

Marley Middle School

School Improvement Plan

2010-2011

Vision: At Marley Middle School our vision is to create a learning rich community in which every stakeholder is empowered to grow academically, socially and personally.

Mission: Our mission is to recognize our students' strengths and areas of need to create meaningful, motivating, quality instructional experiences in a safe and orderly environment. With our community's support, we will maintain a focus on growth, consistently monitor our students for mastery of rigorous material, and celebrate their achievements so that all are empowered to contribute to our global society.

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Goal 1: Academic Achievement

Statement of Need: Though we have witnessed steady academic growth over the past four years, there remains a discrepancy in achievement between and among student groups. Using the 2007 MSA scores as a baseline, 45.9% of AA students scored proficient or advanced in Math. In 2010, this percentage increased to **55.4%** with a gain of 9.5 %. In contrast, 61.9% of white students scored proficient or advanced in Math in 2007 and **65.1%** in 2010 with a gain of 3.1%. White students outscore AA students by almost 10%. Additionally other student groups performed poorly including; Hispanic (63.8%), Farms (54%) and Special Education students (37%) on the 2010 Math MSA. The MSA Reading scores show a similar pattern. In 2007, 47.8% of AA scored proficient or advanced. This percentage increased to **66.2%** in 2010 with a gain of 24.4%. In contrast, white students scored 65.5% in 2007 and **76.2%** in 2010, with a gain of 10.7%. White students are again outscoring AA students by approximately 10%. Additionally other student groups performed poorly including; Hispanic, (72.4%), Farms (70.4%) and Spec Ed (40.2%) on the 2010 Reading MSA. **African American students remain 10% behind their white counterparts in both Math and Reading.**

Annual Objective: It is our goal to close the achievement gap and grow all students at Marley Middle School. By 2011 we will have improved achievement by 10% points per student group and narrowed the gap by at least 4%.

Instructional Planning: The School Improvement Plan (SIP) will help us focus our energy as we develop into a professional learning community using these county initiatives: AVID, DI, Thinking Maps, PBIS and Cooperative Discipline. When developing an achievement plan it is important to create engaging, significant, and rigorous learning opportunities for both students and staff. Because *good instruction is good instruction*, our academic achievement goals address all disciplines. Thus, we developed four questions that will guide our actions as we engage in the process of enhancing achievement.

1. How will we collaborate to plan for achievement?
2. How will we use data to design instruction and monitor student progress?
3. How will we transform our culture to press for rigor?
4. What will we do when **learners** do not get it?

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1. How will we collaborate together to plan for achievement?					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Conduct learning style inventory at the beginning of the year (teachers and students) for use in instructional planning.	Dr. Spikes Teachers	Administration and IDT	Learning Styles Inventory. Time to reflect and share.	Data from profile distributed to IDTs including encore teachers. Lesson plans show evidence of attention to learning profiles (suggested that teachers attempt to include several modalities in each lesson). Walkthroughs.	Aug-10
Establish planning schedule to protect and support collaborative planning and professional development	Administration. MS. Roser	Departments IDT	Published meeting schedule. Centralized meeting location for content collaboration and professional development - The DUG OUT	Binders in the DUG OUT will maintain minutes from collaboration and PD. IDT's will publish minutes through email. Teacher feedback forms will survey effectiveness of meetings. Administration will visit meetings.	√
Form a 6 / 7 split special education IDT that supports the team teaching model.	Administration. Teachers. Ms. Hogan.	IDT. Special Education.	Two name plates on the door. Two teacher desks. Two designated teacher computers. One special educator per content area. PD on DI. Use of the language - team teachers instead of co-teachers. PD in the content area for the special educators.	Feedback from the team. Monitor data: attendance, referrals and achievement. Use Exceptional Learner Binder to keep fresh the individual needs of students.	√

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action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Develop meeting norms and sustain the norms to ensure effective use of meeting times.	IDT Leaders. DC's. Administrators	IDT. DCs. Administration	Space to publish norms. Celebrations for team success. Use meeting feedback forms and publish them.	Meeting minutes. Teacher feedback.	Aug-10
Develop a Professional Development strategy that is focused and supportive in order to address the identified needs of the school.	Dr. Spikes. Teachers. Ms. Anderson. Ms. Roser.	Departments. Administration. Professional Development PLC.	Consistent schedule. Topics to include: AVID, DI, Thinking Maps, and Cooperative Discipline. Time to support implementation.	SIT minutes. PD binder in DUG OUT	√
Focus instructional meetings on improving student achievement including: examining student work, sharing best practices, sharing data, and discussing "target" students.	IDT leaders, DC's, Ms. Roser. Administration	IDT Department	Create a template to guide discussions. Create student portfolios with a focus on students achievement. PD on Portfolios and teaching students to monitor their own achievement. Time for peer reviews.	Student portfolios. Meeting minutes	weekly

