



District Accountability Plan Goal 1, Objective F
Georgia End-Of Course Tests (EOCT)
SY 2013-14
Executive Summary

About EOCT

The EOCTs are criterion-referenced tests, aligned with the state-adopted curriculum. Scores on the GPS-aligned EOCTs range from 200 to as high as 750, depending on the subject area. A score between 400–449 meets the state performance standard, and a score of 450 or above exceeds the standard. Students also receive a grade-conversion score that is factored into the final grade; this score may range from 0 to 100, with a 70 or better indicating a passing score.

The EOCT is given as a final exam and contributes 15% or 20% toward the student's final course grade based on the state transition plan from GHSGT to EOCT as the assessment requirement for graduation. Below are district highlights from the 2013-2014 EOCTs.

English/Language Arts

- In Ninth Grade Literature & Composition, 86% of SCCPSS students met or exceeded standard. School pass rates ranged from 50% to 100%.
 - Among SCCPSS high schools; Islands, Savannah Arts, and Woodville exceeded the 2014 target, with Savannah Arts posting a 100% pass rate. Ten of the eleven participating middle and K-8 schools also exceeded the 2014 target.
- In American Literature and Composition, 90% of SCCPSS students met or exceeded standard. School pass rates ranged from 83% to 100%.
 - The district achieved a 1-point gain compared to last year and a 6-point gain over the most recent four years, outpacing the growth of the state in American Literature & Composition.
 - Among SCCPSS high schools, 3 of 10 participating schools exceeded the state and 9 of 10 met or exceeded the 2014 target.
 - Woodville-Tompkins posted the largest one-year gain with a 9-point increase compared to last year while Beach posted a 20-point gain over the most recent four years.

Mathematics

- In Coordinate Algebra, 26% of SCCPSS students met the state standard compared to 28% for the previous year. One high school and 8 of 9 participating middle and K-8 schools met or exceeded the 2014 DAS target.
- Analytic Geometry was administered for the first time in 2013-14. This new EOCT assessment will replace Math II. Student performance was quite low across the state; SCCPSS students posted meets/exceeds rates of 31% compared to 40% for the state. Three SCCPSS high schools met or exceeded the state pass rate.

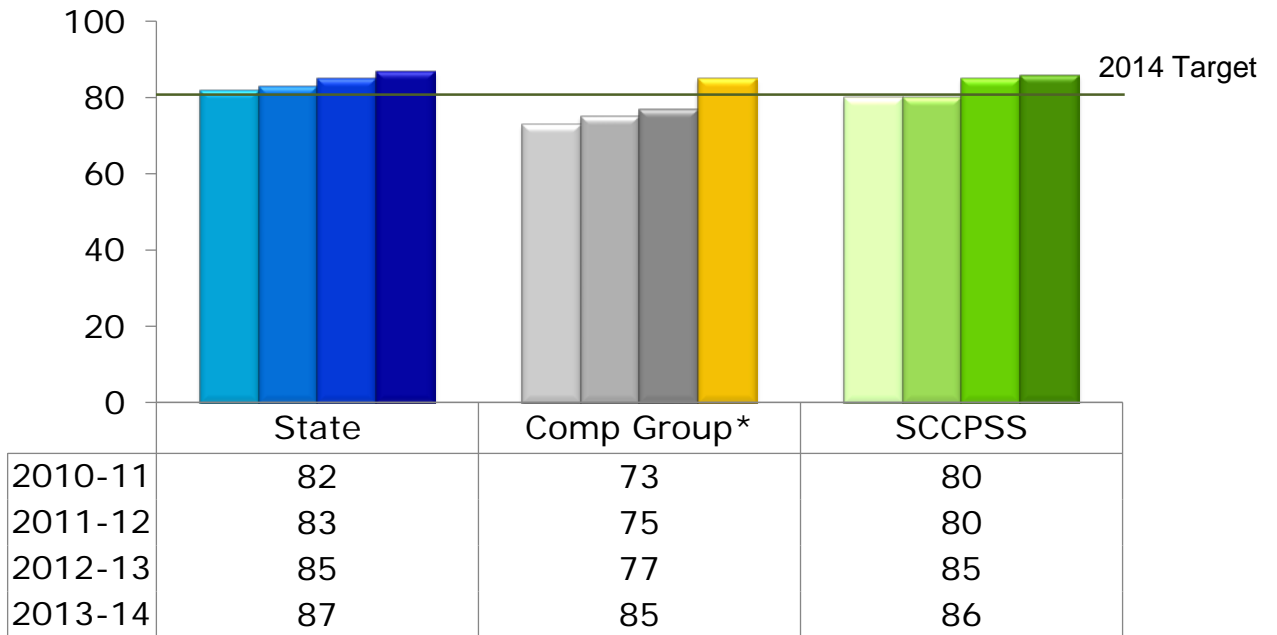
Social Studies

- In Economics 80 of SCCPSS students met or exceeded the state standard. School pass rates ranged from 71% to 100%.
 - The district pass rate increased by 8 percentage points compared to last year and by 21 points over the most recent four years.
 - Beach, Islands, Savannah Arts, Woodville, STEM @ Bartlett met or surpassed the 2014 target with STEM posting a 100% pass rate.
- In U.S. History 64% of SCCPSS students met or exceeded the state standard. School pass rates ranged from 41% to 97%.
 - SCCPSS increased its pass rate by 20 percentage points over the past four years.
 - Islands, Savannah Arts, and Woodville met or exceeded the 2014 target.

