

COBB COUNTY SCHOOL DISTRICT

John McEachern High School

SCHOOL IMPROVEMENT PLAN 2006-2009

Initial: 09/30/2006

Revisions:

Principal Signature

Area Assistant Superintendent Approval

School Improvement Team Membership:

McEachern High School Advisory Council

McEachern High School Administrative Team

McEachern High School Department Chairs

McEachern High School Student Council

SCHOOL IMPROVEMENT PLAN

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PROFILE

Executive Summary

John McEachern High School is a public high school located in a suburb northwest of Atlanta, Georgia. The school was opened in February of 1908 as the Seventh District Agricultural and Mechanical School. With the establishment of the University System of Georgia in 1933, the state program of Congressional District A&M Schools was abandoned, and all schools were closed. Despite the closing, the Macland community rallied to ensure that the large two-story buildings on campus continued to be used for education.

Five small Cobb County public schools (Corner, Macland, Due West, Talleys, and Mt. Zion) were incorporated into the Macland Consolidated School, which opened in October 1933. In 1948, the John McEachern Endowment Fund was established through the generosity of Mrs. Lula Dobbs McEachern. Her late husband John was co-founder of the Life of Georgia Insurance Company. The John McEachern Trust Fund Board was organized at this time and continues to administer this fund.

The campus is an open campus consisting of 13 academic buildings, 7 supplementary buildings including men's and women's field houses, several athletic fields, nature trails, and other amenities used to benefit our students and community. The opening of a new Cobb County High School has brought a welcomed reduction in enrollment from 3550 students a year ago to 2820 currently.

Following the 2005-06 school-year, McEachern was recognized as having met state standards for the second consecutive year. As a result, McEachern was removed from the list of Georgia schools in need of improvement according to No Child Left Behind.

Our long-term student performance goal is to meet state standards and in turn be recognized for making AYP (Adequate Yearly Progress) which is the state accountability benchmark associated with the No Child Left Behind Act.

Our school performance goal will be to insure that at least 80% of stakeholder responses indicate satisfaction in the educational program of McEachern High School. The yearly Cobb County School Improvement Opinion Survey will serve as the measure for this goal.

There is a comprehensive data profile in the Appendix which includes longitudinal data about school and student demographics, student achievement, professional learning activities, school initiatives, and perceptual data. The plan itself explodes the goals into key objectives and planned action. We believe that the implementation and thoughtful revision of our plan over the next three years will provide a focus for continuous improvement and high levels of learning for all students.

Significant Accomplishments

GHSGT and AYP

Academically, McEachern's students continue to achieve at a high level. In July of 2006, McEachern earned a "met Adequate Yearly Progress" (AYP) designation as required of the No Child Left Behind Act. This was the second consecutive year that McEachern met AYP. As a result, **McEachern's has been removed from the state "Needs Improvement" list and has been designated as a school that "Meets State Standards."**

Graduation Rate

To meet AYP, our school had to not only meet the benchmarks associated with the GHSGT, but also meet the state's second indicator which for high school is the graduation rate. Last year more than 82% of McEachern's students completed on time. Of significance was the 89.7% graduation rate for economically disadvantaged students and the 60% graduation rate for students with disabilities. It is notable that our 60% graduation rate for students with disabilities represents a 40% gain from 2005.

AVID National Certification

We are very pleased that in our first year of eligibility, the McEachern AVID program has earned national certification. The certification process required McEachern to meet several benchmarks as far as curriculum adherence, student success and academic rigor and parent involvement.

Career Tech and Vocational Education

In addition to the school-wide academic accomplishments illustrated above, McEachern is host to several career programs that have distinguished themselves through state and national competition. During the 2005-06 school year, our Pro-Start culinary program earned another state championship, their third consecutive. In addition, our NJROTC program was recognized and an Honors Unit with Distinction. Lastly, several of our students involved with Skills USA were chosen to compete at the state and national levels. During this past summer, one of our seniors, David Snively, was recognized as the national champion for Criminal Justice.

Athletics

The McEachern athletic program continues to earn positive recognition in our region and throughout the state. Several of our men's and women's teams advanced to state playoff competition after representing our school very competitively in the region/area.

Stakeholder Support and Satisfaction

Finally, our community continues to support our school with great pride. We are privileged to have a very supportive and active P.T.S.A. Last year we boasted membership in excess of 1100. In addition, survey results indicate that 86% of our parents and 74% of our staff are satisfied with the quality of educational program offered to their students at McEachern. In addition, 85% of our students believe that teachers have high expectations of them and want them to do their best. These are positive indicators that learning and student achievement are a priority at McEachern.

Significant Challenges

We are very pleased that the achievement of our students has elevated the status of McEachern to “meets state standards” as of summer 2006. Our challenge as a school and as a district will be to continue to meet enhanced achievement benchmarks and in turn meet the annual measurable objective (AMO) set forth by the state. Stated plainly, we must meet “Adequate Yearly Progress.”

To keep pace with the increasing percentages of students (both in general and in recognized subgroups) who must meet state achievement targets in the coming years, we will need to maintain our focus on learning. We will need to become more skilled at identifying students who may struggle early in their high school tenure and develop systematic responses during the school day to complement our invitational responses beyond school hours.

In addition, while stakeholder data expresses confidence in the educational program at McEachern High School, data pertaining to student discipline is relatively poor. It is possible that the lengthy and at times contentious process of establishing new attendance lines to accommodate both McEachern and the new high school from November 2005 to June 2006 had a negative impact on perceptual data taken last year. Regardless, as a school we will need to be both proactive and responsive to negative perceptions concerning our students' behavior.

Organizational Characteristics

McEachern offers a wide variety of courses with an increasing number of guided academic electives available to enrich and fortify student mastery. McEachern is also host to an AVID program of nearly 300 students aimed at supporting a larger number of students in more rigorous classes. State funding and supplementary funding through the McEachern Endowment is used to afford a free tutorial program available to all students.

Approximately 60% of our students are involved in some type of co-curricular or after school activity. Our co-curricular programs have and continue to bring positive recognition to McEachern throughout the state and nation. There are approximately 70 extra-curricular organizations including academic organizations and societies, athletic teams, and a variety of school sponsored clubs.

The open campus of McEachern affords an inviting and pleasant place for students to attend school. Recent cooperative efforts between the school district and the McEachern Trust Board have permitted the renovation and expansion of learning facilities on the campus. Classrooms are spacious and in most cases are graciously equipped with technological amenities including L.C.D. projectors, Smart Boards, and computing devices. During the 2006-07 school year a new band and drama building will be constructed adjacent to the current Performing Arts Center. In addition, substantial improvements will be made to our parking lot lighting and traffic pattern including a third main entrance off of Gaydon Road.

Parent involvement is encouraged and nurtured at McEachern. During the 2005-06 school year, nearly 1,200 parents, teachers, and students participated as members in our P.T.S.A. In addition, several parent involvement events will be hosted during the 2006-07 school year including: New Parent Orientation, New Student Orientation (One of Us), AVID perspectives, Senior Parent Breakfast, Fall and Spring Open House, grade level evening advisement sessions, and I-Parent access.

McEachern will continue to operate under an 8 A/B block daily instructional schedule. Students attend class periods 1,3,5, and 7 on the A day and 2,4,6, and 8 on the B day. This allows many students opportunity to study in greater breadth while allowing others an opportunity to enrich their learning in greater depth. Two initiatives in particular have been deployed to increase academic rigor and support individual student needs.

