



Severna Park Middle School

2010-2011

School Improvement Plan

Severna Park Middle School
2010-2011 School Improvement Plan

Goal I: Academic Achievement
Reading/Math

Institutional Strategies:

- Cornell Notes
- Collaboration meetings to exchange Best Practices
- McDougal/Littel before, during, and after reading strategies used by all language arts teachers to improve reading comprehension for all text
- Wednesday after school HELP sessions by all teachers
- Display examples of student work
- Concept/Word Wall within the classroom
- Form Focus Groups to identify students +/- 10 points from Proficient and from Advanced
- Use mixed review activities in math to spiral MSA content
- Use manipulatives in math to develop abstract thinking skills
- Provide students with opportunities to encounter content in a variety of modalities, targeting multiple learning styles
- Examining Student Work
- Daily independent reading of non-fiction with appropriate pre reading strategies
- R³ (Re-teach, Re-do, Re-Submit)
- Identify focus groups of “High Basic” and “High Proficient”
- SMART goals for focus groups
- Core departments to develop content skills to support **analyze, synthesize, evaluate**
- Address cognitive demands of SOL(VE) in math application problems
- Create SR’s specific to content areas
- Implement the four elements of WE MUST from Supervisory Visit (October 2009)

**School Improvement Plan
Data Sets
2010-2011
Middle Schools**

Severna Park Middle School

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
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.	Baseline: June 2006 – 75.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards.	All	91.6	93.3	94.0	94.9	95.0	96.4	97	95.8
		Af Am	71.4	72.5	74.0	79.0	82.0	82.2	83	73.9
		Na Am	100	100	100.0	100.0	100.0	100.0	100	100.0
		Asian	87.0	92.9	94.0	98.3	98.0	94.0	94	100.0
		Hisp	82.6	87.0	88.0	85.7	88.0	94.7	95	86.4
		White	92.8	94.6	95.0	95.7	96.0	97.3	98	96.8
		ELL	50.0	25.0	-	66.7	-	85.7	86	100.0
		Farms	69.6	72.7	73.0	75.9	76.0	86.8	87	73.5
		SpEd	56.0	57.3	72.0	73.6	76.0	80.7	81	75.0
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.	Baseline: June 2006 – 71.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math standards.	All	90.7	92.3	93.0	94.0	95.0	94.7	95	93.1
		Af Am	57.1	65.2	66.0	69.4	72.0	80.8	81	69.2
		Na Am	100	100	100.0	100.0	100.0	100.0	100	100.0
		Asian	94.6	92.9	94.0	96.6	97.0	98.0	98	94.2
		Hisp	79.2	91.3	92.0	89.3	92.0	89.5	90	86.4
		White	92.3	93.7	94.0	95.2	96.0	95.4	96	94.4
		ELL	71.4	100	100.0	100.0	100.0	85.7	86	83.3
		Farms	50.0	61.8	65.0	75.9	76.0	83.0	83	69.1
		SpEd	52.0	54.7	65.0	60.4	65.0	73.1	73	65.0

