

SCHOOL Factors Analysis (SFA) Form

School: ABC Middle School

Principal: Mr. Ima Star

School District: Alpharetta County Public School District

Superintendent: Dr. Icana Doitalone

GLISI Performance Consultant: Ms. Letta Mehelpu

Rising Stars Collaborative Director: (if applicable) N/A

District Representative: N/A

1. Describe the school's **demographics**.

- *ABC Middle School is located in a high poverty area*
- *The school serves 287 students in grades 6-8*
- *96% of students receive free/reduced lunch*
- *A large number of students are from single family homes*
- *In recent years, the student population has become less diverse (235 black, 43 white, 9 Hispanic students attend the school)*
- *19% of students have been diagnosed as SWD*
- *2.8% of students are identified as gifted*
- *60% of the parents did not complete high school*
- *The school has few financial resources*
- *GPS Standards have not been fully embraced*

SCHOOL Factors Analysis (SFA) Form

2. What are the **primary goals and improvement initiatives** of the school? Include **data** as evidence of the improvement needs that led to these goals and initiatives.

- *90% of students in grades 2-8 will pass the CRCT by 2011 (mandated by the board of education)*
- *By state mandate GPS standards in all curriculum areas will be fully implemented*
- *Absentee rates will decrease*
 - *Absentee rates for white students are increasing disproportionately to other subgroups*
 - *8th grade level absences are disproportionately high when compared to other grade levels (18.8%)*
- *CRCT scores for math improvement will improve significantly.*
 - *57% of 8th grade economically disadvantaged (ED) students were passing the 8th grade CRCT in Math*
 - *A significant number of 8th grade economically disadvantaged (ED) students were NOT passing the 9-week benchmark tests in math*
 - *CRCT data showed that math scores were consistently below reading scores and had shown a significant decrease since the implementation of GPS standards*
- *The high school graduation rate will increase*
 - *The overall graduation rate has steadily declined over the past 3 years*
 - *The graduation rate for black students has increased slightly, while the rate for white students has decreased*
 - *19% of students in middle school have been retained more than once*
 - *There are 55 students with disabilities (SWD) in middle school - 67% have been retained more than once*

SCHOOL Factors Analysis (SFA) Form

3. What are the **driving forces** behind these improvement goals and initiatives?

- *The superintendent and principal are motivated to reach goals*
- *The Board of Education has established the expectation that specific goals identified on the Balanced Score Card will be accomplished*
- *State and national mandates are not negotiable*
- *The school is in Needs Improvement, Year 2, based on AYP reports*
- *The principal implements a team-based approach within the school and is slated to receive additional training in team-based improvement through GLISI*
- *Stakeholder input has been solicited (i.e. SACS survey)*
- *A significantly high number of students have been retained more than once*
- *GPS standards should have been fully implemented in all curriculum areas*
- *Demographics of the community and schools are changing*
- *The white student population is decreasing disproportionately to other subgroups, resulting in a less diverse student population*
- *Benchmark scores in the area of math indicate a lack of student mastery*

SCHOOL Factors Analysis (SFA) Form

4. What are the **external challenges, or factors** external to the school, which will impact accomplishing these improvement goals and initiatives?

- *A high poverty rate within the community*
- *Insufficient state and national funding to support district and school initiatives*
- *A community that has an undereducated populace*
- *Parents who do not value education and need the potential income of students when they become old enough to work/drop out of school*
- *A large percentage of blue collar parents who never graduated*
- *A limited tax base from which to provide local funding for schools*
- *A lack of qualified teacher applicants who desire to work in a small, poor system*
- *A lack of professional learning available for implementation of GPS standards and best practices*
- *Imposed benchmark testing that was dictated without teacher input*
- *A lack of diversity within the community*
- *An aging community population, many of whom are not concerned with education*
- *A lack of enrichment experiences available to students in the immediate area*
- *A lack of public transportation*
- *A lack of parent support for supporting student effort*

SCHOOL Factors Analysis (SFA) Form

5. What are the **internal challenges** to accomplishing these goals and initiatives?

- *Teachers who are complacent and/or reluctant to change*
- *A lack of teacher knowledge regarding GPS standards (especially in math)*
- *A lack of alignment between GPS standards and the existing curriculum materials*
- *Finding adequate time for collaboration*
- *A lack of teacher input regarding changes (i.e. development of benchmark testing)*
- *Supplying quality professional learning opportunities that are aligned to school and district initiatives*
- *Motivating students to attend school regularly*
- *Finding alternative programs/opportunities for students who are overage (credit recovery programs)*
- *A lack of business partners and lack of potential student internships in the community*
- *A lack of technology in the homes of most students*

SCHOOL Factors Analysis (SFA) Form

6. Given these goals, initiatives and challenges, what **behaviors** does the school expect school leaders to exhibit to achieve the improvements needed to impact student performance? (Be specific about what you expect to see and hear leaders doing; avoid generalities like “be an instructional leader” or “lead collaboration”).

- *School leaders will provide ample opportunities for collaboration among teachers (at grade level, within subject specific departments and vertically).*
- *Leaders will visit classrooms frequently to ensure that GPS standards are being taught (including formal & informal evaluations, documented walkthroughs, and collaborative teaching experiences).*
- *Leaders will plan professional learning opportunities related to methodology and instructional content that ensure alignment of school and systemic goals .*
- *Leaders will conference with teachers and staff frequently to develop curriculum maps and plans for remediation of skills not mastered.*
- *Leaders will meet with individual teachers as well as groups (grade level, content specific, and vertically) to disaggregate data and prioritize goals and strategies for improvement.*
- *Leaders will plan opportunities for external stakeholders to disseminate information regarding strategic goals and expectations for success (student goal setting)*
- *Leaders will meet with students for goal setting and periodic process checks.*
- *Leaders will organize teachers and staff in large and small group professional learning communities, planning book studies and opportunities for professional sharing of success.*