First, "guided electives" which ultimately provide double the instructional time in three of the four core areas (Science, Math, and Language Arts). The purpose of this academic "guided" elective is to provide particularly needy students academic scaffolding to help build new skills and understanding. The guided elective supports student learning by enhancing student vocabulary within the context of the course and by helping students understand key concepts through increased opportunities for writing. Graphic organizers and other engaging learning activities are also used to support and accelerate student learning. Students are then able to "link" new learning acquired during their core course period to key vocabulary, content, and performance skills already previewed with the elective teacher during the guided elective period.

Second, nearly three hundred students have been identified, invited and included in our AVID program. AVID stands for "advancement via individual determination." AVID students are typically students who have exceptional ability but have less than exceptional achievement. Or, they may be students who have exceptional ability but have previously taken less rigorous classes that are not commensurate with their ability. Students involved in this program are provided support through the AVID curriculum, their AVID teacher, and college tutors during the school day.

The staff of McEachern is dedicated to providing a school which is safe, caring and engaging for every learner. Each year professional development activities are carefully planned to ensure alignment with our school's mission and improvement plan. Collaborative teams of teachers by subject have and will continue to be an important part of our effort to continuously improve learning. This year, our horizontal teams in our core academic areas will be supported in their efforts to establish working norms and utilize qualitative data gained through walk-through data visits. This data as well as formative student achievement indicators will be used to measure student learning.

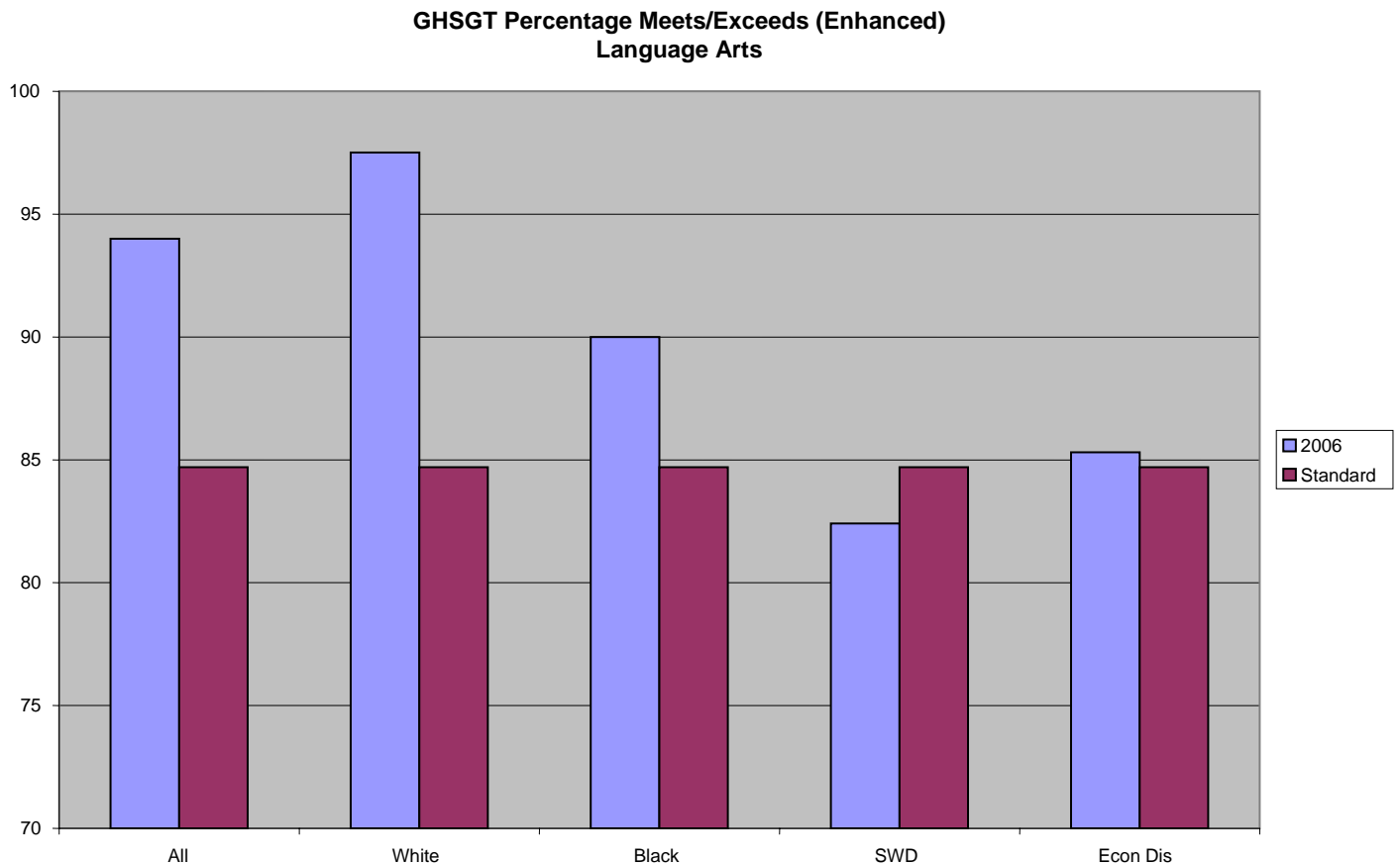
Student Performance Data Analysis

As stated previously, our student performance goal is to meet AYP annually. To meet AYP, our school must meet three key achievement benchmarks in addition to testing at minimum 95% of all students and students in identified subgroups.

Language Arts

At the conclusion of the 2006-07 school year, at least 84.7% of our students must pass the Language Arts GHSGT at the enhanced level (511 scaled score or higher). In addition 84.7% of students in the following subgroups must pass: White, Black, Students with Disabilities, and Economically Disadvantaged.

This past year at least 84.7% of all students and students in the subgroups McEachern was held accountable for passed the Language Arts GHSGT at the enhanced level. It is notable however that the number of students with disabilities was not large enough to constitute an identified subgroup. This may not be the case for the 2006-07 school year. In addition, the percentage of economically disadvantaged students who passed was 85.3%. These results suggest it will be important for our school to assess the academic success and remediate as necessary students populating these two sub-groups.

