funds should also be provided for the purchase of equipment and supplies. Parental involvement is always important but has become less of a challenge than in previous school years.

Organizational Summary Questions

How will we address our challenges?

We will continue to solicit support from our community, parents, and the district. Additionally, parents will be given more opportunities to be involved in the education of their children, as it relates to their participation in various activities offered by Germantown Middle School.

Component 4 - Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

Action Step

Component 5 - The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

The following summary questions are related to Process. They are designed as a culminating activity for you to analyze the process used to develop the school improvement plan.

**TEMPLATE 5.1: Process Evaluation
(Rubric Indicator 5.1)****Evidence of Collaborative Process**

What are our major strengths and how do we know?

GMS boasts many strengths including our diversity of students, families and staff, as well as our sense of community and collaboration between all stakeholders. These strengths are reflected in our various stakeholder surveys, as well as evaluations of programs such as Career Day, Challenge Day, and cultural diversity from parents and community members who have participated. Additional strengths are listed below and are identified by the data sources from which they were collected.

TCAP Data:

- 2011 TCAP results indicate an increase in the percentage of students in all grades scoring in the advanced/proficient ranges in Science when compared to results from 2010.
- 6th grade students who scored in the advanced/proficient ranges increased in three of four subject areas between 2010 and 2011.
- 2011 TCAP results indicate an increase in the percentage of 6th grade students scoring in the advanced/proficient ranges in Math, Science and Social Studies when compared to results from 2010.
- 2011 TCAP results indicate an increase in the percentage of 8th grade students scoring in the advanced/proficient ranges in Reading/Language Arts when compared to results from 2010.

AYP and AYP:

- In both Math and Reading/Language Arts, GMS students exceeded TNAMO's for 2011. With the exception of Students with Disabilities, students in all subgroups met or exceeded TNAMO's for 2011 in Reading/Language Arts.
- Among students with disabilities, 56% scored in the advanced and proficient ranges for Social Studies.
- For Math 25% of students in the Economically Disadvantaged subgroup scored in the advanced/proficient ranges. This is an increase of 8% over scores from 2010.
- For Science, 63% of all students scored in the advanced/proficient ranges. This is an increase of 5% over scores from 2010. Scores for Science in the advanced/proficient ranges also increased among Economically Disadvantaged and Black student subgroups.
- For Social Studies, 56% of Students with Disabilities scored in the advanced/proficient ranges.

TVAAS:

- Students in grades 6 & 7 maintained consistent, positive growth in mathematics over three years.
- Year-over-year results reflect positive growth in several areas:
 - 6th and 7th grade Math
 - 8th grade Reading/Language Arts
 - 6th and 8th grade Science
- Students working at all levels (Quintiles 1-5) achieved positive growth in several subjects:
 - 6th and 7th grade Math
 - 6th grade Science
- Year-over-year growth reverses a negative trend among previous cohort groups in 6th and 8th grade Science, 8th grade Reading/Language Arts, and 7th grade Math.
- Continued positive growth will be reflected in future 3 year averages beginning in 2012.
- 8th grade students achieved significant growth in Reading/Language Arts and in Science when compared to their Mean NCE gains from 2010.

Other Data Sources:

- GMS faculty utilizes programs such as Discovery Education, Compass Learning, diagnostic tests and formative assessments in an effort to gauge student achievement at multiple intervals throughout the school year. Data from those assessments is analyzed and used to improve current curricular and instructional practices.
- Rigorous courses are available to high-achieving students. Physical Science, Algebra I, and Spanish I are offered to students who meet specific requirements. Students who successfully complete these courses earn credit toward high school graduation.
- Student achievement in Physical Science, Algebra I, TCAP writing assessment, ACT Explore, and Spanish I, in particular, reflect the quality instruction offered at GMS.

Evidence of Alignment of Data and Goals

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

In December of 2010, GMS parents, students, faculty, and community members met to complete school improvement surveys. IQAR visited in March of 2011 in preparation of the district accreditation of October 2011. Components 1, 2, 3, 4 and 5 (September 2011) reflect the revisions resulting from this visit and in preparing us for accreditation. GMS administrators met in August of 2011 and assigned each faculty member to a component committee. Key roles were determined within each committee to progress toward identifying its core strengths and weaknesses. Subcommittees then gathered and analyzed data identifying the strengths and weaknesses. Minutes from each committee meeting serve as evidence of this collaborative process. The findings were communicated to all stakeholders via faculty meetings, PTA meetings and newsletters.