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2. How will we use data to design instruction and monitor student progress?					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Identify MSA Basic students to ensure interventions are in place (Reading intervention, PAR, Math interventions) in order to improve achievement.	Ms. Roser. Ms. Kulp. Dr. Spikes	MIT. OSC. Scheduler	SASI. MIT tracker. MIT minutes	Student schedule. MIT tracker.	√
Select and analyze data points (including specific standards) to monitor and analyze student progress (formative, summative assessments, attendance, discipline).	Teachers. DC's. Resource teachers.	IDT. Departments. Administration. SIT	Achievement Series data. PD in achievement series. PD in DI and grading. Ray's standards forms	Data displays in the DUG OUT	monthly and quarterly
Create common assessments focused on specific identified standards in order to ensure mastery.	Teachers. DC's. Ms Roser	Department. IDT	PD on formative assessment and standards based grading. Support inputting data in achievement series.	Student work displayed in the DUG OUT. Minutes from collaborative planning.	Weekly

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action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Initiate school wide discussion on the merits of standards based grading (4.0, eliminate averaging, minimizing grades for behavior etc.)	Administration. Ms Roser.	Leadership. SIT.	Failure is not an option. Relevant articles on standards based grading. Collaboration with other teachers who are using it with success. (1. Create a team, 2. Make a decision, 3. Implement) Develop a way to align with power teacher.	Minutes from PD and faculty meetings. Alignment of benchmarks to grades.	Fall
Implement skill based flexible grouping managed by teachers for after school tutoring based on the formative assessments to meet identified need of students.	Teachers. Ms. Roser. Resource teachers.	IDT	Achievement Series. Content/Grade Level Pre-Assessments. Clarify for teachers how after school tutoring will be managed.	After school attendance sheets. Planning sheets.	weekly

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3. How will we transform our school culture to press for rigor?					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Establish a working definition of rigor, using the AVID definition, so that we are all of a common understanding.	Ms. Anderson.	Marley	PD on rigor. Publish posters of definition for classrooms as a reminder.	Frequent discussions and questioning about rigor. Feedback from Walkthrough observation forms	Sep-10
Design a master schedule to enable flexible grouping among and between classes (example: Algebra schedules at the same time).	Dr. Spikes	Administration. Departments	Collaborative planning schedule. Master schedule.	Planning notes. Schedules.	√
Review student data to ensure that all students are placed in the most rigorous classes possible. Specifically recruit ELL and AA students for AVID, advanced math and advanced LA.	IDT. OSC. Dr. Spikes	IDT. OSC.	SASI. Celebrations for achievement for ALL students not just the ones making the mark.	Check on progress of African American, ELL, and FARMS students who are placed in advanced classes: attendance, grades and discipline.	Quarterly
Publish AVID tip-of-the-week.	Ms. Anderson	AVID Site Team	Marley Memo and announcements		weekly
Incorporate AVID strategies into instructional planning including: Socratic Seminar, WICR, Cornell Notes and Critical Reading Strategies.	Ms. Anderson. Resource teachers. DC's. Ms. Roser.	Departments. Administration.	PD on Costas higher level questioning, WICR, Cornell Notes, Socratic Seminar and Critical Reading. AVID presentations at Department meetings	PD Binder. Notes from content collaboration. Observation process. Walkthroughs Checklists to monitor evidence of higher level questioning, high expectations, independent involvement with text, writing opportunities across the curriculum.	weekly

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action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Create and use an IDT agenda that includes cross curricular planning in order to encourage the use of inquiry projects.	Ms. Anderson. Administration. IDT	IDT	IDT agenda. Space to hang exemplary work.	Work displayed shows evidence of inquiry based projects.	Every two weeks
Display exemplary work to publish high expectations.	Teachers	DC's	Adhesive that works and does not damage walls. Space to hang work.	All staff examine work that is displayed. Follow-up with conversations about the level of cognitive demand in work displayed.	Oct-10

