

## Chesapeake Bay Middle School School Improvement Plan 2010-2012

### DATA

#### Demographics:

<http://www.mdreportcard.org/Demographics.aspx?K=022423&WDATA=school>

#### Assessments:

<http://www.mdreportcard.org/Assessments.aspx?K=022423&WDATA=School>

**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.**

**Goal Indicator: 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.**

#### **Statement of Need:**

- By the end of the 2009-2010 school year, **82.1%** of Chesapeake Bay Middle School students had successfully reached proficiency or higher on the Math MSA. However, only **51.8%** of students receiving special education services; **69.0%** in FARMS; **62.5%** AA reached proficiency or better in Math. **The Math AMO for 2010 is 71.4%; the AMO for 2011 is 78.6%. We need to close the “Achievement Gap”.**
- By the end of the 2009-2010 school year, **88.4%** of Chesapeake Bay Middle School students had successfully reached proficiency or higher on the Reading MSA. However, only **63.8%** of students receiving special education services, **76.7%** of FARMS students, and **75.0%** of African American students reached proficiency or better in Reading. **The Reading AMO for 2010 is 80.8%; the AMO for 2011 is 85.6%. We need to close the “Achievement Gap.”**

**Annual Objective 1:** As members of a Professional Learning Community, staff will utilize data to identify students/groups for intervention; monitor and measure student learning on a timely basis for all NCLB student groups. Use formative and summative assessment results to differentiate instruction and provide timely, systematic, and directive “research based” interventions to improve our MSA scores for **all students eliminating achievement gaps among demographic groups in all tested areas.**

### School-Wide Best Practices

1. All teachers will use effective instruction for students placed at risk. (Kauchak and Eggen) (Eq)  
Active Teaching; Use of Concrete Examples; Interactive teaching; Practice and Feedback; High Success rates.
2. All staff will continue with the use of Marzano’s Strategies for Effective Instruction:
  - Identifying similarities and differences
  - Summarizing and note taking
  - Reinforcing effort and providing recognition
  - Homework and practice
  - Nonlinguistic representations
  - Cooperative Learning
  - Setting objectives and providing feedback
  - Generating and testing hypotheses
  - Questions, cues, and advance organizers
3. All teachers will continue to focus on Vocabulary Development. Emphasis will be on Marzano’s “Six Step” process.
4. Brain Research recommendations: “Primacy/Recency”, and Teach to Multiple Memory Lanes.
5. Implement “Thinking Maps” as a strategy into every classroom.
6. All teachers will use “Fairness Sticks” as a strategy to engage all learners in their classroom.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
<p><b>1. Student Progress Monitoring: Access and utilize Data Warehouse information and SASI XP. Examine data for trends, student groups, and data relevant to content areas. In PLC's, collaboratively examine attendance data, formative and summative assessments (including pre-tests), benchmarks, and student work to determine intervention needs. Use school based technology resources to support teacher collection, analysis, and utilization of data. (EQ)</b></p>	<p><b>Principal, AP</b></p>	<p><b>Dept. Chairs, PLC's</b></p>	<p><b>Educational Data Warehouse; Maryland state standards (VSC), Pacing Guides; job embedded staff development on examining student work. Scantron training for benchmark analysis. PLC developed assessments.</b></p>	<p><b>Document analysis of student progress with examples of formative and summative assessments. Report to grade level administrator every week.</b></p> <p><b>Examine data for benchmark results and trends. Share data at department meetings. (Dept. Chair)</b></p>	<p><b>Weekly until 6/12 (report every two weeks)</b></p>

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
<p><b>2. Differentiated Instruction: (EQ.)</b></p> <ul style="list-style-type: none"> <li>a. Assess faculty for prior knowledge of DI and student learning preferences (visual, auditory, kinesthetic)</li> <li>b. Focus on identifying learning styles</li> <li>c. Focus on “pre-assessments”</li> <li>d. Increase student engagement, with particular attention to Special Education students.</li> </ul>	Principal	DI Team from Summer training	Faculty mtg., Dept. and PLC time; template for analysis of data and action plan	PLC and dept. feedback  Walk through and classroom observations  Bench marks	6/12
<p><b>3. Build a Vertical Team within the Chesapeake Cluster to provide consistent standards for achievement and high expectations for student performance.</b></p>	Principal	CBMS Vertical Team; Dept. Chairs.	Monthly Meeting times and stipends; faculty mtg. time for staff development on examining student work	Students demonstrate they understand what “proficient” and “advanced” work means and can accurately apply scoring rubrics. (D.C.’s)  Meeting agendas or minutes	6/12

<p><b>4. Implement “Collaborative Decision Making” model. (EQ.)</b></p>	<p><b>Principal and CDM Coach</b></p>	<p><b>Team Leaders; teachers who will serve as case managers</b></p>	<p><b>CDM training: Sept. 10; Dec. 09; May 2011</b></p>	<p><b>IDT minutes; CDM Lite documents</b></p>	<p><b>6/12</b></p>
<p><b>5. Continue to implement the Subject Centered Co-teaching model in all grades for Special Education service delivery (EQ)</b></p>	<p><b>Principal Special Ed. DC</b></p>	<p><b>Special education teachers</b></p>	<p><b>Common planning time</b></p>	<p><b>Classroom observations  Walk through</b></p>	<p><b>6/12</b></p>
<p><b>6. Conduct professional development on Instructional Technology, so that students will have multiple, engaging modalities through which to learn and demonstrate mastery.</b></p>	<p><b>Instructional Technology Chair</b></p>	<p><b>AP’s D.C.’s Team Leaders</b></p>	<p><b>Collaborative Planning Meetings; Faculty Meetings; Instructional Technology Resource teacher</b></p>	<p><b>Agenda Minutes Walk through Lesson Artifacts</b></p>	<p><b>6/12</b></p>