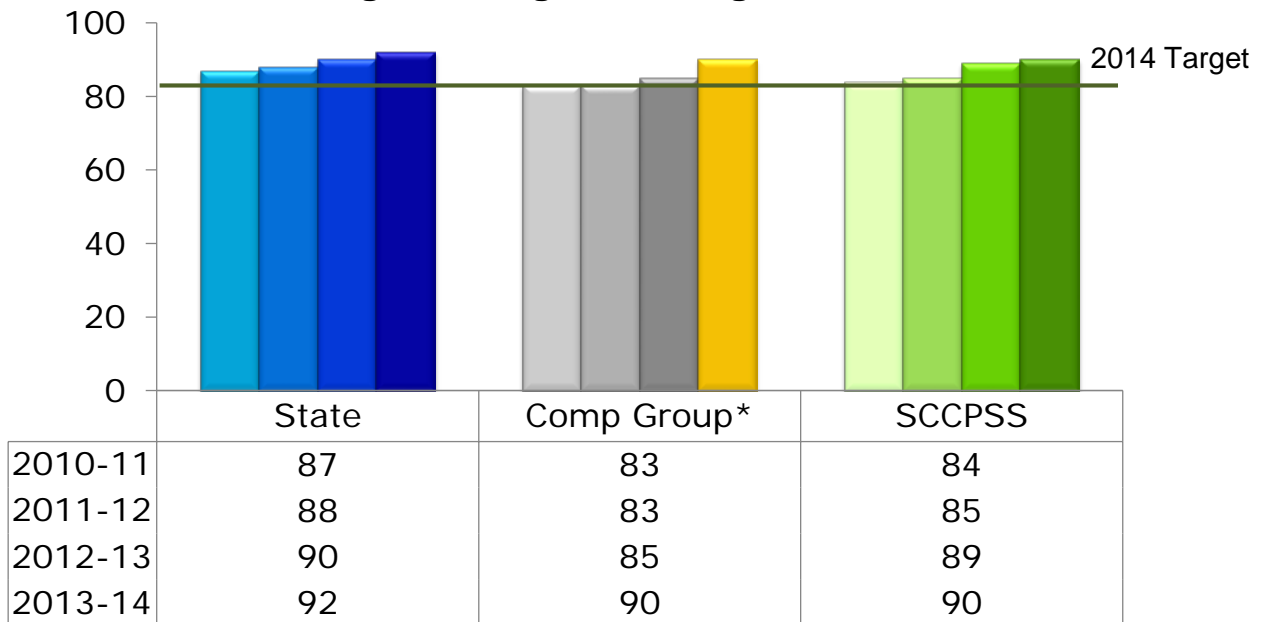
Science

- In Biology 62% of SCCPSS students met or exceeded the state standard. School pass rates ranged from 42% to 96%.
 - The SCCPSS pass rate increased 1 percentage points over last year and 8 percentage points over the past 4-year period
 - Savannah Arts, and Woodville met or exceeded the 2014 target.
- In Physical Science 75% of SCCPSS students met or exceeded the state standard. School pass rates ranged from 64% to 99%.
 - The district has a 14 point gain over the previous four years.
 - Groves, Islands, Woodville, and STEM @ Bartlett met or exceeded the 2014 target.

**End of Course Tests (EOCT)
Ninth Grade Literature & Composition
Percentage Meeting/Exceeding Standard**



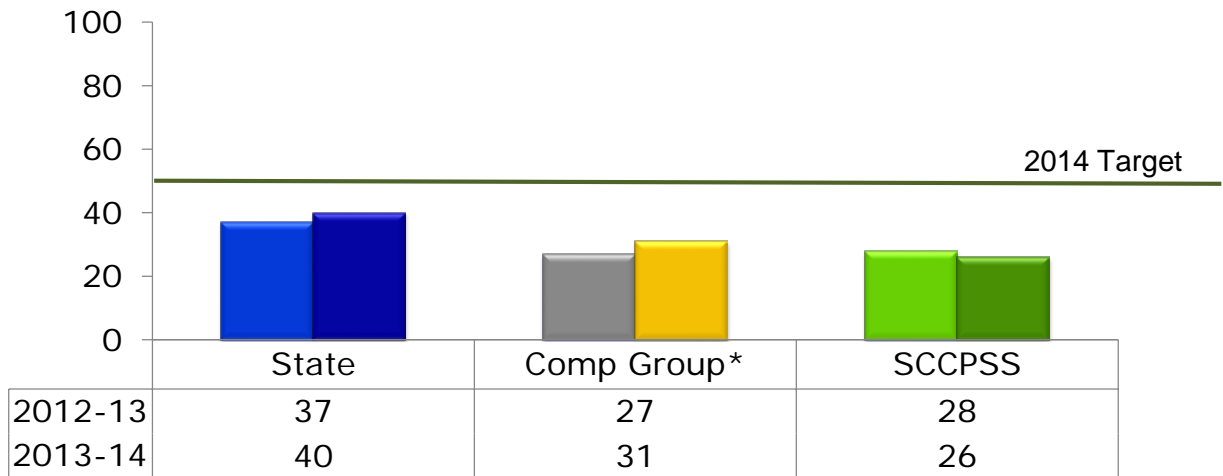
**End of Course Tests (EOCT)
American Literature & Composition
Percentage Meeting/Exceeding Standard**



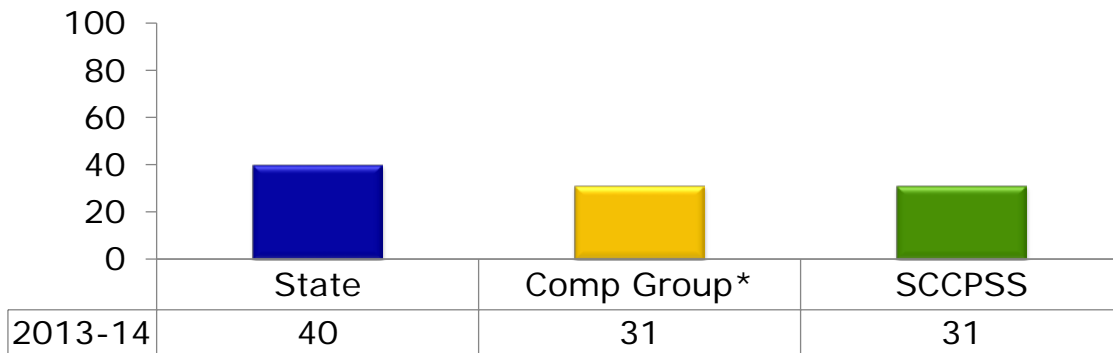
*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

NOTE: Shading of chart color from lightest to darkest represents progression of years.