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math.	Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the MSA Reading	All	56.3	57.1	60.0	70.2	72.0	73.3	74	75
		Af Am	26.8	23.2	30.0	43.6	50.0	40.8	45	37
		Na Am	50.0	100	100.0	100.0	100.0	100.0	100	67
		Asian	61.1	44.6	48.0	67.2	70.0	68.0	70	69
		Hisp	39.1	47.8	50.0	60.7	63.0	33.3	40	50
		White	57.8	59.7	65.0	71.8	73.0	76.0	77	78
		ELL	-	-	-	-	-	-	50	
		Farms	17.4	18.2	25.0	38.9	45.0	40.4	41	28
		SpEd	6.0	11.5	35.0	30.8	35.0	25.8	26	31
By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math.	Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the MSA Math	All	52.9	57.1	60.0	65.2	67.0	63.8	64	63
		Af Am	16.1	13.0	20.0	21.0	25.0	23.7	24	26
		Na Am	50.0	100	100.0	100.0	100.0	50.0	67	66
		Asian	57.1	64.3	70.0	82.8	85.0	63.5	64	63
		Hisp	20.8	47.8	50.0	50.0	53.0	40.9	41	32
		White	55.0	59.4	63.0	66.9	67.0	66.6	67	65
		ELL	-	25.0	28.0	33.3	35.0	42.9	43	33
		Farms	15.2	12.7	20.0	37.0	40.0	20.7	21	18
		SpEd	6.0	12.6	25.0	19.8	25.0	17.2	18	19
By the end of the 2011/2012 school year, 70% of students will have completed at least one World and Classical Language class by the end of their eighth grade year.	Baseline to be established in 2007/2008 (Includes Intro to Language, but not Exploratory Lang.)	All	60.9	64.9	67.0	77.0	76.2	83.4	84	78
		Af Am	33.3	39.1	41.0	50.0	45.0	46.7	47	73
		Na Am	0.	-	-	100.0	-	-		100
		Asian	65.0	72.2	72.2	73.0	72.2	94.7	95	90
		Hisp	41.7	25.0	40.0	84.0	83.3	72.7	73	100
		White	62.2	66.4	67.0	79.0	78.0	85.7	86	77
		ELL	33.3	-	-	-	-	-		100
		Farms	33.3	30.0	31.0	40.0	34.0	27.8	30	58
		SpEd	6.3	0.0	3.0	10.0	5.0	20.0	20	23

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
By the end of the 2011/2012 school year, 100% of eighth grade students will be technology literate as outlined by the Maryland Technology Literacy Standards for Students.	Baseline to be established in 2007/2008	All						75	80	
By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County Average 1.27%	Af Am			1.5%	2.17	1.5	.57	1.0	2.69
By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals for each NCLB group.	June 2006: 13,521 referrals	All	12.0	9.3	9.0	9.65	9.0	78	9	
		Af Am	34.5	31.6	27.0	25.0	21.0	22	21	
		Na Am	-	-	-	-	-			
		Asian	1.7	8.8	7.0	3.45	2.0	0	0	
		Hispanic	12.0	12.0	10.0	10.0	8.0	0	0	
		White	11.5	8.0	7.0	9.17	7.0	78	7	
		ELL	14.3	-	-	-	-			
		Farms	37.3	36.1	34.0	50.0	31.0		33	
		SpEd	22.5	24.1	23.0	30.61	23.0	27	23	

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	
By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more suspensions for each NCLB group.	June 2006: 6,259 suspensions	All	3.7	3.1	2.8	5.5	-	4.43	4.0	3.7	
		Af Am	15.5	15.8	15.0	15.6	14.5	9.52	10.0	21.7	
		Na Am	-	-	-	-	-				
		Asian	-	-	-	-	-	5.36	4.0	1.8	
		Hispanic	4.0	4.0	3.5	3.3	3.0	-		-	
		White	3.3	2.5	2.0	5.3	2.8	4.17	3.0	2.9	
		ELL	-	-	-	-	-	-			
		FARMS	19.6	14.8	12.0	30	12.0	12.3	12.3	15.0	
		SpEd	9.0	12.5	12.0	16.3	12.0	11.4	11.0	11.9	
By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more expulsions for each NCLB group.	June 2006: 326 expulsions	All	.1	.1		-					
		Af Am	-	1.3		-					
		Na Am	-	-		-					
		Asian	-	-		-					
		Hispanic	-	-		-					
		White	.1	-		-					
		ELL	-	-		-					
		FARMS	-	-		-					
		SpEd	-	-		-					

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual
Optional: Benchmark Data Reading										
Optional: Benchmark Data Math										
Optional: LAS Links										
Optional: Absences										

GOAL I.1
School Improvement Plan 2010-2011
Action Steps

School: Severna Park Middle School

Goal: By the end of 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on MSA standards.

Statement of Need: By the end of 2009-2010 school year, 75% of special education, 73.5% of FARMS, 73.9% of African American SPMS students had successfully scored Proficient or better on MSA Reading.

By the end of 2009-2010 school year, 65% of special education, 69.1 % of FARMS, 69.2% of African American, and 83.3% of ELL SPMS students had successfully scored Proficient or better on MSA Math.