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4. What if they don't get it?					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Conduct an item analysis of formative assessments to determine content/skills for re-teaching.	Teachers. Resource teachers. DC's.	IDT. Content	PD on achievement series. Collaborative planning time. Assistance identifying target skills. PD on analysis of student work. Opportunities for teachers to practice item analysis in a variety of ways	Collaboration minutes. Lesson plans that support reteaching/remediation.	2010-2011
Use a variety of differentiated instructional strategies including flexible grouping to plan reteaching paying attention to the student profiles so that learning is maximized.	Teachers	Teachers.	Results of learning profile. PD in Critical Reading strategies, Cornell notes, WICR, Tiered instruction and tutorial questioning. Provide a school wide menu of interventions. HOUSE on SASI - train us!	Planning notes. Peer observations. Administrative 'Walkthrough Observation' forms showing evidence of differentiated strategies	weekly
Build student self-monitoring tools for portfolio use.	Departments		Models of self-monitoring tools	Student portfolios	October
Communicate with parents and students about their academic progress to coordinate efforts to improve achievement.	OSC. IDT. Teachers. MIT.	IDT. MIT. OSC.	Student agendas. Contact information. Connect XP. Connect ED. SLC.	MIT minutes. IDT phone log. Connect XP. SLC attendance. Portfolios.	every three weeks.

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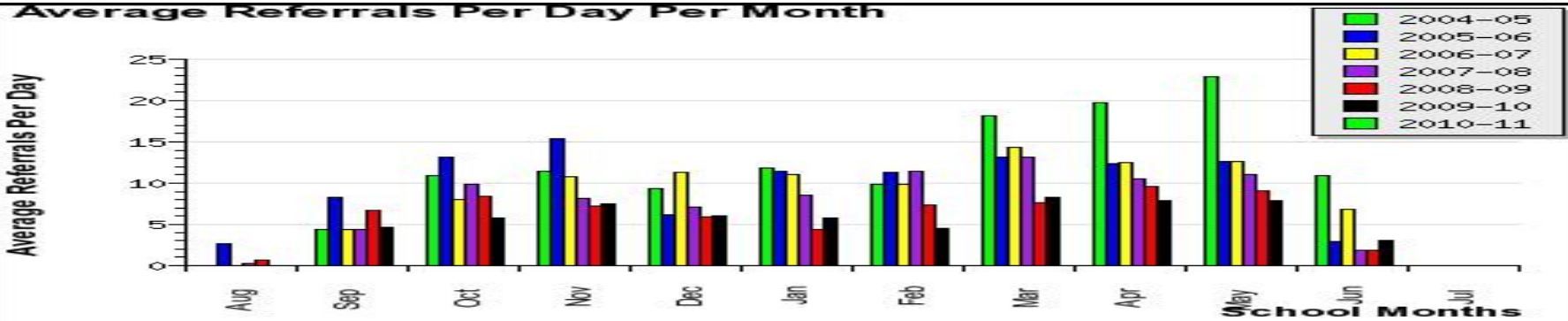
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Designate at least two teachers from each grade level to work as tutors in place of a regular duty assignment.	Mrs. Sergeant	Marley	Duty Schedule. Tutorial training.	AVID site team minutes	one forty five minute session a week.

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2: Safe and Orderly Schools

Statement of Need: Discipline data indicates steady improvement over the last four years by a dramatic decrease in the number of office referrals written. However, there is still a discrepancy between and among student groups. Using the 2006-2007 school year as a baseline, 50.2% of AA students received office referrals compared to 30% of white students. In the 2009-2010 school year, 56.16% AA students received referrals and 32.02% white students. In the baseline year 2006-2007, 44.5% of Special Education students received office referrals, and in 2010 only 42% received referrals.

Average Referrals Per Day Per Month



Annual Objective: We will create a safe and orderly environment as measured by: 10% reduction in the number of students receiving office referrals in each student group. This will decrease time out of the classroom and increase student achievement overall. We also wish to reduce the amount of unexcused tardiness to class and decrease loud and disruptive behaviors in “common areas” within school grounds and on field trips as measured by teacher surveys. Since we have no base-line data for this, this year will be a data collection year.

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1. In the classroom					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Create <i>Culturally Relevant Classrooms</i> with predictable routines, procedures, and celebrations to promote learning for all students.	Teachers	DC's. IDT.	Collaboration time. PD for CRT (Culturally Relevant Teaching). PD Cooperative Discipline. Posters - celebrating diverse authors, mathematicians, scientists, artists; acknowledge all holidays on morning announcements	Walk through checklists to show evidence of positive attitudes, inclusion, search for meaning and engendering competence.	2010-2011
Construct and publish a common discipline ladder to ensure consistent expectations.	Mr. Edwards. Mr. Johnson.	PBIS	Publish posters for all instructional areas. PD on CRT and PBIS and Cooperative Discipline	Teacher document using steps of the ladder (note: not necessary to do EVERY step) before writing an office referral. Administrator's follow-up.	August ✓

