

# Memphis Academy of Health Sciences Middle School



## School Improvement Plan 2006-07

Curtis Weathers, Director

**Component 1**  
**School Profile and Collaborative Process**

**1.1: SIP Leadership Team Composition**

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Curtis Weathers	Y	Director	Component 1, 3, 4
Beth Stayton	Y	Director of Instruction	Component 1, 2, 3, 4, 5
Marsha Jones	Y	Teacher	Component 4, 5, 6
Shirley Jackson	N	Gov. Board/Parent	Component 1, 2, 6
Sherrie Lyons	N	Teacher	Component 3, 4, 5
Tonya Biles	N	Teacher	Component 5, 6
Wayne Woodard	N	Teacher	Component 5
Prima Atwell	N	Teacher	Component 5
Vernon Green	N	Teacher	Component 5
Rev. Derrick Joyce	Y	Board President	Component 2

## 1.2: Subcommittee Formation and Operation

### *Subcommittee for COMPONENT 1 School Profile and Collaborative Process*

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
<b>Beth Stayton</b>	Director of Instruction	Y
<b>Curtis Weathers</b>	Director	N
<b>Jacqueline Ricks</b>	Office Manager	N
<b>Shirley Jackson</b>	Parent	N

*Component 1 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 1 Chair Signature*

*Subcommittee for COMPONENT 2 Beliefs, Mission and Vision*

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
<b>Rev. Derrick Joyce</b>	Board President	Y
<b>Shirley Jackson</b>	Parent	N
<b>Beth Stayton</b>	Director of Instruction	N
<b>Keri Hall</b>	English Teacher	N
<b>Vernon Green</b>	English Teacher	N
<b>Eric Martin</b>	Phys.Ed/Health Teacher	N
<b>Kristy Warren</b>	Volunteer	N

*Component 2 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 2 Chair Signature*

*Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis*

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
<b>Beth Stayton</b>	Director of Instruction	Y
<b>Curtis Weathers</b>	Director	N
<b>Jacqueline Ricks</b>	Office Manager	N
<b>Sherrie Lyons</b>	Mathematics Teacher	N

*Component 3 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 3 Chair Signature*

*Subcommittee for COMPONENT 4 Curricular, Instructional, Assessment, and Organizational Effectiveness*

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
<b>Curtis Weathers</b>	Director	Y
<b>Beth Stayton</b>	Director of Instruction	N
<b>Sherrie Lyons</b>	Math Teacher	N
<b>Suzanne Morris</b>	Reading Teacher	N
<b>Marsha Jones</b>	Science Teacher	N
<b>Jacqueline Osby</b>	SPED Teacher	N
<b>Prima Atwell</b>	Social Studies Teacher	N

*Component 4 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 4 Chair Signature*

**Subcommittee for COMPONENT 5 Action Plan Development**

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
<b>Beth Stayton</b>	Director of Instruction	Y
<b>Marsha Jones</b>	Science Teacher	N
<b>Norcandrian Arnold</b>	Math Teacher	N
<b>Prima Atwell</b>	Social Studies Teacher	N
<b>Tonya Biles</b>	English Teacher	N
<b>Gene Robinson</b>	Science Teacher	N
<b>Vernon Green</b>	English Teacher	N
<b>Carmita Haynes</b>	Social Studies Teacher	N
<b>Matthew Johnson</b>	Social Studies Teacher	N
<b>Sherrie Lyons</b>	Math Teacher	N
<b>Claudia Robinson</b>	Reading Teacher	N
<b>Suzanne Morris</b>	Reading Teacher	N
<b>Jacqueline Osby</b>	SPED Teacher	N
<b>Dominique Anderson</b>	Exploratory Teacher	N
<b>Miriam Cain</b>	Math Teacher	N
<b>Francyne Weary</b>	Reading Teacher	N
<b>Wayne Woodard</b>	Science Teacher	N
<b>Keri Hall</b>	English Teacher	N

*Component 5 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 5 Chair Signature*

*Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
<b>Marsha Jones</b>	Science Teacher	Y
<b>Vernon Green</b>	Spanish Teacher	N
<b>Suzanne Morris</b>	Reading Teacher	N
<b>Claudia Robinson</b>	Social Studies Teacher	N
<b>Shirley Jackson</b>	Parent	N
<b>Bernal Smith</b>	Sponsor President	N

*Component 6 Subcommittee has met and minutes are on file.*       YES       NO

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*Subcommittee 6 Chair Signature*

### 1.3 Demographic Data Analysis

**School Characteristics:** The Memphis Academy for Health Sciences (MAHS), one of Tennessee's first charter schools, was established in 2003 by organizational sponsor 100 Black Men of Memphis, Inc. As a charter school, MAHS provides an alternative educational choice for students who have attended a state identified "low-performing" public school or who performed below proficient in either the Reading/Language Arts or Mathematics portions of the Tennessee Comprehensive Achievement Test (TCAP). Currently, in its fourth year of operation, MAHS serves a total of 264 students in grades six, seven, and eight. Two-thirds of these students live in the school's North Memphis neighborhood, zip codes 38107 and 38108, while the remaining students live in locations across the city.

**Socioeconomic Characteristics:** MAHS' student population contains a large number of students from low-income families. According to the 2005-06 Title I service report, 77% of all MAHS students were from low-income families and qualified for free and reduced lunch.

**Stability and Promotion:** The stability index for the 2005-06 school year was 73%. Of the students who completed the 2005-06 school year, 94% were promoted to the next grade.

**School Demographics:** MAHS student population is 100% African American, 51% of which are male and 49% female.

**Community Demographics:** Our new facility located at 3925 Chelsea Ext. is in the 38108 zip code area of Memphis and Shelby County. In order to keep MAHS students who live near our former site, Caldwell Elementary in North Memphis, we provide daily bus transportation to and from school. Therefore, many of our students enrolled at MAHS come from communities outside of the 38108 zip code area. Only 43% of the citizens in the 38108 zip code completed high school. The median income for families in the immediate Caldwell area is between \$7500 and \$12,000. The unemployment rate in the community is 39%.

**Staff:** The administrative staff is comprised of the Director, Director of Instruction, office manager, and secretary. Instruction is delivered by nineteen full time teachers; comprising of seventeen regular instructors, one full time Resource teacher and one in-school suspension teacher. Presently, eighty two percent of the instructional staff is highly qualified to teach at the middle school level and the remaining will be highly qualified by the end of the school year.

Teacher Demographics (2006 – 07)	
Total years of experience as a school employee	2006-07
5 Years or Less	14
6 – 10 Years	3
11 – 15 Years	0
16 – 20 Years	1
More than 20 Years	0

**School Calendar:** MAHS operates as a year-round school. Although, for the 2006-07 school year, a more traditional schedule will be utilized. MAHS will return to a year-round schedule for the 2007-08 school year.

**School Day:** Students at MAHS attend school for 8.5 hours per day (an extended day schedule). Breakfast is served from 7:00 a.m. to 7:25 a.m. Homeroom begins at 7:30 a.m. School ends at 4:00 p.m. After school care is provided from 4:00 p.m.- 6:00 p.m.

**Instructional Days:** MAHS' year-round schedule has 200 instructional days. Of those 200 days, 180 are mandated by the state and the additional 20 are used for Saturday school (Service Learning Days) and our Enrichment Academy.

**Enrichment Academy:** Because MAHS is a year-round school, the number of our instructional days exceeds that of traditional schools. Students, therefore, have 20 additional days of school. Students spend these additional days involved in service-learning projects that require school at least one Saturday per month. Towards the end of our school year students participate in the MAHS Enrichment Academy that provides an opportunity for students to engage in learning experiences based on our theme, *Youth Health and Fitness*. The *MAHS Youth Health and Fitness Conference* is designed to enrich students' lives, expand their knowledge and encourage them to be leaders within the community.

**Service Learning Projects:** Service Learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs. MAHS students are involved in at least two service-learning projects throughout the school year. Service-learning projects give students an opportunity to connect what they are learning in the classroom with the real world. Students are expected to be active learners engaged in real life applications of valued knowledge and skills.

**Small Class Sizes:** MAHS is committed to maintaining a small teacher/student ratio. Current teacher/student ratio: 19:1.

**Core Curriculum:** Students at MAHS take seven academic subjects. Four of them—Language Arts, Mathematics, Science, and Social Studies—are core subjects. All students take Reading as one exploratory class. Other exploratory classes include PE/Health and Spanish/Word Study.

**Mini-Courses:** Mini-Courses are classes traditionally not included in the school's regular menu of course offerings for middle school students. These courses include such topics as: creative writing, dance, chess, car repair, art, yoga, culinary arts, Tae Kwon Do, etc. Students have an opportunity to sign up for one mini-course per semester. Mini-courses are held each Friday from 2:15 p.m. to 4:00 p.m. and are taught by volunteers, parents and staff.

**Grading Scale:** MAHS utilizes the grading scale suggested by the state and local district.

**Attendance:** Attendance rate was 93.1%.

**Facility:** As of August 2006, MAHS' new home is located at 3925 Chelsea Ext. Our new facility has three main buildings, on a campus of approximately seven acres, which includes a gymnasium, an auditorium, three parking areas, and a crowned soccer field. The 65,000 square foot facility provides more than sufficient classroom and storage space.

**Governing Board and Advisory Board:** The MAHS Board of Governors meets monthly and conducts business in an efficient and productive manner. Effective governance and management is critical to the long-term success and viability of a charter school. The Governing Board is committed to the proposition that the primary role of a governing board is to govern, not to micro-manage those entrusted with the day-to-day operations of the school. As a result, the governance and operational rules and policies of the Academy clearly delegate responsibility to appropriate parties and set standards and expectations that can easily be used to measure performance and ensure accountability.