<p><b>7. Implement “pre-teaching” classes in LA, SS, Sci, and Math 8<sup>th</sup> grade; implement interventions for all students who scored basic on MSA math or reading.</b></p>	<p><b>Principal</b></p>	<p><b>D.C.’s</b></p>	<p><b>Master schedule time</b></p>	<p><b>PLC agendas; formative and summative data.</b></p>	<p><b>Monthly evaluation</b></p>
<p><b>8. Expand Media/LA/Reading Dept. collaboration with school wide reading contest.</b></p>	<p><b>Principal</b></p>	<p><b>Media Specialists LA Dept. Reading teachers</b></p>	<p><b>PR Planning time Books</b></p>	<p><b>Contest participation results</b></p>	<p><b>2011-2012</b></p>
<p><b>9. Implement “Thinking Maps”</b></p>	<p><b>Principal</b></p>	<p><b>Trainers</b></p>	<p><b>PD time</b></p>	<p><b>PD agendas; lesson plans and walk through results</b></p>	<p><b>2010-2011</b></p>

<b>10 Provide greater opportunities for students to be involved in games, tournaments and contests.</b>	<b>Principal</b>	<b>Department Chairs</b>	<b>Resources from Advanced co-curricular office</b>	<b>New offerings</b>	<b>2010-2011</b>
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**Annual Objective 2:** Chesapeake Bay Middle School will establish itself as a “Bay Studies and Environmental Action” Signature School to promote real world authentic learning and higher level thinking skills for our students.

<b>1. Maintain “Green School” status.</b>	<b>Science DC</b>	<b>Science Department, All teachers</b>	<b>Arlington Echo Staff support</b>	<b>Acceptance as a Green School  Green School teacher check list</b>	<b>6/12</b>
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**Goal 2: 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 the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.**

**Goal Indicator: By the end of the 2011/2012 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: In 2007/2008 there were 1581 referrals to the office; and in 2008-2009 there were 1729 referrals to the office. In 2007/2008 there were 1372 students; in 2008/2009 there were 1392 students, and this year we have 1262 students. In 2006/2007 there were 426 suspensions and 3 expulsions.**

**Annual Objective:** Reduce the number of referrals, suspensions and expulsions by 5% by the end of 2010/2011.

**School-Wide Initiatives**

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/Check off when completed</b>
1. Expand use of “Blue Pride Tickets” and add consistency with Administrative monitoring. Gold bucks for substitute teachers. Re-visit rules and procedures on a monthly basis, including students on morning announcements. Re-establish incentives for staff.	AP	PBIS Committee: Regional PBIS Team	Tickets; morning announcements; Blue pride tickets and Gold tickets; rewards for students	Observations of teachers. Student participation level in PBIS events. (Mr. Renaldo)	6/12

2. Create and revisit standard operating procedures for the school.	AP	PBIS Committee	Standard operating procedures book; meeting times	Monthly review by PBIS committee and reporting out at faculty meetings.	6/12
3. Implement administrative discipline ladder and faculty will evaluate consistent application. Consistently implement teacher discipline ladder. Teachers will reflect on their own classroom PBIS data.	Principal	Administration; faculty	Discipline ladder; PBIS data	Monthly discipline stats; RST agendas for “red zone” students	6/12
4. Improve student awareness of conflict resolution skills. Expand “anti-Bullying” and “Bias Behavior” and Gang Awareness programs. (eq)	Guidance DC Principal	Guidance	Program materials; classroom instructional time. Training and implementation of new “bullying” reporting form	Lower referral numbers and more instructional time in class for students. (Mr. Renaldo)	6/12

**Goal 3: All Anne Arundel County Public School 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.**

**Goal Indicators: By the end of the 2008/2009 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community. By the end of the 2009/2010 school year, each feeder system will host a least one non-traditional parental involvement activity in each feeder system involving elementary, middle and high schools each year. (Eq)**

**Statement of Need: Chesapeake Bay Middle currently co-hosts a community Health and Safety Expo jointly within the feeder system. This event has been well received within the community.**

**Annual Objective:** Collaborate with PTA and CAC to plan activities within the community for 2010/2012.

**School-Wide Initiatives**

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
1. Add ten business partnerships this year. Enhance and maintain existing business partnerships.	Principal	PBIS Committee	Newsletter recognition and membership in PBO	Newsletter should list partnerships. (AP)	6/12

2. Continue and improve format for Student Led Conferences	Guidance DC	All Teachers	Portfolios; Staff Development; community roll-out	Logs of attendance; portfolios	November conferences 11/12
3. Increase “enrichment” experiences for all students.	PTA President; Principal	PTA; faculty	Funds for speakers, assemblies, events.	PTA Budget; school calendar	6/12
4. Recruit parents for leadership positions within the school that represent community demographics. (Eq)	Principal	PTA, CAC, faculty	Identify contacts in the community	Membership of community on SIT; meeting locations outside the school facility	10/12
5. Hold <b>Fourth</b> Annual “Health and Safety Expo.”	Parent Leader/Chair	PTA, Cluster representatives, Community Members	School and community Health and Safety Resources	PTA and Cluster Minutes	5/12
6. Hold parent workshops at off site locations like “Big Vanilla”.	Guidance Chair	Guidance Dept.	School and community resources	Event programs and evaluations	6/12