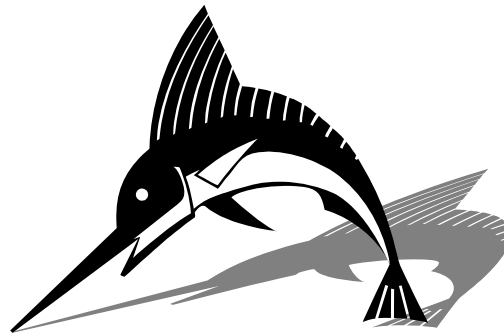


Magothy River Middle School  
241 Peninsula Farm Road  
Arnold, Maryland 21012

*School Improvement Plan  
2010-2011*



*FINAL draft*

# Magothy River Middle School - School Improvement Plan 2010-11

## Evidence of Need:

Magothy River Middle School MSA scores continue to be well above the county averages. Our MSA scores place MRMS in second place for Math and third place for Reading in the county. Based on 2010 MSA Reading data, African American, Special Education and FARMS student groups would not meet the 2011 Annual Measurable Objective. ELL students are very near dropping below the 2011 AMO. Based on 2010 MSA Math data, ELL, Special Ed. And FARMS student groups would not meet the 2011 Annual Measurable Objective. Our discipline data shows significant disparity in the incidence of referral and suspension rates for African American and Hispanic students.

In addition to the action steps included in the School Improvement Plan, the following *Institutionalized Practices* support our school improvement goals:

- Emphasis on pre-, during, and after reading strategies in all content areas
- Use of AVID strategies into all curriculums
- Collaboration in Horizontal Teams
- After school clubs and activities that support academic and social development of students
- Identify students who have reading deficits in decoding or comprehension and integrate reading interventions (e.g. Corrective Reading, Spell Read, Soar to Success, Wilson)
- Teachers will identify “bubble” students in their grade books to assess their needs and track their achievement.
- Incorporate Touchstones, QAR, and Reciprocal Teaching in LA classes
- Kurzweil Reading Assistance Program for struggling readers
- Recreational Read Program
- Re-Do for Mastery
- ZAP program
- Move to Improve Program
- Maintain rigorous lunch room procedures
- Maintain the school web site to include current notices, monthly newsletters, & links to administration, teachers’ webpages, and PTSO.
- Parent Forums
- Annual School Beautification Projects
- Mail home the newsletter
- Carson Scholars Program
- Volunteer Program

**No Child Left Behind (NCLB) Student Groups:** American Indian, Asian, African American, White, Hispanic, Special Education, Limited English Proficient, Free/Reduced Meals, All Students

## *Acronyms for School Improvement Plan (ASIP)*

AACC – Anne Arundel Community College  
AIS – Alternative Intervention Strategies  
AVID – Advancement Via Individual Determination  
AMO – Annual Measurable Objective  
ATS – Alternative to Suspension  
AYP – Adequate Yearly Progress  
AYP Coaches – Person hired to assist in meeting AYP requirements  
BIP’s – Behavior Intervention Plan  
BTSN – Back to School Night  
CDM – Collaborative Decision Making  
DC – Department Chair  
DI – Differentiated Instruction  
DMR – Decision Making Room  
ELL- (formerly ESOL) English Language Learners  
FARMS – Free and Reduced Meals Students  
FBA – Functional Behavior Assessment  
IDT – Inter Disciplinary Teams

LA – Language Arts  
MSA – Maryland State Assessment  
MSDE – Maryland State Department of Education  
MDK12 – Maryland Kindergarten through Grade 12  
MVV – Mission, Vision and Values  
NCLB - No Child Left Behind  
NJIS – National Junior Honor Society  
PBIS – Positive Behavior Intervention System  
PTSO – Parent Teacher Student Organization  
SCI - Science  
SIT – School Improvement Team  
SS – Social Studies  
StIP – Student Intervention Plan  
STS- Soar to Success reading intervention  
T & L Cycle – Teaching & Learning Cycle  
TST - Technology Support Technician  
QAR – Question and Answer Relationship  
ZAP – Zeros Are not Permitted

