

Annapolis Middle School Mission Statement

As a diverse learning environment, it is the mission of Annapolis Middle School to promote open-minded collaboration between members of the school, neighborhood, and business communities and to develop culturally proficient, technologically adept, life-long learners for an increasingly competitive global society.

Annapolis Middle School Vision Statement

It is the vision of Annapolis Middle School to have each and every student achieve his/her individual potential in a safe, positive and supportive learning environment by:

- Motivating students to learn and grow from their life experiences.
- Working collaboratively to provide authentic learning experiences.
- Developing relationships that promote a community of mutual respect.
- Molding life-long learners who are focused on 21st century challenges.
- Having the support of community businesses that will inspire our students to become successful professionals.
- Empowering family involvement that supports the whole child.

SIP At-A-Glance**Goal 1: Academic Achievement**

1. Foster our **professional learning community** in order to better meet the needs of our students.
 - Promote **intercultural awareness** to provide an effective and appropriate lens for viewing and working with our students and parents, and to create a **culturally proficient** school.
 - Provide **professional development** opportunities that foster reflection and refinement of teachers' craft.
 - Establish **collaborative planning** that allows us to reflect on student performance, learn from our practices, and try new actions to improve results.
 - Increase **vertical teaming** within the school and our cluster to share best practices and address students' needs.
 - Prepare for **MYP** Evaluation Visit by continuing to explore and integrate MYP practices and beliefs.
2. Utilize common research-based instructional practices in order to increase **student engagement and learning**.
 - Expand upon **MYP practices** (interdisciplinary units, design cycle) & the use of **AVID strategies** (Cornell Notes, Socratic Seminars, and Philosophical Chairs) to ensure that students are exposed to a rigorous and global curriculum.
 - Increase use of **Marzano's Nine Strategies** and **Marzano's Six Step Vocabulary Development** for effective instruction
 - Create lessons that allow students to utilize & explore **technology**.
 - Utilize **Bloom's Taxonomy** as the basis for higher-level questioning.
3. Implement **active reading strategies across all contents** in order to increase reading comprehension.
 - Utilize **before-, during-, and after-reading strategies** in lessons.
 - Utilize **question-answer-relationship (QAR)**
 - Utilize **reciprocal teaching**
 - **Math Literacy** (reading and comprehending the meaning of equations, graphs, word problems, etc.)
4. Foster **student independence** in order to create competent(?) life-long learners.
 - Create **independent readers** by providing opportunities to engage in self-selected reading, modeling through read-alouds, and promoting reading through competitions and incentives.
 - Teach students to **independently use strategies**—reading strategies, test-taking strategies, problem-solving strategies, and Thinking Maps—and provide opportunities to do so.
 - Use advisory periods to teach students to **reflect** on their learning and **set goals**.
 - Institutionalize the **IB Learner Profile** within the entire school to prepare students for global citizenship.
5. Use **differentiated instruction** to better meet students' needs.
 - Continue Continue **professional development** in differentiating instruction.
 - Use **formative assessments** (including pre-assessments) to determine students' needs and plan for appropriate instruction.
 - Provide **interventions** for struggling students and **enrichment** for proficient and advanced students.
 - Create, administer, and analyze **common formative assessments** weekly in order to differentiate instruction and plan for interventions

- Create, administer, and analyze **MYP unit assessments** in order to plan for differentiated instruction and monitor student progress through portfolios.

Goal 2: Safe & Supportive Learning Environment

1. Monitor and reward attendance for identified student groups (African American, Special Education, ESOL) to encourage improved attendance.
2. Expand the PBIS program to include more school wide activities and increase the distribution of Dragon Dollars so that students demonstrate increased positive behaviors.
 - Consistently communicate SWIS and SASI data to faculty.
 - Plan and publicize incentive program
 - Incentive activities occurring two times a marking period—interim and end of marking period
 - Classroom Based incentives
3. Utilize Caring Community to develop responsible, caring citizens at school and in the community
 - Mentoring relationship between teachers and students
 - Caring Community Collaboration
 - Whole School reading
4. Introduce and extend the Kids at Hope philosophy to AMS staff
5. Strengthen & refine school support services for red zone students
 - Utilize Collaborative Decision Making Model
 - Social Competency Instruction
 - Small classroom setting
 - Social skills training
6. Implement Office Managed vs. Classroom Managed matrix
7. Build **CHAMPS**, an approach for consistent classroom behavior and academic expectations, school-wide.
 - **C**-ommunication
 - **H**-elp
 - **A**-ctivity
 - **M**-ovement
 - **P**-articipating

