

ROTHSCHILD MIDDLE **SCHOOL**

SCHOOL IMPROVEMENT PLAN
2008-2009

August, 2008

Mr. Chris Cox - Principal



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I Purpose



MUSCOGEE COUNTY SCHOOL DISTRICT
ROTHSCHILD MIDDLE SCHOOL



STRATEGIC PLAN

MISSION: The Muscogee County School District is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills, and achieve academic and personal potential.

VISION: We envision a school district in which

- Each student is given multiple opportunities to excel in his/her academic, social, emotional, and physical development in a safe, nurturing environment.
- Well-prepared, responsible, and caring employees are committed to excellence in education.
- Parents, community members, staff and students, are full partners in the education of children.

District Beliefs:

- All students learn when provided high-quality instruction that is engaging and challenging.
- All students must have a physically and emotionally safe learning environment.
- All district employees work collaboratively to improve student achievement.
- All organizational and instructional decisions are data driven.
- All district personnel are committed to continuous professional learning.

District Strategic Goals:

QUALITY EDUCATION:

- To improve test scores and graduation rates at all our schools and define and implement other measures of academic achievement.
- To address the continuously increasing need for technological achievement by our students.
- To recruit and develop the highest quality staff to meet the evolving demands related to content, technology and classroom management.
- To pursue a course of parental involvement that will make parents partners in achieving the goals of quality education.

SAFE SCHOOLS:

- To ensure that each student will have a place to learn and grow that is free from social and physical threat and to ensure that staff members have schools in which they are safe.
- To pursue a course of parental involvement that will make parents partners in achieving goals of safe and well disciplined schools.

STUDENT SERVICES:

- To address the continuing challenge of maintaining racially balanced schools while pursuing a program of neighborhood assignments with increasing opportunities for choice.
- To strive for the highest quality of response and service to parents, students and the community.
- To establish effective two-way communications at all levels with all school district personnel and the total community.

MOTTO:

Just as the lighthouse guides ships at sea through safe channels, the Muscogee County School District must carefully guide students through the channels of learning enlightenment.



Rothschild Middle School

2008-2009

Organizational Chart

Leadership Team

Kathy Smith – Chairperson
Chris Cox – Principal
Ramona Jones – Asst. Principal
Paul Everett – SALT
Stephany Lewis – Guidance Director
Jan Luquire – Partners in Education
Betty Spragg – Special Education
Ron Ullman – Title I

AYP Committee

Chris Cox – Principal
Ramona Jones – Asst. Principal
Mary Ann Douglas – Math
Kathy Smith – Media Specialist
Betty Spragg – Sp. Ed. Dept. Chair
Ron Ullman – Academic Math Coach
Nakia Farley – L.A. Dept. Chair

Committees:

Green Team (Exterior) – B. Rollier, M. Green, T. Davo, L. Buckner, E. Grigsby, Z. Schrage,
B. Wright
Beautification (Interior) – M. Douglas, A. Thames, A. Elliott, P. Everett, R. Prestley
AR Incentives – G. Andrade, T. Johnson, Y. Hart
Hospitality – J. Luquire, A. McClellan, T. Ricks, M. Youmans, A. Brooks, L. Grimes,
J. Livingston
Parenting – B. Spragg, V. Jones, B. Curtis, W. Fry
Falcon Pride – S. Butler, R. Land, T. Mack, S. Pharris, L. Ray, F. Steele
Newsletter – L. Kennedy, J. McTyre, M. Wilson
Student Incentives – J. Chadwick, L. Cole, N. Farley, W. Goodman, T. Sparks, T. Still,
L. Woods
Technology – K. Smith, C. Cox, R. Jones, B. Wright, J. Livingston, Parent, Student
Media Committee – K. Smith, C. Cox, L. Grimes, A. McClellan, Parent, Student
SALT/MAP – Paul Everett
504 Coordinator - Stephany Lewis
SST Coordinator – James McTyre
Partners in Education – Jan Luquire
Testing Coordinator – Ron Ullman
Textbook Manager – Ron Ullman
Title I – Ron Ullman
SASI – Chris Cox/ Ramona Jones
School Improvement – Kathy Smith
Teacher Advisory Representative – Galo Andrade

Department Chairs

Language Arts – Nakia Farley
Math – Jennifer Livingston
Science – Bob Rollier
Social Studies – Eric Grigsby
Connections – Paul Everett
Music – Bill Fry
Physical Education – Mike Green
Special Education – Betty Spragg

Team Leaders

6-1 Frances Steele
6-2 Les Cole
7-1 Thomas Still
7-2 Yvonne Hart
8-1 Bob Rollier
8-2 Eric Grigsby

II

Comprehensive Needs Assessment of the School

II Comprehensive Needs Assessment of the School

Process Used for Completing Needs Assessment/School Profile

The administration, School Improvement Chairperson, Leadership Team, and the academic coach coordinated the collection and analysis of all data affecting student achievement. The collected data was utilized in an effort to evaluate the educational program at Rothschild Middle School. A primary goal at the school level is to effectively utilize the data in guiding instruction. The administration and academic coach meet with staff members to examine the data and devise a plan to use the results. Results have also been provided to parents, students and members of the Local School Council. All stakeholders were provided an opportunity to examine the data, offer input, and assist in determining the needs of the school.

To determine the specific needs of the school, the following data was collected to be included in the school profile:

- Test Scores
- Faculty/Staff Data
- Student Demographic Data
- Student Achievement Data
- Professional Learning Activities
- AYP Report
- Annual Report Card
- Retention Rates
- Student Attendance Data
- Student Suspension Data
- NSSE Survey (Spring, 2007)

Analysis of Data

Overview

Prior to the 2005-2006 school year, Rothschild Middle School was in needs improvement status in regards to AYP. However, the school has made adequate yearly progress (AYP) for the 2005-2006, 2006-2007, and 2007-2008 school years. This accomplishment has managed to remove the school from the needs improvement list. It is important to note that the academic performance for students with disabilities (SWD) was below the state's annual measurable objective (AMO) for AYP. Rothschild was able to utilize the Safe Harbor element of AYP to qualify in this subgroup. Also, the math scores dipped slightly and fell below the AMO this year; however, the school utilized the confidence interval element to meet the standard in this category.