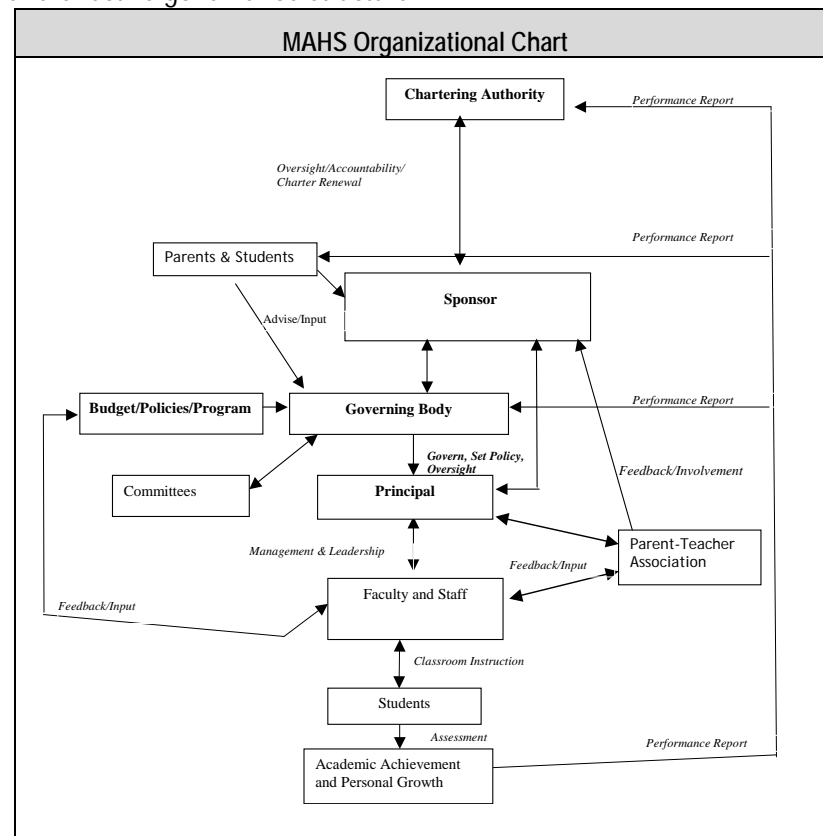
The Governing Board strives to create a team that reflects the demographic composition of Memphis. As part of this effort, the Board the president of the MAHS parent-teacher organization is an ex-officio member of the board. The Governing Board will continue recruiting candidates that possess the diversity of skills and backgrounds that will make the board an efficient and effective governance structure.

The MAHS governing board consists of the following committees: Accountability Committee, Finance Committee, Facilities Committee, Curriculum and Instruction Committee, and Nominating Committee. Each committee is responsible for developing rules and policies in its area of operation.

The MAHS **Advisory Board** meets occasionally and is very supportive throughout the school year. The Advisory Board consists of 20 members serves as a sounding board for ideas and provides support and resources in key operational areas.

**Parents:** A parent/teacher organization was created in 2003—the MAHS 100 Parent Council—to represent the interest of parents and the community. The Council is governed by a four member leadership body that meets the first Tuesday and third Thursday of each month. This organization is committed to the vision of MAHS and is more than capable of providing the kind of quality leadership a good parent organization needs in order to operate effectively and grow. The Council has developed a vision, mission and three-year strategic plan, as well as its bylaws and governing structure.

**Special Education:** Currently, MAHS is serving twenty one special needs students. Two are receiving speech therapy provided by Memphis City Schools, 3 are classified as Mildly Retarded, and sixteen are learning disabled. Our special needs students receive between 5 and 30 hours weekly of special education from one full-time special education instructor.



**Partnerships and Adopters:** MAHS has established great relationships with a number of supportive agencies, organizations, and individuals that have contributed greatly to its success. The Hyde Family Foundation and the Assissi Foundation have provided grants to support the school's reading initiatives. The math program has received a grant from The American Honda Association to implement a pilot program, ALEKS, developed by the University of Memphis. The Children's Foundation funds the after school program and our most recent adopter, The Med Foundation, provides an array of services and training for our students. Dr. Phillip Bowden, our first adopter, continues to support MAHS in many areas, as does Volunteer Memphis, Inc., who works with MAHS in the development of its tutoring program. Our sponsor organization, the 100 Black Men of Memphis, Inc. provides the framework for our mentoring program, leadership on the Governing Board, and spearheads legislation for charter schools.

## Component 2

### Beliefs and Mission Development

#### 2.1 Collaborative Process

The belief statements and mission statement were developed while creating the MAHS Charter School application. Using a collaborative process involving parents, educators, community members, and business leaders, the vision was created and used as context in the development of MAHS' instructional program.

#### Vision Statement

By empowering our students to learn, Memphis Academy of Health Sciences will inspire students to achieve academic goals set by the state and school itself. We will motivate our students to work both responsibly and ethically, respect others of individual differences, and adapt to the technological challenges of the 21<sup>st</sup> century. Students attending Memphis Academy of Health Sciences will receive a quality education from highly qualified staff members who engage themselves in activities geared toward bettering instructional practices and organizational effectiveness. Opportunities to master essential skills and appropriate time on task will be provided to all students in order to ensure their academic achievement and prepare them for the next level of education and workforce.

#### Mission Statement

The Memphis Academy for Health Sciences will equip students with the necessary skills to be competitive in the 21<sup>st</sup> Century. All students will demonstrate the ability to read, write, speak and calculate with clarity and precision. A successful transition to high school will be a primary goal for all.

## 2.2 Core Belief Statements

### We Believe:

1. All students can learn given sufficient time and quality instruction.
2. Education is the responsibility of all stakeholders, including students, parents, teachers, administrators, support staff, and school community.
3. Basic skills and critical thinking are the foundations of life-long learners.
4. Data-driven decision-making is essential to improving student achievement.
5. Students must actively participate in the development of their own education.
6. An orderly, safe and positive environment is vital to the academic and developmental success of all students.
7. All members of our school community must focus on the intellectual, physical, emotional, and social growth and development of students in order to be successful.
8. A highly qualified staff that is committed to excellence is essential for all content areas and programs.
9. Technology must be purposefully integrated into all aspects of the curriculum to enable students to function successfully in a technological society.
10. All members of our school community have the right to be treated with dignity and respect.
11. All members of our school community will be involved in a continuous effort to improve and refine its services and educational programs.
12. Students learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate.

## Component 3 Student Performance Data Analysis

### 3.1: Assessment Measures

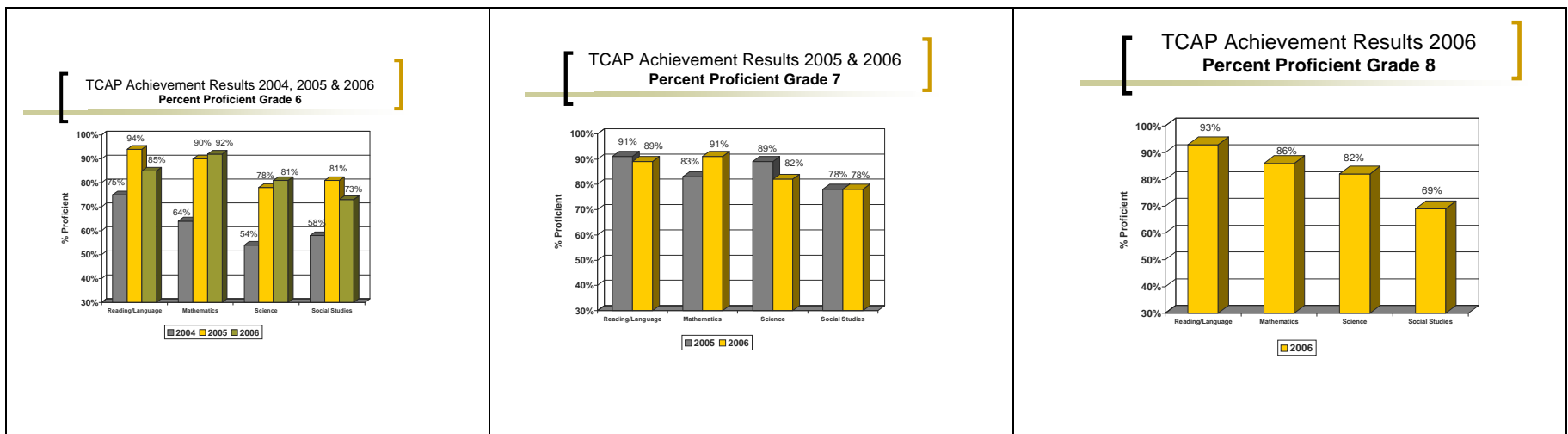
Many sources of data were analyzed to determine the academic strengths and weaknesses of MAHS students. The data included 2003-04, 2004-05 and 2005-06 TCAP scores, Algebra I Gateway scores, and the AGS Group Reading and Math Assessment and Diagnostic Evaluation. Upon evaluating data from these sources, we have developed a plan to meet the academic needs of our students.

### 3.2 & 4: Data Collection and Analysis

#### Overall Data

#### Tennessee Comprehensive Assessment Program (TCAP)

MAHS has three years of TCAP data to use in this evaluation process.



Overall, our students continue to perform well on TCAP subtests for Reading/Language Arts and Mathematics. Sixth and seventh grade proficiency scores decreased slightly in Reading Language Arts but 93% of our eighth graders scored proficient or advance. Sixth grade improved the percent proficient in mathematics and science. Seventh grade also showed gains in mathematics. Social studies continues to be the subtest we have the lowest percent of proficiency.

## Adequate Yearly Progress (AYP)

Adequate yearly progress is a measure of year-over-year student achievement. The goal of No Child Left Behind is for 100% of students to be proficient in reading, language arts and math by 2014. Targets for 2005-2006 were 83% proficient or above in Reading/Language Arts and 79% proficient or above in Mathematics.