**GOAL I:** 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 in Reading and Math.

**Objective 1:** By 2010-11, Proficient and Advanced scores in *Reading* will reach 85.6 % or above.

Student Groups	05-06 Actual	06-07 Actual	07-08 AMO: 71.1 Actual	08-09 AMO: 75.9 Actual	09-10 AMO: 80.8 Target	09-10 AMO: 80.8 Actual:	10-11 AMO: 85.6	2013/14 Target
All	90.3	89.7	93.0	93	96	93.7	85.6	100%
Af Am	73.6	73.3	81.3	81.8	86	80.0	85.6	100%
Na Am	75.0	100.0	100.0	62.5	81	100	85.6	100%
Asian	87.5	94.7	100.0	90	92	100	85.6	100%
Hispanic	72.7	70.5	88.0	90.5	93	91.7	85.6	100%
White	92.5	91.5	93.9	94.5	96	94.6	85.6	100%
ELL	42.9	-	100.0	80	84	85.7	85.6	100%
Farms	59.5	65.1	75.6	75.4	81	84	85.6	100%
SpEd	60.0	36.1	47.3	57.3	81	72.2	85.6	100%

**Statement of Need:** Based on MSA 2010 data, African American, Special Ed. And FARMS student groups would not meet the 2011 Annual Measurable Objective. ELL students are very near dropping below the 2011 AMO.

**Objective 2:** By 2008, Proficient and Advanced scores in **Mathematics** will reach 78.6 % or above.

Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 AMO: 64.3% Actual	09-10 AMO: 71.4% Target	09-10 AMO: 71.4% Actual	10-11 AMO: 78.6	2013/14 Target
All	89.0	87.2	90.7	92.8	95	92.9	78.6	100%
Af Am	71.7	66.7	70.8	77.8	85	80	78.6	100%
Na Am	100	100	100.0	87.5	90	100	78.6	100%
Asian	93.8	85.7	100.0	90	92	95	78.6	100%

Hisp	<b>68.2</b>	<b>76.5</b>	<b>80.0</b>	90.5	92	95.8	<b>78.6</b>	100%
White	<b>90.9</b>	<b>89.2</b>	<b>92.3</b>	94.3	95	93.8	<b>78.6</b>	100%
ELL	<b>50.0</b>	-	-	60	72	71.4	<b>78.6</b>	100%
Farms	<b>54.8</b>	<b>51.2</b>	<b>66.7</b>	75.4	80	75.6	<b>78.6</b>	100%
SpEd	<b>40.0</b>	<b>26.2</b>	<b>29.1</b>	61.8	72	66.3	<b>78.6</b>	100%

**Statement of Need:** *Based on MSA 2010 data, ELL, Special Ed. And FARMS student groups would not meet the 2011 Annual Measurable Objective.*

	EQ ?	Action Steps (Reading and Math)	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Completion Date
1		Create a data base of READING and MATH MSA scores, benchmarks, etc. for all Special Ed students and students dismissed from SpED since 06/01/09.	AYP Coaches	AYP Coaches	Working knowledge of Excel	Data base	September
2	X	Create a data base of READING and MATH MSA BASIC scores, benchmarks, etc. for students in the target groups of African American, FARMS, and ELL	AYP Coaches	AYP Coaches	Working knowledge of Excel	Data base	September
3	X	Based on greatest needs, determine intervention groups for reading and for math for the above target groups.	AYP Coaches; Administration	AYP Coaches	Working knowledge of Excel	Data base	September
4	X	Schedule interventions for math and reading to occur during the school day for the groups identified in step 3.	AYP Coaches; Administration	AYP Coaches; Math DC ; Lang Arts DC	Weekly schedule for interventions	Bi-weekly meetings	September-April
5		Share best practices with classroom teachers	Administration;	AYP coaches; teachers	Time for collaborative planning	Planning minutes	On-going
6		Revision of collaborative planning template to reflect changes in lesson plan format and introduction of DI	Administration; DI Team; AYP Coaches	Administration; DI Team; AYP Coaches	T & L Cycle; DI training;	Pilot new template	November-June
7		Determine strategies for reading success and math success to implement in ALL curriculums	All DCs, Reading Resource Teacher, Administration, AYP Coaches	All teachers	Reading intervention programs, Kurzweil Math Interventions; MSA support materials	Department minutes	June