Teacher Attrition Rate

In analyzing Rothschild Middle School, there are strengths which are clearly evident and have contributed to the school's success. In regards to the school's teaching staff, the attrition rate has gone from a glaring weakness to what can now be perceived as a strength. The attrition rate was 30.8% in 2003-2004 and dropped to 9.61% in 2005-2006. The attrition rate rose slightly in 2006-2007 to 16.7%. In 2007-2008, the rate of attrition again fell to 10.2 %.

Student Retention Rate

Positive results are noted when studying the student retention rate. The rate dropped from 9.1% in 2004-2005 to 5.9% in 2005-2006. However, the retention rate increased to 8.2% in 2006-2007. As a result of various interventions, the rate was reduced to 7.5% in 2007-2008.

Writing Scores

A review of the writing scores demonstrates that the writing initiative which was implemented in the fall of 2004 was initially successful. In 2003-2004, the Middle Grade Writing Test was the second indicator for making AYP. Rothschild's eighth graders scored 74% on the writing test that year. In 2005-2006, the writing scores improved to 92%. However, the 2006-2007 scores were cause for concern as the pass rate slipped to 61% and fell again in 2007-2008 to 57%. The language arts department will evaluate the existing plan, study the state rubric/requirements and modify the strategies as necessary.

Student Attendance, Suspension, Mobility

For AYP purposes, attendance is now recognized as the second indicator. Several factors regarding the Rothschild student body make this an area where interventions are often necessary. Rothschild's enrollment has dropped over the last several years; however, the free and reduced lunch percent of the student population has risen significantly. Rothschild also experiences a high mobility rate; this figure was 33.6% during the 2005-2006 year and 30.7% in 2006-2007. The rate rose again in 2007-2008 to 32.8%. This rate is extremely high when compared to the system mobility rate for middle schoolers. In addition, the suspension rate is of concern as the days suspended create attendance issues as well. In 2004-2005, students were suspended a total of 1640 days; this number increased to 2007 in 2005-2006. The administration revamped the consequences portion of the discipline plan prior to the 2006-2007 school year in an effort to address this problem. Despite the revision, suspended days continue to be a problem at Rothschild; the total for the 2006-2007 school year was 2014 days and 1948 days in 2007-2008. Despite these obstacles, Rothschild managed to lower the percent of students who miss more than 15 days from 18.3% in 2003-2004 to 13.8% in 2006-2007. The percentage rose to 14.7 in 2007-2008.

Language Arts/ Reading

A review of CRCT reading/language arts scores for the last four years (2004-2005, 2005-2006, 2006-2007, 2007-2008) indicated an improving trend in reading/language arts. In 2003-2004, the score for all students was 80%; this score rose to 83.2% in 2005-2006, 85.5 in 2006-2007 and 86.5 in 2007-2008. This growth was also experienced by the economically disadvantaged group as the scores improved from 79% to 86.6%. The performance of the SWD group is certainly a positive as the scores have improved from 42% to 63.5%. This number is still below the state objective of 73.3%; however, the staff is hopeful that the improving trend will continue.

Math

The area of math continues to require improvement. The school has managed to reach the state AMO in previous years; however, scores have remained basically stagnant. This year's scores dropped slightly below the AMO, but the school managed to achieve AYP as a result of the confidence interval process. When analyzing math scores, it is interesting to note the difference in scores when comparing grade levels. Seventh grade students achieved a passing rate of 72.4% while eighth grade students passed at a rate of only 34.2%. Again, it must be stated that the GPS curriculum was implemented at the eighth grade for the first time in 2007-2008. The SWD scores also dropped in 2007-2008.

Social Studies

The content area of social studies has certainly been an overall strength at Rothschild; however, a review of CRCT test scores for the last three years indicates a slight downward trend in achievement levels. The data reveals that scores dipped somewhat in 2006-2007 after several years of positive growth. The scores in 2007-2008 were certainly a concern as the eighth grade scores dropped to 52%.

Science

In regards to science, the data suggests that the implementation of the Georgia Performance Standards (GPS) resulted in an achievement drop. The sixth and seventh grade students were tested in 2006-2007 based on the GPS curriculum. In reviewing the three year trend, scores dropped at both grade levels for almost all subgroups. Furthermore, the decline was substantial at these grade levels. The eighth graders were tested on the QCC curriculum until the 2007-2008 school year. Scores also decreased from the previous year at this grade level as well. It will be interesting to monitor these trends as GPS continues to be fully implemented.

Students With Disabilities

The need to improve the academic performance of the SWD group is indicated when reviewing the CRCT scores. The scores have improved during the three year period; however, the scores continue to fall well short of the state's AMO. As noted earlier, the math scores improved from 22% in 2003-2004 to 36.8% in 2006-2007. However, the scores did drop in 2007-2008 to 25.4%. Overall, the scores continue to fall well short of the regular education students and the other subgroups within the school. The reading/language arts scores have improved during this time. Despite the improvement, the scores fall short of the state's AMO for making AYP. Those weaknesses have been reviewed and corrective actions have been implemented including intervention strategies, hiring paraprofessionals, extended day programs, and least restrictive environment (LRE).

Strengths

- Language Arts Scores
- Reading Scores
- Seventh Grade Math Scores
- Economically Disadvantaged Scores
- Teacher Attrition Rate Decreased
- Intervention Programs for Struggling Students
- Intervention Strategies for SWDs
- Title I Funds Used to Reduce Class Size
- Academic Coach
- Extended Day and Saturday Academic Program To Assist At-Risk Students

Areas for Improvement/Need

- Math Scores- 8th Grade/ 6th Grade
- Science Scores
- SWD Scores
- Student Attendance (Improving, but still a concern)
- Number of Suspensions
- Writing Scores

It is obvious after analyzing the data and reviewing the needs that the school has experienced academic growth and improvement. Numerous programs and strategies have been devised and implemented to ensure that this improvement continues.

NSSE Survey (National Study of School Engagement)

In the spring of 2007, Rothschild Middle School utilized NSSE's Opinion Inventories to gather opinions of the various stakeholders in regards to various components of the school. Each of these inventories uses a Likert Scale of 1-5 with one representing "strongly disagree" and five representing "strongly agree." A rating of zero could also be utilized; this score reflects do not know/not applicable and carries no weight. A comparison of the opinions on the twenty common items in the opinion inventories is illustrated in the following findings:

- All of the common items received a score of greater than three from each group with the exception of two items.
 1. "Teachers use a variety of teaching strategies and learning activities to help students learn" was rated a 2.88 by the parent group.
 2. "There are no problems with bullies at our school" was rated below a three by all three groups.
- The common item ranked the lowest of the twenty was the same for all three groups. "There are no problems with bullies at our school."
- One item received scores above four by all three groups. "Our school recognizes the achievement of students for all types of accomplishments."

