

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS  
2010-2011  
NORTH CARROLL 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 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.)																												
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<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><u>READING</u></p> <p>The number of students in grades 6, 7, and 8 reaching proficient or advanced levels in reading will increase to:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>7</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>8</td> <td>93%</td> <td>95%</td> </tr> </tbody> </table> <p>Special education students will meet the AMO for reading:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>82.00%</td> <td>86.50%</td> </tr> <tr> <td>7</td> <td>81.00%</td> <td>85.75%</td> </tr> <tr> <td>8</td> <td>79.27%</td> <td>84.45%</td> </tr> </tbody> </table>	Grade	2010	2011	6	93%	95%	7	93%	95%	8	93%	95%	Grade	2010	2011	6	82.00%	86.50%	7	81.00%	85.75%	8	79.27%	84.45%	<p><u>INSTRUCTION</u></p> <p>All teachers differentiate reading instruction for all students using the VSC assessment limits for direct and explicit instruction.</p> <p>Using the Three Tiered Model of Intervention, provide individual or small group reading instruction for identified special education and other at-risk students:</p> <ul style="list-style-type: none"> <li>• Classroom Interventions</li> <li>• Use of <b>new reading data collection program</b></li> <li>• READ 180 (ENTERPRISE Ed., on-model)</li> <li>• Wilson- mod (increase availability)</li> </ul> <p>Weekly meetings with each academic team, administration, guidance, and special ed teacher to monitor progress of identified students.</p> <p>Monitor attendance of identified students.</p> <p>Develop action plans for students who scored at basic level on Reading MSA 2010</p>	<p>August 2010</p> <p>August 2010</p> <p>September 2010</p> <p>Daily</p> <p>October 2010</p>	<p>All Teachers and assistants are responsible for basing instruction on VSC.</p> <p>Sally Suder- Reading Specialist</p> <p>Ruth Winsker Mary Dee Oxen</p> <p>Attendance officer- Denise Stitely RLA teachers, special education teachers and Sally Suder</p>	<p><b>SUMMATIVE DATA: 2010 Maryland School Assessment Data</b></p> <p><b>FORMATIVE DATA:</b></p> <p>Previous teacher recommendations SRI data Classroom performance and teacher observation</p> <p>SRI data Classroom performance and teacher observation</p> <p>Summary Chart/ notes from team meetings for identified students.</p> <p>SASI Attendance data</p> <p>Classroom performance and teacher observation.</p>
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<u>Reading- con't</u>	Special education, FARM, and low achieving students are invited to attend a mentor program for academic intervention if MAIP/FARM targeted intervention funds are available.	November 2010	April Howard	Classroom performance and teacher observation. Teacher surveys Attendance data in program
	Interns from PDS School (McDaniel College)	October 2010	Team Leaders and Mentor teacher	Classroom performance and teacher observation
	Student mentor program using community volunteers will be offered for identified students.	October 2010	Mike Jones	Classroom performance and teacher observation
	<u>PROFESSIONAL DEVELOPMENT</u>	August 2010		
	Provide additional training for teachers in using the new e-school grading program.	August 2010	Fran Diseroad	Teacher feedback and ease of use of program.
	<u>ORGANIZATION</u>			
	Time during faculty meetings will be used for departmental meetings to share and refine best practices.	October 2010	Mr. Snook/ Donna Reck	Teacher feedback from survey 1 week after meeting.

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	Interns from PDS School (McDaniel College) will assist when available.	October 2010	Donna Reck- PDS liason	Classroom performance and teacher observation
	Identified students are invited to participate in a math intervention program. (Math Clinic)	August 2010	Stacey Ebbert	Classroom performance and teacher observation
	<u>PROFESSIONAL DEVELOPMENT</u> Provide training to implement identified math interventions.	August 2010	Mr. Kreamer	Teacher feedback
	Provide additional training for teachers in using the new e-school grading program.	August 2010	Fran Diseroad	
	<u>ORGANIZATION</u> Time during faculty meetings will be used for departmental meetings to share and refine best practices.	October 2010	Mr. Snook	Department heads will meet to discuss the effectiveness of the process, make suggestions and improvements to meet needs of each department.

**OBJECTIVE 3:** All students will be taught by highly qualified teachers. (ESEA Goal 3)



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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 6.1:</b> Participation in adult volunteer programs will increase on an annual basis in each school.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<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.
The percentage of parent volunteers will increase from last year.	Parents are asked to fill out a survey for participation in a variety of activities each year.	August 2010	Donna Oursler	<p><b><u>SUMMATIVE DATA:</u></b> 2009-2010 School Data on Volunteer Participation</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Feedback from teachers.</p> <p>Number of parents trained as volunteers</p>

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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 6.2:</b> Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> 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.	<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.
Continue as a PDS site for McDaniel College.	PDS Coordinator places interns and student teachers with experienced teachers.	July 2010	Donna Reck – NCMS Donna MPartland- MCDaniel College	<p><b>SUMMATIVE DATA: 2009-2010 School Data on Business and Community Partners</b></p> <p><b>FORMATIVE DATA:</b></p> <p>Evaluations from McDaniel College.</p> <p>Feedback from Mentor teachers and student teachers.</p> <p>Increasing number of teachers having taken the Mentor Class from McDaniel College</p>