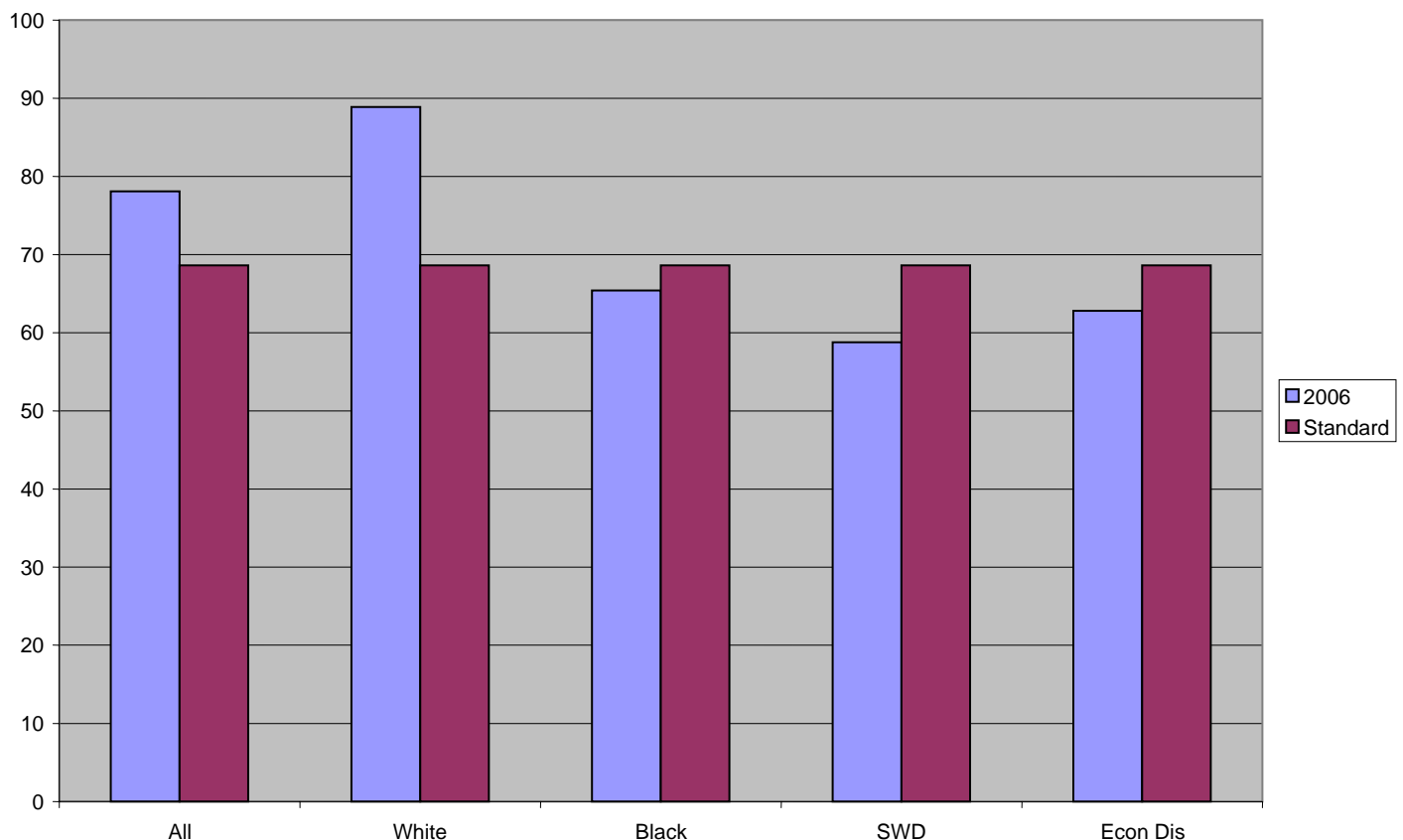


Math

At the conclusion of the 2006-07 school year, at least 68.6% of our students must pass the Mathematics GHSGT at the enhanced level (516 scaled score or higher). In addition 68.6% of students in the following subgroups must pass: White, Black, Students with Disabilities, and Economically Disadvantaged.

This past year at least 68.6% of all students and white students passed the Language Arts GHSGT at the enhanced level. It is notable however that the number of students with disabilities was not large enough to constitute an identified subgroup. This may not be the case for the 2006-07 school year. In addition, the percentages of black and economically disadvantaged students who passed were 65.4% and 62.8% respectively. For AYP purposes, the achievement of these students met the benchmark via the confidence interval. These results suggest it will be important for our school to assess the academic success and remediate as necessary students populating all three sub-groups whose performance lagged behind the absolute bar.

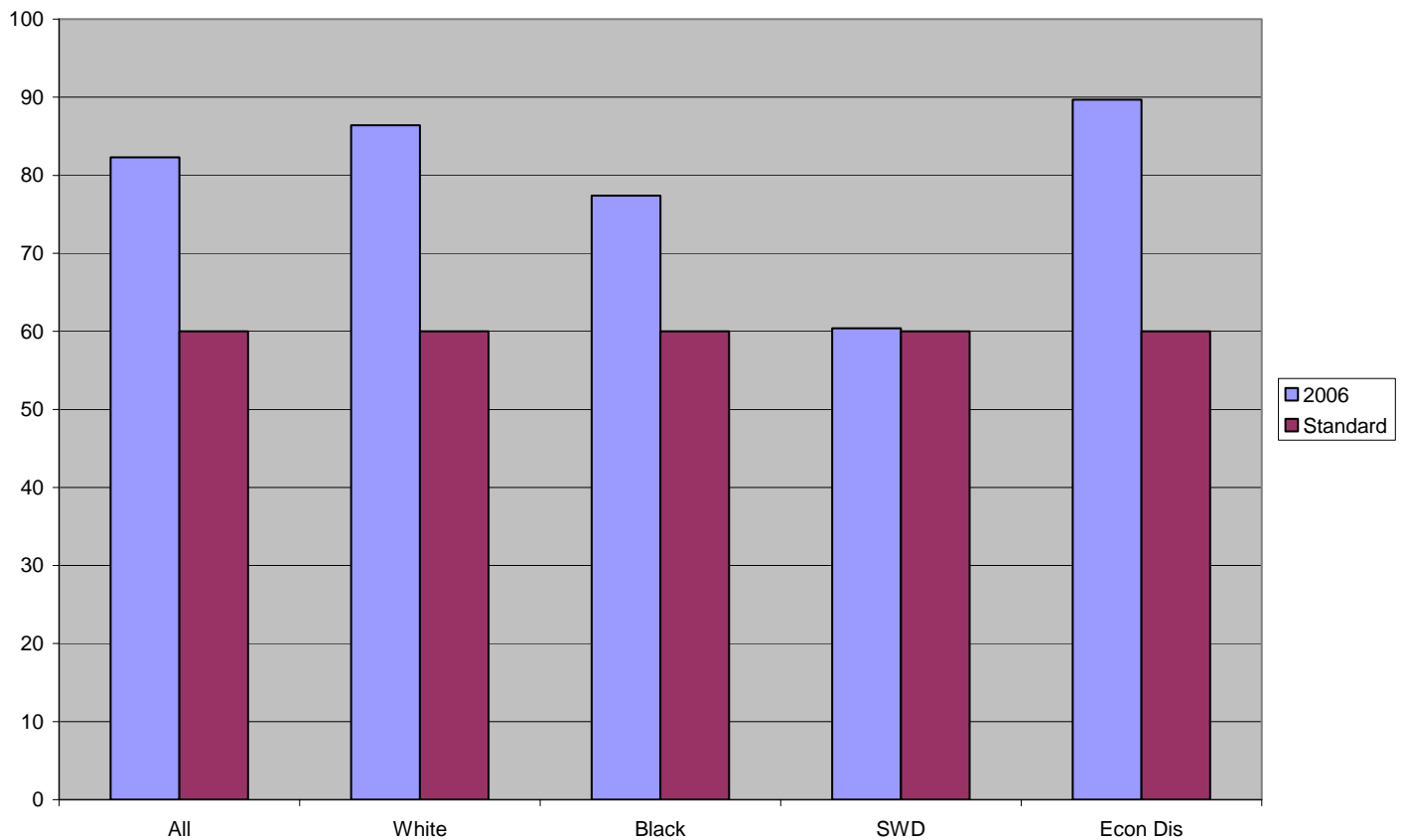
**Percentage Meets/Exceeds (Enhanced)
Mathematics**



Graduation Rate

At the conclusion of the 2006-07 school year at least 60% of the graduation class size must complete high school on time. This past year, our graduation rate for all students was 82.3%. In addition students in all identified subgroups and our students with disabilities met or exceeded the state minimum. We are pleased that a relatively high percentage of our students are completing high school on time however we believe this percentage will increase provided we maintain our focus on learning and continue our development as a professional learning community.

