

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE ORMS OBJECTIVES AND INDICATORS
2009-2010**

OKLAHOMA ROAD MIDDLE SCHOOL

OBJECTIVE 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 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 2008 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.	TIME LINE:	LEAD PERSON RESPONSIBLE:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>Math/Reading/ Science</p> <p><i>ORMS will meet all 2010 Annual Measurable Objectives (AMOs,) both in the aggregate and in all subgroups (See Addendum “A” for specific target).</i></p> <p><i>Of 2009 “Basic/Basic” students, 60% or more will score “Basic/ Proficient/ Proficient” in 2010 and 20% of “Proficient/Proficient/Pr oficient”students will score “Proficient/Proficient/Ad vanced” in Reading, Math & Science.</i></p> <p>Note: Proficient and/or Advanced may be in any of the content areas assessed.</p>	<p>I. Organizational Initiatives</p> <p>A) Reading/Math Acceleration Grant monies to fund tutoring and support targeted “Basic/Basic” and other at-risk students at all grade levels. Student support will be in addition to the regular class time. (Funding Source – CCPS Math/Reading Acceleration Grant funds)</p> <p>B) Students who need significant interventions are assigned schedules to support their specific needs in math and reading.</p> <p>C) Provide additional support staff for math and reading class room programs to support identified students. (Funding Source – CCPS Math/Reading Acceleration Grant funds)</p>	<p>August 2009</p> <p>Summer 2009</p> <p>August 2009</p>	<p>Bowers, Stein, Fiore</p> <p>Bahorich, J Morgan, Purcell</p> <p>Stein/Fiore</p>	<p><u>FORMATIVE DATA</u></p> <p>Effectiveness will be determined via anecdotal records, individual /small group achievement instruments, Teacher/Administrator “compelling” conversations”, SRI scores/Successmaker progress.</p> <p>Anecdotal information from teachers and assistants/2010 MSA scores</p> <p>School Counselors will collect monthly data (i.e.: student academic progress, attendance data, staff student surveys, anecdotal notes) and will report quarterly to the SIT.</p> <p>CCPS Math Benchmark performance/ Data provided by Successmaker.</p> <p>Anecdotal information from teachers and benchmark data. ORMS Science MSA results - 2010</p> <p>Benchmark data and 2009 and 2010 MSA Science scores; Planned interventions records</p>
	<p>II. Instructional/Learning Initiatives</p> <p>A) Identify, through collaboration of school staff, students in need of social/emotional/academic support through mentoring services (Administrative support will be implemented to support the time of staff members until another option presents.)</p> <p>B) Students identified as Basic in Math will utilize Successmaker (Pearson)/Math Lab to improve in deficient areas identified by Math MSA subscales and Successmaker .</p> <p>C) 8th grade Earth Science teachers will utilize ORMS teacher developed Life Science Review.</p> <p>D) Science Department will analyze available data related to MSA Science Assessments and local benchmarks, during designated department meeting times, to plan appropriate interventions & instruction.</p>	<p>Implement September 2009- June 2010</p> <p>August 2009 – June 2010 Monthly reporting</p> <p>September 2009-February 2010</p> <p>September 2009- June 2010</p>	<p>Purcell</p> <p>Fiore/Bowers</p> <p>Vasco</p> <p>Vasco</p>	