**End of Course Tests (EOCT)
Coordinate Algebra
Percentage Meeting/Exceeding Standard**



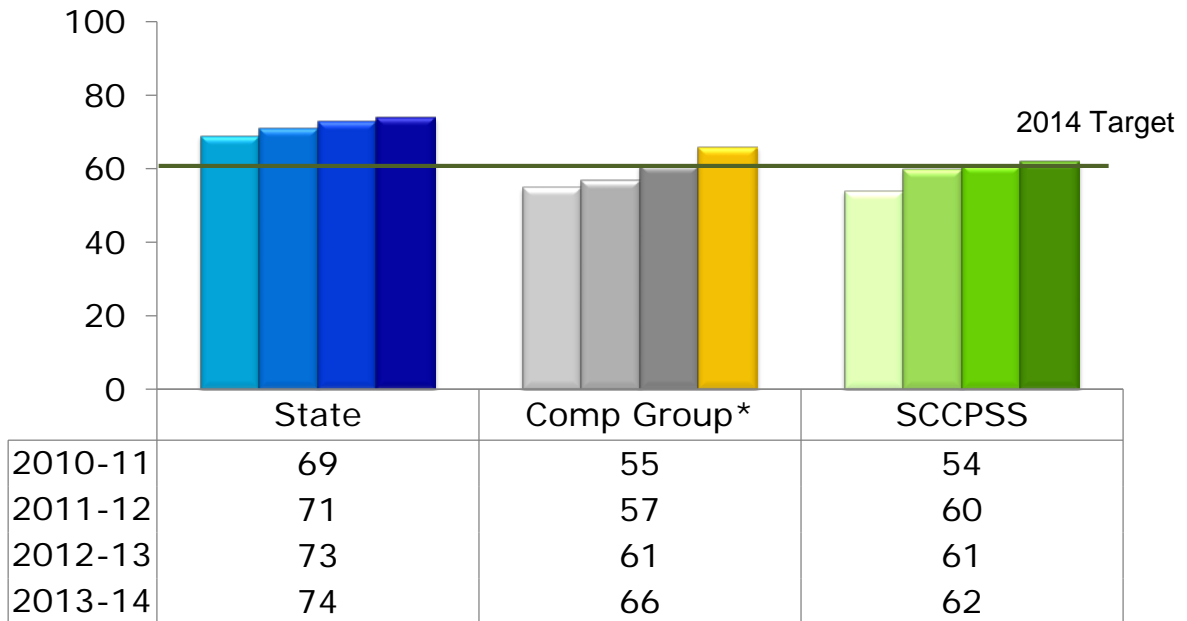
**End of Course Tests (EOCT)
Analytic Geometry
Percentage Meeting/Exceeding Standard**



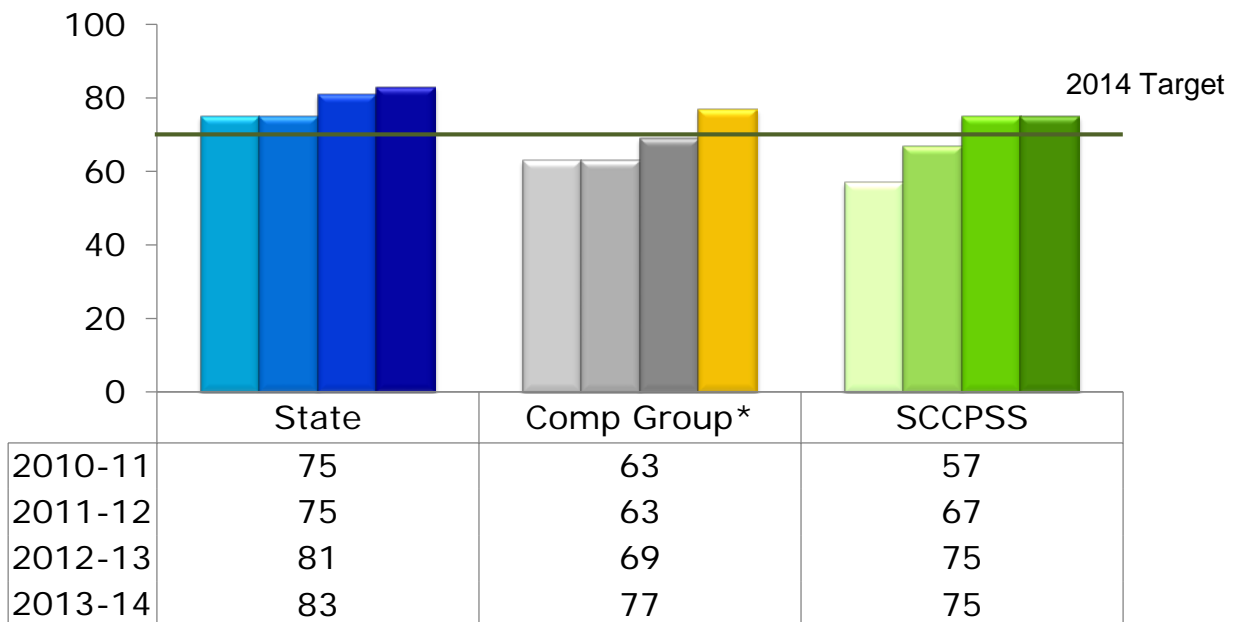
Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

SY2013-14 was the first administration of Analytic Geometry. Performance levels represent baseline data. Targets have not been set.