### 2005-06 AYP Reports

2005-06 TCAP Read/LA Proficiency Averages			
School	06-07 Status	Made AYP?	% Prof/Adv Read/Lang. Arts
1. Memphis Acad. of Sci & Eng (7&8)	Good Standing	Y	96
2. White Station Middle	Target	N	94
3. Colonial Middle	Good Standing	Y	93
4. Cordova Middle	Target	N	92
5. Memphis Academy of Health Sciences	Good Standing	Y	91
6. Bellevue Jr High (7&8)	Good Standing	Y	89
7. Ridgeway Middle	Target	N	89
8. Craigmont Middle	Target	N	83
9. Georgian Hills Junior High (7&8)	Good Standing	Y	82
10. Hickory Ridge Middle	Target	N	82
11. Kirby Middle School	School Improvement 1	N	80
12. Memphis City Schools (K-8)	Good Standing	Y	80
13. Cory Middle	Target	N	79
14. Fairview Jr High (7&8)	Good Standing	Y	79
15. Hamilton Middle	Good Standing	Y	79
16. Raleigh-Egypt	Corrective Action	N	78
17. Wooddale Middle	Target	N	78
18. Riverview Middle	Good Standing	Y	77
19. A. Maceo Walker	School Improvement 2	N	76
20. Longview Middle	Target	N	76
21. Sherwood Middle	Reconstitution Plan	N	76
22. American Way Middle	Good Standing	Y	75
23. Geeter Middle	Reconstitution Plan -improving	N	75
24. Havenview Middle	Target	N	75
25. Lanier Middle	Good Standing	Y	75
26. Oakhaven High	School Improvement 2	Y	75
27. Westside High (7 & 8)	Reconstitution Plan	N	75
28. Frayser High (7&8)	Restructuring 2	N	74
29. Treadwell High (7 & 8)	Restructuring 2	N	74
30. Humes Middle	Good Standing	Y	73
31. Trezevant High (7 & 8)	Corrective Action	N	73
32. Airways Middle	Reconstitution Plan	N	71
33. East High (7&8)	Reconstitution Plan	N	71
34. Chickasaw Junior High	School Improvement 1	N	70
35. Cypress Middle	Reconstitution Plan 2	N	69
36. Vance Middle	Reconstitution Plan 2	N	69
37. Kingsbury High	Reconstitution Plan	N	68

2005-06 TCAP Math Proficiency Averages			
School	06-07 Status	Made AYP?	% Prof/Adv Math
1. Colonial Middle	Good Standing	Y	93
2. Cordova Middle	Target	N	93
3. White Station Middle	Target	N	93
4. Memphis Academy of Health Sciences	Good Standing	Y	91
5. Bellevue Jr High (7 & 8)	Good Standing	Y	90
6. Ridgeway Middle	Target	N	87
7. Memphis Acad. of Sci & Eng (7&8)	Good Standing	Y	85
8. Hickory Ridge Middle	Target	N	82
9. Lanier Middle	Good Standing	Y	80
10. Georgian Hills Junior High (7&8)	Good Standing	Y	79
11. Havenview Middle	Target	N	78
12. Memphis City Schools	Good Standing	Y	78
13. Oakhaven High	School Improvement 2	Y	78
14. Airways Middle	Reconstitution Plan	N	77
15. East High (7&8)	Reconstitution Plan	N	77
16. Hamilton Middle	Good Standing	Y	77
17. Craigmont Middle	Target	N	76
18. Humes Middle	Good Standing	Y	76
19. A. Maceo Walker	School Improvement 2	N	75
20. Cypress Middle	Reconstitution Plan 2	N	75
21. Fairview Jr High (7&8)	Good Standing	Y	75
22. Longview Middle	Target	N	75
23. Riverview Middle	Good Standing	Y	75
24. American Way Middle	Good Standing	Y	74
25. Chickasaw Junior High	School Improvement 1	N	72
26. Raleigh-Egypt	Corrective Action	N	71
27. Kirby Middle School	School Improvement 1	N	70
28. Geeter Middle	Reconstitution Plan -improving	N	69
29. Trezevant High (7 & 8)	Corrective Action	N	69
30. Wooddale Middle	Target	N	69
31. Cory Middle	Target	N	68
32. Treadwell High (7 & 8)	Restructuring 2	N	68
33. Frayser High (7 & 8)	Restructuring 2	N	67
34. Kingsbury High	Reconstitution Plan	N	65
35. Westside High (7 & 8)	Reconstitution Plan	N	65
36. Sherwood Middle	Reconstitution Plan	N	62
37. Vance Middle	Reconstitution Plan 2	N	60

Based on the above AYP Reports, MAHS has exceeded the targets set forth by No Child Left Behind.

2006 Report Card  
Disaggregated Data

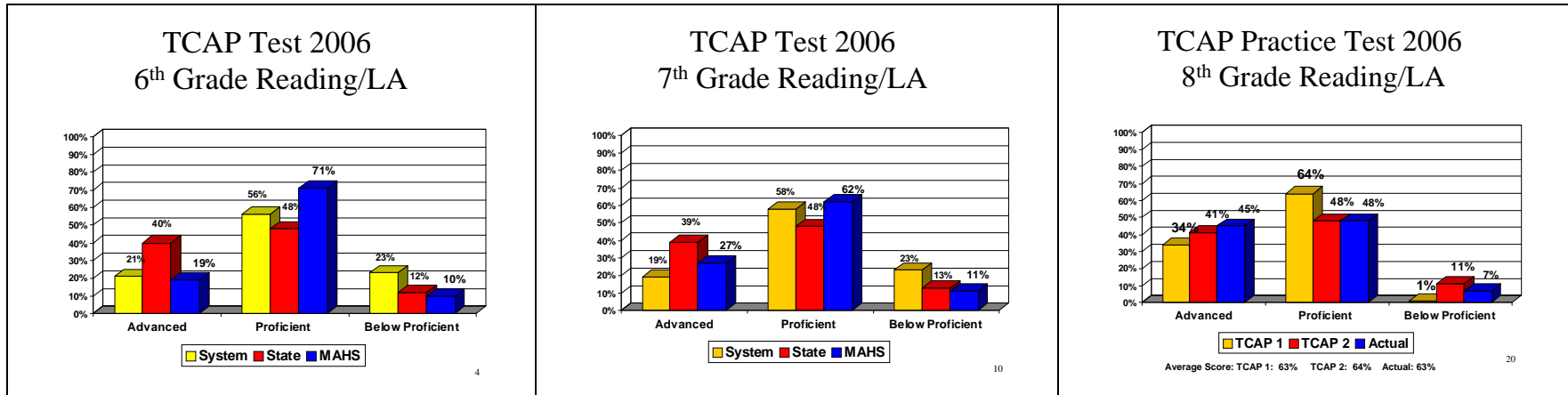
<b>2006 Student Academic Achievement: Subgroup Disaggregation % Prof &amp; Adv Reading/LA plus Writing</b>			
	<b>MAHS</b>	<b>District</b>	<b>State</b>
African American	91.0	79.0	81.0
Economically Disadvantaged	89.0	77.0	82.0
Special Needs	50.0	50.0	64.0

<b>2006 Student Academic Achievement: Subgroup Disaggregation % Prof &amp; Adv Mathematics</b>			
	<b>MAHS</b>	<b>District</b>	<b>State</b>
African American	91.0	76.0	79.0
Economically Disadvantaged	90.0	75.0	82.0
Special Needs	45.0	41.0	58.0

The data above shows that the percent of MAHS students considered economically disadvantaged are significantly more proficient than those in the district and state. Unfortunately, our special needs population is not performing as well. We will continue to develop our special needs program to better meet the needs of those identified students.

Reading/Language Arts

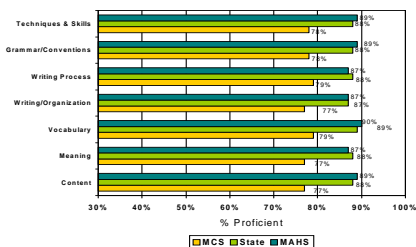
Tennessee Comprehensive Assessment Program (TCAP)



Data from 2005-06 TCAP shows that MAHS has a lower percent of sixth, seventh and eighth grade students scoring Below Proficient than the district and state, but the state exceeds MAHS in the percent of Advance scores of both sixth and seventh graders. MAHS eighth graders did outperform the state average of Advance scores by two percent.

A breakdown of categories for the Reading/Language Arts subtests reveals that MAHS' percent of proficiency is  $\geq$  percents of the both the district and state except for *writing process* (grade 6) and *writing organization* (grade 7).

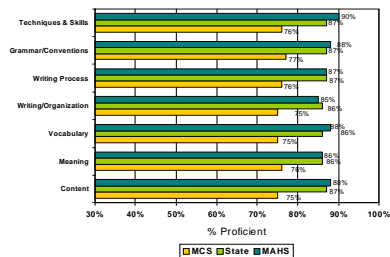
TCAP Achievement Results 2006  
Reading/Language % Proficient By Category



Grade 6

24

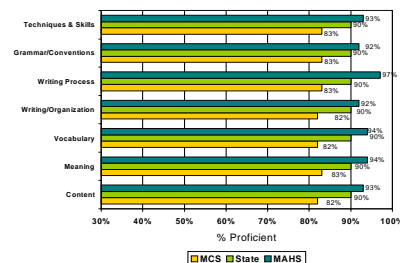
TCAP Achievement Results 2006  
Reading/Language % Proficient By Category



Grade 7

20

TCAP Achievement Results 2006  
Reading/Language % Proficient By Category



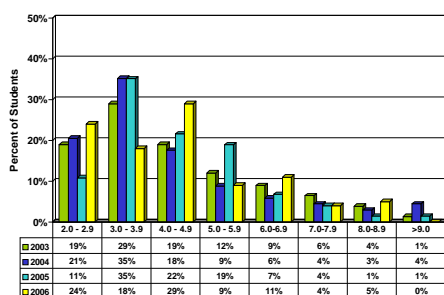
Grade 8

20

## AGS Group Reading Assessment and Diagnostic Evaluation (GRADE)

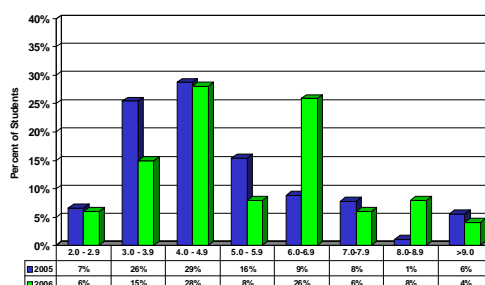
The AGS Group Reading Assessment and Diagnostic Evaluation (GRADE) is a norm-referenced, research-based reading assessment, which can be group administered. GRADE is a diagnostic tool used to determine strengths and weaknesses and to monitor progress and growth over time. GMADE, which is the AGS Group Mathematics Diagnostic and Evaluation instrument, is designed to assess students' mathematics strengths and weaknesses and, like the GRADE, can monitor progress and growth. The AGS assessments—both reading and mathematics—are nationally normed exams that are administered to MAHS students at the beginning (pre-tests) and end (post tests) of each school year. The data from these exams are used to make instructional decisions and to evaluate progress in both in both content areas.