8. Continuance of School Resource Officer (S.R.O) program. To provide additional security presence to the school campus during the school day so that community based problems are deterred from resurfacing at school

Goal 3: Community Engagement

1. Establish partnerships with local churches, businesses, colleges and organizations to include:

- Homework and study hall opportunities
- Wednesday and Thursday after school help.
- Let community centers and boys and girls clubs know about Homework Hero and how to get in touch with teachers.
- AAC Public Libraries have a partnership with AACPS for homework centers, and two internet homework help services.
- Mentor to students by church/community members
- Churches and African American Fraternities have been contacted and will be involved in a structured mentorship program.
- Hold every other PTSA meeting in the community, i.e. Salvation Army, Recreation Centers, Boys' and Girls' Clubs.
- Introduce and showcase AMS programs and student work, i.e. AVID, MYP, sports & clubs

2. Establish quarterly AMS information nights in the communities.

- Present school current events and school calendar for the year.
- Course requirements
- School Resources
- Guidance
- Maryland School Assessments MSA/HSA
- Grading Scales
- Health Issues

3. Facilitate community outreach that will inform people throughout the Annapolis Middle Feeder community.

Dimensions:

- Multicultural
- Educational
- Academic

4. Establish events that showcase and celebrate AMS students.

- Clubs and Activities
- Student Lead Conferences (Fall and Spring)
- MSA Night
- Multicultural Night
- Night at the Museum
- AVID information night
- IB Expo Night
- Winter/Spring Concerts
- Spring Fair
- Sports games

**Annapolis Middle School
Preamble
2010-2011**

The staff of Annapolis Middle school firmly believes that student achievement goals are reached through a collaborative team approach in which members focus on the common goal of student learning. Continuous monitoring and adjusting of instructional learning goals is ongoing. Annapolis Middle school staff will continue to work in Professional Learning Communities (PLCs) during Content Area Planning Sessions (CAPS), subject area department meetings, professional development sessions (PD) and Interdisciplinary Team (IDT) meetings. PLCs require members to focus on the common goal of student learning by continuously monitoring and adjusting instruction. Collaborative planning, data analysis, comparing student work and using formative assessments are just a few of the strategies AMS will use to improve this year.

This school year analyzing data and examining student work will remain a key focus to drive instructional decisions. During the 2009-2010 school year Annapolis Middle School made AYP in Math, with significant gains for Special Education (9.1%). The African American, FARMS, Special Education, and Limited English Proficiency student groups made AYP in Math through the lower confidence interval.

Although Annapolis Middle School did not make AYP in Reading for the 2009-2010 school year, there was a significant increase in performance for all students of 5.4%, as well as increases for several student groups –Hispanic students (9.1%), FARMS (8.2%), and ELL (16.7%). The African American student group made AYP through the lower confidence interval. The Hispanic, FARMS, and ELL student groups made AYP through Safe Harbor. Only the Special Education student group did not make AYP in 2010, having a decrease in student performance of 7.3%.

The total student population is approximately 599 students. African American students comprise approximately 42% of the student population. Caucasian and Hispanic students represent approximately 32 % and 23% respectively. Approximately 12% of the population are students with Limited English Proficiency and 10% of the population are students with special education services.

Goal: I- Academic Achievement**Baseline:**

In 2010, 82.1% of all students scored proficient or advanced on the Maryland School Assessment in reading. 77.6% of all students performed at the proficient or advanced level on the Maryland School Assessment in math. The **No Child Left Behind** student groups for Annapolis Middle School (AMS) are as follows: Asian, African American, White, Hispanic, Special Education, Limited English Proficient, Free/Reduced Meals and All Students.

