



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Andrew Carnegie Middle School



Designated in 2011

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2010 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Urban fringe of a large city
Enrollment: 912
Grade Levels: 6-8
School Schedule: Six-period days

Student Demographics

- 73% White
- 14% Hispanic/Latino
- 5% Asian
- 2% African American
- 2% American Indian/Alaska Native
- 1% Filipino
- 1% Pacific Islander
- 2% Two or more races

- 29% Free/Reduced Lunch
- 4% English Learners

2009 Base: 830

2010 Growth: 827 (up 91 points since 1999)

2010 AYP: Met 16 of 17 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Instruction is engaging with hands-on activities, labs, simulations, Cornell note-taking system, graphic organizing strategies, research projects, interaction notebooks, portfolios, and in using the latest advancements in technology.
- Study strategies are built into weekly lessons: Cornell note-taking, online textbook resources, and text mapping to understand how to break down written and visual text and test directions.
- Students analyze their own STAR results and teachers identify which standards students have learned and which need re-teaching.
- Teachers differentiate instruction for students who are approaching, proficient, or advanced in curricular standards.
- Interventions include lunchtime and before/after school tutoring, group collaboration in classrooms, math tutorial class, revising/editing work, and AVID tutorial-trained students to assist in classrooms.
- Web sites have rubrics to inform parents.
- Teams and departments meet weekly to discuss student progress, plan interdisciplinary units, and recognize students for positive behavior and academic success.
- Common curriculum planning by teaming allows for cross-curricular projects.
- Common and authentic assessments are used, including department benchmark exams throughout the year.

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Developmental Responsiveness

- Homeroom allows students to set academic, behavior, and personal goals which are reviewed quarterly.
- Student-driven, cooperative learning models encourage students to work in groups using “accountable talk.”
- Creativity is encouraged through poetry and writing programs and contests.
- Through student-led conferences, students set goals, take ownership of their learning throughout the year, and make presentations to their parents.
- Leadership skills are developed through student council, Be Bold Bullying prevention programs, and conflict resolution groups.
- The media class creates a schoolwide daily morning television program in a studio.
- A full-time counselor is available for individual, family, and student group counseling.

Social Equity

- All special education students are fully included in both academic and elective classes.
- Wide variety of electives include visual arts, choir, band, computers, garage band, media, Spanish I and II, and AVID.
- After-school activities include sports, Science Olympiad, yearbook, jazz band, and homework support.
- The Student Recognition Committee recognizes students who exhibit “Own it” behaviors.
- Recognition of participation and contributions take place through the school’s “Own it” character recognition program, school Web sites, pod-casts, homeroom advisory period, team awards, rallies, trophy cases, marquees, principal’s phone calls to the entire school community and band/choir performances.
- The character education program is run through the homeroom classes.
- The Positive Behavior Support plan lays the foundation for teachers’ classroom management, student expectations of civil behavior, administrative Smart Walks, and conflict resolution.
- The Positive Behavior Support Committee analyzes interventions, behavior infractions, and consequences to develop strategies to support at-risk students.

Organizational Support

- The school has a shared vision of “Own it” behaviors that foster responsibility and accountability.
- The yearly goal is to invent new and innovative ways to help students achieve in standards-based content.
- Team Leadership drives the school with a culture of building leadership capacity.
- “Smart Walks” and peer coaching
- Release time is provided for peer observation to improve teaching methodology, classroom management, organization, assessment, and professional relationships.
- Transitions are helped by articulation meetings held with feeder schools and destination high schools.
- A variety of partnerships expand opportunities for tutoring, fundraising, charity drives, and beautifying the campus.
- Partnership with a local cable consortium that delivers video production training to students and teachers.
- Parent education classes