

**School Improvement Plan 2010-2011
Action Steps**

School: Arundel Middle School

Goal I: Academic Achievement

Goal Indicator: By the end of the 2010-2011 school years, all student groups will achieve at the advanced or proficient level of achievement on the Maryland School Assessment (MSA). Arundel Middle will accelerate achievement and eliminate the achievement disparities among African-American, FARMS and Special Education students.

Statement of Need: The students at Arundel Middle School continue to show gains in academic achievement in most areas. During the 2009-2010 MSA Administration, Arundel Middle School surpassed the MSDE goal of 80.8% proficiency in the area of Reading by demonstrating a proficiency rate of 86.8% however Arundel Middle School did not make AYP in three major sub groups in the area of Mathematics (African Americans, Free and Reduced Meals, and Special Education).

Annual Objective: All students will meet or exceed annual yearly progress targets set by the state of Maryland for Reading and Mathematics. The percent of students in all subgroups achieving advanced or proficient levels will reach at least 78.6% in the area of Mathematics and 85.6% in the area of Reading (these numbers are based on 2011 AMOs without the confidence interval).

Action Steps	Person Responsible	Implementation Team	Resources/ Professional Development Needed	Monitoring Procedure/ Evidence	End Date/ Check off when completed
1. Teachers will analyze ongoing data via IDT, DC, Administrative meetings to target specific remediation needs in order to address those needs in a timely manner.	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators • AYP Coach 	<ul style="list-style-type: none"> • Teachers • Counselors • AYP Coach 	<ul style="list-style-type: none"> • Pre/Post Asmt • Benchmarks • Data warehouse • Data analysis worksheets 	<ul style="list-style-type: none"> • Dept. minutes • IDT minutes • Classroom Exit Tickets • Extra-curricular help 	ongoing

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2. Teachers, administrators, and support staff will increase the use of research based differentiated instruction techniques in order to expand the learning potential of all students and monitor its effectiveness.	<ul style="list-style-type: none"> • Administrators • DI Team • Department Chairs • Team Leaders 	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators • JHU Interns 	<ul style="list-style-type: none"> • PD on DI strategies • Special Ed teachers • DI Grant 	<ul style="list-style-type: none"> • Pre/post assessments, • Classroom Observations • Dept. minutes • IDT minutes • Increased DI language use 	Ongoing
3. Actively engage students in higher level thinking strategies using a variety of instructional strategies: <ul style="list-style-type: none"> • Cornell Notes • Learning Logs • WICR • Use of technology • Hands –on activities • Graphic organizers • Differentiated instruction 	<ul style="list-style-type: none"> • AVID teacher • Department Chairs • Team Leaders • Administration 	<ul style="list-style-type: none"> • Teachers • Resource/ Support staff • JHU Interns 	<ul style="list-style-type: none"> • Profession Development: • AVID • Reading Resource • Technology • IDT collaboration 	<ul style="list-style-type: none"> • Lesson plans • Student work samples • Observations • Department minutes • IDT minutes • PD Faculty minutes 	
4. Implement active reading strategies throughout the lesson by: <ul style="list-style-type: none"> • focusing on vocabulary (Tier II and/or Tier III words) • focusing on Reciprocal Teaching • engaging in Higher Order Thinking • using QAR - improve reading comprehension • using Marzano Academic Vocabulary Strategy 	<ul style="list-style-type: none"> • Language Arts • Teachers on each IDT team (Recommend that instruction be done in each individual IDT) • All Teachers • Literacy Committee <p>EVERY TEACHER IS A READING TEACHER</p>	<ul style="list-style-type: none"> • Classroom Teachers • JHU Interns 	<ul style="list-style-type: none"> • Staff Development Practice implementation from staff development meetings in IDT, Department & Faculty Meetings 	<ul style="list-style-type: none"> • Teacher Lesson Plans • Formal & Informal observations • Collection of student work, Minutes from collaborative planning, IDT, & Department 	

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5. Address student friendly objectives in measurable terms when stated in outcomes – SMART (Smart, Measurable, Attainable, Reasonable, Timely) “To Know ___ by doing _____”	Classroom teachers DC in content area	<ul style="list-style-type: none"> • Department members • IDT team content grade level team 	<ul style="list-style-type: none"> • Content resource teachers • DC in each content area Administrators 	<ul style="list-style-type: none"> • Teacher lesson plan books • County Pacing guides data from County Benchmarks 	
6. Implement reading & math intervention/enrichment activities for students: <ul style="list-style-type: none"> • Advisory (C.A.T.S) • Student groups by Homeroom • Sped students grouped by accommodations • Wild Cat Wednesday • Saturday Academy • Encore Intervention Classes • DMR MSA practice activities • Guidance Groups for study skills • MSA Lesson activities implemented in Encore class (weekly) • MSA Family Workshops (2) • Ongoing PD with DI • MSA practice days (2) • Kurzweil utilized in all content • Thursday Pull-outs • MSA skill refinement in DMR 	<ul style="list-style-type: none"> • DCs • Team Leaders • IDT • All Teachers 	<ul style="list-style-type: none"> • All Staff • JHU Interns 	<ul style="list-style-type: none"> • Volunteers to handle paperwork • Data analysis • Dash Board • Data warehoous • Planning time • Intervention curriculum • Performance Coach 	<ul style="list-style-type: none"> • Student sample work from Advisory • Data Charts • Data Analysis (weekly) • Student Intervention monitoring log 	

