

Lindale Middle School

Mission Statement

Lindale Middle School, with collaboration and support from family and community commits to create a nurturing environment of high academic and behavioral expectations to ensure that each child reaches a high level of achievement, as measured by state and national standards.

Lindale Middle School SIP 2010 - 2012

Goal I: All Lindale Middle School 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* groups of students will be eliminated.

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 (MSA).

Statement of Need: According to the data on the 2010 MSA administration, while 86.6% of White students, 96.9 % of Asian/Pacific Islander students, and 69.6% of Hispanic students scored at proficient or advanced, the following student groups are in need of academic growth in **Reading:** African American (71.4%), Special Education (57.7%), and Limited English Proficient (43.3%). Additionally, students in the FARMS population met AYP through Safe Harbor, with a total of 72.9% achieving proficient or advanced scores.

Objective: Based on the 2011 AMO of 85.6%, by the end of the 2010/11 school year 91.4 % of White students, 100% of Asian Pacific Islander students, 76.2 % of African American students, 74.4 % of Hispanic students, 77.7 % of FARMS students, 62.5 % of Special Education students, and 48.1% of Limited English Proficient students will score at proficient or advanced on MSA in **Reading**.

Statement of Need: According to the data on the 2010 MSA administration, while 80.6% of White students, 93.8% of Asian/Pacific Islander students, 65.8% of African-American students, 69.6% of Hispanic students, 68.1% of FARMS students, and 56.7% of Limited English Proficient students scored at proficient or advanced, the following student group is in need of academic growth in **Mathematics:** Special Education (53.4%).

Objective: Based on the 2011 AMO of 78.6%, by the end of the 2010/11 school year 87.8 % of White students, 100% of Asian Pacific Islander students, 73 % of African American students, 76.8 % of Hispanic students, 75.3 % of FARMS students, 60.6 % of Special Education students, and 63.9 % of Limited English Proficient students will score at proficient or advanced on MSA in **Mathematics**.

In August 2009, Lindale Middle opened its doors as an ELL cluster site for the North County feeder system. This brings many new challenges since it is the goal of the program to demonstrate 1.5 years academic growth in language acquisition and math skills with appropriate accommodations and implementation of SIOP strategies. The challenge of providing vocabulary development and background knowledge to our neediest students, using differentiated instruction to meet the needs of every learner and increasing student engagement will increase student achievement and help Lindale Middle students meet their learning goals.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
<p>Teachers will engage in grade level content area planning sessions (CAPs) in order to differentiate instruction that provides for vocabulary development and opportunities for student engagement using the key questions:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we use formative assessments to meet students where they are? 3. How will common assessments guide us in our utilization of best instructional practices and student learning? 4. How will we know if each student has learned it? 5. How will we respond when some students 	X	<p>-Fecher, Bartle, Gallagher, Solloway, Eddy, Wukitch;</p> <p>-Fecher (program walk throughs, monitoring of benchmarks and assessments)</p>	<p>- Classroom teachers</p> <p>- Department chairs</p> <p>-Grade level content teams</p> <p>-CAPS Facilitators</p> <p>-Senior Manager for Secondary School Improvement</p> <p>-Senior Manager for Assessment and Accountability</p> <p>-Central Office Content Resource Staff</p>	<p>MSA Data (Administration)</p> <p>Benchmark Assessment Data (Department Chairs)</p> <p>Formative assessment data (Content Area Planning Session - CAPS)</p> <p>Gates (LA DC and Reading Resource Teacher)</p> <p>Training on data analysis (Senior Manager for Assessment & Accountability)</p> <p>Collaborative planning time (Administration)</p> <p>Achievement Series (Department Chairs & Teachers)</p> <p>List of targeted students in at-risk student groups</p>	<p>CAPS portfolios which:</p> <ul style="list-style-type: none"> • Identify key content standards which students must master; • Show common formative assessments; • Demonstrate research-based instructional practices to meet the needs of students based on formative assessment results; • Provide evidence of student mastery using common assessments; <p>-Program walk throughs with a focus on active engagement, differentiated instruction and vocabulary</p> <p>-Minutes from department meetings documenting the</p>	

<p>do not learn it?</p> <p>6. How will we extend and enrich the learning for students who have demonstrated proficiency?</p>	<p>X</p>			<p>(Administration & classroom teachers)</p> <p>Targeted student interventions for students in at risk student groups</p>	<p>sharing best practices for active engagement, differentiated instruction and vocabulary.</p> <p>-Monitoring of benchmark and formative assessments on standards for each student group with a focus on targeted students and at-risk groups. (OCR)</p>	
--	-----------------	--	--	--	---	--