**End of Course Tests (EOCT)
Biology
Percentage Meeting/Exceeding Standard**



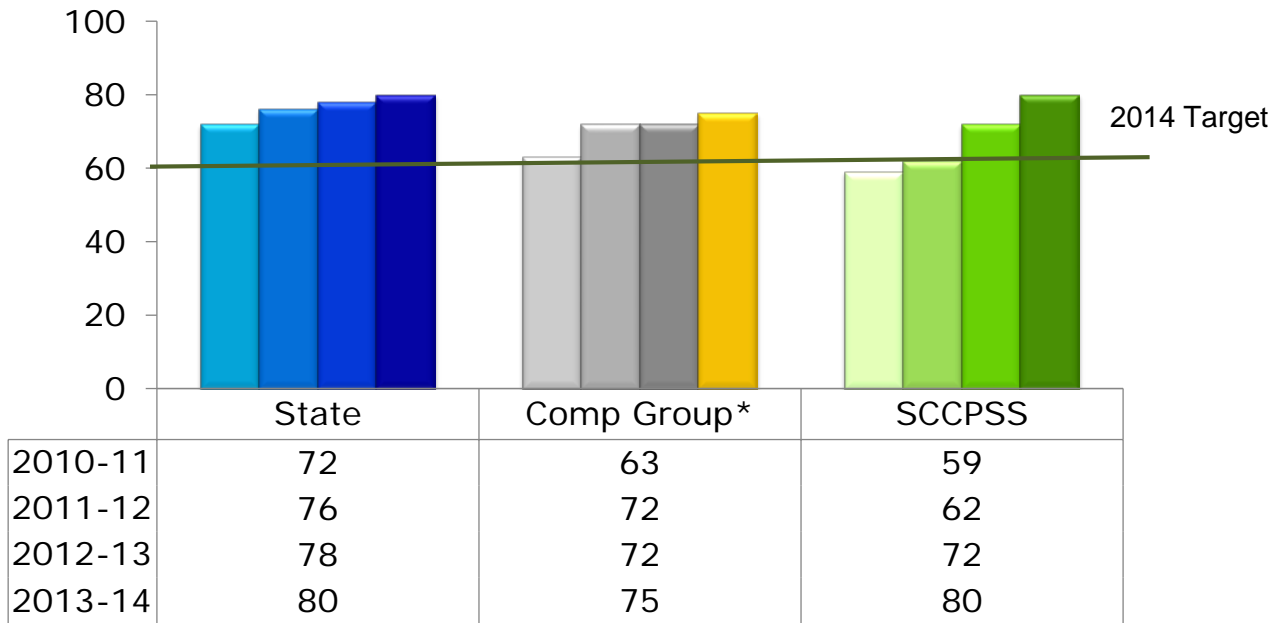
**End of Course Tests (EOCT)
Physical Science
Percentage Meeting/Exceeding Standard**



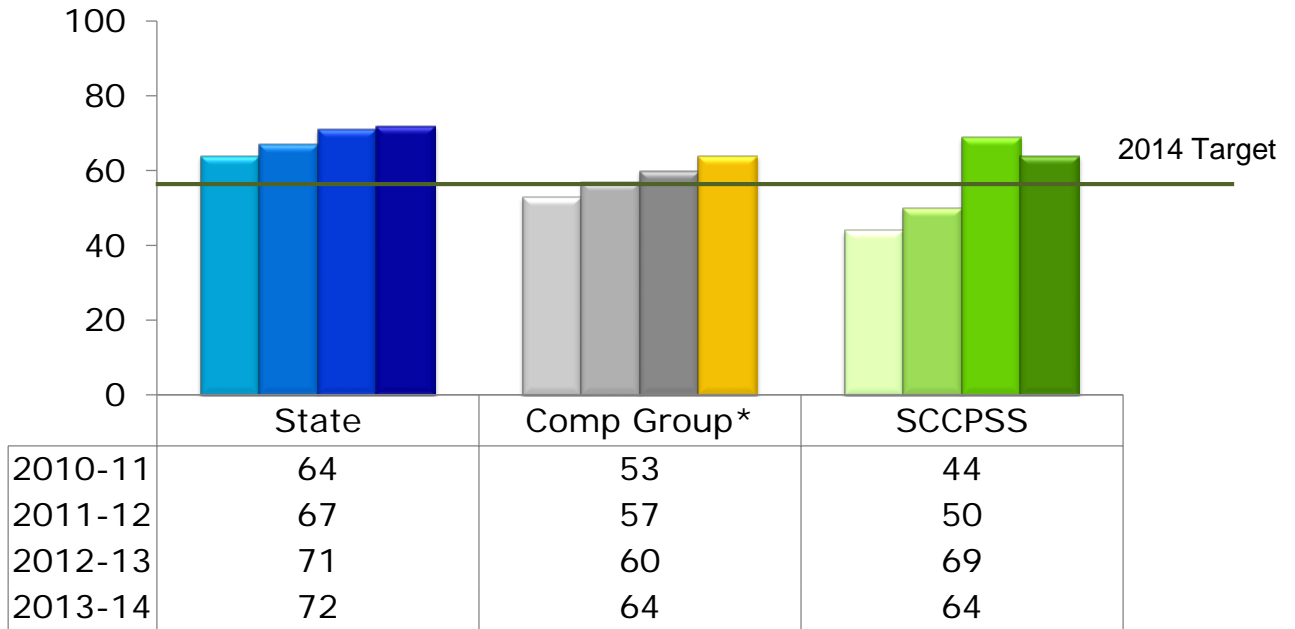
*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

NOTE: Shading of chart color from lightest to darkest represents progression of years

**End of Course Tests (EOCT)
Economics
Percentage Meeting/Exceeding Standard**



**End of Course Tests (EOCT)
U.S. History
Percentage Meeting/Exceeding Standard**



*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

NOTE: Shading of chart color from lightest to darkest represents progression of years NOTE: Shading of chart color from lightest to darkest represents progression of years.