Graduation Rate

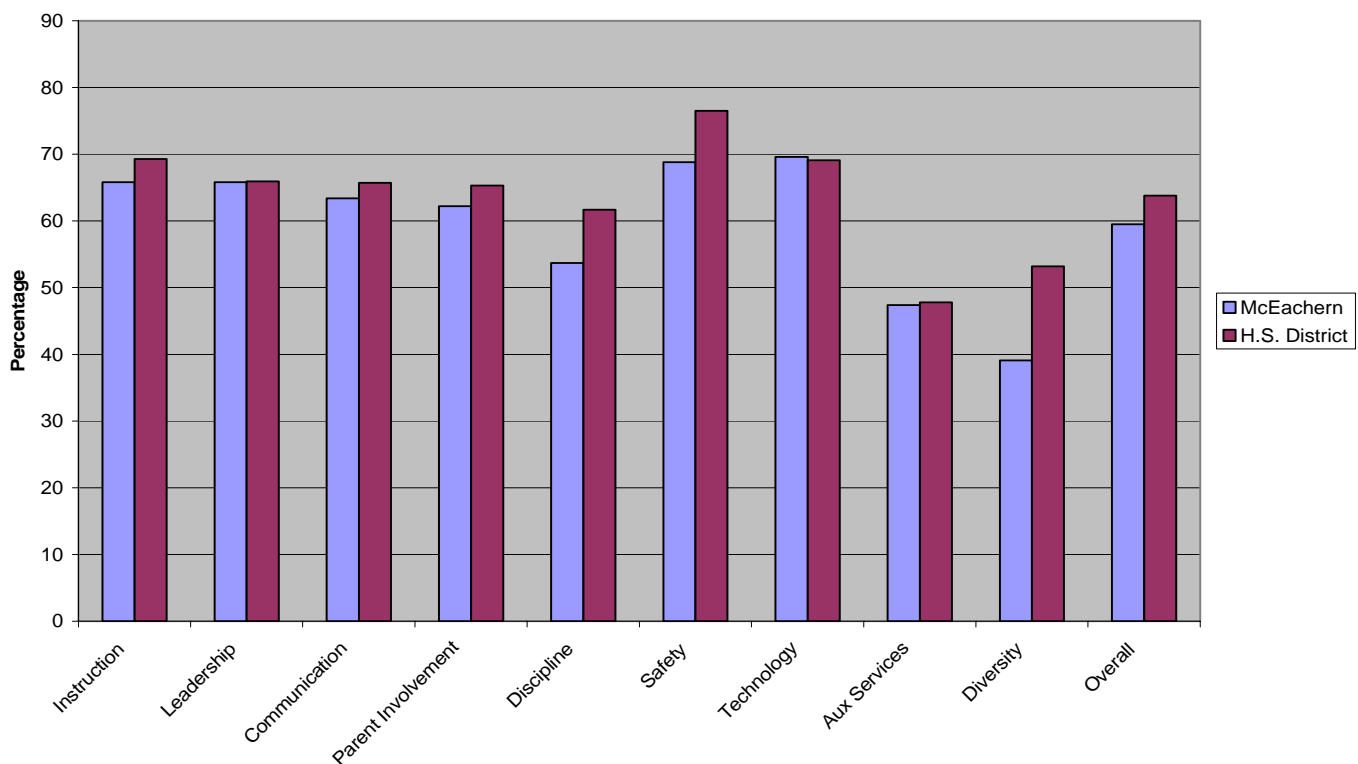


Stakeholder Perceptual Data Analysis

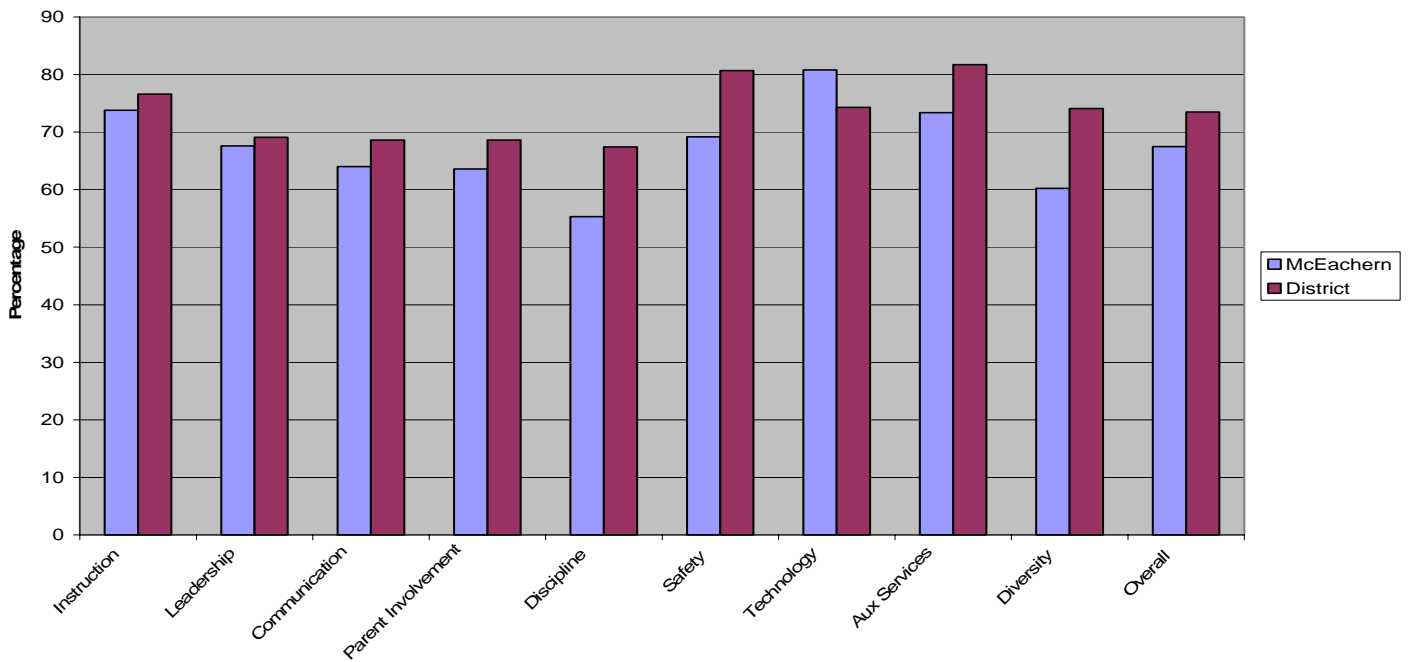
The Cobb County School District School Improvement Opinion Survey is administered each year. A representative sampling of parents and students are polled as is the entire faculty. The survey is composed of nine separate domains: Instructional Process, School Leadership, Communication, Parent Involvement, Student Discipline, Safety, Auxiliary Services, Media and Technology, and Diversity.

Included below are three charts comparing the responses of McEachern's stakeholder groups to the Cobb County average. The charts contain satisfaction percentages for each domain and a cumulative average of all domains for each group.

