

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVE AND INDICATORS
2010 - 2011
EAST MIDDLE SCHOOL**

OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 1)													
INDICATOR 1.1: In the aggregate and for each subgroup*, each school will make adequate yearly progress in students= achievement at or above the proficient level in reading/language arts and mathematics on the 2009 Maryland School Assessments. (*Subgroups: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); Hispanic; limited English proficient (LEP); special education; economically disadvantaged.)													
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.												
MATH The number of students in grades 6, 7, and 8 reaching proficient or advanced levels in math will increase to:	TIME LINE:												
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Special education students will meet the AMO for math:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.												
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6	63.6	79.36											
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LEP students will meet the AMO for Math:	INSTRUCTION Provide 90 minutes daily instruction for all students including identified special education, LEP, and other at-risk students. Using the Three Tiered Model of Intervention, provide individual or small group math instruction for identified special education and other at-risk students. Implement identified math interventions (see addendum) using Instructional Assistants as coaches funded through Targeted Poverty, MAIP, and FarM grants. Identified special education, LEP, and other at-risk students will participate in <ul style="list-style-type: none"> • Summer Math Academic Intervention Bulldog Learning Lab, and Bulldog Café' all funded through a Math & Reading Academic Acceleration Grant. (see addendum. • Algebraic Thinking • "Power Team" model of instruction to provide learning acceleration • Stocks in the Future Program 												
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Grade	Attained 2010	2011											
6	n/a	79.36											
7	n/a	78.49											
8	n/a	77.91											
	Daily throughout the school year												
	Daily throughout the school year												
	Daily Throughout the school year												
	July 2010												
	Daily throughout the school year												
	Fall 2010												
	Monthly Sept 2010- June 2011												
	Mary Swack												
	Elizabeth Meassick												
	Jen Tirella												
	Jen Goffena Judy Gehr												
	Teresa Kauffman												
	Jen Tirella												
	SUMMATIVE DATA: 2011 Maryland School Assessment Data FORMATIVE DATA: Math Formative Assessments for All Students Pre/Post /STAR Math Assessment for identified students Algebraic Thinking Formative Assessments for students enrolled in AT classes												

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MATH The number of students in grades 6, 7, and 8 reaching proficient or advanced levels in math will increase to:	PROFESSIONAL DEVELOPMENT (continued) Monthly Departmental meetings will focus on the sharing of best practices related to instruction and reviewing Algebra I curriculum to ensure the maximum number of students are appropriately place in Algebra I.												
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To increase the number of students participating in Algebra I.													
	LEAD PERSON RESPONSIBLE:												
	Jen Goffena												
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	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.												
	<p>SUMMATIVE DATA: 2011 Maryland School Assessment Data</p> <p>FORMATIVE DATA:</p> <p>Peer walk-through reflection sheets</p> <p>Math Benchmark Assessments for All Students</p> <p>Pre/Post Accelerated/STAR Math Assessment for All Students</p> <p>Pre/Post/Quarterly STAR Math Assessment for Identified At-Risk and Basic Students.</p>												

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OBJECTIVE 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
INDICATOR 4.1: No school will be identified as a persistently dangerous school.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>Student discipline infractions will decrease through the use of PBIS program.</p> <p>The number of out of school placements for students with chronic discipline problems will be reduced.</p>	<p>Review of discipline data with faculty</p> <p>Students identified as bullies will be recommended for counseling and/or administrative intervention</p> <p>Each grade level administrator will conduct meetings with grade level teams and will address the topic of bullying (including cyber-bullying)</p> <p>Recognize and reward students who demonstrate acts of positive behaviors</p> <p>See Character Education addendum</p> <p><u>Professional Development</u> Provide staff development to all staff on the Bullying Policy/Procedures</p> <p>Use of “Connections” Support Classroom for identified at-risk students</p>	<p>Monthly Sept 2010-June 2010</p> <p>As needed throughout the year</p> <p>Quarterly</p> <p>On-going throughout the year</p> <p>October 2010</p> <p>October 2010</p> <p>As needed throughout the year</p>	<p>Melissa Leahy Chris Roemer</p> <p>GAPS team</p> <p>Administrative Team</p> <p>Melisa Weinberg</p> <p>Melisa Weinberg Cathlin McCormick</p> <p>Melisa Weinberg Cathlin McCormick</p> <p>Christine Bechtel</p>	<p><u>SUMMATIVE DATA:</u> 2010- 2011 Percentage of Suspensions and Expulsions by Specific Offense.</p> <p><u>FORMATIVE DATA:</u></p> <p>Suspension report 2010-2011 compared to suspension report 2009-2010</p> <p>Discipline reports from 2010 -2011 compared to discipline reports from 2009-2010</p> <p>Number of coins distributed to students for acts of positive behavior</p> <p>“Connections” data (number of students serviced, type of service provided)</p>

