

**Central Middle School
School Improvement Plan
2010/2012**

Preamble

Institutionalized best practices at Central Middle School:

- Provide direct instruction in before, during, and after reading strategies
- Provide opportunities for minority students to participate in advanced level classes
- Provide an inclusive model for Special Education students in the least restrictive setting ensuring instruction in the AACPS curriculum and the State Curriculum at the appropriate grade level
- The administrative staff meets with Student Advisors for their input regarding school policies and procedures
- Provide opportunities for NCLB student support groups to participate in advanced level courses
- Solicit school supplies from community organizations for economically disadvantaged students
- Utilize collaborative learning groups to differentiate staff development on topics that support the implementation of the School Improvement Plan
- Continue to provide common planning time for grade level teams
- Support the integration of technology in the classroom
- Analyze data to drive instruction
- Provide Principal Honor Roll celebrations
- Continue to provide orientation meetings for in-coming 6th grade students and new students
- Continue to utilize positive behavioral supports school wide
- Continue to have students participate in various performance based opportunities to expand their exposure to authentic settings
- Utilize Core Subject Study Groups to provide equity in instruction, appropriate pacing of the curriculum, and team analysis of formative and summative assessment data.
- Continue to increase rigor for students approaching advanced levels of achievement by moving them to an advanced LA or math with AVID support
- Continue the student led conferences in November
- *Continue the use of the Decision Making Room (DMR) for time out, so that loss of instructional time is reduced*
- *Continue the Cobra Code school wide discipline plan, so that expected behavior can be taught and practiced reducing the overall number of referrals*
- Implement school-wide policy that allows every student to meet each standard (i.e. re-do).

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ACADEMIC ACHEIVEMENT

Goal: All diploma-bound students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left behind (NCLB) groups of students will be eliminated.

Indicator 1: By the end of the 2010/2011 school year 86% of students NCLB student groups will perform at the proficient and advanced levels in reading and mathematics

Statement of Need: An analysis of the academic, attendance, and discipline data indicate that the student groups, FARMS and Special Education, did not attain *the reading and mathematics MSA AMOs of 80.81 and 71.40 respectively. These student groups continue to have significant achievement gaps.*

2009/2010 School Year for Reading

Grades	FARMS			Special Education		
	MSA	GAP		MSA	GAP	
All	92.8	70.2	22.6	54.0	38.8	
6	93.4	80.0	13.4	57.7	35.1	
7	91.8	81.6	10.2	44.4	48.4	
8	93.1	66.7	26.4	83.3	9.3	

2009/2010 School Year for Math

Grades	FARMS			Special Education		
	MSA	GAP		MSA	GAP	
All	91.6	87.9	3.7	68.2	23.5	
6	92.8	71.4	20.2	50	41.6	
7	92.9	83.8	8.3	66.7	24.9	
8	89.1	59.3	32.3	62.5	29.2	

Annual objective: By the end of the 2010/2011 school year, 90% of all students Central Middle School will perform at the proficient/advanced levels on MSA, with the student groups of F.A.R.M.S and Special Education performing at 86% proficient/advanced in reading and 79% proficient/advanced in mathematics.

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	Action Step	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date
EQ	Teachers will provide targeted instruction to students who are in the <i>FARMS and Special Education</i> student groups who have not met proficient or advanced levels so that the achievement of targeted student groups <i>meet</i> their AMO target scores	IDTs Department Chairs and Team Leaders Leader of Leaders for DI Trainer of Trainers for TM	Faculty	Vertical Teaming Help sessions Horizontal teaming Standards-based instruction, active learning strategies, higher level questioning Re-do standards not met policy	CSSG feedback sheets and observations of meeting process by DCs, TLs, and Administrators Teacher observations Summative and Formative assessment analysis Data-driven decision-making using the Six Step Classroom Focused Intervention Planning process in bi-monthly with the principal in CSSGs Lesson plans Vertical Teaming Monitor participation of students in academic Help sessions <i>Minutes from Leadership meetings</i> <i>Tracking sheet data</i>	June 11
EQ	<ul style="list-style-type: none"> • Incorporate active learning strategies, higher level questioning and differentiation into daily lessons. • <i>Implement school-wide the thinking Maps Program</i> • <i>Implement a school wide mentoring program for all students scoring basic</i> 			<i>Providing teams staff development on tracking students' achievement using Excel spreadsheets</i> Marzano's Six Steps of Academic Vocabulary Best Practices <u>Fair is Not Always Equal</u> by Rick Wormeli Differentiated Instruction video and accompanying materials <i>Thinking Map manuals</i>		

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Indicator 2: By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in grades 6-8 will be performing at the **advanced level** on the MSA reading and Math

Statement of Need: An analysis of the MSA scores indicates that while *60.7 % of all students performed at the advanced level in Reading and 50.6% of all students performed at the advanced level in mathematics*, the NCLB student groups below are significantly below 50% for attaining advanced scores in both reading and mathematics.