AGS *Reading* Results  
Grade Equivalents (GE) of Entering 6<sup>th</sup> Graders  
Fall 2003-2006



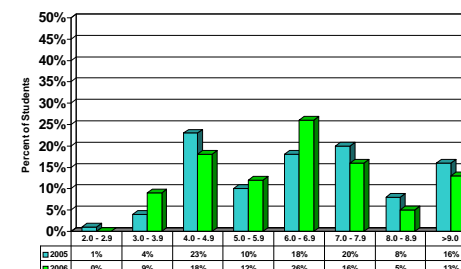
The four-year data above shows that the majority of 6<sup>th</sup> graders entering MAHS consistently score below a 6.0 grade equivalent (GE) level. Fall 2006 GRADE scores reveal that 42% of entering 6<sup>th</sup> graders read below a 4.0 GE.

AGS *Reading* Results  
Grade Equivalents (GE) of Entering 7<sup>th</sup> Graders  
Fall 2005 & 2006



Most entering 7<sup>th</sup> graders score below a 7.0 GE. This fall, only 20% of our 7<sup>th</sup> graders began the school year reading on or above a 7.0 GE.

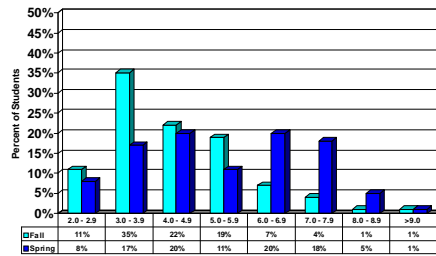
AGS *Reading* Results  
Grade Equivalents (GE) of Entering 8<sup>th</sup> Graders  
Fall 2005 & 2006



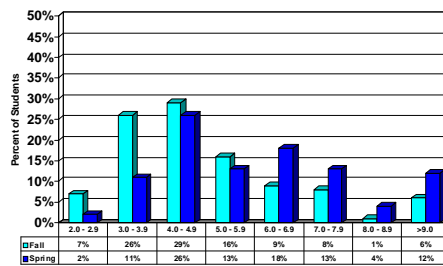
Upon a comparison of 8<sup>th</sup> graders entering in 2005 to those who entered this fall, a significant decrease in the percent (from 24% to 18%) of those scoring at or above 8.0 GE is evident.

An analysis of 2005-06 AGS GRADE pre and post tests shows that all grade levels made significant gains in Reading/Language Arts which supports data from TCAP and verifies the effectiveness our Reading/Language Arts program, READ 180 and tutoring sessions. MAHS will continue to implement and refine the current instructional program in hopes to achieving 100% proficiency.

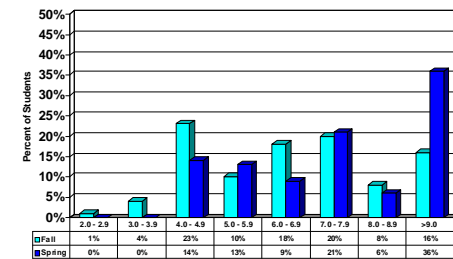
AGS Reading Results  
Growth in Grade Equivalents (GE) 6<sup>th</sup>  
2005-06



AGS Reading Results  
Growth in Grade Equivalents (GE) 7<sup>th</sup>  
2005-06



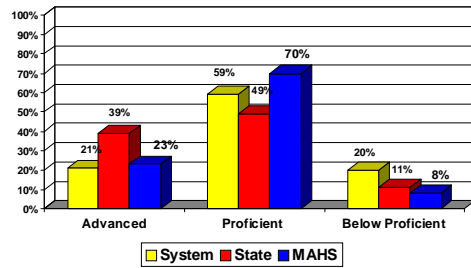
AGS Reading Results  
Growth in Grade Equivalents (GE) 8<sup>th</sup>  
2005-06



# Mathematics

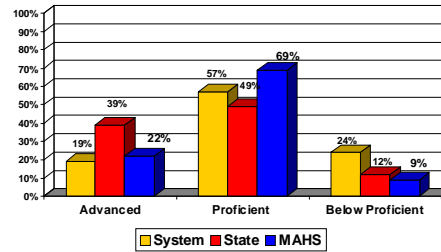
## Tennessee Comprehensive Assessment Program (TCAP)

TCAP Test 2006  
6<sup>th</sup> Grade Math



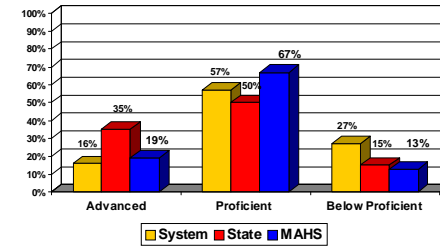
25

TCAP Test 2006  
7<sup>th</sup> Mathematics



32

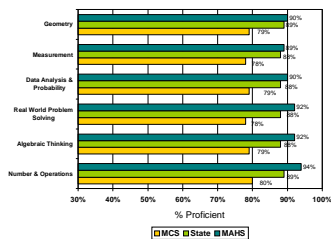
TCAP Test 2006  
8<sup>th</sup> Mathematics



39

2006 TCAP results reveal that a greater percent of MAHS sixth, seventh, and eighth grade students score Advance when compared to those from the district but are significantly behind students across the state. Overall, MAHS has a higher proficiency rating than both the district and the state.

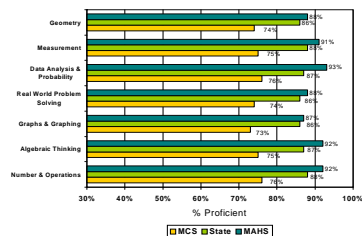
TCAP Achievement Results 2006  
*Mathematics* % Proficient By Category



Grade 6

17

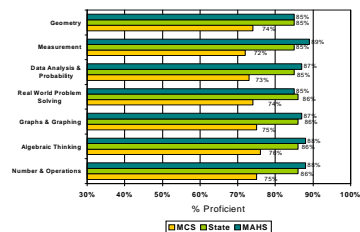
TCAP Achievement Results 2006  
*Mathematics* % Proficient By Category



Grade 7

21

TCAP Achievement Results 2006  
*Mathematics* % Proficient By Category



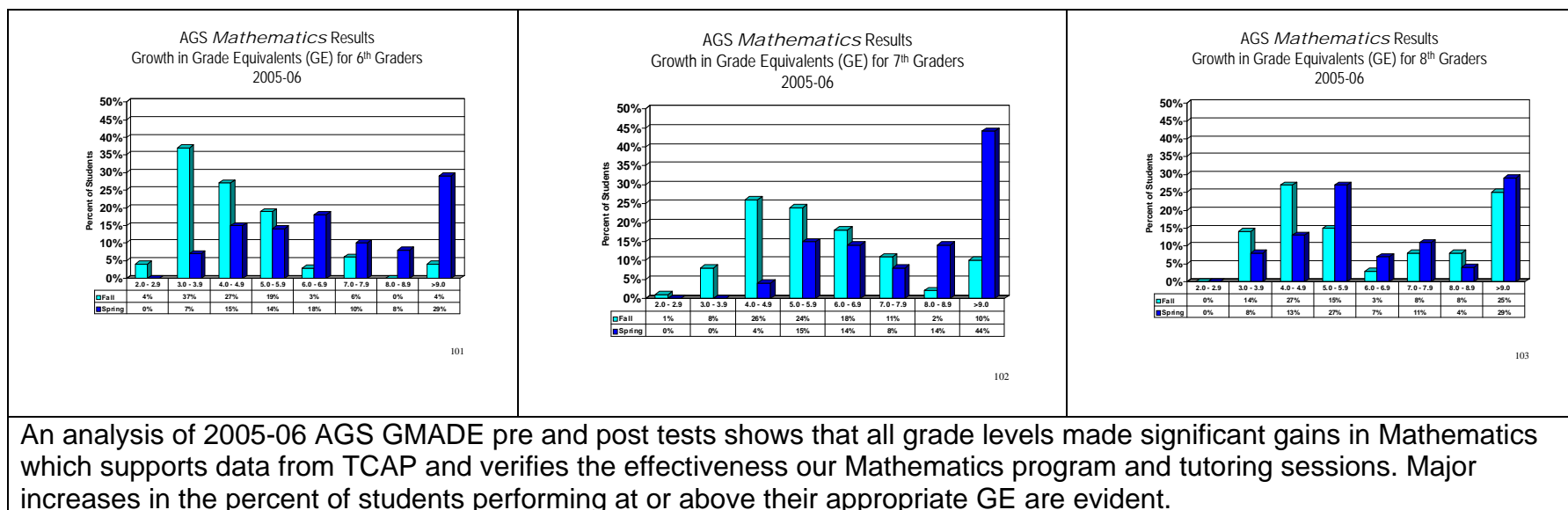
Grade 8

21

A breakdown of categories for the Mathematics subtests reveals that MAHS' percent of proficiency is  $\geq$  percents of the both the district and state except for *Real World Problem Solving (grade8)*. MAHS will continue to implement and refine the current instructional program as well as begin the utilizing ALEKS in hopes to achieving 100% proficiency.