- Teachers ranked one item fewer than both students and parents. “Students are motivated to do their best work.”
- Students ranked four items higher than both parents and teachers.
 1. “Our school is preparing students to deal with issues and problems they will face in the future.”
 2. “Teachers use a variety of teaching strategies and learning activities to help students learn.”
 3. “Teachers hold high expectations for student learning.”
 4. “Students are motivated to do their best work.”
 5. “There are no problems with bullies at our school.”
- One item was ranked the highest by the parent group. “Our school provides a safe and orderly environment for learning.”
- Fourteen of the twenty items were ranked highest by the teacher group.

ROTHSCHILD MIDDLE SCHOOL
Comparison of Student, Parent, Teacher Opinions
Based on NSSE Opinion Inventories
Spring, 2007

Common Items	STUDENT	PARENT	TEACHER
1. The education offered to students at our school is of high quality.	3.84	3.50	4.05
2. Our school is preparing students to deal with issues and problems they will face in the future.	3.95	3.14	3.70
3. Students see a relationship between what they are studying and their everyday lives.	3.37	3.43	3.51
4. Teachers use a variety of teaching strategies and learning activities to help students learn.	4.20	2.88	4.16
5. Teachers hold high expectations for student learning.	4.22	3.50	4.03
6. Students are motivated to do their best work.	4.08	3.25	3.14
7. Teachers provide a reasonable and appropriate amount of homework to help students succeed in their studies.	3.48	3.88	3.92
8. Teachers are willing to give students individual help outside of class time.	4.27	3.25	4.56
9. Our school recognizes the achievements of students for all types of accomplishments.	4.05	4.00	4.50

10. In our school, students have access to a variety of resources to help them succeed in their learning such as technology, media center, and libraries.	4.22	3.75	4.47
11. Our school's facilities are adequate to support students' learning needs.	3.67	2.75	3.91
12. Up-to-date computers and other technologies are used in our school to help students learn.	3.78	3.75	4.08
13. All students and staff at our school are treated with respect, regardless of race, religion, or gender.	3.62	3.25	4.14
14. Cheating is strongly discouraged at our school.	4.07	3.88	4.37
15. School rules apply equally to all students.	13.82	3.25	3.92
16. Substance abuse (e.g., drug/alcohol) is not a problem at our school.	3.63	4.13	4.26
17. Our school provides a safe and orderly environment for learning.	3.60	3.88	3.61
18. There are no problems with bullies at our school.	2.57	2.29	2.49
19. For the most part, I am satisfied with our school.	3.30	3.00	3.97
20. Students' family members feel welcome in our school.	3.60	3.25	4.21

Goals

Rothschild Middle School is addressing the following areas after reviewing the relevant data. These areas are addressed in the School Improvement Plan:

- **No Child Left Behind (NCLB) Performance Goal 1:
By 2013-2014, All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Rothschild is addressing this goal by utilizing the following strategies:

- Increase instructional time for grammar and writing.
- Assign mentors to new teachers and teachers needing improvement.
- Monitor the ELA curriculum to ensure that it is sequential and organized.
- Focus on targeted domains.
- Reduce class size by hiring additional teachers.
- Provide extended day program to assist students with disabilities.
- Provide Saturday program to assist at-risk students.

- Align the purchase of instructional materials to support standards based instruction.
- Hire an academic coach.
- Employ additional paraprofessional to work with students with disabilities.
- Continue implementation and expansion of LRE project.
- Ensure that all students are taught by highly qualified teachers.
- Participate in professional development training in teaching literacy in the content areas (CALI).
- Monitor reading progress/achievement through Accelerated Reader, Compass Learning, Pearson Learning, and diagnostic reports.
- Utilizing the Pearson Learning software, a special education teacher will work with students with disabilities for 45 minutes each day for a semester to address weaknesses in math.
- Organize and develop math curriculums addressing the school's weaknesses and establish a means of implementing the GPS.
- Utilizing the Accelerated Math and Compass Learning Programs, all math teachers will establish specific goals for all students.
- Establish a connections class taught by a math teacher and designed for students who scored below 800 on the CRCT in math and/or failed math the previous year.
- Increase academic instructional periods from 60 to 75 minutes.
- **NCLB Performance Goal 2:**
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.

Rothschild currently does not have any limited English proficient students enrolled. However, if this situation changes, Rothschild will utilize the following strategies:

- Provide extended opportunities through the ESOL program.
- Provide professional learning opportunities on strategies for classroom teachers to employ when working with ESOL students.

- **NCLB Performance Goal 3:**
All students will be taught by highly qualified teachers.

Rothschild will work with the Human Resources Division to ensure that all students will be taught by highly qualified teachers. The following strategies are included in the narrative section of this document and are employed to address this goal:

- Address teacher attrition and retention by providing mentoring for beginning teachers and at-risk teachers.
- Collaborate with Human Resources Division to identify highly qualified candidates.

- Participate in Job Fairs and Transfer Fairs in an effort to increase opportunities to meet, interview, and recruit highly qualified candidates.
- Work with Human Resources Division to facilitate the process of assisting teachers to achieve and maintain highly qualified status.
- Continue to work on creating a professional learning community which will attract and retain highly qualified teachers.
- Continue to participate in the partnership with Columbus State University.

- **NCLB Performance Goal 4:**

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Rothschild is addressing this goal by utilizing the following measures:

- Develop and implement a discipline plan to provide behavior management strategies.
- Provide research-based strategies to parents through the Parent Resource Center which consists of current literature.
- Participate in the Drug Free You and Me Conference for 6th graders.
- Provide health service assistance for students with health related concerns.
- Provide health classes which are offered through the Physical Education department. The curriculum is based on health, drug, and well being issues.
- Continue to work with the police department to offer the GREAT (Gang Resistance Education And Training) program to all seventh grade students.

- **NCLB Performance Goal 5:**

All students will graduate from high school.