	<b>EQ ?</b>	<b>Action Steps (Reading and Math)</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
8		Institute school wide vocabulary instruction following the Marzano Method	Administration	All teachers	Pacing guides; word wall	Collaborative planning minutes	June
9		MSA Review Lessons (Reading ) taught in all LA & SS classes 6 weeks prior to MSA for all students	LA DC SS DC Sped DC	LA department SS department	MSDE Website; MDK12 support materials; Strategy books; Best Practices materials	Lessons plans	March
10		MSA Review Lessons (Math) taught in all Math & Sci classes 6 weeks prior to MSA for all students	MATH DC Sci DC Sped DC	Math department Sci department	MSDE Website; MDK12 support materials; Strategy books; Best Practices materials	Lessons plans	March
11		Limited tutoring sessions for students by certified teacher during the school day	Administration; AYP coach; Office of Special Education	AACPS assigned tutor	Tutor; space; schedule; schedule	AYP coach / Tutor meetings	TBD
12		Further develop the use of Pre-assessment to better design instruction	Department Chairpersons	All Teachers	Shared drive; Senteos; Pre-assessment tools; blackboard	Department minutes; Collaborative planning minutes	June
13		Analyze data benchmark data in Data Analysis Dialogue	DCs AYP Coach	Collaborative Teams	Data sets per teacher; excel training sessions	Meeting minutes to show differentiated instruction	June
14		Increased emphasis on Differentiated Instruction through staff development and collaborative planning	Administration; DI Team	All Teachers	Staff development on Aug 19; Oct 15; Oct 18; Dec 15; Feb, Apr	Monthly DI Team meetings	June
15		Introduce Thinking Maps	Administration; K. deBarros ; J Dean	Administration; K. deBarros ; J Dean	Four day Trainer of Trainers staff development	Faculty Staff Development	January-June
16		Pilot the Teaching & Learning Cycle lesson plan, & observation	Administration; T. Poisson	Administration; teachers	Training; documents	Use of new lesson plan & observation tool	Ongoing
17		Acquire 5 new Smartboards in co-taught classes & other classrooms where available	Principal , Sped DC	Sue Ferris Teachers	Financial support from various sources	observations	ongoing

	<b>EQ ?</b>	<b>Action Steps (Reading and Math)</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
18		Reduction of class size for co-taught settings	Administration; Special Ed DC	Administration; Special Ed DC	special ed teachers	master schedule	August 2010
19		Create grade level “team” rooms outfitted with presenters and document cameras	Administration; Special Ed DC	Administration; Special Ed DC; Sue Ferris	Doc cameras; computer stations; presenters	Inventory	December
20	X	Provide pullout support for targeted students during the advisory period	Special Ed Teachers	Special Ed Teachers	Mini lessons	Logs	March
21		Create an Instructional Binder for all faculty members	Administration; AYP Coach; DI Team	Administration; AYP Coach; DI Team	Binders;	Staff development sessions	June
22		Encourage the 2500 page/25 book challenge for all students	LA DC	LA department	None	Reading logs	June

**GOAL II:** By the end of the 2011/2012 school year, disparity between different ethnic populations represented in advanced level courses will be eliminated.

Objective 1: By August 2011, ethnic representation in ADVANCED Language Arts and Advanced Math will be:

<b>Ethnic Group</b>	<b>% of Total Population Aug 2010</b>	<b>% in Advanced Language Arts Aug 2010</b>	<b>% in Advanced Language Arts Aug 2011</b>	<b>% in Advanced Math Aug 2010</b>	<b>% in Advanced Math Aug 2011</b>
<b>Native American</b>	.64%	.8%	.64	.5%	.64
<b>Asian/Pacific Islander</b>	3.1%	3.0%	3	2.7%	3.0
<b>African American</b>	7.8%	2.7%	5.5	3.0%	5.5
<b>White</b>	85.5%	92.7%	86	92.5%	86
<b>Hispanic</b>	2.8 %	1.3%	2.0	1.0%	2.0

**Statement of Need: Since June 2008 African American and Hispanic Students are largely under-represented in Advance Math and Language Arts**

