

SCHOOL IMPROVEMENT PLAN 2010- 2012-OMMS

Revised 10-25-10

Goal 1: Academic Achievement

All 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.

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:

Old Mill South made AYP for the 2009-2010 school year by safe harbor in the area of special education, The special education student group is an area of concern as well as the African-American and FARMS student groups. It has been noted by the Special Education Department for Anne Arundel County Public Schools that Old Mill South's special education student group has been identified and is considered disproportionate. This means that at Old Mill South African American students are more likely to be identified as needing special education vs. students of other ethnicities at the school.

2010 MSA Proficient and Advanced in Math

(2010 AMO 71.4%; 2011 AMO 78.6%)

	2010	School: 77.6	6 th 81%	7 th 76.5%	8 th 75%	Alt MSA: 100%
	2009	School: 86.2%	6 th : 79.6%	7 th : 85.7%	8 th : 91.9%	Alt MSA: 100%

Afr. American		Hispanic		FARMS		Special Ed		LEP		White		Asian	
09	10	09	10	09	10	09	10	09	10	09	10	09	10
64.5%	56.2	82.5%	68.9%	73.4%	64.5%	54.7%	40.6%	64.3%	50.0%	91.5%	82.7%	93.0%	92.4%
6 th		6 th		6 th		6 th		6 th					
50.0%	69.5%	90.0%	64.3%	67.5%	69.8%	26.1%	50%	No Group	50%	83.9%	85.7%	84.6%	88.9%
7 th		7 th		7 th		7 th		7 th					
59.5%	52.6%	58.8%	84.6%	62.9%	62.7%	58.8%	40%	No Group	NG	94.1%	80%	93.3%	93.8%
8 th		8 th		8 th		8 th		8 th					
74.5%	43.2%	93.8%	61.2%	87.2%	59.6%	66.7%	29.4%	No Group	NG	93.2%	82.6%	100%	94.7%

2010 MSA Proficient and Advanced in Reading

(2010 AMO 80.8%; 2011 AMO 85.6%)

2010 School: 84.2% 6th:90.3% 7th:78.4% 8th:83.5% Alt MSA: 100%
 2009 School: 85.7% 6th: 86.1% 7th: 83.2% 8th: 88.2% Alt MSA: 100%

Afr. American		Hispanic		FARMS		Special Ed		LEP		White		Asian	
09	10	09	10	09	10	09	10	09	10	09	10	09	10
71.9%	69.4%	82.5%	88.2%	74.1%		52.6%		64.3%	40%	88.7%	87.4%	95.3%	86.8%
6 th		6 th		6 th		6 th		6 th					
65.0%	87.0%	80.0%	100%	71.1%	84.1%	42.3%	68.2%	No Group	50%	90.6%	91.8%	92.3%	77.8%
7 th		7 th		7 th		7 th		7 th					
59.5%	56.4%	75.1%	92.3%	62.9%	66.7%	35.3%	34.6%	40%	No Group	88.1%	82.7%	100%	81.3%
8 th		8 th		8 th		8 th		8 th					
83.0%	64.9%	87.5%	72.2%	83.6%	67.3%	40.0%	35.3%	No Group	No Group	85.9%	87.4%	92.3%	100%

Annual Indicator: By the end of the 2010-2011 school year, the following percentages of NCLB student groups will perform at the proficient or advanced level of achievement on the Maryland School Assessment

2011 Math (AMO 78.6%)

2009	African American	Hispanic	FARMS	Special Education	LEP	White	Asian
	64.5%	82.5%	73.4%	54.7%	64.3%	91.5%	
2010	74.5%	87.5%	78.4%	64.7%	74.3%	82.7%	93%
2011	84.5%	90%	80%	80%	80%	84%	94%

2011 Reading (AMO 85.6%)

2009	African American	Hispanic	FARMS	Special Education	LEP	White	Asian
	71.9%	82.5%	74.1%	52.6%	64.3%	88.7%	95.3%
2010	81.9%	87.5%	84.1%	62.6%	74.3%	87.4%	86.8%
2011	86%	90%	86%	86%	86%	90%	90%