Although Rothschild is a middle school, there is a focus on the goal that all students will graduate from high school. Rothschild will:

- Provide guidance services to students in an effort to inform them of the various magnet high schools and the components of each program.
- Continue to work with the Academic Success Center to target and assist students who are deemed at-risk and in danger of not advancing to and/or graduating from high school.
- Continue to work with Kendrick High School to identify possible candidates for the Early College program.
- Utilize the graduation coach to identify at-risk students and to establish interventions to assist these students.

- **Individuals with Disabilities Education Act (IDEA) Performance Goal 1:
Improve post-school outcomes for students with disabilities.**

Rothschild is a middle school and is not directly involved with students who are entering the post-school years. However, Rothschild does work with students with disabilities in an effort to increase the opportunity for success upon graduation from high school. Rothschild will:

- Provide extended day program for students with disabilities in an effort to increase achievement.
- Employ additional paraprofessional to support students with disabilities in an effort to improve achievement.
- Continue implementation of the Least Restrictive Environment project.
- Offer guidance services to students with disabilities to assist in the transition to high school; this includes providing students and parents with information concerning the various programs offered at each high school in the county.

- **IDEA Performance Goal 2:
Improve services for young children (ages 3-5) with disabilities.**

Rothschild is a middle school; therefore, the goal regarding children (ages 3-5) with disabilities is not addressed.

- **IDEA Performance Goal 3:
Improve the provision of a free and appropriate public education to students with disabilities.**

- Provide extended day program which targets students with disabilities in an effort to increase achievement.
- Employ additional paraprofessional to assist and support teachers of students with disabilities in an effort to improve student achievement.
- Continue implementation and expansion of LRE project.
- Utilizing the Pearson Learning Software, a highly qualified special education teacher will work with students with disabilities for 45 minutes each day for a semester.

- **IDEA Performance Goal 4:
Improve compliance with state and federal laws and regulations.**

Rothschild addresses this goal by utilizing the following strategies:

- Support and encourage teachers to participate in the district's professional development program which provides training in regards to writing IEP's and following IEP's on the Clarity Management System.
- Review Student Support procedures and implement Pyramid of Interventions.

III

School Wide Reform Strategies

III School Wide Reform Strategies

It is the goal of Rothschild Middle School to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement. The administration and staff attempt to develop and implement reform strategies which are research and scientifically based in an effort to address identified needs at the school and to support the school district's goals.

Rothschild has consistently identified math achievement for all students and the academic achievement of Students With Disabilities as areas of need and attention. Writing is also an area which has received extra focus and support. In an effort to improve overall instruction prior to actually implementing specific reform strategies, the administration focuses on providing training opportunities for all teachers. The school continues to work with teachers to fully implement the Georgia Performance Standards. Teachers have been afforded multiple training opportunities, and redelivery has also taken place at the school level. Teachers have been involved in training for their specific area, and a focus on unit design and assessment is ongoing. The administration and staff development committee strongly encourage teachers to participate in the district's Best Practices Institute and to focus on course offerings which deal with meeting the needs of all students. The school has also begun the process of curriculum mapping as teachers are required to post units on the curriculum mapping software. This process has been established in an effort to ensure a sequenced and organized curriculum which is fully aligned with the GPS. The administration has also been recently trained in the "Working on the Work" framework and will begin the early stages of implementing the strategies of creating engaging tasks and activities in regards to student work.

NCLB GOALS 1 & 5

To specifically address the concern in the area of math, Rothschild has implemented several reform strategies. These strategies are research based and are consistently evaluated to ensure that the implementation of a particular practice has achieved the desired results. Rothschild has utilized Title I funds to hire three additional math teachers to reduce class size; the focus here is to improve instruction and to increase student achievement. In addition, the school provides additional math instruction/time for all students who have been identified as at-risk in math. Students are scheduled an additional math class during their PE or Connections time slot; this course is taught by a highly qualified math teacher. The students also receive the benefit of working in a computer lab and utilizing the Pearson Learning software. Rothschild has also employed a math coach by utilizing Title I funds. This academic coach works with teachers and students in an effort to improve student achievement. The coach helps teachers analyze testing data and formulate teaching strategies to address the weak domains. Rothschild students are provided additional assistance in math through a Saturday academic tutoring program. This program is funded through an Instructional Extension Grant and the K-8 budget. The program operates twice a month, and students are provided individual attention by highly qualified teachers. In an ongoing effort to improve math achievement, the school focused on the research based strategy of creating additional instructional time. The administration devised a plan which increased academic instructional periods from 60 minutes to 75 minutes in an effort to provide additional learning opportunities for students. Rothschild math teachers and the academic coach have

worked with the Columbus State Math Collaborative and have been provided training and support in an effort to enhance instructional strategies and increase student achievement.

IDEA GOALS 1 & 3

In addition to math, Rothschild has also identified the academic achievement of Students With Disabilities as an area of concern or need. The administration has utilized system level support specialists to provide support and training to the teachers. Teachers have also received training on developing strategies for implementing the Georgia Performance Standards. Training and visitations have revolved around the implementation of the Least Restrictive Environment project. Rothschild reorganized its master schedule to include several co-taught classes in an effort to expose more Students With Disabilities to grade level curriculum. In an effort to offer additional support to the teachers, Rothschild received three visits from the designated LRE project coach. In an effort to provide increased support to the teachers and students, the administration worked with the Title I department to employ an additional paraprofessional. This paraprofessional is paid with Title I funds and is assigned to the Special Education department. Title I funds have also been utilized to offer extended day tutoring for Students With Disabilities. These sessions are offered twice weekly and are taught by highly qualified teachers. A decision was made to create additional instruction time for Students With Disabilities in the area of math. All students receive an additional math class which lasts for one semester; this class is taught by a highly qualified math teacher and also utilizes the Pearson Learning software.

NCLB GOALS 1 & 5 **IDEA GOALS 1 & 3**

Rothschild utilizes a school wide reform strategy in an effort to raise writing scores on the Middle Grades Writing Assessment. Schoolwide practice writing tests are administered three times during the school year. Teachers utilize the state grading rubric to score and evaluate the essays. The rubric and a writing format are made available to all teachers on the schoolwide computer network. This represents a systematic approach to an ongoing deficient area at Rothschild; the early results were positive as scores increased dramatically from 2003-2003 to 2005-2006. However, scores dropped significantly in 2006-2007 and slightly in 2007-2008; the language arts department is analyzing the data and contemplating a revised approach to address the declining scores.