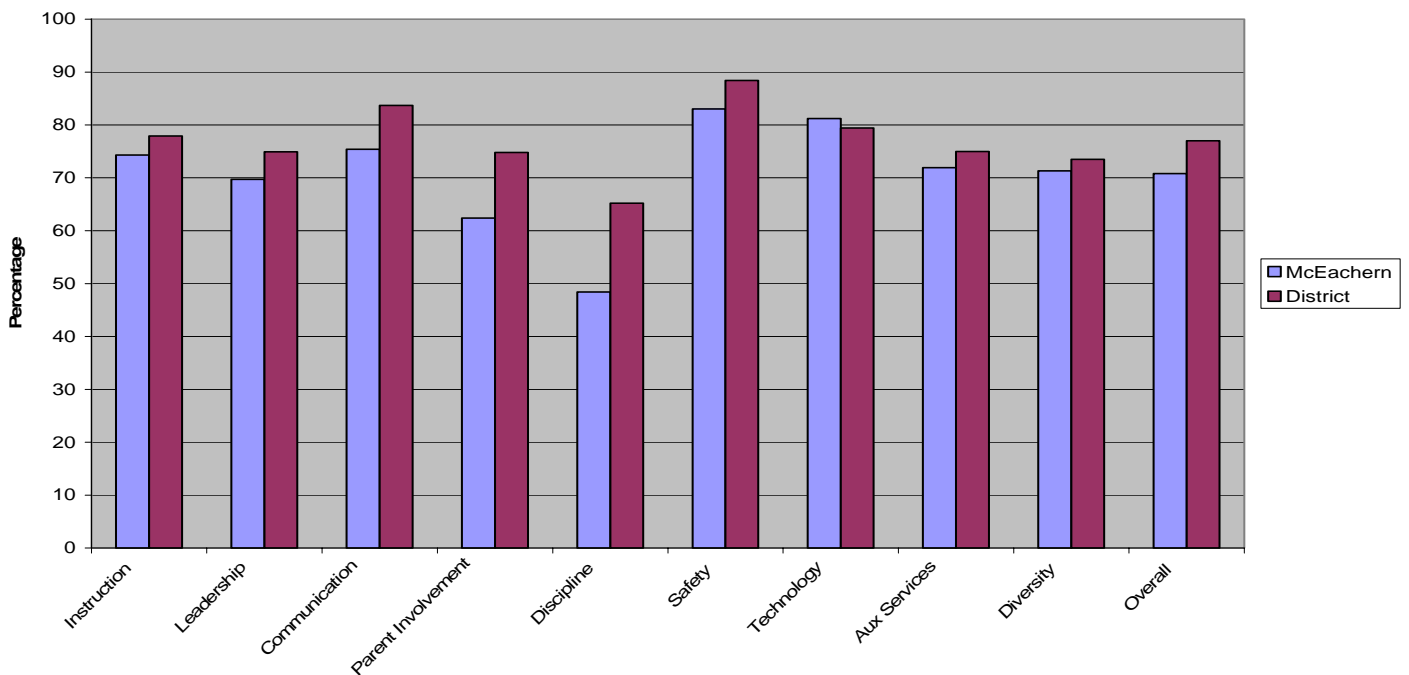
Student Survey Results by Domain 2006



Parent Survey Results by Domain 2006



Staff Survey Results by Domain 2006



Based on the 2006 administration, the following are averages of the nine domain responses for each stakeholder group: Students = 59.5% Parents = 67.5% Staff = 70.8%. Our goal is to increase satisfaction to 75% for each group by the conclusion of the 2006-07 school-year.

As the charts indicate, satisfaction at McEachern during the 2005-06 school year lagged slightly behind the high school district average in all categories. Again, some of the perception data may have been skewed given the negative publicity surrounding the redistricting process. Nonetheless, the student discipline and parent involvement domains represent the greatest disparity between school and district levels of satisfaction.

SCHOOL MISSION AND BELIEFS

INTRODUCTION

For the past several years, McEachern has utilized an acronym to keep our mission at the forefront of our improvement efforts and key decisions. The “PART” acronym provided a clever way to highlight several key beliefs. This year, dialogue has been initiated with the full faculty, with the department chairs and with the school planning council to simplify and focus our mission statement to clearly define the fundamental purpose for our school. Each year the same process will be used to ensure a representative viewpoint and to keep our mission aligned with our fundamental purpose.

MISSION

High Levels of Learning for All

BELIEFS

We believe in maintaining and supporting high expectations for all students

We believe a safe and attractive environment promotes effective teaching and learning

We are willing to examine all practices in our school and their effect on learning

We believe that the success of our students hinges on our ability to communicate and collaborate effectively as a professional learning community

We believe that family involvement is an integral part of the academic and social development of our students

ACTION PLAN

Priorities

The Action Plan is divided into two parts---one for student achievement and one for school performance.

STUDENT LEARNING PRIORITY

As a school, we will meet or exceed all measures necessary for AYP annually.

Each year, the effectiveness of McEachern High School will be adjudicated against the benchmarks associated with the accountability measures for Georgia associated with the No Child Left Behind Act. As stated previously, our student achievement goal is to meet or exceed all measures necessary for AYP annually.

Since the 2004-05 school-year, we have identified and supported students whose previous achievement either in class or on previously taken standardized tests suggested they may struggle academically. Students with particular need in Math, Language Arts, and/or Science have been scheduled to allow 90 minutes of instruction every day in any/all of these subjects. Given the general increase in achievement and the improvement in the graduation rate over the past year, we will continue this practice.

Research has also supported the infusion of teaching teams or in our case teaching collaboratives as an effective strategy to planning for instruction and improving student learning. Over the next three years, McEachern will continue to develop as a professional learning community. Systems and practices will be devised and improved to promote high levels of learning for all.

SCHOOL PERFORMANCE PRIORITY

At least 75% of stakeholder responses will indicate satisfaction in the educational program annually.

Stakeholder perceptions are codified each year via the Cobb County School District School Improvement Opinion Survey. As stated previously, generally our stakeholders are satisfied with the instructional program at McEachern. Conversely, satisfaction is very low when the behavior of our students is the subject. While increased academic success has led to documented reductions in serious misbehavior, the perception remains that student behavior must improve if we are to continue meet our learning priority and improve the satisfaction of our stakeholders. In addition, to a lesser extent but still significant is the satisfaction with parent involvement.

For the 2006-07 school year we will examine our current practices and develop new strategies to improve stakeholder satisfaction with the educational program overall.

STUDENT PERFORMANCE ACTION PLAN: GOALS

Student Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
<p>As a school, we will meet or exceed all measures necessary for AYP annually.</p>	<p>GHS GT Participation Language Arts GHS GT (enhanced results) Math GHS GT (enhanced results) Graduation Rate</p>	<p>See 2006 Results included in the Appendix</p>	<p>For 2007:</p> <p>95% Participation overall and for all identified subgroups</p> <p>84.7% must pass the Language Arts GHS GT at the enhanced level</p> <p>68.6% must pass the Math GHS GT at the enhanced level</p> <p>At least 60% of members in the graduating class must complete on time (includes summer graduates)</p>

STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1:

Provide a guaranteed and viable curriculum to all students through an effective instructional model. The model will include systematic practices for the use of data to schedule students appropriately and to adjust instructional practices formatively.