The following academic data sources prove alignment between our data and goals:

- TCAP Results (Achievement and MAAS tests)
- Value Added (TVASS)
- TCAP Alt.
- Formative Assessments
 - Discovery Education Practice Probes
 - Compass Learning Diagnostic Data
- Summative Assessments
 - P.A.S. Discovery Education Learning Diagnostic Data
- 8th Grade Assessments
 - ACT Explore
 - TCAP 8th Grade Writing Assessment
 - Physical Science Assessments
 - Algebra 1 Assessments
 - Ninth Grade Math Placement Test

The following non- academic data sources prove alignment between our data and goals:

- Input from Professional Learning Communities
- School Demographic Data
- Attendance and Promotion
- Suspensions and Expulsions

Review, analysis, and disaggregation of all formative and summative data such as: TCAP, writing prompts and assessments, TVAAS, achievement, the Average Reporting Category Performance report, benchmark testing, Discovery Education Assessment, re-teaching, tiered plans, teacher-made tests, class observations, and COMPASS learning indicate that we need to focus on Four primary areas in our school improvement planning.

The subcommittee for Component 1 examined each of these data sources determining the areas of strength, and the needs of GMS; which resulted in a list of goal targets used by Component 4 to develop the action plan.

Evidence of Communication with All Stakeholders

What evidence do we have of our communication of the TSIPP to all stakeholders?

Data from periodic analysis of each TSIPP component is shared via faculty meetings, grade level meetings, PLC's, PTA meetings, PTA emails, the school website and newsletters throughout the year. The minutes from the committee meetings are kept on file at the school.

Surveys were given to parents and community members for their input in the development of our school improvement plan. Included on the surveys is a narrative explaining the process of school improvement. Our common mission, shared vision, and beliefs were sent to all parents for their approval. All survey responses were analyzed and reported in the school improvement plan. Surveys and data analysis are kept in documentation files.

Parent and community members are invited to serve on component committees and review the final copy of the school improvement plan. Our school improvement plan is available for review by all stakeholders.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

Goal 1: Germantown Middle School will insure that NCE gains reflect growth in Mathematics among all students in all grades over three years.

- Belief(s): All students can learn, achieve and succeed.
- Students learn in different ways.
- Exceptional students require special services and resource.
- Mission: Evidence of Goal 1 is reflected in the mission of Germantown Middle School through our commitment to NCE gains over three years. Higher TCAP scores in Mathematics will allow our students to continue their education through diverse means and will help meet the goal of all students reaching their maximum intellectual, emotional and social potential.
- Vision: Evidence of Goal 1 is reflected in the vision of Germantown Middle School through the collaboration between teachers and students in the challenge

to increase TCAP scores in Mathematics over three years and to understand the value of doing so

Goal 2: Germantown Middle School will insure that NCE gains reflect growth in Reading/Language Arts among all students in all grades over three years

- Mission: Evidence of Goal 2 is reflected in the mission of Germantown Middle School through our commitment to NCE gains over three years. Higher TCAP scores in Reading/Language Arts will allow our students to continue their education through diverse means and will help meet the goal of all students reaching their maximum intellectual, emotional and social potential.
- Vision: Evidence of Goal 2 is reflected in the vision of Germantown Middle School through the collaboration between teachers and students in the challenge to increase TCAP scores in Reading/Language Arts over three years and to understand the value of doing so

Goal 3: Germantown Middle School will insure that NCE gains reflect growth in Social Studies among all students in all grades over three years

- Mission: Evidence of Goal 3 is reflected in the mission of Germantown Middle School through our commitment to NCE gains over three years. Higher TCAP scores in Social Studies will allow our students to continue their education through diverse means and will help meet the goal of all students reaching their maximum intellectual, emotional and social potential.
- Vision: Evidence of Goal 3 is reflected in the vision of Germantown Middle School through the collaboration between teachers and students in the challenge to increase TCAP scores in Reading/Language Arts over three years and to understand the value of doing so.