NCLB GOALS 1 & 5 **IDEA GOALS 1 & 3**

During the 2006-2007 school year, sixth grade teachers were involved with training and the initial implementation stages of a district project which focuses on reading across the curriculum. This project is identified as CALI (Content Area Literacy Instruction) and

revolves around strategies to increase reading comprehension. The project continued in 2007-2008 as seventh grade teachers were exposed to the training.

The staff at Rothschild consistently evaluates the abovementioned reform strategies to determine if student needs are being met. The following assessments are utilized to determine the effectiveness of the strategies/interventions: (Note: This list is not inclusive)

- Pearson Learning Reports
- Compass Learning Reports
- Teacher-Made Assessment
- Student Work
- CRCT Scores
- MGWA Scores
- Class Observations
- Practice Writing Results
- Report Cards
- STAR Math Reports
- STAR Reading Reports

IV

Instruction by Highly Qualified Teachers

IV Instruction by Highly Qualified Teachers

It is certainly the intention of the administration of Rothschild Middle School to select and retain highly qualified teachers. Rothschild currently has 33 teachers where the highly qualified status is applicable. In regards to these teachers, 100% are highly qualified in their primary subject area. All Saturday academic tutors and after school tutors are highly qualified in the subjects they teach during tutoring.

The administration at Rothschild works with the district's Human Resources Department and the Staff Development Department to identify teachers and paraprofessionals who do not meet the description of "highly qualified." Rothschild also will support teachers in their efforts to become highly qualified by offering any available assistance through district professional training, online content courses, test preparation training, etc.

The administration at Rothschild realizes that it must be proactive and establish strategies to attract high quality and highly qualified teachers. The following list represents strategies which may be employed to achieve this purpose.

- Address teacher attrition and retention by providing mentoring for beginning teachers and for at-risk teachers.
- Collaborate with Human Resources Department to identify highly qualified candidates.
- Participate in Job Fairs and Transfer Fairs in an effort to increase opportunities to meet, interview, and recruit highly qualified candidates.
- Work with Human Resources Department to facilitate the process of assisting teachers to achieve and maintain highly qualified status.
- Continue to work on creating a professional learning community which will attract and retain highly qualified teachers.
- Continue to participate in the partnership with Columbus State University. This partnership provides the opportunity to work with interns and student teachers; the administration is able to identify prospective teacher candidates for the future.

V

High Quality and Ongoing Professional Learning

V High Quality and Ongoing Professional Learning

Professional Learning for Staff

Rothschild Middle School intends to provide high-quality and ongoing professional learning for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the State's Student Academic Standards.

In an effort to support students and improve learning opportunities, teachers and other personnel are afforded various professional learning opportunities throughout the year. The school district realizes that all personnel contribute to the academic success and well-being of our students. In evaluating and determining professional learning opportunities, it is important to determine if the training and learning are connected to the actual work or job requirements.

Alignment to the Standards

It is the intent of Rothschild Middle School to align professional learning to state standards. Topics for professional development training will be aligned with state academic standards and will be determined by needs identified at the school through the comprehensive needs assessment that is completed as part of the school improvement planning process. Rothschild is a learning community where personnel focus on identified needs.

Assessment

The intention of Rothschild Middle School is to include teachers in professional learning activities regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program. Teachers are offered opportunities by the school district to receive training that will enable them to understand and utilize data and assessments to improve classroom practice and student learning. Workshops, conferences, Best Practice Institute, and the school's Academic Coach present topics to teachers on the collection and analysis of data for the purpose of guiding instruction.

Professional Learning at Rothschild has included the following activities in the past several years:

- Workshops with CSU Math Collaborative
- Ruby Payne Workshop
- Cheryl Savage Visitation-Discipline Workshop
- Least Restrictive Environment Training
- CCC Training Sessions
- Writing Workshop
- GPS Redelivery
- Compass Learning Training
- CALI (Content Area Literacy Instruction)
- GPS Training
- GADOE Academic Coach Program

- District Accreditation Training
- Leadership Development Program
- Gang Awareness Training
- Classroom Management and Effective Teaching of Children with Emotional and Behavioral Problems.
- Clarity Training
- Jay McTighe Workshop (Curriculum Structure)
- Rubicon Atlas Curriculum Mapping Training
- Pyramid of Interventions Training
- WOW Training for Administrators
- Positive Discipline Workshop

VI

Strategies To Increase Parental Involvement

VI Strategies to Increase Parental Involvement

Parental Participation

Rothschild Middle School will involve parents in an annual review and revision of the School Improvement Plan. In addition, Rothschild has jointly developed with, and distributed to parents of participating children, a written parental involvement policy (contained herein). The plan describes how annual meetings will be convened at the school to which all parents of participating children will be invited for the purpose of informing parents of the school's participation in and requirements of the Title I program. Also described is how a flexible number of meetings at convenient times for parents will be held to improve and increase parental involvement. Parent involvement in the planning, review, and improvement of parent involvement policies and the school improvement plan at Rothschild is also described in the policy.

Rothschild Middle School has also developed a plan to provide parents with assessment results and to assist parents in understanding and interpreting the scores. Test scores were mailed to all parents or sent home with report cards. These score reports also included an explanation regarding how to interpret the scores. The school district also provided Rothschild with an AYP newsletter to distribute to all parents. This newsletter provided excellent information in regards to AYP criteria and the progress that Rothschild has made. CRCT scores were listed, and an explanation was provided in regards to the meaning of these scores.

Strategies for Building Parent Capacity to Assist in Student Learning

It is the intent of Rothschild Middle School to build and develop parent capacity to assist in student learning. The school has developed a school-parent compact that outlines how parents, students, and the school will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. A copy of the compact is included in this plan. The following strategies are utilized by Rothschild Middle School in an effort to build school and potential capacity for strong parental involvement:

- Identify barriers to greater parental participation in school related activities.
- Conduct an annual evaluation of the effectiveness of the parental involvement strategies.
- Provide parents with timely information regarding assignments, tests, progress reports, report cards, etc.
- Provide parents with information regarding the curriculum, assessment, standards, expectations, etc. Provide parents with websites from which they can also access this information.
- Provide frequent reports to parents regarding their child's academic achievement.
- Provide parents reasonable access to staff, opportunities to volunteer and participate in their child's classes, and allow classroom observations.

