

Meade Middle School
School Improvement Plan
2010-2011

Mission Statement

At Meade Middle School, we:

- ⇒ Develop lifelong learners
- ⇒ Provide both a rigorous and a relevant curriculum
- ⇒ Are committed to excellence

Vision Statement

Meade Middle School's Quest is to:

- ⇒ Provide an environment where learning and behavior lead to student success.
- ⇒ Equip students with twenty-first century learning competencies in order to be well rounded and competitive in a global society.
- ⇒ Foster a culture of meaningful adult and student relationships which leads to students feeling safe and supported.
- ⇒ Engage parents, businesses and the global community in building student success.

Value Statements

At Meade Middle we believe in:

- ⇒ The dignity of every human being;
- ⇒ Advocating for all of our students
- ⇒ Affirming all cultures;
- ⇒ The power of high expectations for ourselves and our students;
- ⇒ The capacity of all students to learn.

GOAL I - ACADEMIC ACHIEVEMENT

Goal:

- 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.
- **By the end of the 2009-2010 all Meade Middle School diploma-bound students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in Reading, Mathematics, Science and Social Studies. Achievement disparities among No Child Left Behind (NCLB)* student groups will show a closing in the gap.**

Preface to Statement of Need:

- The staff of Meade Middle school firmly believes that student achievement goals are reached through a collaborative team approach in which members focus on the common goal of student learning. Continuous monitoring and adjusting of instructional learning goals is ongoing. Meade Middle school staff will continue to work in Professional Learning Communities (PLCs) during Content Area Planning Sessions and subject area departments. This school year a greater focus will be placed on analyzing data and student work to make instructional decisions. We will have staff embedded professional development to help each educator grow their capacity in the classroom throughout this school year.
- Meade Middle did not make AYP this year missing it by multiple categories in reading and math plus all students in Math. We did show a 3% growth in AA reading and a small growth in our ELL math scores. The total student population is approximately 702 students. African American students comprise approximately 55% (388) of the student population. Caucasian students comprise 25% (176) and Hispanic students represent approximately 13% (89).
- With our current data from MSA we see the following challenges that lie ahead for Meade Middle. The challenge of providing vocabulary development and background knowledge to our neediest students as well fundamental math skills will be a major focus this entire school year. Using differentiated instruction to meet the needs of EVERY learner and increasing student engagement will increase student achievement and will help us

Statement of Need:

- At the end of the 2008-2009 school year, 68.7% of all Meade Middle School students had successfully reached proficiency or higher on the Math MSA. However, only **46%** of students receiving special education services and **41.6%** of Limited English Proficiency (LEP) students reached proficiency in Math. Meade Middle must therefore target these identified student groups.
- At the end of the 2008-2009 school year, 77.8% of all Meade Middle School students had successfully reached proficiency or higher on the Reading MSA. Special education students reading performance was only 51.7%, 29.2% of Limited English Proficiency (LEP) and 69% of FARMS students reached proficiency in Reading. Meade Middle Meade Middle must therefore target these identified student groups.
- For the third school year Meade Middle School will host the cluster middle school ESOL program. The student enrollment for Limited English Proficiency students rose to 51 or 7% this school year. During the 2008-2009 school year students in the LEP student group reached 29.2% proficiency in Reading. This represents a large decrease from the previous school year. A similar decrease in performance occurred in math. Specifically, 41.6% of LEP students were proficient. However during the 2007-2008 school year 46.7% o LEP students were proficient in math. This signifies the second year we have a decreased in math.
- Special Education and Limited English Proficiency students met AYP targets with safe harbor in Reading during the 2008-2009.

OBJECTIVE:

By the end of the 2010-2011 school year, **85%** of Meade Middle School students will have successfully reached proficiency or higher on the Math MSA, and **85%** of Meade Middle School students will have reached proficiency or higher on the Reading MSA. We will continue to decrease the disparities between NCLB student groups.