Academic Achievement Goals for Reading:

- By the end of the 2013-2014 school year, all students will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards. There will be no disparities among NCLB student groups.
- By the end of the 2011-12 school year 92% of all students in grades 6-8 will perform at or above proficient on the Maryland School Assessment.
- By the end of the 2010-2011 school year, 87% of all students in grades 6 – 8, will perform at the proficient or advanced level in reading as defined by the Maryland School Assessment. The disparities in achievement between student groups will be reduced from the previous year.

Statement of Need for Reading:

On the 2010 MSA, 82.1% of students in grades 6, 7, and 8 scored at the proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 81.4% of sixth graders, 78.1% of seventh graders, and 85.5% of eighth graders. The AMO for 2010-2011 school year is 85.6%. The percentage of students scoring at the proficient or advanced level for reading was as follows:

- African Americans—73.4%
- Asians—90.0%
- Hispanics—65.9%
- Whites—99.0%
- ELL—50.0%
- FARMS—71.1%
- Special Education—46.8%

Reading Objectives:

- To increase the percentage of students in grades 6, 7, and 8 performing at the proficient and advanced level in reading to 87% on MSA.
- To decrease the disparity among ethnic student groups by 10%.
- To decrease the disparity between special education and ELL student groups and the total student population by 10%

Academic Achievement Goals for Mathematics:

- By the end of the 2013-2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards. There will be no disparities among NCLB student groups.
- By the end of the 2011-12 school year 90% of all students in grades 6-8 will perform at or above proficient on the Maryland School Assessment.

- By the end of the 2010-2011 school year 85% of all students in grades 6-8 will perform at or above proficient on the Maryland School Assessment. The disparities in achievement between student groups will be reduced from the previous year.

Statement of Need for Mathematics:

On the 2010 MSA, 77.6% of students in grades 6, 7, and 8 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA): 78.5% of the sixth graders, 70.8% of the seventh graders, and 80.3% of the eighth graders. The AMO for 2010-2011 school year is 78.6%. The percentage of students scoring at the proficient or advanced level for math was as follows:

- African Americans—63.3%
- Asians—95.0%
- Hispanics—72.5%
- Whites—94.7%
- ELL—67.3%
- FARMS—66.4%
- Special Education—55.3%

Math Objectives:

- *To increase the percentage of students in grades 6, 7, and 8 performing at the proficient or advanced level in math to 85% on MSA.*
- *To decrease the disparity among ethnic student groups by 10%*
- *To decrease the disparity between special education students and the total student population by 10%*

Goal 1: Academic Achievement

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
<p>1. Foster our professional learning community in order to better meet the needs of our students.</p> <p>This objective supports the following beliefs:</p>	<ul style="list-style-type: none"> • Promote intercultural awareness to provide an effective and appropriate lens for viewing and working with our students and parents, and to create a culturally proficient school. • Provide professional development opportunities that foster reflection and refinement of teachers’ craft. • Establish collaborative planning that 	<p><u>First Marking Period</u></p> <ul style="list-style-type: none"> • Intercultural Awareness & Cultural Proficiency—whole staff professional development on cultural proficiency through beginning-of-the-year introductions and review of student/school data (attendance during August in-house training; activities) • Professional Development—set goals and begin working on professional & school portfolios (goals 	<p>AYP Data Coach & Equity Liaison</p> <p>AYP PD Coach, DCs, & MYP Coordinator</p>