## AGS Group Mathematics Assessment and Diagnostic Evaluation (GMADE)

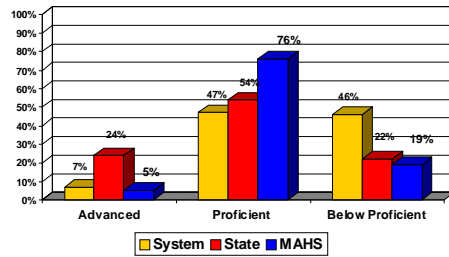
GMADE, which is the AGS Group Mathematics Diagnostic and Evaluation instrument, is designed to assess students' mathematics strengths and weaknesses and, like the GRADE, can monitor progress and growth. The AGS assessments—both reading and mathematics—are nationally normed exams that are administered to MAHS students at the beginning (pre-tests) and end (post tests) of each school year. The data from these exams are used to make instructional decisions and to evaluate progress in both in both content areas.



# Science

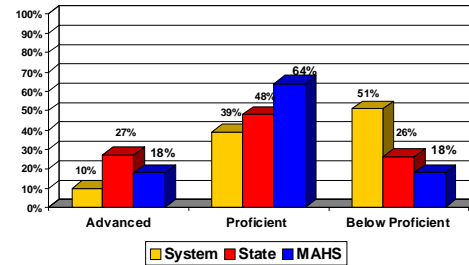
## Tennessee Comprehensive Assessment Program (TCAP)

TCAP Test 2006  
6<sup>th</sup> Science



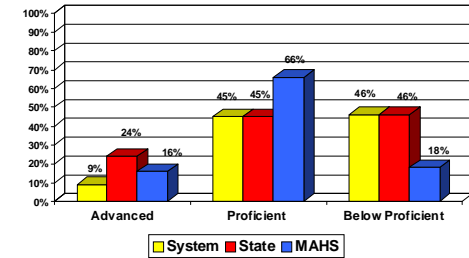
45

TCAP Test 2006  
7<sup>th</sup> Grade Science



52

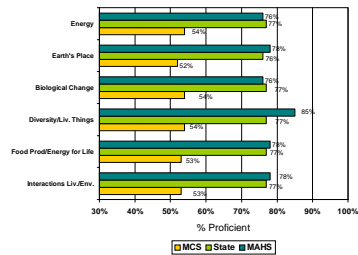
TCAP Test 2006  
8<sup>th</sup> Grade Science



59

2006 TCAP data shows that a greater percent of MAHS students are proficient than those measured by the district and state, but the percent of MAHS students performing at the Advance level are significantly below the state's.

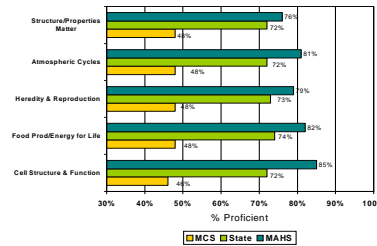
TCAP Achievement Results 2006  
*Science* % Proficient By Category



Grade 6

18

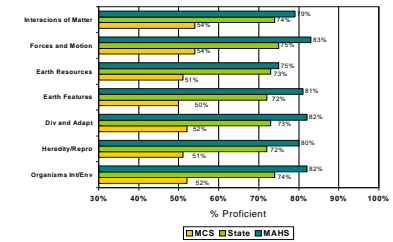
TCAP Achievement Results 2006  
*Science* % Proficient By Category



Grade 7

22

TCAP Achievement Results 2006  
*Science* % Proficient By Category



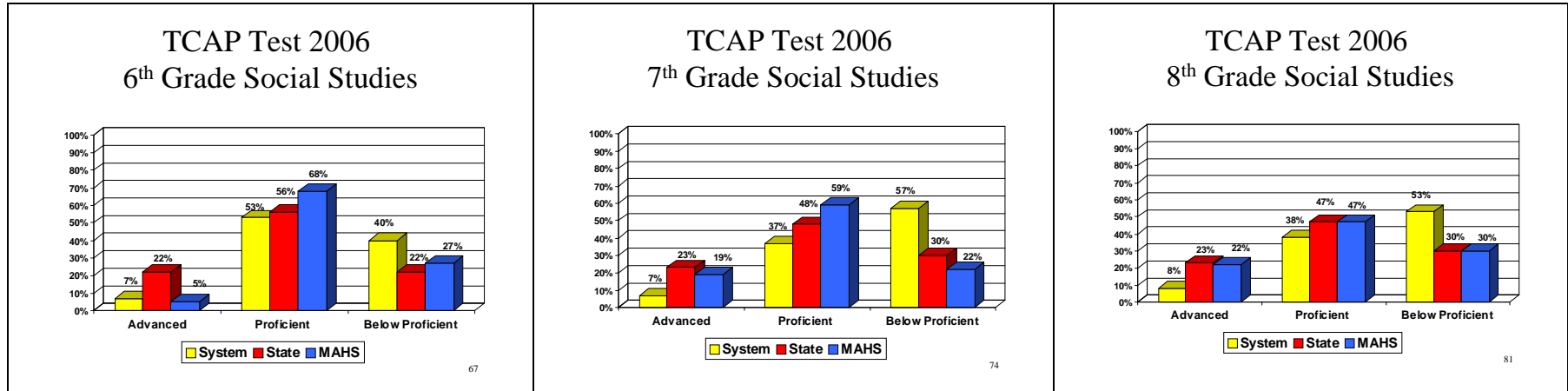
Grade 8

22

2006 TCAP results reveal that a significantly higher percent of MAHS students scored at or above proficiency in each category than students in Memphis City Schools. When compared to the state, more MAHS' sixth graders were proficient in all categories except for *Biological Change* and *Energy*. MAHS seventh and eighth graders had a higher proficiency rating than the state in each of their respective categories. MAHS will continue to implement and refine the current instructional program in hopes of achieving 100% proficiency.

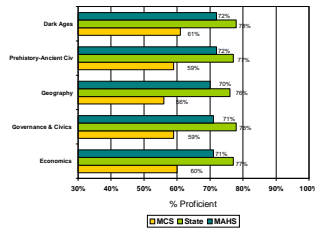
## Social Studies

### Tennessee Comprehensive Assessment Program (TCAP)



When compared to the district, MAHS percent proficiency is significantly greater. Sixth grade data reveals that state percents of Advance scores are dramatically higher than ours. Also, their percent of Below Proficient students are less. This reveals an immediate need to evaluate our social studies program. Eighth grade scores mirrored those of the state. MAHS will continue to implement and refine the current instructional program in hopes of achieving 100% proficiency.

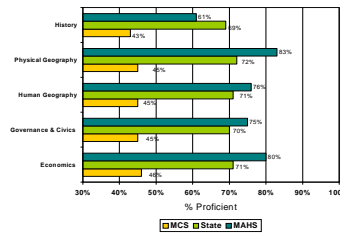
TCAP Achievement Results 2006  
*Social Studies* % Proficient By Category



Grade 6

19

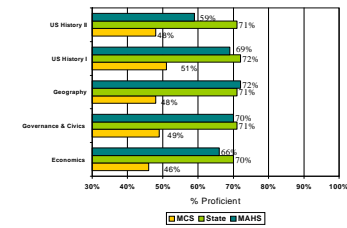
TCAP Achievement Results 2006  
*Social Studies* % Proficient By Category



Grade 7

23

TCAP Achievement Results 2006  
*Social Studies* % Proficient By Category



Grade 8

23

The data above reveals that more MAHS seventh graders were proficient in four of the five categories. Instructional practices utilized by the 7<sup>th</sup> grade social studies teacher will be investigated to determine exactly which are the most effective and can be translated for use by content peers.

### Non-Academic Data:

The goal of MAHS is to create a positive school environment that is conducive to learning. The 2005-06 school climate survey indicate that we are well on our way to accomplishing this goal. Below are key indicators that suggest MAHS is off to a good start in creating a safe and positive learning environment.

Percent of Students Who Responded with "Yes" or "Sometimes"			
Students were asked to respond to the following questions with "Yes, Sometimes, No, or Don't Know.	School	All Middle/Jr. High Schools	All MCS
Is this school a good place for you to learn?	98%	82%	85%
Are you ever afraid at school?	17%	19%	22%
Do you think your teachers are doing a good job?	100%	90%	92%
Do you think teachers are fair to you?	85%	79%	83%
Would you recommend this school to your friends?	70%	54%	60%
Does the principal take the time to talk with students about stuff besides discipline?	98%	60%	65%
Does this school give you extra time outside of class to help you increase your learning?	85%	56%	64%
Do you brag about your school to your friends who do not attend this school?	57%	52%	50%

When students were asked to identify the subject area they thought needed to most improvement, 52% selected Mathematics as their first choice and science (30%) as their second choice. When students were asked "what report card grade would they give the school?", 85% chose either an "A" or "B".

**Goals:**

1. Increase percentage of students scoring proficient or advance in the TCAP subtest Reading/Language Arts to 90-100%.
2. Increase percentage of students scoring proficient or advance in the TCAP Mathematics subtest to 90-100%.
3. Increase percentage of students scoring proficient or advance in the TCAP Science subtest to 90-100%.
4. Increase percentage of students scoring proficient or advance in the TCAP Social Studies subtest to 90-100%.
5. Increase the rate of promotion to 90-100%.

**Component 4**  
**Curricular, Instructional, Assessment and Organizational Effectiveness**

**4.1 Collaboration**

MAHS Leadership Team (LT) is the vehicle by which collaboration between staff and the administration is facilitated. The Leadership Team consists of the principal, Team Leaders, and activities coordinators. The LT meets regularly to discuss school issues and plan events. Ideas are brought to the table for discussion and all final decisions are made by the principal.

MAHS has also developed grade level teams. Grade level teams consist of five academic teachers; the physical education, special education, and other exploratory teachers which confer regularly with their academic teams.

In a school climate inventory administered by the Center for Research and Educational Policy, teachers expressed the following sentiments about collaboration here at MAHS:

Collaboration Item	% Strongly Agree and Agree
The faculty and staff share a sense of commitment to the school goals	88.9%
Teachers are encouraged to communicate concerns, questions, and constructive ideas.	88.9%
Faculty and staff cooperate a great deal in trying to achieve school goals	88.9%
Teachers are active participants in the decision making at this school.	88.9%
Most problems facing this school can be solved by the principal and faculty.	55.6%

#### 4.2 Evaluation of the Decision-making Process

The decision-making process at MAHS is steadily improving. The development of the Leadership Team was a big step in improving planning and communication between staff and the administration. The process has worked relatively well.