	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	<p>Utilize best teaching practices associated with Learning Focused Schools, AVID, Advanced Placement and other staff development associated with Performance Standards.</p> <p>Utilize formative data from student assessments and data walkthrough visits to improve planning (curriculum adherence), instruction and learning.</p> <p>Teaching collaboratives by subject will be inclusive of special educators to ensure access to the curriculum for students with disabilities no matter the setting (inclusion, small group).</p> <p>Math and Language Arts teachers will support specifically 11th graders who are members of identified subgroups that have traditionally performed at or below the enhanced score on the GHSGT.</p> <p>Guidance counselors will work cooperatively to host evening advisement sessions to increase parental awareness and engagement respective to academic needs and success of each student.</p> <p>Guidance and Department Chairs will work cooperatively with feeder middle schools to define and match academic expectations with the academic needs of rising 8th graders.</p>	<p>Yearly professional development plan will be aligned with our learning priority. Specific opportunities will be in place to support our new teachers, to facilitate a transition to performance standards and to improve alignment through the establishment of a professional learning community.</p> <p>In addition, county staff development opportunities aligned with our learning priority such as Least Restrictive Environment training will be redelivered and utilized in support.</p> <p>Opportunities for collaboration between feeder middle school guidance and 8th grade staff and McEachern guidance and department chairs.</p> <p>Administrators, Guidance Counselors and our Completion Coach will work cooperatively to identify students at risk of not passing the GHSGT.</p>	<p>Staff development budget McEachern Trust budget for Curriculum and Staff Development.</p> <p>Requested support from Area Lead Teachers as needed.</p> <p>LRE training provided by Cobb County.</p> <p>Early release and in-service time will include professional development opportunities proscribed by our staff development plan.</p>	<p>School-wide practice of analyzing each student's achievement formatively to intervene early when necessary.</p> <p>School Council, Administrative Team and Dept. Chairs will monitor the budget and staff development effectiveness.</p> <p>Guidance and Curriculum Assistant Principal will monitor the transition related initiatives associated with scheduling more accurately based on academic need and appropriate rigor.</p>

STUDENT PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1:

Provide a guaranteed and viable curriculum to all students through an effective instructional model. The model will include systematic practices for the use of data to schedule students appropriately and to adjust instructional practices formatively.

	What teachers will do	Professional Development	Financial Resources	Monitoring Plan
2007-2008	To be determined based on 2007 AYP data			
2008-2009	To be determined based on 2008 AYP data			

SCHOOL PERFORMANCE ACTION PLAN : GOALS

School Performance Goal	Performance Indicators	Current Performance Levels	Benchmarks
<p>At least 75% of stakeholder responses will indicate satisfaction in the educational program annually.</p>	<p>Cobb County School District School Improvement Opinion Survey.</p> <p>Average of nine domains for each stakeholder group:</p> <ul style="list-style-type: none"> Instructional Process School Leadership Communication Parent Involvement Student Discipline Safety Technology Auxiliary Services Diversity 	<p>Students: 59.5%</p> <p>Parents: 67.5%</p> <p>Staff: 70.8%</p>	<p>On average, 75% of respondents in each stakeholder group will agree or strongly agree with the educational program of McEachern High School.</p> <p>This will be determined by averaging each of the nine domain scores for each group.</p>

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1: Provide a quality educational program to increase stakeholder satisfaction.

Year	What teachers/school will do	Professional Development	Financial Resources	Monitoring Plan
2006-2007	<p>As a staff, work with parents and students to address misbehavior consistently and fairly.</p> <p>Recognize students whose behavior is exemplary through activity/after school incentives.</p> <p>Continue to recognize academic accomplishments of students as a department, team and school quarterly to raise esteem and build confidence.</p> <p>Communicate monthly to parents via a Principal's letter to keep the community informed of our accomplishments and challenges.</p> <p>Administratively, work cooperatively with local civic and professional organizations to publicize McEachern positively.</p> <p>Work cooperatively with our PTSA to promote opportunities for parents to become more engaged with McEachern and their student.</p>	<p>Administrative Team will meet every morning and weekly to discuss concerns/topics of the day and to communicate expectations and behavioral consequences to improve consistency.</p> <p>Engage All Families Professional Learning Conference in October 2006.</p>	<p>Use of vending proceeds for departmental/school-wide programs for recognition.</p> <p>Financial assistance via the McEachern Trust Fund for publicity advertisements, cooperative gatherings with local civic and professional organizations.</p>	<p>Formative feedback will be gathered via the School Improvement Council and the Student Council which are representative stakeholder groups.</p>

SCHOOL PERFORMANCE ACTION PLAN: RESOURCE PLAN

Strategy# 1: Provide a quality educational program to increase stakeholder satisfaction.

Year	What teachers/school will do	Professional Development	Financial Resources	Monitoring Plan
2007-2008	To be determined based on 2007 Cobb County School District School Improvement Opinion Survey results.			
2008-2009	To be determined based on 2008 Cobb County School District School Improvement Opinion Survey results.			

RESULTS

COBB COUNTY SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLANNING
END OF YEAR REPORT: 2006-2007

SCHOOL: McEachern High School

AREA 6

I. STRATEGY ANALYSIS

A. STUDENT PERFORMANCE STRATEGIES

Goal 1: As a school, we will meet or exceed all measures necessary for AYP annually.				
Strategy	Training	Strategy Implementation Level	Results Linked to Strategy (Monitoring Plan)	Future Use of Strategy

B. SCHOOL PERFORMANCE STRATEGIES

Goal 1:				
Strategy	Training	Implementation Level	Results Linked to Strategy (Monitoring Plan)	Future Use of Strategy

II. GEORGIA PERFORMANCE STANDARDS (GPS) IMPLEMENTATION

A. Training: List the number of teachers in your building who participated in GPS training over the 2006-2007 school year in each of the following areas:

Reading/ELA	Math	Science

B. Indicate how the training was provided:

Content Area	County Provided	Local School Provided
Reading/ELA		
Math		
Science		

C. Describe changes in instruction that occurred in your school based on GPS training:

III. BENCHMARK REPORTING

A. STUDENT PERFORMANCE BENCHMARKS (Report on each benchmark contained in your plan)

Benchmark	School Score 2005-06	School Score 2006-2007	Target Met (Y or N)	% Target Attained	% Change