Objective: By the end of 2010-2011, 81% of SPMS special education, 87% of FARMS, 83% of African American, and 86% of ELL students will achieve Proficient or better on MSA Reading.

By the end of 2010-2011, 73% of SPMS special education and 86% of ELL students will achieve Proficient or better on MSA Math.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure	End Date/Check off when completed
Conduct a record review of all new students to find evidence of IEP or ELL after June 1, 2009	Counselors	Principal/Assistant Principals/Counselors/DCs	Student cumulative folders	IEP list of students ELL list of students	March 15, 2011
Review benchmarks to analyze students' strengths and weaknesses <ul style="list-style-type: none"> Dialogues around readiness and skill demonstration 	Core DC's	Core department members	Quarterly benchmark scores	Results of analysis shared at SIT meetings	Quarterly
Identify and track progress of low performing students in testing groups EQ	Leadership Team	AP's/Counselors/Teachers	Individual data to include interims, grades, benchmarks, parent conferences	Student dashboard Power teacher weekly updates	Ongoing

<ul style="list-style-type: none"> Dialogues with teams and parents regarding student growth 					
Weekly collaborative planning focusing on assessment <ul style="list-style-type: none"> Address "We Must" with planning 	Grade level collaborative leader	Collaborative planning groups		PLC planning sheets	Weekly
Multi-cultural awareness presentation to faculty at faculty meetings EQ	Andrea Alcombright	WCL teachers	Food, dress, customs reflective of culture	Faculty meeting agendas	Monthly
Extend Black Saga club for parent involvement EQ	Nancy Galetsky; Matt Gray	Counselor	Black history resources	Club's roster	Bi-Weekly
Address cognitive demands of identifying main idea <ul style="list-style-type: none"> Emphasis on charts, graphs, tables, primary sources 	DC's; IDT Leaders	All staff	Staff development monthly	Benchmarks	10/30/09 11/30/09 1/30/10 2/28/10 4/30/10 6/15/10
Focused walkthroughs for differentiation	AP's, DC's	Admin, DC's	Collaborative checklist	Data shared at Leadership Team meetings	Bi-monthly
Focus on math processing questions (What is the answer? How did you get that? Why did you get that? How do you know you were right?)	Stacy Doucette; math teachers	All encore, math, science teachers	Math department questions	Observations	June 10, 2011
Increase number of AA in AVID EQ	Judy Crawford, counselors	AVID teachers	MSA benchmarks	Course enrollment	August 30, 2010
Increase number of AA in ADV EQ	Counselors	Counselors	MSA	Course enrollment	August 30, 2010
Implement math intervention	Laurie Marlow	Eileen Carassanesi	MSA, benchmark	Math benchmarks	Quarterly

Enroll students in Maryland Leadership workshop EQ	Counselors	MLW staff	Group action plan	MLW meetings	Monthly
Implement Kid Konnection EQ	Counselors	Staff	List of identified students	Mentor feedback	Jan-Feb. 2011
Records review of all basic students	Pauline Prince	Psych interns; core teachers	Individual records	Bi-monthly Leadership Team meetings	August-Sept. 2010
Use Costa's Levels of Questioning	Judy Crawford, Renee Austin, Lori Fowler, Mary Ann Orso, Sue Schiavone	All teachers	AVID materials – Costa's higher level thinking; AVID workshop for teachers	Observations	June 2011

GOAL I.2
School Improvement Plan 2010-2011
Action Steps

School: Severna Park Middle School

Goal: By the end of 2013/2014 school year, 50% of all students in each NCLB student group will perform at the advanced level of achievement on MSA Reading and Math.

Statement of Need: At the end of 2009-2010 school year, four student groups had low levels of Advanced scores in Reading: 37% of African American, 50% of Hispanic, 28% of FARMS, and 31.3% of Special Education.

At the end of 2009-2010 school year, five student groups had low levels of Advanced scores in Math: 26% of African American, 32% of Hispanic, 18% of FARMS, 19% of Special Education, and 33% of ELL.