End of Course Tests (EOCT) Gender Subgroup Percentage Meeting/Exceeding Standard

		9th Grade Literature & Composition						American Literature & Composition					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female		86	85	88	90	2	4	88	88	93	93	0	5
Male		74	76	81	83	2	9	81	82	85	88	3	7

		Coordinate Algebra						Analytic Geometry					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female		NA	NA	27	24	-3	NA	NA	NA	NA	30	NA	NA
Male		NA	NA	28	28	0	NA	NA	NA	NA	31	NA	NA

		Biology						Physical Science					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female		55	62	61	62	1	7	54	68	75	75	0	21
Male		53	58	61	62	1	9	60	66	75	75	0	15

		Economics						United States History					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female		58	62	72	80	8	22	42	50	72	63	-9	21
Male		61	63	72	80	8	19	46	50	65	66	1	20

End of Course Tests (EOCT) Ethnicity Subgroup Percentage Meeting/Exceeding Standard

		9th Grade Literature & Composition						American Literature & Composition					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian		93	87	95	95	0	2	88	97	93	94	1	6
Black		73	74	80	82	2	9	80	80	86	87	1	7
Hispanic		76	85	91	88	-3	12	76	89	86	98	12	22
White		93	93	92	93	1	0	96	95	96	95	-1	-1
Multi-Racial		85	89	91	94	3	9	90	94	89	93	4	3

		Coordinate Algebra						Analytic Geometry					
		2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian		86	89	57	65	8	NA	75	70	77	58	NA	NA
Black		39	45	19	16	-3	NA	26	36	48	22	NA	NA
Hispanic		45	50	32	32	0	NA	42	42	65	35	NA	NA
White		68	70	42	43	1	NA	59	61	72	44	NA	NA
Multi-Racial		51	66	37	34	-3	NA	39	44	68	38	NA	NA

At/above DAS 2014 Target
 Increase

NA: Subject area not administered due to transition from Math I and Math II. Scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.

End of Course Tests (EOCT) Ethnicity Subgroup Percentage Meeting/Exceeding Standard

	Biology						Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	82	82	79	83	4	1	83	97	92	91	-1	8
Black	44	51	52	53	1	9	53	60	70	72	2	19
Hispanic	46	58	71	71	0	25	62	65	77	75	-2	13
White	78	80	77	76	-1	-2	73	90	86	83	-3	10
Multi-Racial	55	74	69	70	1	15	80	63	81	82	1	2

	Economics						United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	73	88	78	94	16	21	64	77	82	92	10	28
Black	50	54	64	74	10	24	34	40	55	55	0	21
Hispanic	71	68	68	83	15	12	50	53	42	72	30	22
White	82	83	88	90	2	8	68	76	83	79	-4	11
Multi-Racial	59	68	78	85	7	26	47	55	74	78	4	31

End of Course Tests (EOCT) Other Subgroups Subgroup Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	74	73	80	83	3	9	82	80	85	86	1	4
Students with Disabilities	45	40	51	56	5	11	55	50	53	53	0	-2
English Learners	46	63	72	47	-25	1	55	84	75	64	-11	9

	Coordinate Algebra						Analytic Geometry					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	48	44	19	18	-1	NA	44	36	47	22	NA	NA
Students with Disabilities	25	16	6	6	0	NA	25	15	22	4	NA	NA
English Learners	39	32	22	25	3	NA	44	40	59	*	NA	NA

	Biology						Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	57	51	53	54	1	-3	67	61	72	73	1	6
Students with Disabilities	35	25	30	25	-5	-10	46	40	51	46	-5	0
English Learners	37	41	47	46	-1	9	52	71	66	*	NA	NA

	Economics						United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	60	55	65	75	10	15	52	39	51	55	4	3
Students with Disabilities	37	35	43	51	8	14	34	25	44	29	-15	-5
English Learners	45	67	36	*	NA	NA	35	35	17	*	NA	NA

At/above DAS 2014 target
 Increase

NA: Subject area not administered due to transition from Math I and Math II. Scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.

End of Course Tests (EOCT) English/Language Arts Percentage Meeting/Exceeding Standard

	9th GRADE LITERATURE & COMPOSITION						AMERICAN LITERATURE & COMPOSITION					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
State	82	83	85	87	2	5	87	88	90	92	2	5
Comp Grp	73	75	77	85	8	12	83	83	85	90	5	7
SCCPSS	80	80	85	86	1	6	84	85	89	90	1	6
Beach	65	76	79	72	-7	7	68	77	88	88	0	20
Beach Specialty	*	*	*	95	NA	NA	*	*	*	92	NA	NA
Groves	74	70	87	77	-10	3	80	82	84	89	5	9
Groves Specialty	*	*	*	100	NA	NA	*	*	*	91	NA	NA
Islands	89	92	89	90	1	1	91	96	94	97	3	6
Islands Specialty	*	*	*	98	NA	NA	*	*	*	100	NA	NA
Jenkins	81	77	80	78	-2	-3	86	84	88	89	1	3
Jenkins Specialty	*	*	*	100	NA	NA	*	*	*	100	NA	NA
Johnson	76	68	77	83	6	7	89	85	84	84	0	-5
Johnson Specialty	*	*	*	100	NA	NA	*	*	*	100	NA	NA
New Hampstead	NA	NA	84	86	2	NA	NA	NA	92	86	-6	NA
Savannah Arts	100	100	100	100	0	0	100	100	100	100	0	0
SHS-of Liberal Studies	65	59	73	74	1	9	73	76	80	83	3	10
SHS Specialty	*	*	*	80	NA	NA	*	*	*	100	NA	NA
Windsor Forest	85	83	80	84	4	-1	91	90	92	89	-3	-2
Windsor Specialty	NA	NA	NA	96	NA	NA	*	*	*	100	NA	NA
Woodville-Tompkins	NA	95	98	97	-1	NA	NA	NA	90	99	9	NA
Coastal	100	98	100	100	0	0	*Not reported or <10 tested NA indicates school not in existence OR course not offered.					
DeRenne	100	100	63	92	29	-8						
DeRenne Specialty	*	*	*	100								
Hubert	73	84	79	93	14	20						
Hubert Specialty	*	*	*	100								
Mercer	100	87	*	50	8	NA						
Oglethorpe	96	100	100	100	0	4						
Southwest	100	100	96	100	4	0						
Southwest Specialty	*	*	*	100								
STEM @ Bartlett	100	100	96	100	NA	NA						
West Chatham	96	*	98	96	-2	0						
Garrison K-8	100	100	100	100	0	0						
Godley Station K-8	NA	100	100	100	0	NA						
Hesse K-8	NA	NA	NA	100	NA	NA						
Isle of Hope K-8	NA	NA	NA	*	NA	NA						