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
<p><i>IB Standard B1: The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.</i></p> <p><i>IB Standard C2: The school has implemented a system through which all teachers plan and reflect in collaborative teams.</i></p> <p><i>KAH Universal Truth #1: Children succeed when they are surrounded by adults who believe they can succeed. All children are capable of success, no exceptions.</i></p> <p><i>KAH Universal Truth #2: Children can succeed when they have meaningful and sustainable relationships with caring adults.</i></p>	<p>allows us to reflect on student performance, learn from our practices, and try new actions to improve results.</p> <ul style="list-style-type: none"> • Increase vertical teaming within the school and our cluster to share best practices and address students’ needs. • Prepare for MYP Evaluation Visit by continuing to explore and integrate MYP practices and beliefs. 	<p>and portfolios?); MYP training for new teachers</p> <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Intercultural Awareness & Cultural Proficiency-- SIT will analyze disaggregated benchmark data to determine the effectiveness of instruction and revise instructional approaches if necessary (November, February, & March SIT meeting minutes) IDT will meet monthly to discuss...; content teams will analyze own students’ data by student groups • Professional Development—tie sessions to discussions/reflections on what makes a great teacher; reflect on our own practices (attendance, goals, reflections) • Collaborative Planning—create, administer, and analyze weekly(?) common formative assessments (assessments); Analyze and evaluate instructional practices based on disaggregated data during CP, PD, department meetings, and SIT meetings (minutes that show evidence of reflecting on essential questions & big rocks); • Vertical Teaming—department meetings (meeting minutes addressing <i>essential questions—achievement gap?—</i>& big rocks) 	<p>SIT Chairperson(s) & Subcommittee Chairperson</p> <p>AYP PD Coach, MYP Coordinator, & AVID Coordinator</p> <p>AYP Data Coach, DCs, & MYP Coordinator</p> <p>DCs</p>
<p>2. Utilize common research-based instructional practices</p>	<ul style="list-style-type: none"> • Expand upon MYP practices (interdisciplinary units, design cycle) & the use of AVID strategies (Cornell Notes, 	<p><u>First Marking Period</u></p> <ul style="list-style-type: none"> • Bloom’s Taxonomy—Review Bloom’s Taxonomy in collaborative planning/professional 	<p>AYP Data Coach, AYP PD Coach, & DCs</p>

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
<p>in order to increase student engagement and learning.</p> <p>This objective supports the following beliefs:</p> <p><i>IB Standard C3: Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.</i></p>	<p>Socratic Seminars, and Philosophical Chairs) to ensure that students are exposed to a rigorous and global curriculum.</p> <ul style="list-style-type: none"> • Increase use of Marzano’s Nine Strategies and Marzano’s Six Step Vocabulary Development for effective instruction • Create lessons that allow students to utilize/explore technology. • Utilize Bloom’s Taxonomy as the basis for higher-level questioning. 	<p>development as it relates to creating formative and summative assessment questions (assessments)</p> <p><u>Ongoing</u></p> <ul style="list-style-type: none"> • MYP Practices—incorporate MYP into PD sessions (PD calendar); reflect on unit plans through CP (unit plan reflection); create unit plans that are interdisciplinary and use the design cycle • AVID Strategies—introduce AVID strategies through weekly bulletins, reviewed during department meetings, and practiced through faculty meetings (attendance in meetings; administrative observations; walk-throughs by the AVID coordinator) • Marzano’s Nine Strategies—integrate into PD sessions (PD calendar) and collaborative planning • Technology—integrate technology strategies into PD sessions (PD agendas) • Bloom’s Taxonomy: Check formative and summative assessment questions and discussion questions against Bloom’s Taxonomy in collaborative planning (evidence?) 	<p>MYP Coordinator, AYP PD Coach, & DCs & IB Technology Coach</p> <p>AVID Coordinator & AVID Site Team Members</p> <p>AYP PD Coach & DCs</p> <p>E-Coach & AYP PD Coach</p> <p>AYP PD Coach & DCs</p>