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7. Increase the number of African American students' access to advanced mathematics & provide support to maintain academic success through AVID and AVID strategies.	<ul style="list-style-type: none"> • Administration • AVID teachers • AVID Counselor 	<ul style="list-style-type: none"> • All Teachers • JHU Interns 	<ul style="list-style-type: none"> • Teachers • Guidance • Administration • Parents 	<ul style="list-style-type: none"> • Benchmarks • Student Work • SASI • Dashboard 	
8. Continue to build and develop a Professional Learning Community by engaging in Book/article studies in order to appropriately: <ul style="list-style-type: none"> • Implementing & use formative assessments to guide instructional decisions for students in need of remediation & intervention 	<ul style="list-style-type: none"> • Classroom Teachers • School Counselor • Administrator 	<ul style="list-style-type: none"> • Team Leaders • DC • Classroom Teachers • JHU Interns 	<ul style="list-style-type: none"> • Content resource teachers • Performance Coach • Administration • DC / Team Leaders 	<ul style="list-style-type: none"> • Dept. Minutes • IDT Minutes • Analysis of Assessment Data 	
9. Conduct & participate in vertical team activities in school and with feeder elementary/high school in content areas.	<ul style="list-style-type: none"> • DC • Administrators • School Counselor • AVID Teacher • Special Educators • Reading Specialist • JHU PDS Coordinator 	<ul style="list-style-type: none"> • Teachers • DC/Team Leaders • VT Coordinators • JHU Interns 	<ul style="list-style-type: none"> • Stipend Money • Semester meetings 	<ul style="list-style-type: none"> • Minutes from meetings • Administration monitoring 	

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Safe and Support Learning Environment

Goal Indicator: By the end of the 2010-2011 school years, there will be a 15% reduction in the number of students receiving 5 or more referrals, and suspensions for each NCLB group.

Statement of Need: During the 2010-2011 school year, there were 193 suspensions, 1expulsion, and a total of 730 referrals. 197 of the referrals were for classroom disruption, 195 for insubordination & disrespect, and 33 for fighting or physical aggression.

Annual Objective: By the end of the 2010-2011 school year, there will be a 10% reduction in the number of referrals as a result of Arundel Middle School’s implementation of C.A.T.S. Mentor Advisory program, expansion to the PBIS program, Counseling Department and Cultural Proficiency initiatives, and an increase of school-wide approaches to developing positive relationships among staff, students, and the community.

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10. Utilize C.A.T.S. to develop responsible, caring citizens at school and in the community Develop weekly lessons focused on <ul style="list-style-type: none"> • Reading strategies • Study Skills 	<ul style="list-style-type: none"> • Advisory Committee, • Administration • Counselors 	<ul style="list-style-type: none"> • Advisory Teachers 	<ul style="list-style-type: none"> • Volunteer support for copying lessons 	<ul style="list-style-type: none"> • Positive school culture • Decrease in office referrals • Student discipline log 	Ongoing

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<ul style="list-style-type: none"> • Character Education • Bullying • Gang Awareness • Diversity • Careers, etc. 					
<p>11. Develop and implement lessons/ mediation & groups in the Decision-Making Room (DMR) to help address disruptive behavior</p>	<ul style="list-style-type: none"> • Administration • Student Advocate • Guidance 	<ul style="list-style-type: none"> • Student Advocate • Administration • Guidance 	<ul style="list-style-type: none"> • Training for student advocate in writing behavior contracts 	<ul style="list-style-type: none"> • Reduction of suspension/expulsion rate • Increase academic performance 	
<p>12. Strengthen School-wide PBIS program for school-wide approach for consistent classroom behaviors & academic expectations</p> <ul style="list-style-type: none"> • Plan & publicize incentive program • Publicize school-wide rules/expectations/P.R.I.D.E. • Plan incentives and activities twice during a marking period • Participate in cluster-wide bully focus group 	<ul style="list-style-type: none"> • PBIS Committee • Administration • Team Leaders • Principal 	<ul style="list-style-type: none"> • All school staff • JHU Interns 	<ul style="list-style-type: none"> • Funding • Publicity • Training for PBIS committee 	<ul style="list-style-type: none"> • Morning Announcements • Connect ED • Positive school climate • Reduction of referrals • Increase academic performance 	

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Community Engagement

Goal Indicator: By the end of the 2010-2011 school year, Arundel Middle School will solidify community partnerships by establishing 10 or more formal partnerships.