At/above DAS 2014 target

Increase

End of Course Tests (EOCT) Mathematics Percentage Meeting/Exceeding Standard

	Coordinate Algebra						Analytic Geometry					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
State	61	64	37	40	3	NA	57	56	62	40	NA	NA
Comp Grp	47	49	26	31	5	NA	42	42	45	31	NA	NA
SCCPSS	49	53	28	26	-2	NA	36	44	57	31	NA	NA
Beach	31	43	23	14	-9	NA	12	65	67	30	NA	NA
Beach Specialty	*	*	*	30	NA	NA	*	*	*	40	NA	NA
Groves	41	33	20	18	-2	NA	31	35	47	31	NA	NA
Groves Specialty	*	*	*	33	NA	NA	*	*	*	42	NA	NA
Islands	57	63	28	26	-2	NA	50	52	70	40	NA	NA
Islands Specialty	*	*	*	50	NA	NA	*	*	*	76	NA	NA
Jenkins	47	46	14	10	-4	NA	34	34	36	25	NA	NA
Jenkins Specialty	*	*	*	60	NA	NA	*	*	*	86	NA	NA
Johnson	35	38	14	28	14	NA	34	32	46	9	NA	NA
Johnson Specialty	*	*	*	60	NA	NA	*	*	*	25	NA	NA
New Hampstead	NA	NA	14	14	0	NA	NA	NA	41	21	NA	NA
Savannah Arts	97	97	78	76	-2	NA	90	94	97	69	NA	NA
SHS-Liberal Studies	36	41	10	4	-6	NA	15	36	37	10	NA	NA
SHS Specialty	*	*	*	10	NA	NA	*	*	*	33	NA	NA
Windsor Forest	49	55	27	17	-10	NA	40	38	60	34	NA	NA
Windsor Specialty	*	*	*	36	NA	NA	*	*	*	53	NA	NA
Woodville-Tompkins	NA	62	31	33	2	NA	NA	86	77	57	NA	NA
Coastal	100	98	86	82	-4	NA						
DeRenne	100	100	42	48	6	NA						
DeRenne Specialty	*	*	*	83	NA	NA						
Hubert	73	84	24	35	11	NA						
Hubert Specialty	*	*	*	64	NA	NA						
Oglethorpe	96	100	93	100	7	NA						
Southwest	100	100	46	67	21	NA						
Southwest Specialty	*	*	*	67	NA	NA						
STEM @ Bartlett	100	100	83	63	NA	NA						
Garrison K-8	100	100	86	97	11	NA						
Godley Station K-8	NA	100	70	100	30	NA						
Hesse	NA	NA	NA	100	NA	NA						

*Not reported or <10 tested

NA indicates school not in existence OR course not offered.

At/above DAS 2014 target Increase

Grey font indicates transition from Math I and Math II. Scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.

**End of Course Tests (EOCT)
Science
Percentage Meeting/Exceeding Standard**

	Biology						Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
State	69	71	73	74	1	5	75	75	81	83	2	8
Comp Grp	55	57	60	66	6	11	63	63	68	77	9	14
SCCPSS	54	60	61	62	1	8	61	57	75	75	0	14
Beach	35	50	68	49	-19	14	45	77	81	79	-2	34
Beach Specialty	*	*	*	87	NA	NA	*	*	*	93	NA	NA
Groves	48	54	67	64	-3	16	51	82	76	85	9	34
Groves Specialty	*	*	*	100	NA	NA	*	*	*	96	NA	NA
Islands	79	73	75	67	-8	-12	64	96	89	86	-3	22
Islands Specialty	*	*	*	91	NA	NA	*	*	*	95	NA	NA
Jenkins	53	58	62	60	-2	7	64	84	61	65	4	1
Jenkins Specialty	*	*	*	100	NA	NA	*	*	*	100	NA	NA
Johnson	47	52	35	50	15	3	57	85	58	64	6	7
Johnson Specialty	*	*	*	91	NA	NA	*	*	*	81	NA	NA
New Hampstead	NA	NA	53	55	2	NA	NA	NA	71	68	-3	NA
Savannah Arts	99	97	99	96	-3	-3	NA	NA	NA	NA	NA	NA
SHS-Liberal Studies	49	49	51	42	-9	-7	38	76	65	67	2	29
SHS Specialty	*	*	*	59	NA	NA	*	*	*	93	NA	NA
Windsor Forest	55	55	47	64	17	9	77	90	78	72	-6	-5
Windsor Specialty	*	*	*	95	NA	NA	*	*	*	100	NA	NA
Woodville-Tompkins	NA	78	80	94	14	NA	NA	NA	99	99	0	NA
STEM @ Bartlett	NA	NA	NA	NA	NA	NA	NA	NA	NA	98	NA	NA