#### 4.3 Resource Allocation

As a charter school, MAHS has total autonomy over its budget. The MAHS governing board must approve an annual budget at the start of each school year. At the beginning of the 2006 school year, MAHS received Per Pupil Expenditure from the State (see chart below) and federal Title I funding of \$49,100.

2006 Per Pupil Expenditure		
MAHS	System	State
\$ 6,793	\$ 8,708	\$ 7,469

Each teacher is given an annual budget to purchase classroom materials and supplies. Resources are allocated in such a manner that teachers can have the necessary supplies needed to be successful in the classroom.

MAHS is engaged in several fundraising activities, sponsored by our Parent Council, to raise money in support of various instructional and extra-curricular programs. Our primary fundraiser is a walk-a-thon that is held each spring.

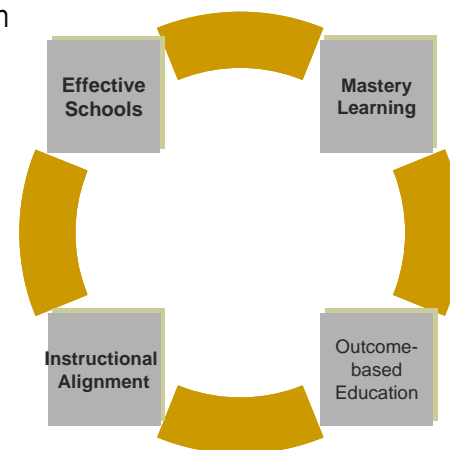
Currently, MAHS has raised over \$200,000 in grants and fundraising donations. These funds will be used to further develop and enhance our instructional program, after school care, and improve our enrichment program.

#### 4.4 Curriculum Analysis and Support and 4.5 Instructional Analysis and Support

**Instructional Models:** The educational program of MAHS utilizes creative scheduling, frequent teacher planning, technology-based instructional programs and community resources to ensure academic state content standards are achieved. MAHS curriculum and instructional practices stem from the Effective Schools literature and employ instructional methodologies of instructional alignment and mastery teaching. The effective schools research suggests that there is often a lack of attention given to the needs of individual at-risk students. One of goals of MAHS is to meet the individual needs of all students through sound curriculum and instructional practices. The Effective Schools research supports the careful monitoring of students' academic progress with interventions to improve student learning.

**Curriculum:** MAHS offers students a rich curriculum in the core content areas of mathematics, science, language arts, and social studies, with a strong emphasis on mathematics, science, and language skills. All students are enrolled in a technology-based reading program that is designed to provide an extra emphasis on language development and comprehension. Because school days are extended, students receive instruction in 70 and 90-minute instructional blocks. MAHS curricula, particularly, in the core content areas, are aligned with state content and performance standards.

**Instruction:** Instructional alignment is important component of our instructional program. Instructional alignment is the practice of aligning the three main elements of the teaching-learning process: curriculum, instruction, and assessment. As an integral part of instructional alignment, mastery learning is based on the assumption that, given the appropriate conditions for learning (particularly enough time), all students can master at least minimal subject matter. Through mastery learning, instruction is organized around a sequence of measurable learning objectives with frequent testing to assure continued satisfactory progress. By implementing the mastery learning model, and using the concept of instructional alignment, we believe that we've created fundamentally sound curriculum and instructional practices.



**Strategies:** MAHS utilizes many research-based strategies and programs such as technology based learning (READ 180 and ALEKS), data driven instruction (*examsystems* II), tutoring (one-on-one, peer, small group), extra time-on-task (EXCEL), experiential learning (service learning), and a variety of performance assessments to meet the academic needs of all students.

**Academic Calendar and Schedules:** MAHS academic calendar has 200 instructional days versus the traditional 180-day calendar used by other district schools. This provides extra time students need to master critical learning goals. Our daily schedule also provides students with more time-on-task. At MAHS, students attend school from 7:30 a.m. to 4:00 p.m. daily, which allows for about 8 hours of instruction each day. By creating unique daily, weekly and yearly schedules, we are able to provide students with more learning time in each content area, tutoring during and after school, specialized instruction in areas such as culinary arts, car repair, chess, dance, Spanish, and martial arts, and community building activities through Service Learning.

**Teacher Planning and Preparation:** In order for content teachers to be effective, appropriate time for planning is necessary. Teachers and staff plan diligently before the academic year begins, weekly as a whole group, and daily during individual planning sessions. Planning includes the development of integrated units, lesson plans, assessments, re-teaching strategies, and student activities aligned with their lessons. This continual process of revisiting curriculum, analyzing methods of instruction, and evaluating assessments, facilitates alignment and ensures delivery of academic content standards.

**Community Resources:** MAHS incorporates community resources within its educational program. Members of the community volunteer and are contracted for various services such as tutoring, mentoring, and specialized instruction. Academic standards and performance indicators drive the remedial instruction provided by tutors.

**Safe and Orderly Environment:** Students at MAHS feel safe as they develop socially and emotionally during their middle school years. A positive learning environment has been created through well-structured procedures and high expectations set forth by the administration and staff. These procedures and expectations continue to be communicated to parents and students. The result is a climate that is orderly and conducive to learning.

**Reading Program:** All students at MAHS take a reading course. The READ 180 program has been implemented to support the reading curriculum and to meet the individual reading needs of students. One component of READ 180 is its interactive computer software that instructs students in the areas of phonics, fluency, vocabulary, and comprehension based on their reading level.

**Parent & Community Involvement:** Parents and community members also provide students with the support to meet state standards. Parents assist teachers in encouraging students to complete all assignments. They also attend meetings that provide them with data regarding their child's progress towards becoming proficient in all content areas. Parents also review curriculum content in order to help them better assist their child with content assignments, and some parents act as reading and math tutors. The new Parent Contract will be implemented this 06-07 school year. Developed by the MAHS 100 Parent Council, the contract outlines required volunteer hours/services that each parent must adhere to. Community members also support students in their quest to meet State standards by acting as tutors. Volunteer and contracted tutors from the University of Memphis, Volunteer Memphis, Inc and the NAACP tutor in the areas reading and math during and after school.

**Excel Program:** MAHS students who are significantly deficient in reading/language arts and math, and/or In Danger of Failing (IDF) a content area participate in our EXCEL remediation program. EXCEL is designed to provide more instructional time for reading, language arts, mathematics, science and social studies by providing small group and individualized tutoring sessions on Saturdays. EXCEL classes have a 5:1 teacher/student ratio. Each student's curriculum is designed to meet their needs and is outlined in Personalized Educational Plans (PEP). Students not participating in EXCEL will continue with grade-level curriculum. Their instruction will be modified to meet their needs by including more enrichment activities.

**Tutoring:** To adequately address some of the deficiencies students face academically, MAHS has developed an in-school tutoring program that is staffed by volunteers and peer tutors. Tutoring sessions take place throughout the school day during and after school. Volunteer Memphis, Inc helps manage the program by recruiting and training volunteers.

## Component 5 Action Plan Development

### GOAL 1

#### Form 5.1: Goal 1

Goal	Increase percentage of students scoring proficient or advance in the TCAP subtest Reading/Language Arts to 100% with a minimum of 35% scoring advance. Of the 8 <sup>th</sup> graders taking the TCAP writing assessment, 100% will score a four or better.
Which Need(s) does this Goal address?	Improve reading comprehension and writing skills of all students.
How is this Goal linked to the system's Five-Year Plan?	Improve student achievement in Reading and Language Arts.

#### FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Students will complete standardized pre/post assessments for Reading (AGS GRADE, SRI) and teacher-made pre/post assessments for language arts and writing that reflect the SPIs.
Teachers will analyze data from standardized and teacher-made assessments to identify students' strengths/weaknesses and to evaluate teacher effectiveness.
Teachers will create and utilize curriculum maps based on the State Performance Indicators.
Teachers will develop curriculum-based unit and lesson plans that utilize <i>Best Practices</i> .

#### FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Pre-August 21- August 30 Post-completed by May 20	Reading, language arts, and etymology teachers	\$2,000.00 for scantrons.	Hard copies of reports given to Director.
Immediately following each assessment (pre, unit, six-week, post)	Reading and language arts	Reports printed on-site from exam systems II, AGS, SRI	Growth analysis reported to director, evaluation of proficiency of SPI's recorded.
August 1 to August 12, revisited every six weeks	Curtis Weathers Beth Stayton	Copies of <i>Blueprint for Learning</i>	Updated curriculum maps given to Directors.
Lesson plans- every Monday Units-beginning of each six weeks	Curtis Weathers Beth Stayton	Unit and lesson plan templates, \$100.00 for flash drives	Monitoring and feedback provided weekly; classroom observations by Directors

**FORM 5.2: Action Steps (Goal 1)**

<b>GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)</b>
Teachers will fully implement reading program, <i>Scholastic READ 180</i> .
Teachers will design formative and summative assessments to measure students' proficiency of SPIs.
Students reading below grade level will participate in reading tutorial sessions during and after school.
Students will participate in silent sustained reading (Drop Everything and Read), read alouds, writing prep activities and literacy challenges during Academic Activity Time (AAT).

**FORM 5.3: Implementation Plan (Goal 1)**

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
September 15 Every six weeks	Beth Stayton Reading teachers	\$35,000	Weekly analysis of READ 180 reports; observations by Directors; READ 180 reports
Beginning of each six weeks; ongoing	Reading, language arts	Time, content teachers assist by editing, providing feedback	Director will review for alignment and provide feedback to teachers.
September 15 Every six weeks May 13	Volunteer Memphis Myron Walker Reading teachers	Volunteer tutors	Data will be collected and surveys completed.
ongoing	Homeroom teachers	\$6,000.00 for classroom libraries and supplies	Observations by Directors, student surveys completed.