School-Wide Initiatives

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
<p>Teachers will engage in grade level content planning sessions in order to differentiate instruction that provides for vocabulary development (both background and enrichment) and opportunities for student engagement using these KEY questions:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if EACH student has learned it? 3. How will we respond when some students do not learn it? 4. How will we reteach? 5. How will we extend and enrich the learning for students who have demonstrated proficiency? 	<p>Shakan (holding planning sessions), Miller, Bradshaw, Thon, Gilbertson (Monitor CP sheets, benchmarks assessments), Goodman, White, Haacke (program walk-throughs, monitoring department meeting minutes) Fernandez (class cover schedule) Teachers (peer to peer visits)</p>	<p>-Classroom teachers - Department Chairs -Grade level content teams -Language Arts and Math Resource teachers -Senior Manager for Assessment and Accountability</p>	<p>-MSA Data (Administration) -Benchmark Assessment Data (Department Chairs) Formative Assessment Data (Grade level content) Gates (LA DC) Iowa (Math DC) Training on Data Analysis (Mike Ballard) Achievement Series (Teachers) List of targeted students in at risk student groups (Admin and teachers) Peer visit times and sub coverage (Fernandez)</p>	<p>-Monitoring sheets (evidence of back mapping, assessments, data analysis, key questions, best practices, how to engage student interest -Documentation will be shared with Department Chairs weekly and reported out to SIT no more than quarterly. -Program walk-throughs with a focus on active engagement, differentiated instruction, vocabulary development, use of varied teaching styles - Minutes from department meetings documenting the sharing of best practices -Laser focus on monitor targeted at risk students. -Teacher peer visitation sheets -Feedback from teacher visit in CP session.</p>	<p>6/11</p>

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Teachers will use best practices and other research based strategies to foster the language arts and math skills of ELL students.	Farrell/Dix- (monitoring collaborative planning sheets and weekly IDT minutes) Administration, Shakan and DC's (Monitor teaching practices, core content benchmarks, interim reports and report cards)	-ESOL teachers -All teachers -DC's -AYP specialist -Administration -Central office resource and coordinator	-Job embedded staff development focused on effective methods for acquiring language and math skills. -Proper interventions in both reading and math -Research based strategies to help our ELL students	-Classroom observations both formal and informal. -Daily lesson plans out -Minutes of staff development completed by both ESOL teachers -Monitoring core content assessments, interims and report cards -monitor growth in interventions	6/11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Teaching subject related academic vocabulary (Marzano's 6 step), background vocabulary and learning strategies (common language, Thinking Maps, reading strategies, etc.)	DC's AYP Specialist Administration	-Reading Resource Teacher – Hope Linehan -Classroom teachers - Department chairs - Central Office Resource Staff	-Staff development on vocabulary development (Marzano's six step approach to vocabulary development) -Tiered words -Word walls/multiple languages -Results from Gates, MSA, benchmarks and ongoing formative assessments	-Focused Walk-Throughs on vocabulary development -Classroom observations focusing on vocabulary development. -Collaborative planning session teams sharing samples of student work. -Samples of student work shared within department meetings at least quarterly.	6/ 11

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
<p>Advisory will be used to provide students with extra time in areas where they need to focus. This will be determined by their IDT at weekly meetings. Advisory will have an enrichment piece.</p>	<ul style="list-style-type: none"> -Classroom teachers -Advisory Committee -DC's -IDT leader -Administration 	<ul style="list-style-type: none"> -Guidance Department -Advisory Committee -DC's 	<ul style="list-style-type: none"> -Enrichment activities -Vocabulary development -Job embedded staff development - Math intervention and remediation -Grade level reading resources (book carts) available 	<ul style="list-style-type: none"> -Advisory Minutes -Assessment data -Interim and report card -Weekly IDT minutes with bullet for advisory discussion. -Teachers will track student progress and report out weekly at IDT meetings. 	<p>6/11</p>

ON-GOING EFFORTS:

Thinking Maps Implementation

School wide implementation plan to include a weekly Thinking Map to be practiced in all classroom settings. Resources: In-house trainers; Chris Yeager, National Thinking Maps Consultant and A Language for Learning teacher binder.