Goal 4: Writing Curriculum changes will be implemented across grade levels to improve the writing skills of all students.

- Mission: Evidence of Goal 4 is reflected in the mission of Germantown Middle School through curricular changes that will occur in a school-wide mock writing test, which will be scored according to TN standards. Higher TCAP scores in Writing will allow our students to continue their education through diverse means and will help meet the goal of all students reaching their maximum intellectual, emotional and social potential.
- Vision: Evidence of Goal 4 is reflected in the vision of Germantown Middle School through the collaboration between teachers and students in the challenge to increase TCAP scores in Writing over three years and to understand the value of doing so.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

Utilizing data from multiple sources, the Leadership Team developed 4 goals for the 2011-2012 school year. Those goals were analyzed by the committee for Component 4, who then created action steps to help us meet those goals. Committee members for Component 3 evaluated and revised our documentation with regard to GMS practices for curriculum, instruction, assessment and organization. Committee members from multiple components then revisited our goals for the school year and determined that our goals, action steps and practices are in alignment and are reflective of our school's mission, vision and beliefs. We are committed to providing a school experience for all students that maximizes their potential for learning. We are also committed to re-evaluating our practices throughout the year to ensure that our methods are helping us to meet our goals. If at any time the instructional staff determines that our goals, plans and/or practices no longer meet the needs of our students, our improvement plan will be revised, and revisions will be implemented to maximize the effectiveness of the services provided to our students.

Suggestions for the Process

What suggestions do we have for improving our planning process?

Administrators, teachers, classified staff, parents, and members of our community recognize the importance of the school improvement process and contribute equally to its development. It is a "blueprint" designed to increase student achievement. We will work to ensure all stakeholders understand the importance of the school improvement plan through scheduled meetings in which stakeholders are invited to participate. The meetings should be announced in multiple ways to ensure everyone has knowledge of the meeting location and time.

The administration, faculty, staff, and PTA will promote activities that increase the understanding of curricular goals and promote the importance of attendance. General and special education teachers will use and analyze Discovery Education Assessment data to identify, develop, and modify an appropriate curriculum and instruction to meet the needs of students with disabilities, as well as, the needs of non-proficient students. Diverse teaching methods and etymology exercises will be used to address overall state objectives. Following each of the three Discovery Education assessments, teachers will meet with administration to discuss strategies for addressing strengths and weaknesses. Daily needs will also be addressed in co-teaching settings classrooms.

Science and Social Studies department teachers will focus on cross curriculum units, monthly professional development activities, departmental collaboration, differentiated instruction, virtual environments found on the internet and assessments based on the TCAP format in order to achieve student improvement. Curriculum will be reinforced through the use of technology, differentiated instruction and state recommended preparation materials. Teachers will plan as a subject area to create lesson plans that focus on the higher levels of Bloom's Taxonomy, in an effort to improve student achievement.

TEMPLATE 5.2: Implementation Evaluation

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

**TEMPLATE 5.2: Implementation Evaluation
(Rubric Indicator 5.2)****Evidence of Implementation**

What is our plan to begin implementation of the action steps?

Goal 1: NCE gains will reflect consistent, positive growth in mathematics among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in mathematics for 2010, 2011 and 2012.

- 2010 Mathematics Mean NCE gains – 6: 0.9, 7: -0.3, 8: -6.8
- 2011 Mathematics Mean NCE gains – 6: 4.0, 7: 5.3, 8: -8.1

To achieve the desired gains teachers have access to several sets of data and programs to assist students. Achievement data from the 2011 TCAP scores, as well as TVAAS information can be accessed by all teachers. Additionally, all students completed diagnostic assessments to begin the 2011-2012 school year, which has allowed math teachers to analyze each student's strengths and areas for improvement. The Discovery Education Assessments (DEA's) will allow teachers to monitor individual student progress three times during the school year. GMS math teachers utilize the new curriculum guides for SCS including Power Standards from the Common Core Standards. Additionally, new pacing charts will provide a more rigorous curriculum. Students who scored in the Basic or Below Basic categories on 2011 TCAP have been assigned to a reinforcement class to enhance both language arts and mathematics. Reinforcement classes use Compass Learning, which is a spiraled, interactive program designed to place students at their individual proficiency level and provide activities to assess and then challenge them to make gains toward proficiency.

