

# SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2010 - 2011

## MT. AIRY MIDDLE SCHOOL

<b>OBJECTIVE 1:</b> 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)				
<b>INDICATOR 1.1:</b> 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 2011 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.)				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE:</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p><b>SIXTH GRADE READING</b> 2010 Proficient/Advanced = 97.3% 2011 Proficient/Advanced Goal = 97.8%</p> <p><b>FARM's</b> 2010 Proficient/Advanced = 93.8% 2011 Proficient/Advanced = 94.3%</p> <p><b>SPECIAL ED.</b> 2010 Proficient/Advanced = 93.3% 2011 Proficient/Advanced = 93.8%</p> <p><b>SEVENTH GRADE READING</b> 2010 Proficient/Advanced = 94.0% 2011 Proficient/Advanced Goal = 94.5%</p> <p><b>FARM's</b> 2010 Proficient/Advanced = 95% 2011 Proficient/Advanced = 95.5%</p> <p><b>SPECIAL ED.*</b> 2010 Proficient/Advanced = 75.0% (Did not meet 2010 AMO of 81.0%) 2011 Proficient/Advanced = 85.75% (2011 AMO)</p>	<p>Each team will identify students not meeting standards and develop an individual instructional plan through support from all team members. Individual staff members will be assigned students to mentor throughout the year and monitor progress on instructional goals.</p> <p>Identify targeted students who did not meet the 2010 AMO in any subgroup. Determine their specific sub-score deficiency (ies), either by using the 2010 MSA data or other assessment tools. Address these students' needs using individualized strategies, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Read 180 (Funding provided by Middle School Reading Intervention Money)</li> <li>• Wilson Reading System</li> <li>• Bridges to Literature</li> <li>• Framing Your Thoughts</li> </ul>	<p>Identify students by Oct. 1 Team checkpoints by Jan. 30 Continue mentor relationship throughout year</p> <p>Identify students by Oct. 1 RLA teachers review student progress by Jan. 30 Continue to implement and adjust strategies as needed through June 2011</p>	<p>Team Leaders</p> <p>RLA Specialist</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Completed checklist and Instructional Plan</li> </ul> <p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• County Benchmark Assessments</li> </ul>



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<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE:</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>2010 Proficient/Advanced = 96.7% 2011 Proficient/Advanced Goal = 97.2%</p> <p><b>FARM's</b> 2010 Proficient/Advanced = 81.3% 2011 Proficient/Advanced = 82.0%</p> <p><b>SPECIAL ED.</b> 2010 Proficient/Advanced = 80.0% 2011 Proficient/Advanced = 80.5%</p> <p><b>SEVENTH GRADE MATH</b> 2010 Proficient/Advanced = 87.6% 2011 Proficient/Advanced Goal = 88.1%</p> <p><b>FARM's*</b> 2010 Proficient/Advanced = 70.0% (Did not meet 2010 AMO of 71.32%) 2011 Proficient/Advanced = 78.49% (2011 AMO)</p> <p><b>SPECIAL ED.*</b> 2010 Proficient/Advanced = 65.0% (Did not meet 2010 AMO of 71.32%) 2011 Proficient/Advanced = 78.49% (2011 AMO)</p> <p><b>EIGHTH GRADE MATH</b></p>	<p>standards and develop an individual instructional plan through support from all team members. Individual staff members will be assigned students to mentor throughout the year and monitor progress on instructional goals.</p> <p>Identify targeted students who did not meet the 2010 AMO in any subgroup. Determine their specific sub-score deficiency (ies), either by using the 2010 MSA data or other assessment tool. Address these students' needs using individualized strategies, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Successmaker (Funding provided by Middle School Reading Intervention Money)</li> <li>• Math Intervention Program</li> </ul> <p>Teams will structure MSA study groups during 3<sup>rd</sup> marking period to prepare students with specific skills necessary to meet</p>	<p>by Oct. 1</p> <p>Team checkpoints by Jan. 30</p> <p>Continue mentor relationship throughout year</p> <p>Identify students by Oct 1</p> <p>Math teachers review student progress by Jan. 30</p> <p>Continue to implement and adjust strategies as needed through June 2011</p> <p>Identify students</p>	<p>Team Leaders</p> <p>Math Intervention Specialist</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Completed checklist and Instructional Plan</li> </ul> <p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• County Benchmark Assessments</li> </ul>