B. School Performance Benchmarks

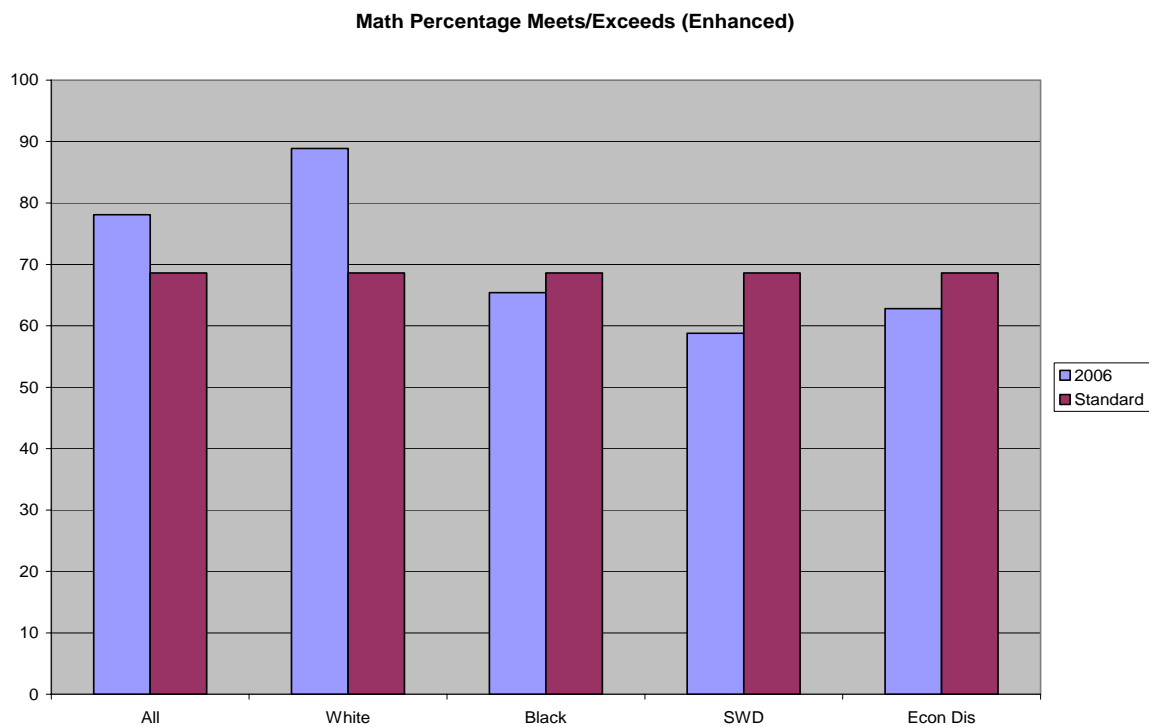
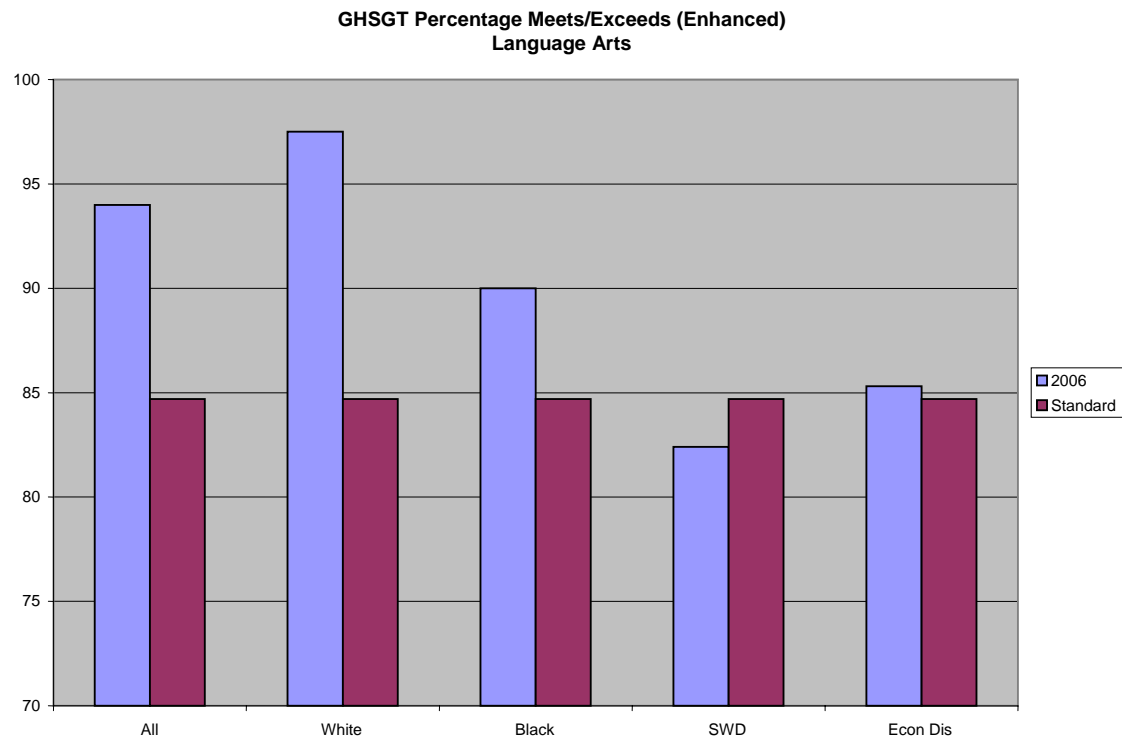
Benchmark	Data from 2005-06	Data from 2006-2007	Target Met (Y or N)	% Target Attained	% Change	Other Changes (not numeric in nature)