The Meade Middle Instructional Staff will use effective, research-based instructional practices to improve student learning: Marzano's 9 "Categories of Instructional Strategies That Affect Student Achievement."

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative Learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

Brophy, 1986; Peterson, 1986 – EFFECTIVE INSTRUCTION FOR STUDENTS PLACED AT RISK

Active Teaching, Use of Concrete Examples, Interactive Teaching, Practice and Feedback, High Success Rate.

GOAL II – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Goal 2: By 2010-2011, students attending Meade Middle school 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. Meade Middle will show reductions in disparities among *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Statement of Need:

Attendance: Meade Middle School attendance rate for the 2009/2010 school year were as follows: The months of September (96.3%), February (93.4%), and March (93.2%) are the months of highest attendance. The lowest attendance are June (92.1%), October (93.5%), and May (93.7%).

Behavior: SWIS and SASI data reflects the total number of referrals in the 2008-2009 school year was 811 with 169 suspensions. During the 2009-2010 school year Meade Middle showed a 7% reduction in referrals however there was a substantial increase in suspensions to 239.

Objective 1: Improve student safety in classroom and non-classroom areas by 15%. Increase the number of students moving from the “Yellow Zone” to the “Green Zone” by 10%. Student safety will be measured bi-monthly using SWIS and SASI data and will be discussed at weekly IDT meetings and SST meetings.

School-Wide Initiatives

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
1. Expand the PBIS program to include more school wide activities. Develop a pledge written by students to say daily during morning announcements.	-Ms. Rogers -Ms. Haacke -PBIS committee	-PBIS Committee -All staff members	-rewards and prizes -volunteer time	-Monthly meetings with minutes emailed to entire staff. -Monthly review of SWIS data	ongoing
2. PBIS team members will share discipline trends with IDT members at meetings. Students will be targeted from these conversations.	-Ms. Haacke -Ms. Rogers -PBIS committee	PBIS Committee	SWIS and SASI data	-Weekly meeting minutes showing data sharing	ongoing
3. Implement new Collaborative Decision Making (CDM) model to be aligned with school wide systematic interventions.	Ms. Haacke/ Ms. Rogers Ms. Hinrichs Team Leaders Teachers Guidance Administration	*Team Leaders *Teachers *Administration *Guidance *School Psychologist -MITS team	-Training-staff development on CDM model *Binders CDM sheets	* SWIS and SASI count of % of students moving from red and yellow zone to the green zone. * Team minutes *SWIS and SASI count of discipline referrals. * SWIS and SASI count of suspensions.	ongoing

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
4. Reinforce School Wide PBIS acronym entitled B.A.R.K. for students that will be aligned with school logo.	Ms. Haacke Ms. Rogers PBIS Team	*Guidance *IDT Leaders *Teachers	*Training of staff * Advisory lessons *Posters *Student Incentives	*Monthly PBIS meetings * Administrative walkthroughs and feedback * Monthly logs shared with SIT *SWIS and SASI count of discipline referrals /suspensions.	ongoing
5. Implementation of CHAMPS for all 1 st and 2 nd year Meade Middle School teachers.	Mr. Haacke Jocelyn Taylor, RSA	*Administration *RSA *Team Leaders	* Staff development *Charts/ Posters *Peer Visitation sheets	*Classroom observations *Formal and informal classroom observation% *Teacher peer visitation sheets * SWIS and SASI count of discipline referrals.	ongoing
6. Implementation of School Resource Officer (SRO) program. To provide additional security presence to the school campus during the school day. Provide a connection and deterrent to community based problems.	Cpl. Shorter Administration	*Administration *Student Advocate	*Job description published to staff and parent community. *Mentoring groups that will support relationship building.	*Classroom presentations *Parent and community presentations *Monthly SRO meetings	ongoing

ON-GOING EFFORTS:

7. Tokens of appreciation for substitute teachers.
8. Team Leaders will plan for team area supervision
9. Initiate school wide “anti-Bullying” program – Ms. Kari Hively
10. Re-visit rules and procedures on a weekly basis, including students on TV and a poster contest for BARK. Incorporate body movement and stretching activities during FYI announcements –PE teachers
11. Bus drivers will be trained in PBIS and BARK by Ms White.