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<b>INDICATOR 1.1:</b> 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 2011 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.)				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE:</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>2010 Proficient/Advanced = 84.7% 2011 Proficient/Advanced Goal = 85.2%</p> <p><b>FARM's*</b> 2010 Proficient/Advanced = 53.8% (Did not meet 2010 AMO of 70.55%) 2011 Proficient/Advanced = 77.91% (2011 AMO)</p> <p><b>SPECIAL ED.*</b> 2010 Proficient/Advanced = 41.7% (Did not meet 2010 AMO of 70.55%) 2011 Proficient/Advanced = 77.91% (2011 AMO)</p>	<p>standards. MSA study groups may be used during study hall time.</p> <p>Teams will utilize study hall time to increase knowledge and skills in academic areas. Students will meet a minimum of 1 study hall period per week for additional academic time. Frequency of meetings will increase during the course of the year.</p> <p>Students not meeting standards may be assigned a peer tutor based on interest and availability.</p>	<p>by Jan. 1 Study Groups in place from end of January through beginning of April</p> <p>Aug. – June</p> <p>Nov. - May</p>	<p>Team Leaders</p> <p>Team Leaders</p> <p>Guidance Counselors</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• County Benchmark Assessments</li> </ul> <p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Grades assigned at interims and end of each quarter</li> <li>• Teacher feedback</li> </ul> <p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2011 Maryland School Assessment Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Grades assigned at interims and end of each quarter</li> </ul>

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## MT. AIRY MIDDLE SCHOOL

<b>OBJECTIVE 3:</b> All students will be taught by highly qualified teachers. (ESEA Goal 3)				
<b>INDICATOR 3.2:</b> Increase on an annual basis the percentage of teachers receiving high-quality professional development.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>Teachers will increase competence with school based technology systems. Teachers will also increase use of available technology in their classrooms.</p> <p>Teachers will actively engage in Professional Learning Communities to increase collaborative efforts within the school building.</p>	<p>Through Title II Grant Funds, teachers will be provided training on Promethean, ActivInspire and/or other new software technologies. These trainings may include, but are not limited to: ½ day inservices, after school classes, and / or observing technology in use in other classrooms.</p> <p>Teachers will regularly meet as a faculty, teams and / or departments to collaborate on teaching strategies and student achievement. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Sharing of Best Practices at Faculty Meetings</li> <li>• Disciplines provided time to analyze data and develop common curriculum goals, strategies, and assessments</li> <li>• Kid talking will be emphasized in team meetings</li> </ul>	<p>Nov. – April</p> <p>Oct. – May with monthly evaluation by SIT Team members</p>	<p>Administration Master Teachers</p> <p>SIT Chairs</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2010-2011 School Improvement Plans and Climate Survey Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher feedback through training evaluations</li> </ul> <p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2010-2011 School Improvement Plans and Climate Survey Data</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher feedback through professional development evaluations</li> </ul>

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<b>OBJECTIVE 6:</b> Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
<b>INDICATOR 6.3:</b> Parent participation in teacher-parent conferences will increase on an annual basis at all grade levels.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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 will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
Mt. Airy Middle School will make a concerted effort to increase communication with parents throughout the year, specifically related to student achievement. Teachers will be expected to notify parents when a student grade falls below a C and / or drops more than 1 letter grade following the interim grade. Teachers will record phone contacts, mailings, email and face-to-face conferences.	<p>Teachers will be using a contact data sheet to log parent contact related to student achievement (Phone, Email, Face-to-Face, Letter).</p> <p>Teachers will record parent contacts on the contact sheet. Parent contact data sheets will be collected at the end of each marking period.</p>	<p>Aug 2010</p> <p>End of each marking quarter</p>	<p>Administration</p> <p>SIT Chairs</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• 2010-2011 School Data on Teacher-Parent Conferences; data from SASI, and data from CCPS Discipline System.</li> </ul> <p><b><u>FORMATIVE DATA:</u></b></p> <ul style="list-style-type: none"> <li>• Contact Logs</li> </ul>

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<b>OBJECTIVE 8:</b> Maintain and improve the efficiency and effectiveness of system-wide and school-based operations and delivery of services.				
<b>INDICATOR 8.1:</b> Comply with all Federal and State reporting requirements.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
Mt. Airy Middle School will improve employee wellness.	<p>Access to Exercise Room before and / or after school.</p> <p>Healthy food alternatives will be provided at faculty gatherings where food is served.</p> <p>Notify staff of opportunities to participate in community based wellness activities (ex. Susan Komen Walk for the Cure, 5K runs, etc)</p>	Sept. - June	Administration	<p><b>FORMATIVE DATA:</b></p> <ul style="list-style-type: none"> <li>• Number of employee participants in specific sections.</li> <li>• Results of an employee satisfaction survey.</li> </ul>