Objective 1: The staff will utilize data to identify students/groups for intervention and mentor programs. We will monitor and measure student learning for all NCLB student groups using formative assessments, collaborative planning, and data analysis to differentiate instruction and improve our MSA scores by 10% in all tested areas. (percentage of improvement to be reviewed when scores are released)

Action Steps	EQ (limited to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Monitor student data. -Dashboard -formative assessments -test (pre/post) consistently. - summative data on Achievement Series	X	Principal	all teachers, DC's	- examples of formative assessments -training in how to analyze data -training in how to use data in lesson planning	-monitor use of achievement series -daily formative assessments -collaborative planning notes -department meeting minutes	6/2012
-Hold collaborative planning and data analysis sessions. -Reassess data on a continual basis.	X	Principal	all teachers	-collaborative planning expectations conveyed -collaborative planning sheets	collaborative planning notes	6/2012
Implement Standard Not Met policy with re- teaching of standard.		Principal	all teachers	minimum of three assignments per class each quarter based on individual need	-samples turned into principal -collaborative planning notes -Extra Help Day (1 st /3 rd Thurs)	6/2012
Use MSDE MSA strengths and weaknesses on performance level standards as a blueprint for instruction and placement.		DC's	all teachers; guidance & administration	data filtered by AYP specialist*with chart provided for each teacher *PROPOSED	-incorporation of target skills in lesson plans -collaborative planning notes	6/2012

Objective 2: Use effective research-based instructional practices to improve student learning for ALL student groups as demonstrated by a 10% increase in our MSA scores.

Action Steps	EQ (limited to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Post measurable outcomes in student friendly terms every day.		all teachers	-DC's -administration	curriculum guide	-walk throughs - instructional rounds -formal & informal observations	6/2012
Incorporate Dimensions of Learning into each lesson.	X	all teachers	-DC's -administration	ongoing professional development	- CCP meetings -department meetings -faculty meetings -observations of DOL in lesson delivery	6/2012
Incorporate differentiated strategies and structures including but not limited to: - AVID techniques -brain based learning -Marzano's strategies -thinking maps -QAR	X	all teachers	-DC's -administration -DI team -thinking map team	-ongoing professional development -AYP Grant -central office staff	-samples shared in CCP meetings -department meetings -faculty meetings -observations of DI & thinking maps in lesson delivery -walk throughs -instructional rounds	6/2012
Incorporate available emerging technology into lessons.		all teachers	-DC's -administration	ongoing technology training in our rooms by in house experts or Central Office staff	administration and DC's in look fors during walk-throughs	6/2012

Objective 3: By the end of 2010/11 school year Old Mill South will have prepared for the implementation of brain based learning throughout the curricula.

Action Steps	EQ (limited to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Utilize best practices with emphasis on differentiated instruction and thinking maps.		-DI team -SIT -thinking map specialists -administration	-DI team -thinking map specialists -teachers -DCs in department meetings	-Professional development time -coordinator support -'expert' DI middle school teachers -DI rubric	-meeting notes -walk throughs -DI rubric	6/2012
Utilize a DI rubric specific to OMMS incorporating a variety of learning styles.		Countywide DI specialists	DI Team	Countywide DI middle school specialists to support the OMMS DI team in implementing DI training/ strategies	-Meeting minutes -walk throughs -use of rubric	6/2012

Goal 2: Safe and Orderly Environment

All students will be educated in a safe and positive learning environment that supports system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Indicator: The number of referrals, as a percentage of the population, will be reduced by 10% by the end of the 2010-2011 school year. By the end of the 2011-2012 school year, there will be a 20% reduction in the number of students receiving one or more referrals, suspensions, and expulsions for each NCLB group based on the 2009-2010 data.

Statement of Need: The SWIS data revealed an increase in the referral rate from 2008-2009 and from 2009-2010. Since 2005-2006 there is a yearly increase in the number of students referred to the office. In 2008-2009, there were a disproportionate number of African-American students compared to all other student groups.