**Form 5.3, continued**

<b>GOAL 1</b>	<b>Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Most of the professional development is provided on-site and is continual. During the week of intensive training prior to school, the instructional staff receives initial training in three areas of focus: Curriculum, Instruction, and Assessment. Specifically, <i>The Development of Curricula, Effective Unit/Lesson Plans, Best Practices in the Classroom, Creating Reliable and Valid Test Items, Alignment: CIA, Analyzing Your Results, Data Driven Instruction, Using Exam Systems II, and Using Teacherease.com</i> are sessions facilitated by the Director with support from the Director of Instruction and Team Leaders. Whole group professional development in these areas continue throughout the year in regularly scheduled staff meetings. Individual professional development occurs during teachers' planning periods and is facilitated by The Director of Instruction or content peers. Scholastic provides training for READ 180 on site and through the LEA. Teachers of Reading will receive on-site training in modified and differentiated instructional practices in order to meet the needs of our special needs students.
	<b>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Sessions that are designed to involve parents include <i>Understanding READ 180, Helping Your Child with TCAP, What Do These Numbers Mean?</i> are offered each year. Parents also have to confirm that their child has read at home by signing Reading Logs nightly. Our strong tutorial program is comprised of more than forty volunteers from the community. It was developed through <i>Volunteer Memphis, Inc</i> and has provided many hours of individualized tutoring to many students. Community members will also read aloud from their favorite books, poems or stories during Academic Activity Time.

## GOAL 2

### Form 5.1: Goal 2

Goal	Increase percentage of students scoring proficient or advance in the TCAP Mathematics subtest to 100% with a minimum of 30% scoring advance. Of the 8 <sup>th</sup> grade students taking the Algebra I Gateway, 100% will score advance.
Which Need(s) does this Goal address?	Improve students' problem solving skills, measurement, and calculating skills.
How is this Goal linked to the system's Five-Year Plan?	Improve student achievement in Mathematics.

### FORM 5.2: Action Steps (Goal 2)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Students will complete commercial-made pre/post assessments (AGS GMADE) and teacher-made pre/post assessments that reflect the SPIs.
Teachers will analyze data from commercial-made and teacher-made assessments to identify students' strengths/weaknesses and to evaluate teacher effectiveness.
Teachers will create curriculum maps based on the State Performance Indicators.
Teachers will develop and implement curriculum-based unit and lesson plans that utilize <i>Best Practices</i> such as centers, cooperative groups and hands-on activities.
Teachers will integrate ALEKS on-line math program within their instructional practices
Students will participate in EXCEL and Gateway tutorial sessions during and after school.

### FORM 5.3: Implementation Plan (Goal 2)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Pre-August 21- August 30 Post-May	Mathematics teachers	\$2,000.00 for scantrons.	Hard copies of reports collected by Director.
Immediately following each assessment (pre, unit, six-week, post)	Math teachers	On site reports from exam systems II, AGS GMADE	Growth analysis reported to Director, evaluation of proficiency of SPIs recorded.
August 1 to August 12	Curtis Weathers Beth Stayton	Copies of <i>Blueprint for Learning</i>	Updated curriculum maps given to Directors.
ongoing	Curtis Weathers Beth Stayton Math Teachers	Unit and lesson plan templates, \$100.00 for flash drives, \$2,000.00 for manipulatives	Monitoring and feedback provided weekly; observations by Directors, review of lesson plans.
October 1 weekly	Beth Stayton Math Teachers	\$75,000 for classroom computers	American Honda Foundation reports, ALEKS reports
January Each six weeks May 20	<i>Jacqueline Osby</i> <i>Myron Walker</i> Math teachers	Volunteer tutors, \$1,500 for supplies	Weekly progress reports, report cards, TCAP and Gateway data.

FORM 5.2: Action Steps (Goal 2)		FORM 5.3: Implementation Plan (Goal 2)			
<b>GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)</b>		<b>Timeline (Rubric 5.3)</b>	<b>Person(s) Responsible (Rubric 5.3)</b>	<b>Projected Cost(s) (Rubric 5.3)</b>	<b>Monitoring Strategy (Rubric 5.3)</b>
Students will use technology regularly during instructional time, utilizing instructional software, calculators, and ALEKS on-line program.		weekly	Mathematics teachers	\$4,000.00 for T184 calculators	Students will use calculators with accuracy, observations by director and evaluation of lesson plans.

Form 5.3, continued

<b>GOAL 2</b>	<b>Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Most of the professional development is provided on-site and is continual. During the week of intensive training prior to school, the instructional staff receives initial training in three areas of focus: Curriculum, Instruction, and Assessment. Specifically, <i>The Development of Curricula, Effective Unit/Lesson Plans, Best Practices in the Classroom, Creating Reliable and Valid Test items, Alignment: CIA, Analyzing Your Results, Data Driven Instruction, Using Exam Systems II, and Using Teacherease.com</i> are sessions facilitated by the Director with support from the Director of Instruction. Whole group professional development in these areas continues throughout the year in regularly scheduled staff meetings. Individual professional development occurs during teachers' planning periods and is facilitated by the Director of Instruction or content peers. Mathematics teachers will receive training in the use and implementation of ALEKS through the University of Memphis. The Algebra I teacher will attend Gateway training through the LEA.
	<b>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Parents participate in Family Math and Science Night . Tutors from Volunteer Memphis, Inc. will provide one-on-one tutoring during and after school.

### GOAL 3

#### Form 5.1: Goal 3

Goal	Increase percentage of students scoring proficient or advance in the TCAP Science subtest to 100%.
Which Need(s) does this Goal address?	Increase students' basic knowledge of science and the scientific process.
How is this Goal linked to the system's Five-Year Plan?	Improve student achievement in Science.

#### FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Students will complete teacher-made pre/post assessments that reflect SPIs.
Teachers will analyze data from teacher-made assessments to identify students' strengths/weaknesses and to evaluate teacher effectiveness.
Teachers will create curriculum maps based on the State Performance Indicators.
Teachers will develop curriculum-based unit and lesson plans that utilize <i>Best Practices</i> such as lab demonstrations/experiments and hands-on activities.
Teachers will design formative and summative assessments to measure students' proficiency of SPIs.

#### FORM 5.3: Implementation Plan (Goal 3)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Pre-August 21- August 30 Post-May	Science teachers	\$2,000.00 for scantrons.	Hard copies of reports given to Directors.
Immediately following each assessment (pre, unit, six-week, post)	Science teachers	Reports from exam systems II	Growth analysis reported to Director, evaluation of proficiency of SPIs recorded.
August 1 to August 12	Curtis Weathers Beth Stayton	Copies of <i>Blueprint for Learning</i>	Updated curriculum maps given to Directors.
ongoing	Science teachers	Unit and lesson plan templates, \$100.00 for diskettes, \$6,000.00 for lab equipment.	Monitoring and feedback provided weekly; observations by Directors; students will demonstrate knowledge of scientific process.
Beginning of each six weeks; ongoing	Science teachers	Time, content teachers assist by editing, providing feedback	Director will review for alignment and provide feedback to teachers.

**FORM 5.2: Action Steps (Goal 3)**

<b>GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)</b>
Students will participate in EXCEL tutorial sessions during and after school , and on Saturdays
Students will participate in mandatory school-wide science fair.
Students will actively participate in field trips that expose them to various biomes, habitats, environmental and health issues.

**FORM 5.3: Implementation Plan (Goal 3)**

<b>Timeline (Rubric 5.3)</b>	<b>Person(s) Responsible (Rubric 5.3)</b>	<b>Projected Cost(s) (Rubric 5.3)</b>	<b>Monitoring Strategy (Rubric 5.3)</b>
January 17 Each six weeks	Science teachers Jacqueline Osby	Time, volunteer tutors	Weekly progress reports monitored
December 1 February	Science teachers	\$6,000.00 for display boards and materials, volunteer judges	Students will demonstrate knowledge of scientific process.
Each six weeks	The Med Science teachers	\$9,000 for transportation and fees	Journal entries, observation logs, collected literature

**Form 5.3, continued**

<b>GOAL 3</b>	<b>Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Most of the professional development is provided on-site and is continual. During the week of intensive training prior to school, the instructional staff receives initial training in three areas of focus: Curriculum, Instruction, and Assessment. Specifically, <i>The Development of Curricula, Effective Unit/Lesson Plans, Best Practices in the Classroom, Creating Reliable and Valid Test Items, Alignment: CIA, Analyzing Your Results, Data Driven Instruction, Using Exam Systems II and Using Teacherease.com</i> are sessions facilitated by the Director with support from the Director of Instruction. Whole group professional development in these areas continue throughout the year in regularly scheduled staff meetings. Individual professional development occurs during teachers' planning periods and is facilitated by the Director of Instruction or content peers. Science teachers will receive on-site training in modified and differentiated instructional practices in order to meet the needs of our special needs students.
	<b>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</b>	Parents will assist the teachers in setting up our Second Annual Science Fair. Family Math and Science Night will get parents involved by having them participate in hands-on activities that facilitate the scientific process. Professionals from the Health Science fields are scheduled to speak on Wednesdays (monthly) in order to increase student awareness of those fields. Community members and parents will also help coordinate our Health and Fitness fair.

## GOAL 4

### Form 5.1: Goal 4

Goal	Increase percentage of students scoring proficient or advance in the TCAP Social Studies subtest to 100%.
Which Need(s) does this Goal address?	Improve students' knowledge of geographic features, history, government / economics, and cultures.
How is this Goal linked to the system's Five-Year Plan?	Improve student achievement in Social Studies.

#### FORM 5.2: Action Steps (Goal 4)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Teachers will analyze data from teacher-made assessments to identify students' strengths/weaknesses and to evaluate teacher effectiveness.
Teachers will create curriculum maps based on the State Performance Indicators.
Teachers will develop curriculum-based unit and lesson plans that utilize <i>Best Practices</i> such as cooperative learning and graphic organizers.
Teachers will design assessments to measure students' proficiency of SPIs.
Students may participate in EXCEL tutorial sessions during and after school and Saturdays

#### FORM 5.3: Implementation Plan (Goal 4)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Immediately following each assessment (pre, unit, six-week, post)	Social Studies teachers	Reports from exam systems II	Growth analysis provided to director, evaluation of proficiency of SPI's recorded.
August 1 to August 12	Curtis Weathers Beth Stayton	Copies of <i>Blueprint for Learning</i>	Updated curriculum maps collected by Directors.
ongoing	Curtis Weathers	Unit and lesson plan templates, \$100.00 for jumpdrives, \$2,000.00 for materials.	Monitoring and feedback provided weekly; observations by Directors
Pre- August 21 Beginning of each six weeks Post- May	Social Studies teachers	Time, content teachers assist by editing, providing feedback	Growth analysis provided to Director, evaluation of proficiency of SPI's recorded.
January 12	Myron Walker Jacqueline Osby	Time after school, peer tutors	Weekly progress reports, report cards.