**End of Course Tests (EOCT)
Social Studies
Percentage Meeting/Exceeding Standard**

	Economics						US History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
State	72	76	78	80	2	8	64	67	71	72	1	8
Comp Grp	63	68	74	75	1	12	53	57	59	64	5	11
SCCPSS	59	62	72	80	8	21	44	50	69	64	-5	20
Beach	44	66	81	89	8	45	32	58	59	61	2	29
Beach Specialty	*	*	*	100	NA	NA	*	*	*	80	NA	NA
Groves	45	56	65	76	11	31	29	35	51	55	4	26
Groves Specialty	*	*	*	90	NA	NA	*	*	*	82	NA	NA
Islands	81	78	88	94	6	13	75	82	87	86	-1	11
Islands Specialty	*	*	*	98	NA	NA	*	*	*	100	NA	NA
Jenkins	65	61	68	62	-6	-3	49	43	45	59	14	10
Jenkins Specialty	*	*	*	100	NA	NA	*	*	*	97	NA	NA
Johnson	60	51	53	71	18	11	48	38	59	58	-1	10
Johnson Specialty	*	*	*	100	NA	NA	*	*	*	91	NA	NA
New Hampstead	NA	NA	67	73	6	NA	NA	NA	49	49	0	NA
Savannah Arts	92	93	98	96	-2	4	88	98	96	97	1	9
SHS-Liberal Studies	12	43	57	74	17	62	15	33	36	41	5	26
SHS Specialty	*	*	*	85	NA	NA	*	*	*	68	NA	NA
Windsor Forest	74	62	74	78	4	4	49	56	60	58	-2	9
Windsor Specialty	*	*	*	98	NA	NA	*	*	*	80	NA	NA
Woodville-Tompkins	NA	NA	88	96	8	NA	NA	NA	NA	89	NA	NA
STEM @ Bartlett	NA	NA	NA	100	NA	NA	NA	NA	NA	NA	NA	NA

*Not reported

P Values for 1-Year Change in EOCT Meets/Exceeds Rate

	Meets / Exceeds		change	p value
	2013	2014		
9th Grade Lit/Comp	85	86	1	p > .05
American Lit/Comp	89	90	1	p > .05
Coordinate Algebra	28	26	-2	p > .05
Biology	61	62	1	p > .05
Physical Science	75	75	0	p > .05
Economics	72	80	8	p < .05
U.S. History	69	64	-5	p < .05

At/above DAS 2014 target
 Increase

NOTE: Analytic Geometry not reported as no data exists for SY 2012-13.

Actions

Central Action Items

- The Department of Curriculum and Instruction, in collaboration with principals, professional learning coaches, and the Office of Accountability, Assessment & Reporting will meet three times per year to review and analyze benchmark assessment data. These analyses will guide the development and delivery of customized job-embedded professional development in preparation for the Georgia End of Course (EOC) Milestone Assessments.
- The Executive Directors for School Governance will monitor academic progress in core content subjects through the school data team process and provide recommendations/guidance on effective research based instructional strategies in the areas of math and science.
- Principals will continue to monitor the implementation of the Common Core Georgia Performance Standards and research based instructional strategies through classroom observations, focus walks, TKES unit lesson plans, and common assessments. Diagnostic data will be used in developing individualized Professional Development Plans to support teacher growth and success.
- Principals will implement the *CompassLearning Odyssey* Program with fidelity to provide individualized support as students work toward mastery of critical mathematical concepts.

School Action Items

K-8 Schools

Garrison K-8

- The principal will provide professional development and resources to all teachers in preparation of the Georgia Milestones Assessment to increase student achievement. Professional development will include test parameters for all subject areas, sample test questions and how scored, and the district writing plan which prepares students for constructed and extended response questions.

Godley Station K-8

- None submitted. The Principal will provide professional development in writing to all instructional staff to assist them in preparing students for constructed and expanded writing assessments.
- The Data Team and Grade Levels will review baseline testing data to develop rigorous and appropriate tutorial programs.
- The math department will incorporate constructed and expanded writing requirements in their weekly instructional plans.

Hesse K-8

- For school year 2014-2015, the principal will schedule vertical team meetings quarterly, as well as professional development, to equip teachers with best practices and to ensure student success at the next grade level.
- Grade levels will create flex scheduling which will provide remediation and enrichment to support students in preparation for GMAS and EOCT.
- Math teachers will incorporate journals as part of their daily instruction for the purpose of increasing student understanding of math concepts, and to address changes in the new testing instrument.

Isle of Hope K-8

- Isle of Hope does not administer EOCTs on site. Their data represents achievement for an Ombudsman student.

Middle Schools

Coastal Middle

- The principal will ensure the Accelerated Coordinate Algebra teacher uses diagnostic testing at the beginning of the school year to identify and address any areas of the 8th grade math curriculum that students did not master in the 7th grade Compacted Curriculum math course.
- The ELA and math teachers will ensure 100% of students continue to meet or exceed standards on the new EOCT test by incorporating instruction into the curriculum specifically designed to help students respond to constructed response items.

DeRenne Middle

- The principal will provide district professional development to all content teachers on increasing academic rigor to increase student achievement.
- The principal will provide professional development and resources to all teachers in preparation of the Georgia Milestones Assessment to increase student achievement.
- The principal will ensure teachers of 9th grade courses will have opportunities to plan with teachers at the feeder high school to ensure effective instructional strategies for 9th grade level courses to increase student achievement.

Hubert Middle

- The Principal along with the Professional Learning department will ensure that teachers are trained and using the RACE (restate, answer, cite, explain) strategy for all constructed responses.
- The ELA teachers will score all responses using the standardized rubric.

Mercer Middle

- The principal will provide direct training to the entire staff on the district's writing plan with monthly follow up sessions during PLC periods.
- The ELA department will lead scoring sessions on student work which will be based on previously issued rubrics.
- The school wide data team will provide timely feedback to grade levels/departments on the progress of teams of students based on evaluating their constructed/extended response questions.

Myers Middle

- The ELA teachers will implement the RACE strategy to assist with answering Constructed Response questions.
- All teachers will use Thinking Maps to assist the students with developing an understanding of how to visually represent, or map complex ideas and situations.
- The Social Studies teachers will use DBQ to assist students to link prior knowledge to new content, to take notes, to categorize information, to outline and to write a five paragraph evidence-based essay.

Southwest Middle

- The teacher will use interactive math journals to reinforce math concepts in ways that are meaningful and to reflect students' understanding of math concepts.
- During an instructional focus period, the teacher will implement writing strategies on a daily basis, such as R.A.C.E. and/or DBQ (Document-Based Questioning), to reinforce and enhance students' understanding of various standards.
- The teacher will incorporate blended learning by utilizing computer assisted instruction such as A+ and/or Compass Learning.