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
<p>3. Implement active reading strategies across all contents in order to increase reading comprehension.</p> <p>This objective supports the following beliefs:</p> <p><i>IB Standard C1: A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.</i></p>	<ul style="list-style-type: none"> Utilize before-, during-, and after-reading strategies. Utilize question-answer-relationship (QAR). Utilize reciprocal teaching. Address Math Literacy (reading and comprehending the meaning of equations, graphs, word problems, etc.) 	<p><u>First Marking Period</u></p> <ul style="list-style-type: none"> Before/During/After Reading Strategies—review in PD; (walk-throughs, observations) QAR—review with teachers through PD; teach students to identify the QAR; incorporate into CP (walk-throughs, observations) Math Literacy—plan ways to teach math literacy through math department; share strategies, such as SOLVE, with other content areas <p><u>Second Marking Period</u></p> <ul style="list-style-type: none"> Reciprocal Teaching—review with teachers through PD; (PD calendar) <p><u>Ongoing</u></p> <ul style="list-style-type: none"> Before/During/After Reading Strategies, QAR, Reciprocal Teaching—incorporate into CP once “taught” in PD Math Literacy—revisit and revise strategies quarterly 	<p>AYP PD Coach, Reading Resource Teacher, & DCs</p> <p>Math Resource Teacher & Math DC</p> <p>AYP PD Coach, Reading Resource Teacher, & DCs</p> <p>AYP PD Coach, Reading Resource Teacher, & DCs</p> <p>Math Resource Teacher & Math DC</p>
<p>4. Foster student independence in order to create competent(?) life-long learners.</p> <p>This objective supports the following beliefs:</p> <p><i>IB Standard C3: Teaching and learning at the school empowers and encourages</i></p>	<ul style="list-style-type: none"> Create independent readers by providing opportunities to engage in self-selected reading, modeling through read-alouds, and promoting reading through competitions and incentives. Teach students to independently use strategies—reading strategies, test-taking strategies, problem-solving strategies, and Thinking Maps—and provide opportunities to do so. Use advisory periods to teach students to 	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> Reflection & Goal Setting—set goals at the start of the marking period; conference with students at least once during the marking period regarding their progress in making their goal; reflect on goals at the end of the marking period IB Learner Profile—incorporate into the PBIS model; begin to use the language in communication to the school community 	<p>Advisory Committee</p> <p>MYP Coordinator</p>

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
<p><i>students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.</i></p> <p><i>KAH Universal Truth #3: children can succeed when they can articulate their future.</i></p>	<p>reflect on their learning and set goals.</p> <ul style="list-style-type: none"> • Institutionalize the IB Learner Profile within the entire school to prepare students for global citizenship. 		
<p>5. Use differentiated instruction to better meet students' needs.</p> <p>This objective supports the following beliefs:</p> <p><i>IB Standard C4: There is an agreed approach to assessment, and the recording and reporting of assessment data, which reflects the practice and requirements of the programme.</i></p>	<ul style="list-style-type: none"> • Continue professional development in differentiating instruction. • Use formative assessments (including pre-assessments) to determine students' needs and plan for appropriate instruction. • Provide interventions for struggling students and enrichment for proficient and advanced students. • Create, administer, and analyze common formative assessments weekly in order to differentiate instruction and plan for interventions • Create, administer, and analyze MYP unit assessments in order to plan for differentiated instruction and monitor student progress through portfolios. 	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Professional Development—DI strategies will be embedded into professional development • Formative Assessments (including pre-assessments)—create and analyze student results in CP and determine how instruction needs to be differentiated • Interventions/Enrichment—build classroom opportunities for interventions and enrichment through professional development and collaborative planning • Common Formative Assessments—department chairpersons will determine the frequency of common formative assessments; assessments will be created and student results analyzed during CP using assessment stems and levels of questions that reflect the rigor of benchmarks • MYP Unit Assessments—MYP assessment criteria will be utilized to monitor student growth and determine how to meet students' needs 	<p>AYP PD Coach</p> <p>AYP Data Coach & DCs</p> <p>AYP PD Coach & DCs</p> <p>DCs & AYP Data Coach</p> <p>MYP Coordinator, AYP Data Coach, &</p>

Objective	Action Steps	Implementation Plan <i>Resources & Staff Development Needed, Timeline, & Monitoring Procedures/Evidence (in parentheses)</i>	Person(s) Responsible for Monitoring
		(portfolios)	Advisory Committee

Goal: 2- Safe and Supportive Learning Environment

Annapolis Middle will eliminate disparities among No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Attendance: Overall Annapolis Middle School’s attendance rate for the 2006-2007 school year was 92.9%, 93.9% for 2007-2008 and 94.2% for the 2008-2009 and 93.9% for the 2010-2011 school year.

Baseline: During the 2009-2010 school year, Annapolis Middle School had 965 referrals, 217 suspensions and 0 expulsions. During the 2008-2009 school year, there were 1,072 referrals, 218 suspensions, and 1 expulsion.