Statement of Need: There has been a limited amount of community involvement for several years.

Annual Objective: Increase ties between parent and community involvement by hosting & assisting in school related events with community partnerships at Arundel Middle and out in the community 10 or more times throughout the year.

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13. Increase & establish partnerships with local community organizations <ul style="list-style-type: none"> • Showcase student programs & work • Conduct a Fall Career Day • Develop Mentoring & Tutoring program, ie. AVID • Conduct PTA meetings in off campus sites quarterly 	<ul style="list-style-type: none"> • Administration • Sub committee • Mentor Teachers 	<ul style="list-style-type: none"> • Administration • Guidance Counselors • Team Leaders • AVID teacher(s) • PTA • JHU Interns/Advisor 	<ul style="list-style-type: none"> • Parent Volunteers • Guidance • Teacher Participation • Stipend Money • Food\ Business donations • Template for letters/letterhead 	<ul style="list-style-type: none"> • Attendance Rosters • Activity Calendar • Advertisements (Connect Ed, local paper, AACPS Digest, email, phone, school website • Community feedback forms 	ongoing

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
<ul style="list-style-type: none"> • Increase PTA membership with staff & families • Snack & Chat w/Principal – quarterly • Increase Parent Volunteers for office and classroom assistance • Participate in Cluster initiative Multicultural Event • Conduct a MSA Night/breakfast • Solicit local businesses to sponsor teams and clubs • Applebee breakfast • Scholastic Book Fair Family Night • Science Fair • Partnership with Johns Hopkins to foster PLC • SMART Cart 					
14. Increase communication with school community to keep families informed of all school related & safety issues	<ul style="list-style-type: none"> • Administration • Department Chairs 	<ul style="list-style-type: none"> • All school staff 	<ul style="list-style-type: none"> • Volunteer to copy/distribute newsletter • Media Specialist to upload documents 	<ul style="list-style-type: none"> • Connect Ed Messages • bi-monthly newsletter • PTA Meetings • Schoolnotes.com optional for teachers • Phone messages 	

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Equity

Goal Indicator: By the end of the 2010-2011 school years, Arundel Middle School will increase minority student participation in advanced classes as well as reduce school wide dis-proportionality in academic achievement among ethnic and socio-economic subgroups.

Statement of Need: The population of minority students participating in advanced level classes is disproportionate to total number of minority students attending Arundel Middle School. Students in various subgroups performed considerably below their peers in various academic areas.

Annual Objective: Minority students will meet or exceed Annual Measurable Outcomes (AMO) in the area of Mathematics and Reading as well as reduce dis-proportionality in the overall grading of these groups within core academic classes.

Annual Objective: Minority students will increase participation rates in advanced level courses by 5% based on 2009-2010 data.

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15. Maintain an active Equity Team	<ul style="list-style-type: none"> • Administration 	<ul style="list-style-type: none"> • Equity Team 	<ul style="list-style-type: none"> • Staff Development 	<ul style="list-style-type: none"> • Meeting Minutes • Agenda 	
16. Develop multicultural & diversity lesson to implement during Advisory Period	<ul style="list-style-type: none"> • Administration • Guidance 	<ul style="list-style-type: none"> • Advisory Teachers 	<ul style="list-style-type: none"> • In-service & Time 	<ul style="list-style-type: none"> • Teacher feedback • lesson plans • work samples 	

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17. Develop & participate in ongoing Professional Development regarding Cultural Proficiency	<ul style="list-style-type: none"> • County resource teachers • Administration • Guidance 	<ul style="list-style-type: none"> • Equity Team 	<ul style="list-style-type: none"> • Meeting times to develop lessons in IDT or department meetings • In-service 	<ul style="list-style-type: none"> • Meeting minutes • Meeting agenda 	
18. Minority students will have increased accessibility to and performance in advanced classes	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Teachers • AYP Coach 	<ul style="list-style-type: none"> • Meeting times to review data 	<ul style="list-style-type: none"> • Student work samples • Schedule changes • Data forms/intervention records • Collaborative planning minutes 	
19. Increase minority student participation in advanced classes.	<ul style="list-style-type: none"> • Guidance • Administration • Team Leaders • AVID • Vertical Teaming 	<ul style="list-style-type: none"> • IDT teams • Classroom teachers • AYP Coach • JHU Interns 	<ul style="list-style-type: none"> • SASI 	<ul style="list-style-type: none"> • Rosters 	
20. Maintain Mentoring Advisory	<ul style="list-style-type: none"> • Advisory Teachers • Administration 	<ul style="list-style-type: none"> • Advisory Teachers 	<ul style="list-style-type: none"> • Additional Advisors • Mentors 	<ul style="list-style-type: none"> • Reduction in referrals • Increase in MSA scores 	