READING

MATHEMATICS

Grades	African American	Hispanic	FARMS	Special Education
All 60.7	46.2	50.0	31.0	22.1
6 56.8	40.0	40.0	20	11.5
7 62.5	42.9	55.6	52.6	5.6
8 62.8	63.6	50.0	14.8	45.8

Grades	African American	Hispanic	FARMS	Special Education
All 50.6	33.3	23.7	18.2	2.9
6 54.8	40.0	30.0	25.7	0.0
7 47.0	25.0	16.7	16.2	5.6
8 50.1	36.4	30.0	11.1	4.2

Annual objective: By the end of the *2010/2011 school year there will be an increase of 5%* of all Central Middle School students performing at the advanced level on the MSA including NCLB student groups.

	Action Step	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date
EQ	Teachers will provide standards-based instruction and assess the students' attainment of those standards by analyzing the results of formative assessments so that re-teaching occurs for students who are not proficient or advanced. <ul style="list-style-type: none"> Identify each student's 	Team Leaders Department Chairs Teachers <i>Leader of Leaders</i> <i>Thinking Map Team</i>	Faculty	Staff Development on unpacking the standards Formative assessment that targets assessment limits and standards Differentiation of content process and product Vertical and horizontal teaming VSC and Pacing guides Marzano's Six Steps of	CSSG feedback sheets and observations of meeting process by DCs, TLs, and Administrators Teacher observations Summative and Formative assessment analysis Lesson plans Vertical Teaming Monitor participation of students in Help session	June 11

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EQ	<p>past progress including both strengths and weaknesses according to last year's MSA results and continually monitor progress on this year's standards.</p> <p>Teachers will increase students' abilities to learn and demonstrate mastery of their content by <i>implementing differentiated instruction and incorporating the Thinking Maps program in lessons.</i></p>			<p>academic vocabulary</p> <p><i>Staff Development on the Thinking Maps and Differentiated instruction</i></p>	<p>and Advisory academic intervention day CSSG feedback sheets and observations of meeting process by DCs, TLs, and Administrators Teacher observations Summative and Formative assessment analysis Lesson plans Vertical Teaming The data collected on attendance and student reflection sheets <i>Thinking Maps observed</i> <i>Leadership meeting minutes</i></p>	
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Indicator 3: By the end of 2011/2012 school year, 70% of students will have completed at least one World Classical Language class by the end of their eighth grade year.

Statement of Need: Central Middle School has not met the 70 % completion rate for World Cultural Languages by the end of eighth grade for all students.

Grades	African American	Hispanic	Native American	Asian	FARMS	Special Education	White	ELL
All 55.7	54.5	30.0	100	50	11.5	0.0	56.5	Null

Annual Objective: NCLB student groups will increase completion of at least one WCL class by 10% or better.

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	Action Step	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date
EQ	Students will be scheduled in advanced courses and provided challenging instruction so that the % of advanced students in NCLB student groups <i>increases</i> . <ul style="list-style-type: none"> • Increase rigor for students by moving them to a World Language class with AVID support. 	Administration AVID teachers Department Chair	Faculty	Student assessment history Flexible scheduling based on student needs Higher level questioning Analysis of student MSA in June Differentiation AVID	CSSG feedback sheets and observations of meeting process by DCs, TLs, and Administrators Teacher observations Summative and Formative assessment analysis Lesson plans Vertical Teaming AVID tutor feedback	Sept. 10

SAFE and SUPPORTIVE LEARNING ENVIRONMENT

Goal: All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all NCLB student groups in referral, suspension, and expulsion rates for violations of the Code of Student Conduct.

Indicator: By the end of the 2011/12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals, suspensions, and expulsions, for each NCLB group.

Statement of Need: Central Middle school's referral rate is very low, however the percentage of students referred in NCLB student groups of FARMS and Special Education is significantly higher than all students.