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2. School wide					
action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Revise Bell Schedule with shorter transition times to maximize instructional times.	Administration	Marley	revised bell schedule. Passes and agendas. MTV announcements.	Survey classroom teachers about hallway noise that disrupts class. Monitor the number of referrals from hallway disturbance.	7/1/2010 √
Monitor transition times to reinforce hallway expectations.	Administrators and teachers.	Marley	MTV early morning announcements. PBIS incentives. Marley Money; frequent review of expectations for students and teachers	PBIS data; survey teachers; review teacher posts in hallway	2010-2011
Establish school wide expectations for the opening of class (brief drill, review or reflection).	IDT Leaders and DC's	IDT Department	Collaborative planning. Administrative feedback. DC's. Revised bell schedule to ensure students arrive on time.	Admin walkthrough monitoring maximized instructional time (on task at the beginning of class)	8/1/2010 √
Implement PBIS Action Plan to include: monthly sharing of Discipline data with faculty and students and visual supports of expectations and incentives.	PBIS PLC	Marley	Space for bulletin boards. Redesigned Buckaroos. Discipline ladder posters. Time at faculty meetings. Permanent sub support for incentives. Parent volunteer	Discipline data. Visual monitoring of bulletin board, PBIS cart in use. PBIS monthly newsletter	8/1/2010 √

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action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Initiate F.I.T. (Fostering Intellectual Talent though Wellness).	Administration. Mr. Holzman. Ms. Jackson. Ms. Grue	Administration. IDT. PBIS. MIT	PD on brain based research supporting movement breaks and physical fitness. Announcement with a focus on wellness. Posters in café advocating good food choices. Time for exercise.	Evidence on MTV. Posters displayed.	August ✓

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Goal 3: Community

Statement of Need: The trend data indicates a need for Marley focus on forging and strengthening relationships with the Glen Burnie community. The PTSA meetings are sparsely attended and opportunities for the community to become involved in the school have been limited. In the 2008-2009 school year, there were approximately 10 parents that were active on the PTSA. In the 2009-2010 school year that number increased to 27. The current goal is to have a minimum of 50% of parents participate in at least one event and/or activity during the 2010-2011 school year.

Annual Objective: Marley Middle School's policies and practices will reflect the values, beliefs and needs of the community as measured by: 50% parents and 100% teacher membership in PTSA, a minimum of ten business partners, 25% parent attendance to afterschool community outreach events, one community event per marking period with support from the business partnerships.

action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Invite a teacher(s) to be the PTSA Liaison to foster communication between parents and families.	Principal	PTSA	Willing teacher	PTSA minutes	9/1/2010 √
Canvas the community for representatives and officers for the PTSA to form a strong PTSA	Community PLC Chair	PLC	Connect Ed. Newsletter. Support sending communications. Look in SASI to see where parents work - add to newsletter requesting help)	PTSA Minutes.	Sep-10

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<p>Hold monthly PTSA meetings to support the school in improving student achievement.</p>	<p>Principal. PTSA President.</p>	<p>PTSA</p>	<p>Designated space and time. Announcements in newsletter. Plan student events on the same night as PTSA meetings to encourage parent participation. Post minutes on the MMS Website</p>	<p>PTSA minutes. Newsletter</p>	<p>2010-2011</p>
<p>Communicate with stakeholders (parents, staff, students, community) about PTSA and its contributions.</p>	<p>PTSA Administration. Newsletter Editor</p>	<p>PTSA. Office Staff.</p>	<p>Newsletter. Connect Ed. Local newspapers. Daily digest. MTV. PBIS. Make a PTSA Bulletin Board. Connect Ed once a month with academic focus.</p>	<p>newsletter.</p>	<p>Monthly</p>

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action steps	person responsible	implementation team	resources needed	monitoring procedures	end date
Survey students and families to align school culture with the needs of the community.	Administration	Administration.	Survey (consider electronic as well as a evening meeting)	Published results	Oct-10
Highlight a business of the month to encourage and support community involvement for student achievement.	Administration.	Administration	Incentives. Newsletter. Connect Ed. Local newspapers. Daily digest. MTV. PBIS. Business Night? AACPS Website could highlight business. Post business of the month on the sign out front of school. Highlight a job of the week on MTV to make community connection.	Newsletter. Monthly participation	Monthly
Establish a partnership with Corkran Middle School for sports and academic competitions throughout the year to foster a community connection.	Mr. B. Edwards. Mr. Johnson. Ms Fuller. Ms Grue	PBIS	Bulletin Board. Newsletter. MTV.	Bulletin Board.	Oct-10
Hold a membership drive for students and teachers.	PTSA		IDT input as to how to run this.		Oct-10
Initiate search for parent volunteers to work as AVID tutors to improve achievement and foster community involvement.	Community PLC. Ms. Anderson.	PLC	Connect ed. Newsletter.	Sign in sheets in office documenting volunteers coming in to tutor.	9/1/2010 √