Goal 2: NCE gains will reflect consistent, positive growth in Reading/Language Arts among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in Reading/Language Arts for 2010, 2011, and 2012.

- 2010 Reading/Language Arts Means NCE gains – 6: -3.3, 7: -7.1, 8: -3.1
- 2011 Reading/Language Arts Means NCE gains - 6: -2.0, 7: -2.8, 8: 2.5

The implementation of the action steps listed in Goal 2 for increasing Reading/Language Arts scores began in August after giving a diagnostic test in all Language Arts classrooms followed by the Discovery Education Assessment in September. Teachers continue to analyze DEA data with administrators to determine student strengths and areas for improvement. Teachers will analyze data then tailor instruction based on student needs. Teachers must also schedule meetings with an administrator after each DEA to discuss strategies for addressing strengths and weaknesses. Students who qualify based on an IEP have been placed in co-teaching classes and will receive direct instruction from both a regular education and special education teacher for Language Arts. The co-teach setting is designed to meet individual student needs while challenging these students to achieve grade level proficiency or above. Weekly lesson plans are written to address various learning styles. Teachers will continue to use TCAP Coach books to review state objectives and to revise teaching strategies based on effectiveness.

Goal 3: NCE gains will reflect consistent, positive growth in Social Studies among all students in all grades over three years. Year-over-year growth will be measured by a comparison between grade level NCE gains in Social Studies for 2010, 2011, and 2012

- 2010 Social Studies Mean NCE gains – 6: 1.1, 7: 8.2, 8: -4.5
- 2011 Social Studies Mean NCE gains – 6: -1.4, 7: -3.1, 8: -10.5

Scores from TCAP Assessments reflect minimal or negative Mean NCE gains in Social Studies over the last two years. In 2010, scores for 8th grade Social Studies were -4.5 NCE while scores in 6th and 7th grade showed positive gains 6th grade +1.1 NCE and 7th grade +8.2 NCE). However, scores from 2011 TCAP Assessment reflect negative gains in Social Studies in 6th, 7th, and 8th grade (6th grade=-1.4 NCE, 7th grade=-3.1 NCE, and 8th grade=-10.5 NCE). The inconsistency of these trends reflects a need to analyze curriculum strengths and weaknesses. Therefore, GMS has identified Social Studies as a goal area of focus for improvement. The goal is to utilize TVAAS (Tennessee Value-added Assessment System) measures to identify student progress within each grade, while trying to ascertain the influence the school has on the student performance in Social Studies. We will also utilize all available resources to help insure that NCE gains at GMS in Social Studies reflect consistency and positive growth among all students in all grade levels over the next three years.

Goal 4: NCE Writing curriculum changes will be implemented across grade levels to improve the writing skills of all students. Curricular changes will culminate in a school-wide mock writing test, which will be scored according to TN standards. Year-over-year growth will be measured by a comparison of 8th grade TCAP Writing Assessment average scores from 2010 (4.6), 2011 (4.3), and 2012.

The Language Arts department will conduct two school-wide mock writing assessments beginning in December. These essays will be scored on the 0-6 scoring rubric by members of the GMS Writing Committee. Scores will be tallied and presented to the administrators. The 6th and 7th grade students will participate in a 3rd mock writing assessment when the 8th grade students complete their TCAP writing assessment in February. An RTI writing enrichment class has also been added to the curriculum to help improve writing scores.

Evidence of the Use of Data

What is the plan for the use of data?