Statement of Need: A review of SWIS and SASI data indicated a reduction in the number of discipline referrals from the 2008-2009 to the 2009-2010 school year. The data revealed that 48% of the referrals were for disrespect and defiance, 21% were for disruption, and 9% were for physical aggression, in comparison to the 2009-2010 school year in which 35% of referrals were for disrespect and defiance, 40% were for disruption, and 8% were for physical aggression.

Objectives:

- By the end of the 2010-2011 school year 95% of students, parents, and faculty responding to an annual bullying survey will indicate that they feel safe at school and believe students are well-behaved.
- By the end of the 2010-2011 school year discipline referrals will decrease by 20% (measured in January and June).
- By the end of the 2010-2011 school year referral data will reflect a 20% decrease in class disruption infractions from the previous year.
- By the end of the 2010-2011 school year suspension data will reflect a 20% decrease from the previous year.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures - Evidence	End Date
1. Monitor and reward attendance for identified student groups (African American, Special Education,		Guidance Counselors, Classroom teachers PPW	PTSA Incentives -Awards -Assemblies	-SASIXP data reflecting each student group meeting the 94%	On-going thru June 2012

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures - Evidence	End Date
ESOL) to encourage improved attendance.				MSDE attendance requirement	
<p>2. Expand the PBIS program to include more school wide activities and increase the distribution of Dragon Dollars so that students demonstrate increased positive behaviors.</p> <ul style="list-style-type: none"> • Consistently communicate SWIS and SASI data to faculty. • Plan and publicize incentive program • Incentive activities occurring two times a marking period—interim and end of marking period • Classroom Based incentives 	<p>Administration Guidance Counselors AYP specialist Caring Communities Social worker AMS Staff PBIS Advisory Team IDT Team --Interim Incentive</p>	<p>PBIS Team Team Leaders Classroom Teachers Principal’s Cabinet – comprised of AMS Student Leaders</p>	<p>SWIS/ SASI School wide matrices and poster Dragon Dollars PTSA Incentives 3-D Enterprises -Awards -Assemblies -Monthly Student Breakfast items/support PBIS Advisory Committee 1. Dragon Dream Shop 2. March Madness 3. Six Flags Trip Teacher generated</p>	<p>Agendas & Team meetings Dragon Dollar order form SWIS and SASI data Dragon Dollar Account (Financial Secretary) Student feedback from Principal’s Cabinet</p>	<p>On-going thru June 2012</p>

<p>3. Utilize Caring Community to develop responsible, caring citizens at school and in the community</p> <ul style="list-style-type: none"> • Mentoring relationship between teachers and students • Caring Community Collaboration • Whole School reading 	<p>Administration PBIS Committee</p>	<p>School wide Teachers Staff Administration Building service</p>	<p>Staff Development on Caring Community Expectations Character Ed. Lesson</p> <ul style="list-style-type: none"> • Showcase and exhibit Artifacts <p>Workshop on Mentoring expectation Posters Electronic Faculty Handbook Continue with the school wide breakfast program</p>	<p>Caring Community of the month with Administrative checklist "Things to Look for"</p> <p>Evidence and Artifacts of Caring Community Lessons</p> <p>Character Education Binder-clarify expectations</p>	<p>June 2012</p>
<p>4. Introduce and extend the Kids at Hope philosophy to AMS staff</p>	<p>Kids at Hope Implementation Team Social Worker PPW Administration Teachers</p>	<p>Kids at Hope Implementation Team Teachers Staff Administration Social Worker PPW</p>	<p>Staff Development Kids at Hope pledge Posters</p>	<p>Quarterly Survey generated by <i>Kids at Hope</i> Implementation Team</p> <p>Feedback from Principal's Cabinet comprised of student leaders</p>	<p>June 2012</p>
<p>5. Strengthen & refine school support services for red zone students</p> <p>Utilize Collaborative Decision Making Model</p> <p>Social Competency Instruction</p> <ul style="list-style-type: none"> • Small classroom setting 	<p>Collaborative Decision making Team Social Worker Grade Level Guidance Counselors Administration PPW</p>	<p>Collaborative Decision Making Team</p>	<p>Monetary resources to support required staff.</p> <p>Mentoring from Right start Advisors (1st & 2nd yr.) experienced with behaviorally challenged students</p>	<p>CDM System Intervention Plans (SysIP)</p> <p>CDM School Facilitator/School Psychologist Reports</p>	<p>June 2012</p>