STEM Academy

- The teacher will incorporate blended learning by utilizing computer assisted instruction such as A+ and/or Compass Learning.
- The school wide data team will provide timely feedback to grade levels/departments on the progress of teams of students based on evaluating their constructed/extended response questions using the R.A.C.E.

West Chatham Middle

- The English Department will ensure they have taught the required course standards at a rigorous level as measured by quarterly benchmarks. The benchmark data will be used to monitor student progress and to adjust instruction accordingly.
- The Leadership Team and English Department will ensure that students who are not meeting benchmark assessment goals will actively participate in after school study sessions and/or receive additional support during the Instructional Focus (IF) block.

High Schools

Beach High

- The Principal and Math Coach will attend math collaborative planning sessions to ensure lessons are standards based and engaging.
- The Math Coach will assist the Coordinate Algebra and Analytic Geometry teachers in creating of formative/benchmark assessments and help with the analysis of data from those assessments.
- The Literacy Coach will assist teachers with integration of literacy strategies in all subjects to increase student's comprehension skills.

Groves High

- The principal will use the District Benchmarks to analyze preliminary data to redirect classroom instruction to strengthen instructional standards comprehension
- The core area teachers will utilize the expertise of the SCCPSS subject area instructional coaches to gain teaching techniques to help maximize student learning
- The math department will receive multiple professional learning courses to increase the learning of math concepts in the classrooms.

Islands High

- The principal will provide math teachers with protected time for collaboration and professional learning with the SCCPSS District Secondary math coaches at least 3 times per semester.
- The math department and school leadership will review available data sources throughout the school year to identify areas of strength and weakness and plan for remediation opportunities for students during the school day and on selected Saturdays.
- The principal and assistant principals will conduct Curriculum Conversations with all content areas focusing on writing and vocabulary development.

Jenkins High

- The principal will meet with academic department heads monthly to ensure extended and constructed response items are being provided to students on class assessments to provide practice for the Georgia Milestone Assessments.
- Academic Department Heads will meet with departments to review Georgia Milestone Assessment practice test items provided by the Georgia Department of Education and provide examples for students to work.
- The principal and assistant principals will ensure the SCCPSS District Writing Plan is being implemented in each academic area.

Johnson High

- The principal and assistant principals will work with professional learning coaches to provide job-embedded professional development for all teachers on designing and utilizing constructed/extended response assessment items. The following are examples of the professional learning strategies:
 1. Modeling
 2. Face-to-face training
 3. Monitoring implementation of the use of constructed/extended response items on classroom assessments
- Teachers and students will utilize the data team process to analyze and monitor diagnostic, benchmark, and common assessment data to ensure alignment between curriculum, instruction, and assessment, as well as to identify areas of mastery and growth.
- The faculty and staff of SCJ will participate in co-teaching professional learning from GLRS to ensure the implementation of effective research-based instructional strategies for working with students with disabilities.

New Hampstead High

- Academic Department Heads will meet with departments to review Georgia Milestone Assessment practice test items provided by the Georgia Department of Education to develop practice assessments.
- The principal and assistant principals, along with the department heads will ensure the SCCPSS District Writing Plan is being implemented in each academic area.
- The principal will meet with academic department heads to ensure extended and constructed response items are being provided to students on class assessments to provide practice for the Georgia Milestone Assessments

Savannah Arts Academy

- After reviewing the 2014 End of Course Coordinate Algebra and Analytic Geometry scores, the principal will coordinate professional development support monthly with secondary math coaches to provide teachers with implementation strategies dealing specifically with planning, instructional delivery and use of assessment data.
- The chair of the math department will be responsible for working with teachers who will be administering the Georgia Milestone Assessments. Along with the school administration and the secondary math coaches, the team will implement strategies and locate resources that will prepare students for the GMAS.
- The administrative team, along with department chairs and secondary academic coaches will plan for quality professional development as we prepare for the roll-out of the new Georgia Milestone Assessments: Coordinate Algebra, Biology, Ninth Grade Comp/Lit, US History, American Lit, and Economics.

School of Liberal Studies at SHS

- The principal will use the District Benchmarks to analyze preliminary data to redirect classroom instruction to strengthen instructional standards comprehension.
- The leadership team will use the district rubric to analyze sample student writings.
- The grade level teams will ensure extended and constructed response items are being provided to students on class assessments to provide practice for the Georgia Milestone Assessments.
- The leadership team will analyze data provided by the grade level teams and make necessary interventions

Windsor Forest High

- Teachers with the support of administration and district math coaches will ensure teachers are formatively assessing the learning targets at the closing of every lesson to ensure mastery of the CCGPS Mathematics Standards.
- The English department with the support of the administration and district ELA coaches will continue to work to improve in developing constructive and extended response questions with both literary and informational texts.
- The US History teachers with the support of administration and district social studies academic coaches will incorporate DBQ's and tasks requiring written analysis consistently in lessons.
- The administration with the support of academic coaches, walk-throughs and the formative assessment process give feedback to ensure classes are aligned with Georgia Instructional Frameworks and Study Guides.

Woodville-Tompkins High

- The Math Department will utilize the two days prior to pre-planning for additional planning. The department will use this time to review student data, create summative and formative assessments, and develop strategies to support students. Implementation will be measured through classroom observation and department meetings.
- The Principal will meet bi-weekly with all academic core subject teachers to assess student performance. Using the data team process, teachers will submit student assessment data. At the conclusion of the meeting, the teachers and administration will identify areas of strength and weakness for the individual students and class. Teachers will submit a SMART goal that will be assessed at the next meeting. (2 weeks)
- All teachers will participate in at least one cross-curricular activity each semester. These activities will provide relevance to the curriculum and allow students to not only utilize the theory acquired in the class but the application needed to demonstrate literacy. Administration will record and photograph projects as evidence of completion.