- Provide staff members with assistance and strategies on how to effectively communicate with parents and how to work with parents as equal partners in the student's education.
- Arrange conferences at convenient times in an effort to maximize parental involvement and participation.
- Provide an AYP newsletter to all parents detailing the strengths and weaknesses of Rothschild Middle School.
- Provide parenting newsletters from the school district to all parents.
- Create a parent resource center at Rothschild. This center provides parents with printed materials which cover a wide variety of topics. The pamphlets were purchased from the Parent Institute.
- Design a school website which provides pertinent and timely information to parents and community members.
- Create a parent committee which meets consistently throughout the year to discuss and design strategies to increase positive parental involvement.
- Utilize the Connect-Ed automated phone system to establish contact with parents regarding attendance, school functions, important dates, etc.
- Create/ design a school newsletter which is published each nine weeks.

**ROTHSCHILD MIDDLE SCHOOL
TITLE I PARENT POLICY
August, 2008**

PART 1: DEVELOPMENT AND DISTRIBUTION OF POLICY

The Rothschild Parent Involvement Policy was developed with input from the Support and Leadership Teams. The results from the Parent Survey provided data which was used in developing the policy. The policy was reviewed and accepted by the Rothschild Leadership Team.

In the fall of each year, Rothschild will have an Open House at a convenient time for parents, to which all parents of participating children will be invited and encouraged to attend. Funds under Title I may be used to provide transportation, child care, or home visits as such services relate to parental involvement. Parents will be informed of the nature of the Title I program, its requirements, the reasons their child is participating and the rights parents have to be involved in decisions made about their children's education.

**PART 2: PARENT INVOLVEMENT IN THE DEVELOPMENT OF THE
ROTHSCHILD MIDDLE SCHOOL PLAN UNDER SECTION 1112**

Parents will be involved in the planning, review, and improvement of programs under Title I. This includes the Rothschild parental involvement policy and the development of the schoolwide program plan. We will use parent surveys and parent representation on the Support Team and the District Parent Committee to help in this process.

**PART 3: PARENT INVOLVEMENT IN THE DEVELOPMENT OF SCHOOL
IMPROVEMENT PLANS UNDER SECTION 1116**

If Rothschild is identified for School Improvement, the Support and Leadership Teams will research the current program and seek ways to improve it. Parents will be included in the search for strategies to better serve their children and to raise the level of academic achievement.

PART 4: TIMELY INFORMATION SHARING WITH PARENTS

The parent coordinator will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement at Rothschild. The Rothschild parent coordinator and Leadership Team will coordinate schoolwide parent-child activities.

The parent coordinator will design and conduct parent workshops, newsletters, and tutorial programs. The coordinator will work with teachers and parents to plan instructional programs for the students and to design information sheets which include tips for working with children at home.

The coordinator, if hired, will attend the District Parent Committee monthly meeting and will disseminate information to the parents in our school. At PTSA meetings, parents will be provided the opportunity to share experiences with other parents, to formulate suggestions for improving the achievement of students, and to participate in decisions relating to the education of their children.

Rothschild Middle School will provide methods for sharing with parents a description and explanation of the Title I program and of the school's curriculum. School performance profiles will be established by the school district. A description of the assessment instruments used to measure student progress and an explanation of the proficiency levels the students are expected to meet will be provided by Rothschild or by district level personnel in accordance with procedures established by the school district.

PART 5: COORDINATION AND TECHNICAL ASSISTANCE

Rothschild will collect all non-satisfactory parent comments regarding the School Plan and attach such comments to the School Plan when submitted to the LEA.

PART 6: ASSISTANCE TO PARTICIPATING PARENTS

A school representative will attend the first district-level parent meeting. Information from this meeting will be shared and discussed at a PTSA meeting. The agenda of these meetings will include a discussion of the following:

NATIONAL EDUCATION GOALS

The Georgia Performance Standards will be used at Rothschild until such time as new standards are adopted. Parents will be made aware of these objectives and at what level their child is expected to perform to meet the state standards. In the spring, Curriculum Based Assessments will be given in eighth grade to assess the school's performance. Parents will be informed of their child's school's reading in the district and the district's ranking in the state. Scores will be printed in the local newspaper and will be discussed at the PTSA meeting following the newspaper publication.

STATE AND LOCAL ASSESSMENTS

On a timely basis, Rothschild parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results, a description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

REQUIREMENTS OF TITLE I PARENT INVOLVEMENT

Inclusion of parents in all educational areas that affect their children is a goal of Title I and Rothschild Middle School. Interested parents will be assisted in obtaining literacy skills and parenting skills through Rothschild workshops and newsletters. Expected roles for parents will be developed with parents as it relates to the successful academic achievement of their children through a written contract. Parents will be included on The Support Team that evaluates and designs Rothschild's school plans.

WAYS PARENTS CAN MONITOR THEIR CHILDREN'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE THE PERFORMANCE OF THEIR CHILDREN

Programs will be made available to our parents through meetings, workshops, newsletters, and conferences that will help parents to learn how they can help their children improve.

WAYS PARENTS CAN PARTICIPATE IN DECISIONS RELATING TO THE EDUCATION OF THEIR CHILDREN

Through PTSA and the parent coordinator, parents will be made aware of ways to participate in their children's schools. Parents will be encouraged to volunteer in classrooms, serve on committees and see the value of their contribution to education by monitoring their children at home.

PART 7: MATERIALS AND TRAINING

Workshops will be provided to show parents ways they can help their children with homework, to educate parents on the use and abuse of television, to inform parents of strategies for preparing children for tests, to help parents interpret test results and to prepare parents for effective parent-teacher conferences.

PART 8: VALUE AND UTILITY OF CONTRIBUTION OF PARENTS

Effective parent involvement will not be an occasional event, such as a parent conference. Rather, it will be an on-going process that may include attending parent conferences and other meetings, supporting homework and study, coaching a child with academics at home, providing a home environment that encourages volunteering at school and being involved in decisions that affect one's children.

PART 9: COORDINATION WITH OTHER PROGRAMS

Because Rothschild is a middle school we are not involved with Head Start, Even Start, and Pre-Kindergarten. Our parent coordinator will make efforts to coordinate and integrate Title I parent involvement programs, strategies, and activities with other parenting programs which operate within the school as needed.