GOAL III – WORKFORCE QUALITY

Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the county and the relative labor market.

- Meade Middle School will continue to promote the value of professional learning communities. Monthly professional dialogues based on identified school improvement targets will be held to support collaboration. Additions to the faculty will continue to reflect the diversity of the student body.

GOAL IV– COMMUNITY ENGAGEMENT

Meade Middle School students will be educated in a caring learning environment. Meade Middle School will eliminate disparities in parent and community representation. To increase participation in traditional and non-traditional school-community activities.

Statement of Need:

- **Attendance at PTSA and CAC meetings averages 7–10 parents. Our goal is to increase parent participation in these meetings to 10-15 parents.**
- **We have more students in need of tutoring than we have adult tutors. An increase number of tutors to serve some of our underrepresented student groups are needed (ESOL, Hispanic and FARMS).**
- **An increase in business partnership is needed to provide outside of school resources for students and parents. To continue to foster our existing partnerships with NSA, Northrop Grumman, Just for Kids (uniforms) and McDonalds (Rte. 175 in Odenton), Wesley Grove Church and New Life Fellowship Church. We are partnering with a national fraternity this year which will provide tutors/mentors for many of our classrooms.**
- **Our parentage base from our FARMS and ESOL student groups is under-represented at school meetings.**

Objective 1: Beginning in the school year 2010/2011 Meade Middle will increase steady annual, community/academic/business and volunteer programs:

School-Wide Initiatives

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
1. Continue and expand "Partners in Education(PIE)"	Bob Cicconetti	*Volunteer Coordinator *PIE Coordinator- *Admin.	-Volunteers -Tutors Meeting /tutoring space	-Volunteer log -Tutor log -number of students being tutored.	June 2011
2. Teachers will use technology to electronically communicate student academic progress to parents.	*E-Coach- ????????? *Computer Lab Tech- Marge Long *Teachers *Mr. Goodman	-IDT Leaders -Clerical Staff -Computer Tech.	-Computers -Parent Permission Forms	-Staff Survey -Parent Survey -Parent Conferences -Student Led Conferences	Ongoing

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
<p><u>3. Participate in MSDE Task Force on Educational Opportunities for Military Children in order to identify specific standard operating procedures to assist students directly impacted by B.R.A.C.</u></p>	<p>*Mr. Goodman *Ms. Haacke</p>	<p>*MSDE Administration *Meade Cluster</p>	<p>Agendas</p>	<p>Resources added to school # of meetings</p>	<p>Ongoing</p>

ON-GOING EFFORTS:

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| <ol style="list-style-type: none"> 1. Improve communication between school and home with newsletters, schools' website, phone calls, and flyers. To make communications more aligned with technology advancements and parents access to technology. 2. School website will be revised to incorporate information on school wide activities and be more user- friendly. Teams are encouraged to develop team a website for disseminating course and parent information. Continue to use school website to effectively improve home school communication. 3. Continue tutoring program. 4. Continue to expand mentoring program. 5. Add three new partnerships this year. |
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DATA

http://www.mdk12.org/data/ayp_analyzing/tutorial/6ayptutorial.asp?TOVR=1&DTExp=40000&Dataview=1&K=023423#

http://www.mdk12.org/data/ayp_analyzing/tutorial/7ayptutorial.asp?TOVR=1&DTExp=40000&Dataview=2&K=023423