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
<p>Teachers will use Marzano’s 6 step strategy to build vocabulary (Note: Part of the Cluster Plan)</p> <p>Step 1: The teacher provides a description, example or explanation of the new term.</p> <p>Step 2: Students restate the explanation of the new term in their own words.</p> <p>Step 3: Students create a nonlinguistic representation of the tem.</p> <p>Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms.</p> <p>Step 5: Periodically students are asked to discuss the terms with one another</p> <p>Step 6: Periodically students are involved in games that allow them to play with the terms.</p>	<p>X</p>	<p>-Lindley (% of program walk throughs observing effective vocabulary development)</p> <p>-Bartle, Gallagher, Solloway, Eddy, Spong (minutes from meetings for vocabulary development (Marzano), samples of student work)</p> <p>-Portfolios indicating key vocabulary for word wall and student dictionaries)</p>	<p>-Classroom teachers</p> <p>- Department chairs</p> <p>-Reading Resource Teacher</p> <p>-Central Office Resource Staff</p>	<p>Staff development on Marzano’s 6 step strategy to develop vocabulary.</p> <p>-Resource teacher assistance with modeling and coaching on Marzano’s 6 step strategy to develop vocabulary</p> <p>-Results from Gates, MSA, benchmarks, & formative assessments</p>	<p>-Program walk throughs focusing on vocabulary development</p> <p>-CAPS ’ portfolios sharing samples of student work with vocabulary focusing on targeted students in at risk student groups.</p> <p>-Samples of student work from common assessments shared at CAPs meetings with a focus on determining words for word walls and student dictionaries</p> <p>-Minutes from department meetings sharing lessons using Marzano’s 6 step method.</p> <p>-Student dictionaries</p>	<p>End date – 6/2011</p>

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Teachers will incorporate direct reading instruction into all expository text readings, emphasizing use of graphic aids, text features, thinking maps, and text organization.	X	CAPs teams and classroom teacher.	<ul style="list-style-type: none"> -Classroom teachers - Department chairs -Reading resource teacher 	<p>Reading resource teacher assistance with modeling and coaching.</p> <p>Peer coaching and feedback.</p>	<p>CAPS ' portfolios sharing samples of student work with text features and text organization focusing on targeted students in at risk student groups.</p> <p>Program Walk-throughs focusing on direct instruction of expository text.</p> <p>Quarterly benchmark data and common assessment data.</p>	6/2011

Safe and Supportive Learning Environment Lindale Middle School

Goal:

By the end of the 2011/2012 school year, 80% of total students at Lindale Middle School will receive zero or no more than one referral per year (green zone). In addition, each individual NCLB group will also meet or exceed the 80% green zone standard.

Statement of Need

Attendance:

Lindale Middle School's attendance rate for the 2009/2010 school year was (not yet available). The months of September (95.8 %), March (94.19%) and April (93.75%) were the months of highest attendance. The months of lowest attendance were October (89.9%), May (92.37%), and **June (88.97%)**.

Behavior:

In the 2009-2010 school year, there was a 9% decrease in the total number of referrals, as compared to a 17% decrease in total number of referrals in the previous year. The most frequently referred offenses were for disrespect (41%) and classroom disruption (27%) . Most referrals were given for behavioral violations that occurred in the classrooms (73%), followed by behavioral violations in the hallways (14%).

During the school year 2009-2010, 84% of Lindale Middle School students received zero or one referral (green zone). Approximately 11% of students received between 2 and 5 referrals each (yellow zone), and approximately 5% of students received a total of 6 or more referrals (red zone). African American students received 41% of the total number of referrals (26% total school population), white students received 45% (62%), Latino students received 4% (7%), and Native American students received 1% (1%) of the total number of referrals written.

White males constitute 30% of the total school population and represent 36% of the students in the red zone (6+ referrals). African American males represent 13% of the total school population and 36% of the students in the red zone (as compared to 45% of red zone last school year). African American females represent 12% of the total and 8% of the red zone students(as compared to 18% last school year), while white females constitute 31% and 8% of the populations, respectively. African American students represent a disproportionately high percentage of red zone students.

The number of out-of-school suspensions during 2009-2010 increased by 6% from the previous school year from 334 to 357. That number also served to lower the number of instructional days missed from 894 days to 916 days or an increase of 2% instructional days missed. Suspension data (09-10) shows that **while 1 of every 5 white students was suspended (as compared to 1 in 6 students last year)**, approximately 1 out of every 3 African American students was suspended.