<ul style="list-style-type: none"> Social skills training 	School Psychologist				
6. Implement Office Managed vs. Classroom Managed matrix.	Administration PBIS Committee	Administration PBIS Committee IDT Leaders Entire Faculty	School wide plan Posters Weekly bulletin	SWIS and SASI discipline data	June 2012
7. Build CHAMPS , an approach for consistent classroom behavior and academic expectations, school-wide. C -ommunication H -elp A -ctivity M -ovement P -articipating	IDT AYP staff development specialist Right Start Advisor	Classroom teachers RSA (1 st & 2 nd yr.)	Staff Training Student Orientation Posters to support the initiative CHAMP materials-purchase using AAA Funds	IDT Discussion at Team Meetings D.C. Lead teachers Meetings and Observations by peers or administration	June 2012
8. Continuance of School Resource Officer (S.R.O) program. To provide additional security presence to the school campus during the school day so that community based problems are deterred from resurfacing at school	Administration	Administration	Job description Mentoring groups that will support relationship building.	Classroom presentations Parent and community presentations Monthly SRO meetings	June 2012

GOAL III- COMMUNITY ENGAGEMENT

Annapolis Middle School students will be educated in a caring learning environment. Annapolis Middle School will eliminate disparities in parent and community representation and increase parent participation in traditional and non-traditional school-community activities.

Statement of Need:

Annapolis Middle School continues to provide parental involvement opportunities, but sees the need to increase parent/volunteer participation to better reflect the school community. We have had successful community collaboration with Force 3 and Northrop Grumman. Additionally, we desire to engage additional organizations in our community collaboration initiative. Annapolis Middle School students will be educated in a caring learning environment. Annapolis Middle School will eliminate disparities in parent and community representation and increase parent participation in traditional and non-traditional school-community activities.

Objectives :

- By the end of the 2010-2011 school year Annapolis Middle School will increase parent participation in parent meetings (PTSA, CAC) meetings to 30-40 parents. In particular, parents of students in our FARMS and ESOL student groups are under-represented at school meetings.
- By the end of the 2010-2011 school year Annapolis Middle School will increase the number of tutors to serve some of our underrepresented student groups (ESOL, Hispanic and FARMS).
- By the end of the 2010-2011 school year Annapolis Middle School will add three new business partnerships to provide outside of school resources for students and parents.

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures – Evidence	End Date
<p>1. Establish partnerships with local churches, businesses, colleges and organizations to include:</p> <ul style="list-style-type: none"> • Homework and study hall opportunities • Wednesday and Thursday after school help. • Let community centers and boys and girls clubs know about Homework Hero and how to get in touch with teachers. • AAC Public Libraries have a partnership with AACPS for homework centers, and two internet homework help services. • Mentor to students by church/community members 	<p>Principal Assistant Principal Social Worker</p>	<p>Principal Assistant Principal Social Worker Home-School Liaison Guidance Counselors School Nurse Health Department members PTSA Community Ambassadors Teachers</p>	<p>Community Liaison Bilingual Liaison PPW Bilingual Consultant PPW Guidance Department Teacher participation (each IDT should be represented) Administration Stipend money to pay Unit I employees for overtime-use of AAA Funds Materials for hands-on activities Church Contacts and Communications System of incentives that encourages teachers to evenly participate. i.e. comp time etc.</p>	<p>Attendance Rosters Activity Calendar of Events Advertisements</p> <ul style="list-style-type: none"> • Phone Dialer/Connect Ed • Newspaper • Afternoon Digest <p>Establish and evaluate community objective, feedback forms</p>	<p>June 2012</p>