All formative and summative assessments such as: TCAP, TVAAS, achievement, benchmark testing, *Discovery Education Assessment*, re-teaching, teacher-made tests, and class observation, and will be disaggregated and analyzed to determine non-proficiency, proficiency, and advanced proficiency levels. Results will determine how teachers will direct their students' learning process. Response To Intervention and differentiated instruction will be used to move non-proficient students to proficient, proficient to advanced proficient, and challenge those students performing at advanced proficiency.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

The following summary questions are related to **TSIPP Monitoring and Adjusting**. They are designed as a culminating activity for the school to plan the monitoring process that will ensure that the school improvement plan leads to effectively supporting and building capacity for improved student achievement for all students.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation (Rubric Indicator 5.3)**Evidence of Monitoring Dates**

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

The Language Arts, Math, and Science teachers will use Thinklink Assessment data to determine strengths and weaknesses of students with disabilities who score in the advanced or proficient ranges during the months of September, December, and February. Co-teaching evaluation, which addresses the success or failure of various learning styles, will shape the Practice Probes that assess SPI's at least once per nine weeks.

Staff will routinely evaluate the most efficient course of action to improve student achievement in 6th and 8th grade Social Studies by using assessment data from Thinklink Practice Probes and Benchmark Tests. Staff will also analyze test data on a mastery, partial mastery, and non-mastery basis for curriculum alteration and redirection. Core content and TCAP objectives will be evaluated via mock writing tests and TCAP coach books will be used to re-teach content. Differentiated instruction based on Bloom's Taxonomy, innovative vocabulary teaching strategies and technology will be shared at subject area meetings.

All subject area teachers will collaborate during professional development meetings in September and October to enhance differentiated instruction of curriculum. Teachers will focus on the usage of technology and formative assessment.

Teachers will meet with administration, by teams, to share results and progress following each Thinklink assessment to discuss the implementation of objectives from the Tennessee Blueprint for Learning, the Shelby County Curriculum Guides, and TCAP preparation programs. Success of Word Walls, Daily Analogy Books, Etymology exercises and materials, and resources for ELL students will be evaluated as well. Reading/Language Arts reinforcement and remediation as well as weekly tutoring opportunities will be evaluated and tailored for maximum efficiency. The GMS student body, which is exposed to diverse teaching methods, will also be monitored on a nine-week basis through evaluation of Thinklink Learning, Holt Rhinehart Assessment, and teacher created reading assessments.

GMS will maintain or exceed its current attendance rate by tracking and documenting excessive absences, providing student incentives for exemplary attendance, presenting awards at honor ceremonies, and the regular inclusion of PTA, parents, staff, and faculty at monthly activities such as Curriculum Nights, conferences, and PTA meetings.

Evidence of a Process for Monitoring Plan

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

The GMS Faculty will meet quarterly to discuss and collate the results of assessment data. Teachers will continue to assess Think Link data, Compass progress, and formative assessments with administrators to determine student strengths and weaknesses quarterly. The student needs will be based on analyzed data and tailored instructions. Teachers will also meet with Mr. Joy after each test to discuss strategies for addressing strengths and weaknesses.

The teachers will meet grade level to decide if adjustments in planning and teaching will be needed in order to meet the goals set up by the School Improvement Plan.

Evidence of a Process for Adjusting Plan

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

The GMS Faculty will meet quarterly to discuss and collate the results of assessment data. Teachers will continue to assess Thinklink data, Compass progress, and formative assessments with administrators to determine student strengths and weaknesses quarterly. The student needs will be based on analyzed data and tailored instructions. Teachers will also meet with Mr. Joy after each test to discuss strategies for addressing strengths and weaknesses.

The teachers will meet grade level to decide if adjustments in planning and teaching will be needed in order to meet the goals set up by the School Improvement Plan.

Evidence of a Plan for Communicating to All Stakeholders

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

The GMS faculty will share the data obtained for communicating the success of the students to all stakeholders by means of monthly PTA meetings, Red Devil Dispatch emails, newsletters, the school website, parent/teacher conferences, school report cards, committee meetings, and IEP meetings for students with disabilities. GMS will also utilize the Professional Learning Communities (PLC) to communicate with stakeholders. The TSIPP document has been recently added to the GMS website, making it available for all stakeholders to download. This recent change will allow all stakeholders to stay informed of the implementation process for the school improvement plan, as well as any necessary adjustments to the plan.

GMS stakeholders are invited to participate in meetings, workshops and professional development programs, which will allow for ongoing input all interested parties. Through surveys and forms, input will be obtained, considered, and implemented when appropriate. Stakeholders are encouraged to voice their

feedback through programs involving the entire community.