PART 10: ROLES FOR COMMUNITY-BASED ORGANIZATIONS AND BUSINESSES

Our parent coordinator will work with the David Rothschild Company, our business partner in education, on ways to better involve our parents in the education of their children.

PART 11: PROVISION FOR LEP AND DISABLED PARENTS

To the extent possible, information related to Rothschild and parent programs, meetings and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, Rothschild, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information with school profiles in a language and form such parents understand.

PART 12: EVALUATION OF THE EFFECTIVENESS OF THE PARENT POLICY AND USE OF FINDINGS

Rothschild will survey parents annually to ascertain the effectiveness and appropriateness of the Parent Policy. Areas to be evaluated will include increasing parent participation and identifying barriers to parent participation such as low income, disabilities, limited literacy, LEP or other racial or ethnic design strategies for school improvement or to redesign the Rothschild parent policy.

PART 13: SCHOOL-PARENT COMPACT/PARTNERSHIP

Rothschild will use a professional educator as our school level Parent Coordinator as long as funds are available. At Rothschild, the Parent Coordinator will be responsible for the planning and coordination of parenting activities.

Rothschild parent-teacher conferences will be held at least annually during which time there will be a discussion of the compact as it relates to the individual student's achievement. Parents and teachers will discuss their shared responsibility for high student performance and will jointly develop a compact that outlines the roles of parents, the entire school staff and the student in improving student achievement. Our compact will describe the means by which the school and parents will build and develop a partnership to help children achieve Georgia's high standards.

Rothschild will provide opportunities for continuous communication between teachers and parents by providing progress reports and report cards to parents each nine weeks. There will be reasonable access to the staff. The entire Rothschild faculty will also provide opportunities for parents to volunteer and participate in their children's classes and will encourage parents to observe their children in classroom settings.

PARENT-STUDENT-TEACHER CONTRACT

School Name: Rothschild Middle School

District Mission: The Muscogee County School District is committed to providing educational experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

HAND IN HAND WE CAN LEARN AND WORK TOGETHER TO BUILD A BETTER WORLD

As a Teacher, I, _____, will

- believe that each student can learn
- show respect for each child and his/her family
- come to class prepared to teach
- provide an environment conducive to learning
- help each child grow to his/her fullest potential
- provide meaningful and appropriate homework activities
- enforce school and classroom rules fairly and consistently
- maintain open lines of communication with student and his/her parents
- seek ways to involve parents in the school program
- demonstrate professional behavior and a positive attitude

As a Student, I, _____, will

- always try to do my best in my work and in my behavior
- work cooperatively with my classmates
- show respect for myself, my school and other people
- obey the school and the bus rules
- take pride in my school
- come to school prepared with my homework and my supplies
- believe that I can learn and will learn

As a Parent/Guardian, I, _____, will

- see that my child attends school regularly and on time
- provide a home environment that encourages my child to learn
- insist that all homework assignments are completed
- communicate regularly with my child's teachers
- support the school in developing positive behaviors
- talk with my child about his/her school day activities every day
- encourage my child to read at home and monitor his/her TV viewing
- volunteer time at my child's school
- show respect and support for my child, the teacher and the school

HAND IN HAND WE WILL WORK TOGETHER TO CARRY OUT THE AGREEMENT OF THIS CONTRACT

Student: _____ Date: _____

Teacher: _____ Date: _____

Parent: _____ Date: _____

Principal: _____ Date: _____

VII

Transition of Students to New Grade Span

VII Transition of Students to New Grade Span

Plans for Transition

Over the past several years, research has repeatedly indicated that the transitional years in school are critical times for most students. Middle schools obviously must support students as they enter from elementary school and also equip students with the necessary skills as they prepare to exit middle school and enter high school.

It is obvious that transition efforts must begin prior to a student's arrival in the sixth grade. The plan to assist entering sixth graders at Rothschild includes, but is not limited to, the following components:

- School tours for fifth graders
- Small group sessions with counselors
- Invitations to school events
- Orientation program for parents and students
- Communication to parents and students informing them of policies at Rothschild
- Utilize graduation coach to establish vertical planning strategies with elementary schools

Once students arrive at Rothschild, the staff also continues the efforts to support their transition to middle school. These efforts include:

- Conferences with individual students
- Small-group sessions with counselors
- Use of agendas/weekly planners
- Assembly programs
- Intervention classes for at-risk students
- Consistent procedures, rules, and expectations
- Utilize graduation coach to identify at-risk students and to design and implement strategies to assist these students.

Rothschild also attempts to support eighth graders and to ensure that these students are equipped for high school. These efforts include:

- Assembly programs with high school counselors
- Counselors meet with students to discuss various options offered at high schools
- Conferences with individual students to discuss various issues
- Teen Advisor assembly program
- Career counseling
- Utilize graduation coach to identify and assist students who are candidates for special programs such as Academic Success, Early College, etc.

VIII

Decisions Regarding the Use of Assessments

VIII Decisions Regarding the Use of Assessments

Teachers at Rothschild Middle School collaborate to design assessments aligned to GPS and instruction. Both formal and informal assessments are utilized to monitor student progress and inform instructional practices. It is the desire at Rothschild to utilize high-quality student academic assessments. These assessments are used to determine the success of students in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the academic achievement standards. The assessments are also utilized to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet standards. In addition, the assessments can provide information on revisions which are needed in an effort to improve instruction. Another benefit is that students who are at-risk will be effectively identified so that additional support may be provided.

These assessments are often designed and implemented by teachers. Grade level teams plan together two hours weekly. These meetings offer opportunities for collaboration and for the use of assessments to be explored and discussed. Also, academic departments meet once a month; these meetings are used to discuss instructional practices, student learning, and assessments. The academic coach meets consistently with teachers to address concerns and to collaborate regarding instruction and learning. The principal also meets with each team on a monthly basis to discuss the performance of students and the overall instructional program. Teachers are involved with parent conferences, student support team meetings, etc. These opportunities for collaboration produce ideas and suggestions which are often utilized to improve the overall program at Rothschild.