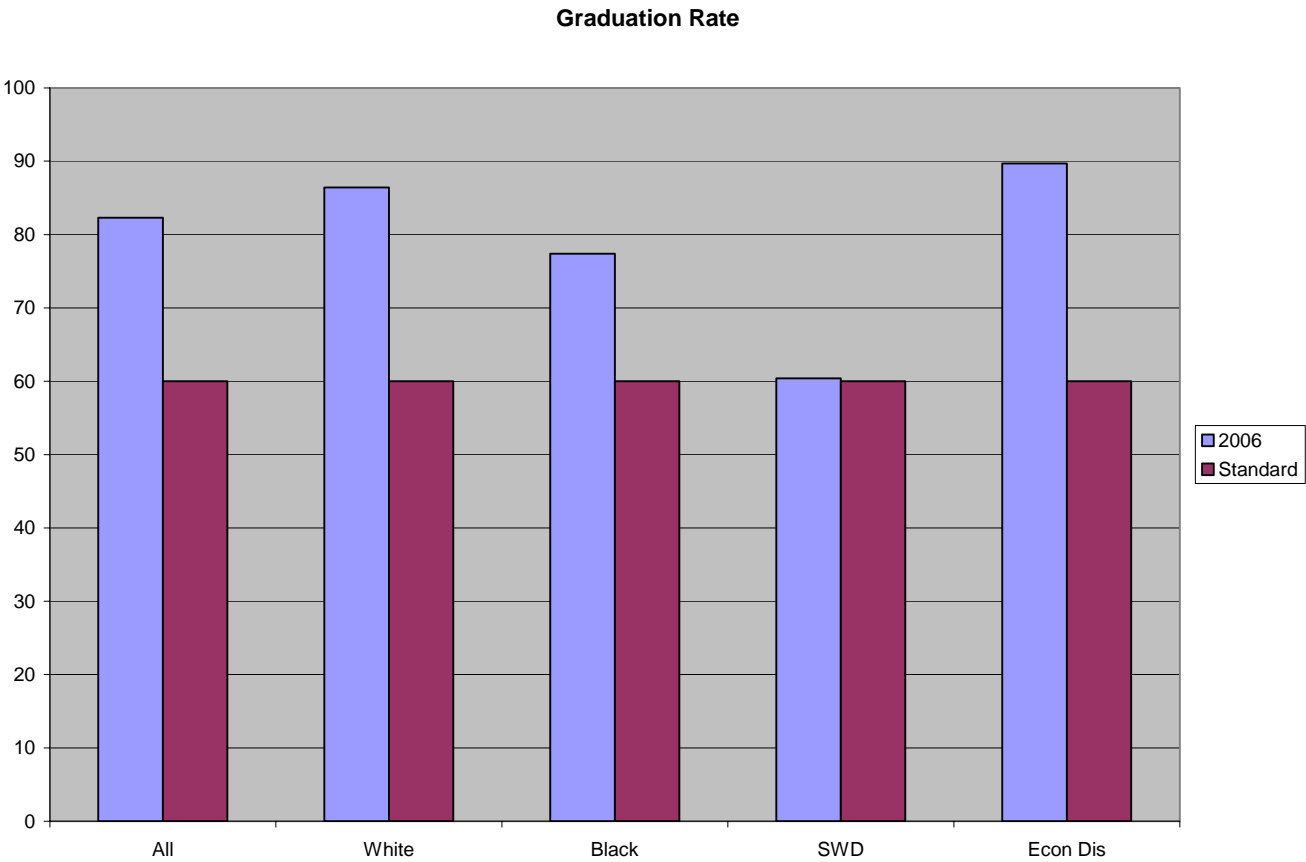
IV. REFLECTIONS ON LESSONS LEARNED

V. NEXT STEPS

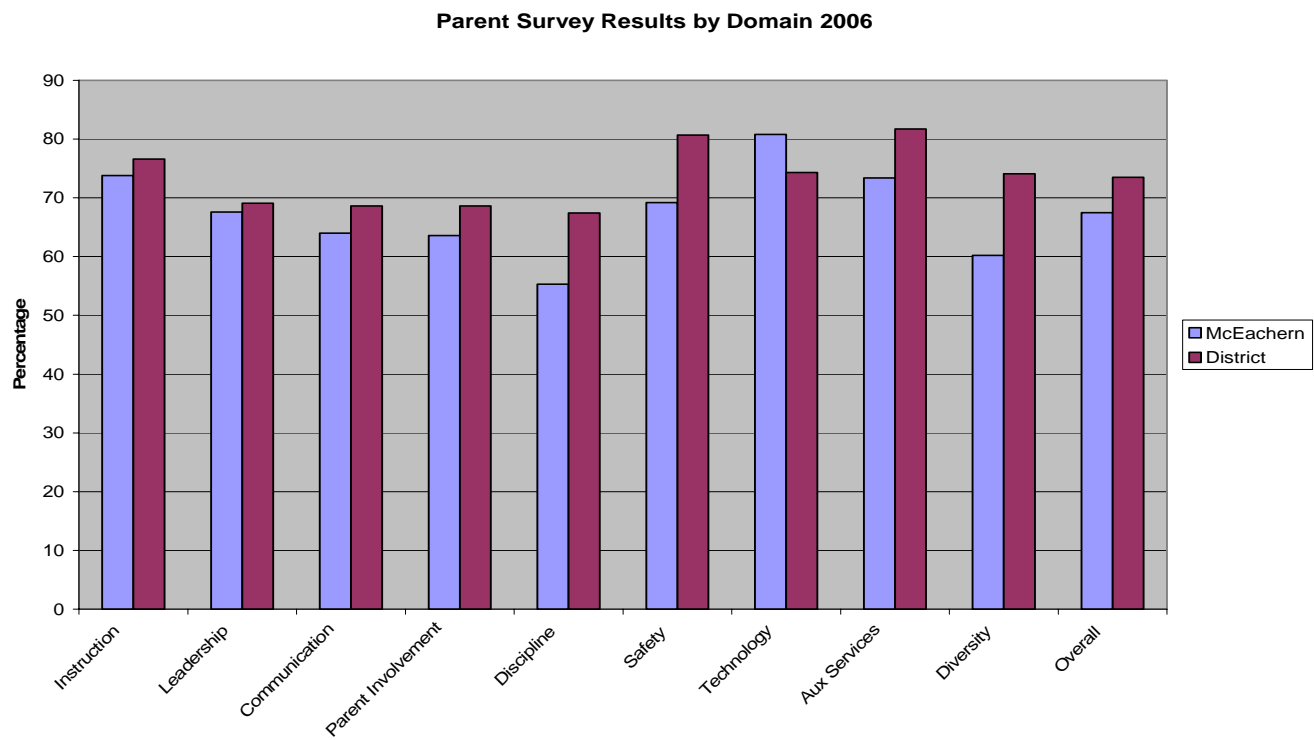
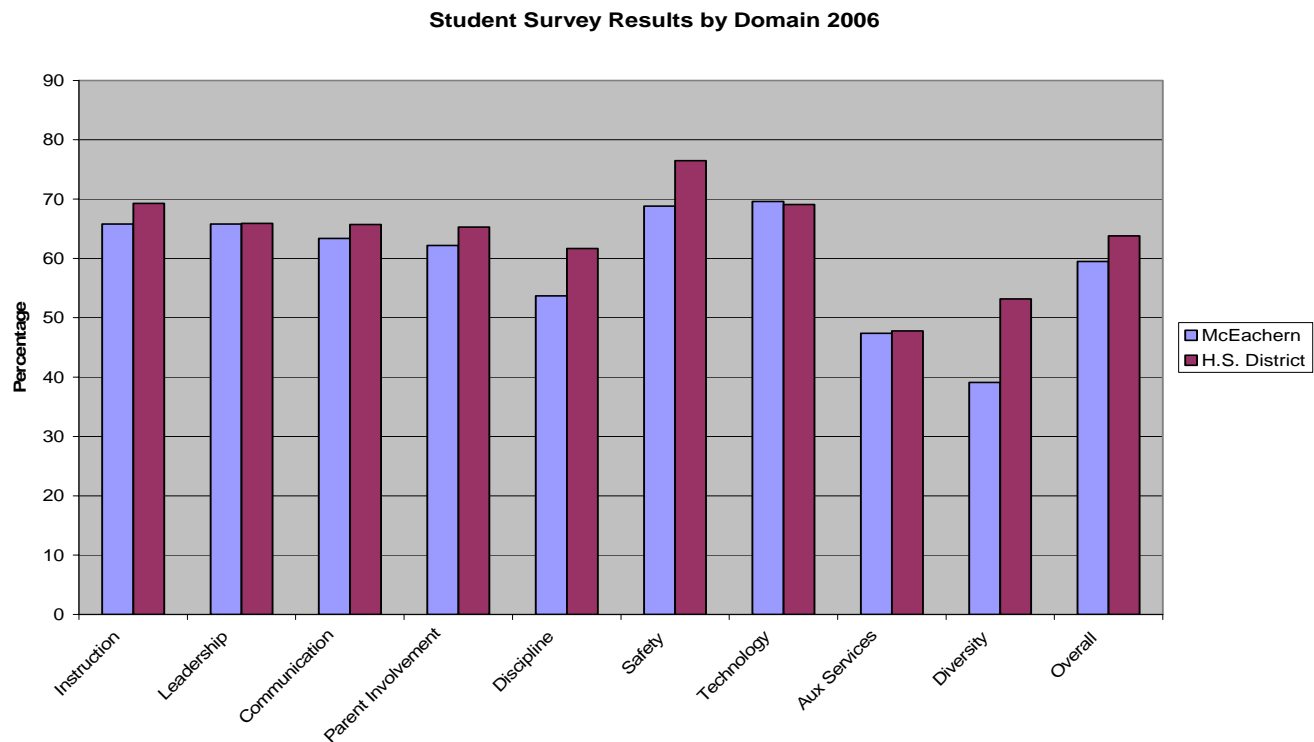
APPENDIX

Goal I Data





Goal II Data



Staff Survey Results by Domain 2006