	EQ ?	Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Completion Date
1	X	Use MSA, Gates, Iowa, benchmark data as an initial determining factor to place additional enrollments in advanced classes	Administration; Counselors	Administration; Counselors	Standardized test scores	Student schedules	August 2010
2	X	Through IDT meetings make recommendations of studentS to be placed into a higher level class	IDT leaders	IDTs	Student grades; performance	IDT minutes	June
3	X	Utilize DI to help students meet maximum potential	DI Teams	All Teaches	DI training	Lesson plans; observations	June
4	X	Specify topics of Parent Forums to be related to achievement disparity among ethnic populations	Principal	Principal	Background knowledge		June
5	X	Meet with Lang Arts and Math resource teachers to address disproportionality	Principal; LA and Math DCs	Principal; LA and Math DCs	Time	SIT Minutes	June
6	X	Book talk for DCs ( <i>A Mind Shaped By Poverty</i> by Regenia Rawlingson )	Principal	Principal; DCs	11 copies of book	DC meeting minutes	November
7	X	Track academic success of Hispanic and African American students; extra encouragement and support given as needed	Principal; Counselors	Principal; Counselors	Spread sheet to include MSA, benchmarks, report card and interim report	Quarterly reports; counselor sessions	June

	<b>EQ ?</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
8	X	Look for root causes (skills based) for underperformance	Administrators; DCs; Counselors; Psychologist	Administrators; DCs; Counselors; Psychologist	Data reports; curriculum understanding	Staff meeting; DC Meeting	June
9	X	Participate in the Black Saga Competition	Social Studies DC	SS Dept	Fees	Competition outcome	June
10	X	Research the difference between an advanced MSA score and a proficient MSA score to promote more advanced MSA scores	DCs	DCs	MSA skills data	Department Meeting Minutes	June
11	X	Prepare minority students to participate in academic competitions	Math DC LA DC SS DC SCI DC Art Lead Teacher	Departments	Financial support for fees	MD Mathathon, MD Math League, Math Counts, 24 Game, Honors Architecture Project, Destination Imagination, Geography Bee, Spelling Bee, Mock Constitutional Hearing, History Bee, Writing contests, Science Fair	June
12	X	Prepare minority students to move to the next academic level	Math DC LA DC SS DC SCI DC Sped DC	Math DC LA DC SS DC SCI DC Sped DC	Mentors	Student schedule printout	June
13	X	Purchase Math and LA intervention programs and materials	CDM Chairman	Math and LA Departments	CDM grant funds		October

**GOAL III:** By the end of the 2012-13 school year, disparity between different ethnic populations represented in referrals and suspensions will be eliminated.

**Objective 1** *Decrease the disparity among NCLB student groups receiving suspensions and referrals.*

**Objective 2** *Reduce the number of referrals school-wide by 10% from June 2010 to June 2011.*

<b>REFERRALS</b>	<b>Percent of Referrals 2008-09</b>	<b>2009-10 % of Population</b>	<b>Percent of Referrals 2009-10</b>	<b>Percent of Referrals 2010-11</b>
<b>Student Groups</b>				
<i>ALL</i>	100% (370)	100% (772)		
African-American	28.92%	<b>7.8</b>	19.5	
Am Indian	3.24%	<b>.64</b>	0	
Asian	2.43%	<b>3.1</b>	0	
Hispanic	1.62%	<b>2.8</b>	2.6	
White	63.78%	<b>85.5</b>	77.9	

<b>Suspensions</b>	<b>Percent of suspensions 2008-09</b>	<b>2009-10 % of Population</b>	<b>Percent of suspensions 2009-10</b>	<b>Percent of suspensions 2010-11</b>
<b>Student Groups</b>				
<i>ALL</i>	100% (107)	100% (772)		
African-American	25.23% (27)	7.8	17.3	
Am Indian	0.93% (1)	.64	0	
Asian	0.93% (1)	3.1	0	
Hispanic	0.93% (1)	2.8	3.7	
White	71.96% (77)	85.5	79.0	

**Statement of Need:** *There is disparity among student groups in referral and suspension data. There was a slight increase in the number of referrals for each of the past two school years.*