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To increase awareness, tolerance and acceptance of cultural diversity	<u>Mix-it up day</u> Students and staff work together to expand cultural experiences (classroom lessons on diversity, strategic seating in the cafeteria)	Fall 2010	Melisa Weinberg	SUMMATIVE DATA: 2010-2011 Percentage of Suspensions and Expulsions by Specific Offense. FORMATIVE DATA: Number of students in each subgroup. Number of students participating in Mix-it-up day Number of students, parents, and staff participating in Taste of the World Number of staff participating in professional development Discipline reports from 2010 – 2011 compared to discipline reports from 2009 - 2010
	<u>Taste of the World</u> An evening event that showcases culinary diversity of various East Middle School cultures	Spring 2011	Lisa Blevins Angela Springer	
	Faculty Staff development on respecting difference of others – bullying and cyber-bullying	January 2011	Lisa Blevins Angela Springer	
	Students and Staff will participate in an Internet safety and cyber bullying seminar.	October 2010	Corporal Washington	

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OBJECTIVE 8: Maintain and improve the efficiency and effectiveness of system-wide and school-based operations and delivery of services.				
INDICATOR 8.1: Comply with all Federal and State reporting requirements.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify site-based, job-embedded staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
East Middle School will improve employee wellness.	<p>Staff will voluntarily participate in a “Biggest Loser” weight loss support group.</p> <p>Staff will voluntarily utilize the fitness room.</p> <p>Staff will participate in school-wide “Wellness Day.”</p> <p>Students and Staff will participate in the annual Diabetes Walk Fundraiser.</p> <p>Students and Staff will participate in an Internet safety and cyber bullying seminar.</p> <p>Students will participate in an after school running club.</p> <p>All students will complete fitness assessments to be included in their fitness portfolio.</p> <p>Professional Development Provide staff development on suicide and self-injury awareness.</p> <p>Administrators in-service on use of AED.</p>	<p>Jan 2011-Apr 2011</p> <p>Throughout the school year</p> <p>January 2011</p> <p>Fall 2010</p> <p>October 2010</p> <p>Weekly</p> <p>Spring 2011</p> <p>October 2010</p> <p>June 2010</p>	<p>Mary Peters</p> <p>Phys Ed teachers</p> <p>Mary Peters</p> <p>Kelly Snyder</p> <p>Corporal Washington</p> <p>Dave Cox</p> <p>Phys Ed teachers</p> <p>Melisa Weinberg</p> <p>Shelly Brezicki</p>	<p>FORMATIVE DATA:</p> <p>Number of employee participants.</p> <p>Student fitness portfolios.</p>

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Addendum

Identified Reading Interventions

READ 180

Wilson

Bridges to Literature

Study Island

Framing Your Thoughts

Differentiated Instruction

Identified Math Interventions

Study Island

Accelerated Math

Algebraic Thinking

Differentiated Instruction

Character Education

Words of Wisdom – daily passage read to students over morning announcements highlighting the importance of having good character and making good decisions

Student of the Month – Monthly recognition of students nominated by their team teachers for demonstrating good character

ACE/Honor Roll – Quarterly Academic and Character Education (ACE) Honor Roll assembly recognizing students for academic and behavioral success

PBIS – Positive Behavior and Intervention Supports program designed to provide positive recognition for students who make good choices

Organization

90 minutes of daily Reading instruction for all students

90 minutes of daily Math instruction for all students

Connections – temporary academic and/or behavioral assistance program for students needing intense intervention

STEM Technology education class – new applied Technology Education class focusing on the integration of science, technology, engineering, art, and math for at-risk students