Objective:

By the end of the 2010-2011 school year, Lindale Middle School will maintain the percentage of students in the green zone (zero or one referral) as 80% or more of the total student population. Disparities between NCLB student groups will be eliminated.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The PBIS team will continue to provide a voluntary multi-cultural discussion group, beginning with <u>Courageous Conversations About Race</u> , videos, field trips, etc. This action step is targeted at eliminating racial disparities in discipline data.	PBIS Team	PBIS team	Meeting to be held regularly, beginning in the fall- voluntary for faculty/ staff.	Teacher feedback, attendance at meetings, discipline data.	On-going

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The PBIS team will focus on revising, updating, and implementing discipline procedures. PBIS will assist the SIT in determining school-wide usage of minor office referrals. Documents such as the classroom managed vs. office managed behavior chart and discipline flow chart will be reviewed again and provided to all staff. Posters and advisory lessons will be provided to teach expected behaviors.	PBIS Team	PBIS	Overview at Staff development, grade group meetings, follow-up conversations during subsequent faculty meetings.	Analysis of SWIS data & verbal feedback from teachers during grade groups.	On-going

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
<p>PBIS grade representatives will share discipline trends with grade groups at grade group meetings. Grade groups will have the option of using this data to develop targeted interventions with PBIS support.</p> <p>PBIS to share school-wide data trends with the MIT. The intention is that the CDM process will be better linked to PBIS. CDM may use PBIS provided data to develop System Intervention Plans or other targeted supports as needed. Emphasis will be given to active monitoring and targeted support of African American students in the yellow zone.</p>	PBIS Team, Grade group team	PBIS	PBIS to share student level data trends with grade groups.	Teacher feedback, grade specific referral tracking, student referral decreases.	Ongoing

**School Improvement Plan 2010-2012
Lindale Middle School
Community Engagement**

Goal: By the end of the 2011-2012 school year, Lindale Middle School will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community. By the end of the 2011/2012 school year, each feeder system will host at least on non-traditional parental involvement activity in each feeder system involving elementary, middle, and high schools each year.

Statement of Need:

Lindale Middle School is currently involved with the North County Business Advisory Board (NCBAB) along with other schools in North County feeder system. This group supports the Next Step program implemented to assist 8th graders with the transition to high school, assists 5th graders transitioning to Lindale, a student of the month recognition and a spring Recognition of Excellence luncheon for any student who excels in attendance, academics, and behavior.

Lindale has always provided opportunities for parental involvement but sees the need to increase these opportunities as well as opportunities for Lindale staff to be part of the community.

Objective: To increase the opportunities for parents to participate in events held in the community.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Participate/host two events/meetings <u>in the community</u> to foster school and community collaboration (Math strategies and/or Science lab demonstrations, cultural fair, coffee w/administrations, Chamber or church meetings, community festivals)	-Principal (Mr. Lindley) -Community Collaboration Committee -Sandy B. for scheduling	-Administration -Community Collaboration Committee -Guidance -Teachers -Department Chairpersons -Club sponsors -Volunteers -Avid (co-sponsor if needed)	-Principal vertical team meetings -Community partnerships -NCBAB -Notification of community events that Lindale staff could participate -Link on website for the community to send requests for participations	-Attendance at each event -Feedback from the PTA and/or event sponsor -Event sign in sheet -One event per quarter	End Date – 6/2011

Action Steps	<i>Person Responsible</i>	Implementation Team	Resources / Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
<p>Participate/ host at least three parent information events at <u>Lindale Middle School</u> that provide information on improving student achievement. (Internet safety, web resources, community resources, AVID, MSA/HSA information, plagiarism, Night of the Arts, African American Day, Student presentations of projects)</p>	<p>-Principal (Mr. Lindley) -Community Collaboration Committee -Sandy B for scheduling</p>	<p>-Administration -Teachers -Support Staff -IDT Leaders -PDS Interns -PDS Site Coordinator -Volunteers -Avid (co-sponsors of events)</p>	<p>-Possible event topics might be: -Internet Safety -Web Resources -Community Resources -Thinking Maps for parents -Avid (strategies and skills workshops, college information night, etc.)</p>	<p>-Program from the event -Attendance at each event -Feedback from participants -Feedback from PTA -One event per quarter</p>	<p>End date – 6/2011</p>

Action Steps	<i>Person Responsible</i>	Implementation Team	Resources / Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
<p>Explore the option of creating a school wide website to inform all community members of school and community events.</p> <ul style="list-style-type: none"> • Calendar events • Homework • Parent connect info • Teacher contact information • Office hours list • Clubs • Q and A section (frequently asked) 	<p>-Principal (Mr. Lindley) -Community Collaboration Committee primary lead</p>	<p>-Community Collaboration Committee primary lead -Administration -Teachers -secretaries for the master calendar</p>	<p>-Technology support from Central Office -volunteers -Blackboard site -teachers trained in On-Line Infusion offered during the summer. (Only need one, anyone can add information) -school sponsored/ PTA Website</p>	<p>-Development and monitoring of a timeline for exploration.</p> <p>By the end of first quarter, the website/blackboard site will be functional and easy access for parents.</p> <p>By the end of the second quarter, parents will be asked for feed back with changes made based on the suggestions.</p> <p>By the end of the third quarter, changes will be made.</p> <p>On-going we will provided up to date information regarding school events and</p>	<p>End date – Nov. 1, 2010</p> <p>Feb. 2011</p> <p>April 2011</p> <p>On-going</p>

				activities.	
--	--	--	--	--------------------	--