	<b>EQ ?</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
1	X	Cultural Proficiency Training	Principal	Office of Staff Development	Staff development beyond the first layer of Cultural Proficiency; possible book study	Staff meetings on topic	June
2	X	Book talk for DCs ( <i>A Mind Shaped By Poverty</i> by Regenia Rawlingson )	Principal	Principal; DCs	11 copies of book	DC meeting minutes	November
3	X	Ensure that school libraries reflect minority cultures	Lang Arts DC and Media Specialist	Lang Arts DC and Media Specialist	Funds for books; book shelves	Bookfair purchases; MOI purchases	June
4	X	Track discipline data for minority students in order to minimize referrals/suspensions	Principal; Assistant Principals	Principal; Assistant Principals; Counselors	Spreadsheet; SWIS; SASI; time	Monthly meeting with APs	June
5	X	Identify subgroups of students i.e., (Red, Yellow Zone) to be targeted for special interventions and support programs., such as FBA/BIP's, AIS and StIP	Administration Guidance, School Psychologist, ATS Technician, IDT's	PBIS Committee	Discipline/Referral Data Mentor Program	PBIS Committee Agenda/Minutes; Student Intervention Plans	June
6	X	Use Advisory Program to address the behavior issues that lead to conflict	Counselors	All faculty; Counselors	Additional Advisory Lessons	Lesson plan file and instruction log. IDT Minutes	June

	<b>EQ ?</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
7	X	Counseling sessions with Hispanic and African American student groups	Counselors	Counselors	Quarterly schedule	Quarterly schedule	June
8	X	Reinforce the Collaborative Decision Making Model (CDM) to each IDT.	Nunn Manner Mayle	IDT	CDM Consultant	Rollout to CDM Team by CDM consultant; Blackboard;	June
9	X	Provide strategies for targeted student groups for overall school success	Counselors; Psychologist PBIS SIT	All teachers Counselors PBIS IDT teams	Counseling Groups; Advisory groups; DMR Social Skills group; Cultural proficiency training	Minutes Communication between groups	June
10	X	IDT will mentor students who need improvement in behavior	IDT leaders; Counselors	IDT	FBAs, Training on CDM model	BIPS, AIS plans, 504 plans, conferences, contracts	June

**GOAL IV: Enhance community partnerships to promote a family-friendly, welcoming school environment.**

**Objective 1:** *By the end of 2010/2011 school year, 90% of the MRMS parents will indicate that our school communicates effectively and is welcoming*

**Objective 2:** *Establish Cultural Proficiency Committee*

**Statement of Need:** *Results of survey indicate some parents/students do not feel welcome/ safe. Some parents feel that communication is not as complete as necessary.*

	EQ ?	Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Completion Date
1	X	Enhance the Cultural Proficiency Committee to develop comfort levels of minority groups in MRMS	Principal; Assist. Principal	Cultural Proficiency Committee	Research; Staff development resources	Sign-in Sheets for training sessions; school displays; parent forums; morning announcements	June
2		Facilitate Student Led Conferences model in November and March	Administration; Counselors	Counselors; teachers	Portfolio storage; Student training in October; Parent information	Advisory lessons; newsletters; parent forum agendas	March
3		Internet Safety Night for Parents	Administration		Advertising	Newsletter	May
4		Engage Senior Centers for AVID tutors	AVID Teacher	AVID Committee	Contact Information to Centers	AVID Minutes	June

	<b>EQ ?</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>Completion Date</b>
5		Create a Community service Committee	PTSO; Principal	PTSO	Communication Vehicles; Willing businesses	Feedback from participants	June
6		Establish partnership with Watershed Stewarts Academy of AACo. to implement healthy environmental practices	J. Nunn	K. Cochran; NJHS; Ecology Club		Weekly announcements; monthly meetings	June
7		Two additional school performances outside of MRMS (i.e. Senior Centers, AACC)	Administration	Music Department; Dance students	Transportation; advertisement	Additional performances in and outside of MRMS	June
8		Parent adolescent Education Nights (quarterly)	Administration; School Psychologist	Administration; School Psychologist	Research; data; meeting time and location	Discussion questions; meeting announcements	June
9		Review the Mission Vision and Values Statement	SIT	SIT; parents; IDT leaders	Additional Advisory lesson for students to review/revise M/V/ V	Parent forums; BTSN; newsletters;	June
10		Review the possibility of moving to teacher and school websites to Blackboard	e-coach; TST	e-coach; TST	research	Monthly report at Technology committee	June
11	X	Develop a climate survey to be given in May and compare results to 2010 survey	Principal	SIT	survey	Results of survey	May
12	X	Engage more parents in taking the AACPS climate survey	Administration	M. Jones	Time; space; report card envelope	American Education Week	December
13		Combined Broadneck Cluster schools Strings Concert	Music Department	Music Department	Location	Advertisements	October 28