All Students	FARMS	Special Education		Attendance	FARMS	Special Education
167 (15.2%) Referred	38.7%	29.7%		Absent > 12 days	38.7%	39.2%
ALL (7.0%) Suspended	20.7%	21.6%				

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Annual Objective: By the end of the 2010/2011 school year, Central Middle School will reduce the number students referred by 10% and there will be no more than a 10% disparities among all NCLB student groups in referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

	Action Step	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date
EQ	Encourage parent participation in the on-line bullying survey, so that a bullying program can be implemented that is responsive to the current level of bullying <ul style="list-style-type: none"> • Inform parents through IDT email to encourage participation • Send a Connect ED message • <i>Staff development for those teaching NCLB students</i> 	Administrators Team Leaders	Faculty PTSA CAC	Connect ED Newsletter Team communication Back to School Night School website Computer labs open for use of parents Internet	<i>Survey results</i>	June 11
	<i>Implement the school wide bullying awareness program</i>	Counselor	Administrator Counselors Bully Awareness Crew	Student committee members	Analysis of the number of referrals and student reports of bullying	
	Collaboratively establish DMR expectations and adhere to the AACPS guideline for the DMR program so that it is		Administrators DMR behaviorist		<i>DMR monthly data reports</i>	

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	delivered with fidelity reducing referral rates					
	<i>Implement the revised Discipline Ladder school-wide, so that use of consequence can be consistent and referrals reduced.</i>	Cobra Code Committee IDT leaders	Faculty	Cobra Code Team established Staff development for faculty Student incentives	Analysis of data monthly Quarterly updates to staff Monthly team meetings- feedback sheets Student advisory minutes	
	<ul style="list-style-type: none"> Establish a CICO(check in/check out) type mentoring program for students who are frequently referred to the office and students with chronic attendance problems <p>Monitor attendance of FARMS and Special Education students through the use of daily attendance</p>	Safe and Supportive Schools sub-com Administrators Guidance counselors Faculty and staff volunteers	Safe and Supportive Schools sub-com Administrators Guidance counselors Faculty and staff volunteers	Faculty/Staff volunteers for mentors Program coordinator(s) Incentives for students and faculty involved	Data analysis monthly or quarterly using CICO and discipline data	

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	bulletins and monthly attendance meetings so that contact can be made with the families to increase daily attendance					
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Community Engagement

Goal: All Anne Arundel County Public Schools students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Indicator: Statement of Need:

- Baseline to be established in 2009/2010 for after-school hours activities
- Parents are currently members of our School Improvement Team but there is a need for wider representation
- In 2008/2009, 50 parents volunteered
- In 2009/2010, 232 parents volunteered
- Central Middle School **PTSO** membership was 370 families in 2008/2009 school year
- **PTSA** membership was 187 members in 2009/2010

Annual Objective: By the end of the 2010/11 school year there will be a 10% increase in the number of parents and community members who participate in school activities.

EQ	Action Step	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedures	End Date
EQ	Continue to have parent members on the school improvement team that are reflective of school's student demographics so that all stakeholders have	Administrators Team leaders Department chairs Computer Tech	Faculty PTSA CAC	Communication with parents Published meeting schedule Connect ED messages Newsletter	Attendance at SIT meetings	June 11

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	a say in the school program.			School Webpage Email Distribution Lists		
EQ	Increase participation in <i>the</i> PTSA so that parents and teachers can accomplish common goals. <i>Include student members to the PTSA using a reduced membership rate</i> <i>Student member on the executive board</i>	Administrators Team leaders Department chairs	Faculty	Publicity Participate in PTSA meetings Faculty representative(s) Newsletter <i>IDTs email and newsletters</i> <i>PTSA Blast</i>	PTSA Membership data Number participating in PTSA and school events	
EQ	Increase the number of parent volunteers by 10% so that more parents participate in a variety of school and <i>classroom activities</i> .	Millie Beall AVID Coordinator PTSA volunteer coordinator	PTSA coordinator	Newsletter Volunteer Forms Parent liaison <i>IDTs emails and newsletters</i>	Number of volunteers signed up Number who support school programs (AVID, After-school clubs, Book Fair, Pictures, etc.) Number of teacher helpers Participants in school-wide career day	
EQ	Use volunteers as tutors for specific NCLB student groups in homework help and reading to increase achievement.	Millie Beall AVID coordinator PTSA volunteer coordinator counselor	Faculty <i>SRHS Youth Rise/STEM members</i> <i>SRHS students</i>	Establish communication with parents Volunteer liaison Newsletter Website	Volunteer data AVID tutor list Youth Rise tutor lists Teacher tutor lists	

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				Connect ED		
	Collaborate with local businesses to sponsor events for students to encourage positive behavior.	Millie Beall Cobra committee	Faculty	Time for meetings and to establish a relationship Letters for local businesses	Document local business support	
	<i>Formalize the home /school /student partnership by having every family and staff member sign a commitment contract</i>	<i>Millie Beall</i>	<i>Homeroom teachers</i>	<i>Contract in Spanish and English</i>	<i>Tally the number received Encourage non-responders</i>	