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures – Evidence	End Date
<ul style="list-style-type: none"> • Churches and African American Fraternities have been contacted and will be involved in a structured mentorship program. • Hold every other PTSA meeting in the community, i.e. Salvation Army, Recreation Centers, Boys' and Girls' Clubs. • Introduce and showcase AMS programs and student work, i.e. AVID, MYP, sports & clubs 					June 2012
<p>2. Establish quarterly AMS information nights in the communities.</p> <ul style="list-style-type: none"> • Present school current events and school calendar for the year. <p>- 1st quarter - October 17, 2008 information</p>	Home-School Liaison Principal	Home-School Liaison IB-MYP Coordinator Guidance Counselors Selected Teachers	<p>IDT representation to explain course requirement.</p> <p>Guidance Department</p> <p>Make contact with community centers, distribute newsletters to each center, and support community events using school's newsletter.</p>	<p>Maintain a log of information nights and a copy of all materials distributed</p> <p>Have a sign-in sheet for all community participants</p>	June 2012

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures – Evidence	End Date
<p>dissemination to four areas in the community (Robinwood, Newtowne 20, Eastport Terrace, and Annapolis Woods) from 11-1pm.</p> <ul style="list-style-type: none"> - 2nd quarter – pick an event already going on in community and show a presence. - 3rd quarter – Elementary School Visits <ul style="list-style-type: none"> • Course requirements • School Resources • Guidance • Maryland School Assessments MSA/HSA • Grading Scales • Health Issues 			<p>Stipend money to pay Unit I employees for overtime-use of AAA Funds</p> <p>System of incentives that encourages teachers to evenly participate i.e. comp time etc.</p> <p>Bilingual Liaison</p> <p>School Nurse and Health</p> <p>Department Information</p>		
<p>3. Facilitate community outreach that will inform people throughout the</p>	<p>Principal</p>	<p>Principal and Home-School Liaison</p> <p>Mrs. Bukowski – Community Partner</p>	<p>Community Liaison</p> <p>Bilingual Liaison</p> <p>Bus to transport</p>	<p>Attendance Rosters</p> <p>Activity Calendar of Events</p>	<p>June 2012</p>

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures – Evidence	End Date
<p>Annapolis Middle Feeder community.</p> <p>Dimensions:</p> <ul style="list-style-type: none"> • Multicultural • Educational • Academic 		<p>Bilingual Liaison</p> <p>Teachers</p> <p>Guidance Department</p> <p>Church Contacts and Communications</p>	<p>materials and teachers into communities</p> <p>Community Centers in selected neighborhoods</p> <p>Majority staff participation from schools in the AMS feeder system</p> <p>Stipend money to pay Unit I employees for overtime-use of AAA Funds</p> <p>Food and/or fruit to share with parents and students at the fair to promote healthy eating</p> <p>Church Contacts and Communications</p> <p>Books to distribute to parents and students at the fair</p>	<p>Advertisements</p> <ul style="list-style-type: none"> • Phone Dialer • Newspaper • Afternoon Digest <p>Establish and evaluate community objective, feedback forms</p> <p>Community Monitoring-Free Raffle</p>	
<p>4. Establish events that showcase and celebrate AMS students.</p> <ul style="list-style-type: none"> • Clubs and Activities • Student Lead Conferences (Fall 	<p>Principal</p> <p>Assistant Principal</p> <p>Social Worker</p>	<p>Principal and Home-School Liaison</p> <p>Bilingual Liaison</p> <p>Teachers</p> <p>Guidance Department</p> <p>Church Contacts and Communications</p>	<p>Funding for bus transportation to bring parents and students into the schools</p> <p>Stipend money to pay Unit I employees for overtime-use of AAA</p>	<p>Evaluation form for volunteers who come into the school that wish to give feedback</p> <p>Activity Calendar of events</p> <p>Computer check-in at the main office</p>	<p>June 2012</p>

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures – Evidence	End Date
and Spring) <ul style="list-style-type: none"> • MSA Night • Multicultural Night • Night at the Museum • AVID information night • IB Expo Night • Winter/Spring Concerts • Spring Fair • Sports games 			Funds System of incentives that encourages teachers to evenly participate i.e. comp time etc. Bilingual Liaison School Family Administrator (ttudor@aacps.org)	Consistent communication with media outlet Quarterly club/activity evaluation forms for students to complete	