Objective: By the end of the 2010-2011 school year, 45% of African Americans, 41% of FARMS, and 26% of Special Education will score Advanced in Reading.
 By the end of the 2010-2011 school year, 24% of African Americans, 21% of FARMS, 41% of Hispanic, 18% of Special Education, and 43% of ELL will score Advanced in Math

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure	End Date/ Check off when completed
Develop four high level questions for each lesson	Sharon Morell, Sam Perry, Nancy Galetsky, Chuck Dunlap	All teachers	Critical Thinking Wheel; QAR	2009-2010 observations; lesson plans	October 1010-June 2011
Develop formative assessments to differentiate for extension	PLC Leaders	All teachers	Monthly staff development	SIT Minutes; PLC Planning Guide Sheets; Benchmarks	10/30/11 11/30/11 1/30/11 2/28/11 4/30/11 6/15/11
Focused walkthroughs for differentiation	AP's, DC's	Admin, DC's	Collaborative checklist	Data shared at Leadership Team	Bi-monthly
Use Costa's Levels of Questioning	Judy Crawford, Renee Austin, Lori Fowler, Mary Ann Orso, Sue Schiavone	All teachers	AVID materials – Costa's higher level thinking; AVID workshop for teachers	Observations	June 2011

Severna Park Middle School

2010-2011 School Improvement Plan

Goal II: School Safety and Discipline

Institutional Strategies:

- Attendance Committee
- Peer mediation
- Conflict resolution
- Park Pride across building
- Greeting table
- ID badges
- Locked doors with electronic key access
- Advisory lessons on identified topics such as bullying
- Summer conferences with identified students

GOAL II
School Improvement Plan 2010-2011
Action Steps

School: Severna Park Middle School

Goal: By the end of 2012/2013 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.

Statement of Need: In 2010/2011, three student groups had a statistically larger percentage of referrals: African American (26%), Special Education (23%) and FARMS (28%)

Objective: By the end of the 2011/2012 school year, there will be a 10% reduction in the number of students receiving one or more referrals in the following NCLB groups: African American, Special Education, and FARMS.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure	End Date/ Check off when completed
Staff meeting to review discipline data	Sharon Morell; Chuck Dunlap	AP's, Counselors, Psychologist	EDW	Weekly staff meeting discussions	September 2010- June 2011
Re-examine disciplinary ladder with all IDT's	Chuck Dunlap, Nancy Galetsky, Sam Perry	IDT's	Previous disciplinary ladders	IDT minutes	November 2010
Re-examine disciplinary ladder with all Encore teachers and special educators	Chuck Dunlap, Nancy Galetsky, Sam Perry	Encore teachers, special educators	Previous disciplinary ladders	Encore collaboration minutes	November 2010
Staff meeting to review time, place, type of offenses for 09/10	Chuck Dunlap	Administrators; counselors; psychologist	EDW	Staff minutes	October 2010-June 2011
Develop and implement re-entry plan for students after DMR	Gil Schaefer	Administrators and counselors	Goal setting sheet; DMR documentation	Plans	November 2010 – June 2011

Severna Park Middle School
2010-2011 School Improvement Plan

Goal IV: Community Collaboration

Institutional Strategies:

- Team, department websites
- Youth Rise/Leo Club (Lions Club)
- Northrup Grumman Engineering Day
- Partnership with Bateman's
- Team bulletin boards in the cafeteria
- Displaying exemplary student work throughout the building
- Tutor pool from Lions Club
- Liaison with Annapolis Mall

Goal IV
School Improvement Plan 2010-2011
Action Steps

School: Severna Park Middle School

Goal: By the end of the 2009-2010 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.

Statement of Need: In 2009-2010, Severna Park Cluster hosted two activity or meetings.

Objective: By the end of 2010-2011, the Severna Park Cluster will host two meetings in the community to support the SP Cluster plan.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure	End Date/Check off when completed
Earth Day	SP Principals	Cluster schools	Vendors, kiosks	Informal survey	April 2011
SPMS 5K	SP Principals	Cluster schools	5K route marked	Informal survey	Spring 2011