The attendance data indicated that all student groups for the year were present minimally 94% of the time for the school year.

Annual Indicator: By the end of the 2010 – 2011 school year, the number of students with referrals and suspensions will decrease by 10% for NCLB student groups.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Maintain positive discipline trends based upon the NCLB student groups through collaboration of SIT and PBIS teams.	X	-Principal -SIT -PBIS Team	PBIS	Access to SWIS	-Data sheets -IDT and SIT Mtg. - -Agendas and Minutes	6-11
Monitor discipline data by grade by sharing information at IDT meetings monthly.	X	-IDT's -SIT	PBIS	Access to SWIS	-Data sheets -IDT and SIT Mtg. - -Agendas and Minutes	
Identify those students who have multiple referrals and design an individual plan for each student.	X	-Principal -Assistant Principal -Mr. Zukauskas	-Mr. Z -Administration - -IDT's	List of students with multiple referrals.	Development of Functional Behavioral Assessment and Behavior Intervention Plan	6-11
Implement CHAMPS school wide.		Principal	Faculty	Staff Development w/ CHAMPS Trainer	Discipline Data	6-11
Monitor hallways/ parking lot with security cameras.		Principal	-Board Of Education -Admin. -SRO	Location of Cameras	Discipline Data	6-11

Goal 3: Community Engagement

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.

Statement of Need: Old Mill South continues to provide parental involvement opportunities, but sees the need to increase parent/volunteer participation to better reflect the school community.

Annual Indicator: By the end of the 2010/2011 school year, OMMS will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.

Action Steps	EQ (linked to statement of need)	Person Responsible	Implementation Team	Resources/Staff Development	Monitoring Procedure/Evidence	End Date
Use Sign-In Sheet at all school wide events		Event Organizer	Event Organizer	-Sign-In Sheets -SASI -V-soft	Ongoing	Re-evaluate plan 2012
Communicate all school wide events home to parents via website, newsletter, ConnectEd, fliers, personal phone calls, etc.		-Event Organizer -Secretarial Staff	-Event Organizer -Secretarial Staff	Some documents may need to be translated...	Ongoing	Re-evaluate plan 2012
Maximize parent volunteer efforts through clerical and instructional support.		T. Hermann	PTA Volunteers	-Teacher Needs -Volunteer Handbook	Ongoing	Re-evaluate plan 2012
Deliver Parent Satisfaction Survey at 50% events w/50% participation.		Hermann, Chalmers, Smith, White	Hermann, White	Person to track data – data collector	Ongoing	Re-evaluate plan 2012
Develop action step opportunities to host different community based activities off campus.		Member of Human relations committee to compile data	-SIT -Human Relations Committee	Standardized data collection form	Ongoing	Re-evaluate plan 2012
Increase parent participation for each student group by 10%		OMMS faculty, staff, and PTA	-SIT -PTA	Analysis of collected data	Ongoing	By the end of the 2011-2012 school year

Current School Wide Events-

Summer Orientations, SLC (evening?), Superfit, Career Day, Book Fair, Music Concerts, Music in the Parks, Holiday Bazaar, Campus Clean-Up, DADS Basketball Game, Car Wash, Poetry Slam, College Fair, STEM presentations, Sports Day, Memorial Day Assembly, Dances, 8th grade ceremony, Back to School Night, MESA, Destination Imagination, Science Fair, Spelling Bee, History Day, Relay for Life, AACPS Art Exhibit, PTA sponsored family nights in local restaurants,

Proposed Additional Events-

Market Day, PTA selling t-shirts, community beautification day, Community outreach at local apartment complex (Chesapeake Glen) at beginning and midyear check-in, visiting local libraries, Spelling Bee at local library, health mobile, students visit/play board games with senior

citizens in assisted living settings (Kris-Leigh), Old Mill Idol, Outreach at library for our Hispanic families, team up with local library to promote computer use

How do we get the news/information out there: Give information to local churches, local apartment communities, contact public relations representative, give children the information to present to their communities, teachers have a bulletin board in classroom to promote events.

Use professional development time-not our own time