As stated previously, the teachers at Rothschild utilize a variety of assessments; both formal and informal assessments are used to monitor student performance. The following list represents many of the assessments utilized at Rothschild:

- Classroom Assessment – occurs for the purpose of supporting learning.
- Standardized Tests
 - ITBS
 - CRCT
 - MGWA
- Formative Assessment – Provides information about how and what students are learning throughout a unit.
- Summative Assessment – Provides results at the end of a unit.
- Self Assessment – Students monitor their own work.
- Informal Assessments – These occur everyday; they include conversations, questions, and observations.
- Performance Assessment – This is based on observation and judgment of student created products.
- Student Led Presentation – Students take the lead role to demonstrate their learning to an audience.
- Rubrics – Scoring tools that describe the varying degrees of quality or development in forms of student work.
- Star Math Reports

- Star Reading Tests
- Accelerated Reader Tests
- MAP Results
- Writing Practice Tests
- Compass/Pearson Learning Reports

IX

Coordination and Integration of Services and Programs

IX Coordination and Integration of Services and Programs

Rothschild Middle School works with Muscogee County School District to coordinate and integrate services and programs to avoid duplication of services and to ensure that student needs are addressed effectively and efficiently. The administration receives information regarding funding from program directors. School officials then identify specific needs and develop plans to address these needs. The funding which is provided from several sources is utilized to support these plans and to address weaknesses at the school level. These plans are consistently shared with district level directors; this communication prevents duplication of services and efforts.

Rothschild works with the Human Resources Department to maintain a staff which is based on allotments determined by the school district. In addition, Rothschild receives staff development funds which are utilized to provide training for teachers as well as pay for substitutes. Also, the school receives Instructional Extension funds; these funds are utilized at Rothschild to provide a Saturday tutoring program. This program is offered to all students and instruction is provided by highly qualified teachers.

Rothschild is designated as a Title I school; therefore, the school receives Title I funds which are utilized to supplement other funds available to the school. In utilizing the Title I funds, Rothschild attempts to earmark the funding to address areas which have been designated as weaknesses and to provide support in areas which are not funded by the district.

- Three additional math teachers were hired to reduce class size in an effort to increase student achievement.
- One additional language arts teacher was hired to reduce class size in an effort to increase student achievement, this position was eliminated due to budget reductions.
- An academic coach was hired to support instruction, analyze data, and increase student achievement.
- Computers have been purchased to ensure that students have access to technology and will develop technology skills and become technologically literate. Network wiring has also been upgraded.
- Materials and instructional supplies have been purchased; these purchases are evaluated on a consistent basis to determine if they have a positive impact on the quality of instruction and student achievement.
- A paraprofessional was hired to support the Special Education Department. This paraprofessional works with students with disabilities in an effort to support the teachers and to improve student achievement.
- An after school tutoring program has been implemented for students with disabilities. This program operates two day a week; the tutoring is offered by highly qualified special education teachers.
- A summer program has been created to assist at risk students. These students have failed and/or are not age appropriate for their grade level. This program operates for four weeks, and the courses are taught by highly qualified teachers.
- Ten interactive white boards have been purchased in an ongoing effort to provide teachers with the most current technology.
- Software has been purchased to provide additional support to teachers and students.

- In the area of math, manipulatives have been purchased to increase and provide more varied learning opportunities for students.
- Title I funds were utilized to contract with Terry Alderman to provide training in discipline strategies.
- Books and instructional kits have been purchased to provide additional learning resources for students.
- Various books have been purchased to offer teachers the opportunity to have access to a professional learning library.

X

Effective and Timely Assistance to Students

X Effective and Timely Assistance to Students

Rothschild Middle School is committed to providing additional educational assistance to individual students assessed as requiring help in meeting the state's challenging Student Academic Achievement Standards. Additional educational assistance is provided to the students who are identified as in need of help to meet the achievement standards (GPS). The administration reviews and analyzes appropriate data and develops a focused plan to provide intensive and continuous support. Funds are allocated to concentrate assistance for students during the school day, after school, Saturday school, and Summer School sessions. Services are provided by highly qualified teachers and/or paraprofessionals.

Rothschild currently offers several support and assistance programs to ensure that students who are experiencing difficulty are provided the necessary assistance. Students with disabilities are able to attend an after school tutoring program which operates twice a week. This program is funded through the Title I budget; the students are taught by highly qualified Special Education teachers. An additional paraprofessional has been hired with Title I funds; this paraprofessional is assigned to Special Education classrooms.

Rothschild employs three additional math teachers. These teachers are paid with Title I funds and serve to reduce class size. An academic coach is paid with Title I funds; this academic coach is available to support teachers in an effort to improve student achievement.

Rothschild offers intervention programs during the standard school day in an effort to support struggling students. A Special Education teacher works with all students with disabilities during a specified 45 minute period. This period is devoted to math skills and allows the teacher to focus on weak areas as determined by available data. Students who have been identified as at-risk in math are also assigned to a 45 minute math skills class which is taught by a highly qualified math teacher. Students in this class utilize computer software which is designed to improve student achievement.

In addition, Rothschild utilizes its Instructional Extension funds to offer a Saturday tutoring program. This program is offered twice a month, and identified at-risk students are invited to attend. Transportation is provided, and all classes are taught by highly qualified teachers.

Rothschild also attempts to support students with disabilities by offering various co-taught classes. Co-teaching is utilized to provide these students more exposure to grade-level curriculum.

The following represents a capsule overview of actions that Rothschild Middle School employs to ensure that students who experience difficulty in mastering standards will be provided with effective, timely assistance.

- After School Tutoring for Students with Disabilities
- Additional math teachers are employed to reduce class size in an effort to increase student achievement
- An academic coach is utilized in an effort to improve student achievement

- Intervention programs have been established during the school day in the area of math in an effort to improve student achievement. These programs are designed for regular education students as well as students with disabilities.
- Instructional Extension Funds are utilized to offer a Saturday tutoring program which is available for all students.
- An additional paraprofessional has been hired using Title I funds – This paraprofessional works with students with disabilities in an effort to increase achievement.
- Rothschild also offers various co-taught classes in an effort to increase achievement for students with disabilities.
- The graduation coach also identifies at-risk and/ or struggling students and meets with these students on a consistent basis; an action plan is developed to support these students.

XI

Disaggregation of Data

XI Disaggregation of Data

The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments and for third, fifth and eighth grade writing assessments. The state makes efforts to report statistically sound assessment results. Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the news media by the State Superintendent of Education. A link to the GADOE is provided on the MCSD website. The local television and radio stations and newspapers provide the local citizens with detailed information about test results.