**FORM 5.2: Action Steps (Goal 4)**

<b>GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)</b>
Students will complete teacher-made pre/post assessments that reflect SPIs.
Students will participate in activities designed for Black History month.
Students will attend field trips regarding local/state history, culture and government.

**FORM 5.3: Implementation Plan (Goal 4)**

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Pre-August 21- August 30 Post-May	Beth Stayton Social studies teachers	\$2,000.00 for scantrons.	Hard copies of reports given to Director.
January 6 February & March	Social studies teachers	\$4,000.00	Daily Question and Black History Knowledge Bowl will be used to measure students' knowledge.
October December February May	Social Studies teachers	\$5,000.00	Level of students' engagement (observation), discussions, scores on quizzes, collected literature

Form 5.3, continued

<b>GOAL 4</b>	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Most of the professional development is provided on-site and is continual. During the week of intensive training prior to school, the instructional staff receives initial training in three areas of focus: Curriculum, Instruction, and Assessment. Specifically, <i>The Development of Curricula, Effective Unit/Lesson Plans, Best Practices in the Classroom, Creating Reliable and Valid Test Items, Alignment: CIA, Analyzing Your Results, Data Driven Instruction, Using Exam Systems II and Using teacherease.com</i> are sessions facilitated by the Director with support from the Director of Instruction. Whole group professional development in these areas continue throughout the year in regularly scheduled staff meetings. Individual professional development occurs during teachers' planning periods and is facilitated by the director of Instruction or content peers. Social Studies teachers will receive on-site training in modified and differentiated instructional practices in order to meet the needs of our special needs students. They will attend follow-up training in <i>Facing History and Ourselves</i> .
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Parents will attend field trips and serve as chaperones. Parents and community members will also assist with the Black History Program and the Civil Rights March reenactment. Community members will share cultural/historical experiences in class and provide as resources for student interviews.

## GOAL 5

Goal	Increase the rate of promotion to 100%.
Which Need(s) does this Goal address?	All students will perform at or above grade level in all content area classes.
How is this Goal linked to the system's Five-Year Plan?	

### FORM 5.2: Action Steps (Goal 5)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Students at risk of failing will participate in EXCEL intervention program.
Students will participate in mentoring activities/clubs such as Mentoring the MAHS Way, GEMS, Character Building Class, and Junior 100 to increase self esteem.
Students will utilize agenda books to record assignments and assessments.
Students will participate in tutorials during and after school.
Students will participate in an after school program focusing on youth fitness and academic tutoring.

### FORM 5.3: Implementation Plan (Goal 5)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
January 11 February 1 Weekly thereafter	Curtis Weathers Beth Stayton Jacqueline Osby	Volunteers, \$1,000 for snacks (Saturday School)	Weekly progress reports, report cards, and Personalized Education Plans (PEP)
September to June	Judy Maddox Prima Atwell Myron Walker Beth Stayton	Time for chairpersons to organize, \$5,000 for luncheons, activities	Membership enrollment, discussions, conduct grades, mentoring logs
August 15 Daily	Team Leaders	\$2,500 for agenda books	Progress reports, report cards, daily checks
September 15 weekly	Volunteer Memphis Myron Walker Beth Stayton	Volunteers, \$3,000 for supplies	Progress reports, report cards, TCAP and AGS data, and surveys
October 15 weekly	Beth Stayton Tavis Rutherford	\$15,000 grant from Children's Foundation	Physical and academic assessments, sign-in logs, progress reports, report cards, TCAP and AGS data

Form 5.3, continued

GOAL 5	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	All staff members will be trained on-site in the development of Personalized Education Plans (PEP) for EXCEL participants in January.
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	Parents of students in danger of failing (IDF) or performing below grade level will attend a parent meeting describing the EXCEL intervention program and the requirements each child will need to fulfill. Parents will also sign a contract acknowledging those requirements and that they understand their child is in danger of failing. <i>Volunteer Memphis, Inc.</i> , and other community volunteers will serve as tutors for the participants of EXCEL. 100 Black Men of Memphis Inc. will provide mentors for our mentoring program <i>Mentoring the MAHS Way</i> . Our site based program Girls Empowering Minds in Society (GEMS) will serve as a mentoring program for our girls. Our after school program includes fitness activities, tutorial sessions and provides healthy snacks, and is coordinated by Tavis Rutherford, a contracted member of our staff.

## Component 6

### School Improvement Plan and Process Evaluation

As a charter school, MAHS is subject to a variety of evaluation processes that include both formative and summative assessment instruments and processes. The Memphis City Schools and The Center for Research in Educational Policy collaborate in an annual study of the effectiveness of district charter schools. Instruments and processes used in the evaluation process includes a comprehensive school climate inventory, classroom monitoring, interviews, and an analysis of students' academic performance. In addition, the district has developed a Charter School Accountability Plan that includes a set of academic and organizational benchmarks, biannual site visits, and an end-of-year reporting process. These processes will clearly assist MAHS in the evaluation and monitoring of its school improvement plan.

#### 6.1 & 6.2: Formative and Summative Assessment

MAHS uses a variety of instruments to measure progress and effectiveness of the school improvement plan. Academically, both standardized and criterion referenced instruments are used, including:

- AGS Group Reading Assessment Diagnostic Evaluation (GRADE)
- AGS Group Mathematics Assessment Diagnostic Evaluation (GMADE)
- Scholastic's Reading Inventory (SRI)
- Teacher-made six-weeks tests, TCAP practice exams and writing assessments

For evaluating school climate and organizational effectiveness, MAHS uses

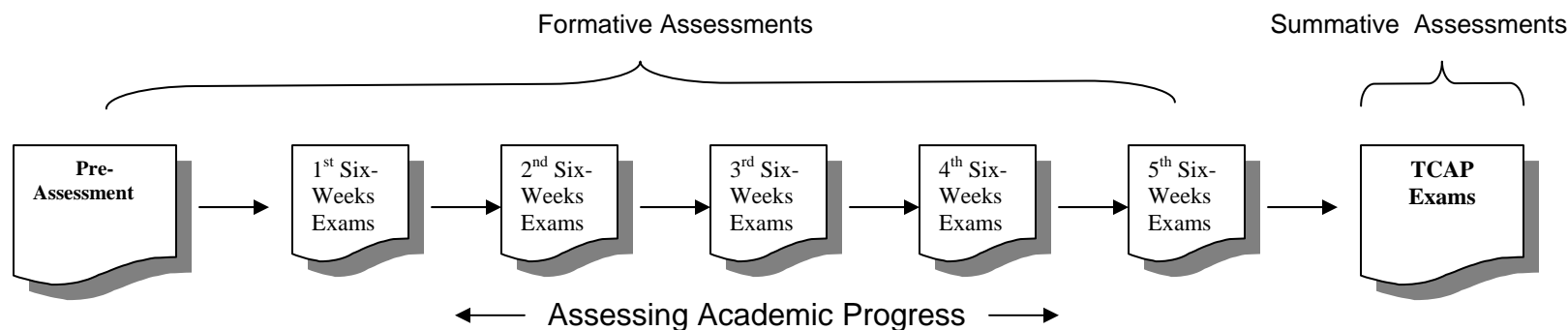
- a variety of school climate surveys
- focus groups and interviews

Data is collected during the entire school year to measure organizational and academic effectiveness. Students take pre-assessments in the core content areas (Reading/Language Arts, Mathematics, Science, and Social Studies) at the beginning of the school year and a post assessment at the end. MAHS' six-weeks exams serve as formative assessments for each of the content areas to measure progress toward mastery of TCAP learning goals. Student performance data is collected and analyzed using a computerized assessment system (Pearson's Exam Systems II) that reports disaggregated performance data in a variety of formats. Historical comparisons are made and used to plan and adjust instructional strategies.

The MAHS Governing Board receives a mid-year and end-of-year report of progress during each school year.

Formative assessment data is used throughout the school year to evaluate the effectiveness of various instructional strategies. As it relates to student performance, MAHS considers TCAP exams as its annual summative assessment and six-weeks exams as formative in nature. Because of our emphasis on alignment, six-week assessments provide the most accurate indication of students' progress towards the learning goals of each content area.

Our assessment program begins with a pre-test in each content area at the beginning of the school year and six-weeks exams serve as formative assessments throughout the school year. The results of these exams help monitor progress as we approach TCAP exams. Results are thoroughly reviewed and shared with the principal, staff, students, and parents.



An annual review of TCAP data is conducted at the beginning and end of each school year. A thorough disaggregation of the data is presented to the staff and compared with the previous year. Based on the results, modifications to teacher instructional practices are discussed and made as needed. Data is also shared with the students and parents. A review of students' TCAP performance is conducted at the MAHS' annual parent orientation meeting.

### 6.3: Evaluation of the SIP Process

At its annual strategic planning meeting, the MAHS Governing Board reviews and gives input to the school improvement plan. The plan is also shared with the MAHS Parent Council at its annual planning meeting and the Action Plan will be reviewed at one of the Parent NCLB meetings. The SIP will also be posted on the school's website.

Implementation of the school improvement plan is monitored each month. Action Plans are reviewed and updated each semester. Those responsible for implementation of certain aspects of the plan report on their progress during staff meetings, and follow-up occurs during team meetings. At the end of the school year, a final evaluation of the school improvement plan is conducted by the MAHS Leadership Team and reported to the entire staff. This evaluation is also reported to the MAHS Governing Board.