SCHOOL IMPROVEMENT PLAN TO ACHIEVE ORMS OBJECTIVES AND INDICATORS 2009-2010

OBJECTIVE 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 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 2008 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.	TIME LINE:	LEAD PERSON RESPONSIBLE:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>Math/Reading/ Science Professional Development & Parent Partnerships</p> <p><i>ORMS will meet all 2010 Annual Measurable Objectives (AMOs), both in the aggregate and in all subgroups (See Addendum “A” for specific target).</i></p> <p><i>Of 2009 “Basic/Basic” students, 60% or more will score “Basic/ Proficient/ Proficient” in 2010 and 20% of “Proficient/Proficient/Pr oficient”students will score “Proficient/Proficient/Ad vanced” in Reading, Math & Science.</i></p> <p><i>Note: Proficient and/or Advanced may be in any of the content areas assessed.</i></p>	<p>III. Professional Development</p> <p>D) “Mentor Teachers” will be provided training, collaboration and reflection time, as needed to ensure the effectiveness of faculty/student mentoring relationships.</p> <p>E) Teachers will reflect on their own instructional delivery and strategies using the ORMS Best Practices to identify their needs and strengths.</p> <p style="margin-left: 20px;">a. New teachers will identify his/her individual staff development needs in order to maximize student learning (i.e., IGPRO, Groupwise, discipline; parent conference)</p> <p style="margin-left: 20px;">b. New ORMS teachers will receive an overview of the ORMS Best Practices and the expectations within their curricular areas.</p> <p style="margin-left: 20px;">c. Staff will seek opportunities to observe other colleagues in the classroom to identify ways to incorporate ORMS Best Practices. Administration will provide class coverage where necessary.</p> <p>C.) Teachers will gain an awareness of strategies appropriate for engaging students in the ownership of their learning through elective book study groups (i.e.,grading, goal setting , portfolios and brain based learning.) Liberty Regional Group initiative / Title 2 grant funding will be pursued</p> <p>D.) All staff will become familiar with & begin to utilize the Maryland Technology Standards for middle school students & Technology Standards for Teachers, Administrators.</p> <p>IV. Parent Partnerships</p> <p>A.) 30% of teachers, who do not already have an active class webpage, will create one to provide information to parents regarding relevant class room content (i.e., homework, essential questions, classroom procedures.)</p> <p>B.) Work with ORMS PTA to provide parent workshops related to</p>	<p>As required</p> <p>Ongoing</p> <p>August 2010</p> <p>August 2010</p> <p>Ongoing</p> <p>September 2009-June 2010</p> <p>October 2009 – June 2010</p> <p>December 2009</p> <p>Ongoing</p>	<p>Purcell</p> <p>Hood/Bowers Mentor teachers</p> <p>Staub</p> <p>SIT Co-chairs</p> <p>SIT Co-Chairs ETM Reps – Buss / Hawkins Hood / Bowers</p> <p>Lamb – Technology Committee</p> <p>Lamb</p> <p>DiBuono</p>	<p><u>FORMATIVE DATA</u></p> <p>Mentor/mentee surveys and mentoring program monthly data and guidance reports</p> <p>2008 Best Practice Survey, Administrative Observations, Mentor Teacher conversations</p> <p>Summary of information provided, questions asked</p> <p>Faculty Meeting data collection using RR Chart</p> <p>Surveys / Book study group discussions / Observations & Walk-throughs, Student grade conversations</p> <p>Faculty meeting data, administrative observations and “walk-throughs”</p> <p>ORMS Website, parent conversations/emails</p> <p>Workshop participation surveys and discussions</p>

Oklahoma Road Middle School
2009-2010 School Improvement Plan

Addendum “A”

“Annual Measurable Objectives”

MATH

Math – 6 th Grade				
Subgroup	07 -08 Actual	08-09 Target	08-09 Actual	09-10 Target
All Students	93.2	94.3	94.1☺	95.6
American Indian	100.0	100.0		
Asian / Pacific Islander	100.0	100.0	100.0☺	100.0
African American	71.4	88.8	66.7	75.0
White	93.4	94.5	94.9☺	96.2
Hispanic	100.0	100.0		
FARMS	50.0	73.3	93.8☺	95.4
Special Education	42.1	65.60*	78.6☺	83.6

Math – 7 th Grade				
Subgroup	07 -08 Actual	08-09 Target	08-09 Actual	09-10 Target
All Students	87.1	89.7	93.2☺	94.9
American Indian	50.0	64.15*		
Asian/Pacific Islander	60.0	68.0	100.0☺	100.0
African American	77.8	82.2	50.0	64.15 (AMO?)
White	88.6	90.9	94.1☺	95.6
Hispanic	33.3	64.15*		
FARMS	44.4	64.15*	75.0☺	81.2
Special Education	38.1	64.15*	46.7	64.15 (AMO?)

Math – 8 th Grade				
Subgroup	07- 08 Actual	08 – 09 Target	08-09 Actual	09-10 Target
All Students	84.5	87.6	87.0☺	90.2
American Indian	100.0	100.0		
Asian /Pacific Islander	71.4	77.1	80.0☺	85.0
African American	62.5	70.0	70.0☺	77.5
White	85.3	88.2	87.8	90.9
Hispanic	100.0	100.0		
FARMS	58.4	66.7	57.1	63.18 (AMO?)
Special Education	54.6	63.7	47.4	63.18 (AMO?)

*Actual AMO for year not available as of 7/20/09. Once available updates will be made!

2009-2010 School Improvement Plan

Addendum “A” (Continued)

“Annual Measurable Objectives”

READING

Reading – 6 th Grade				
Subgroup	07 – 08 Actual	08 – 09 Target	08-09 Actual	09-10 Target
All Students	93.6	94.6	93.3	95.0
American Indian	100.0	100.0		
Asian /Pacific Islander	88.9	91.1	100.0☺	100.0
African American	85.7	88.6	88.9☺	91.7
White	93.9	95.1	93.1	94.8
Hispanic	100.0	100.0		
FARMS	70.0	77.5*	81.3☺	86.0
Special Education	47.3	77.5*	78.6☺	84.0

Reading – 7 th Grade				
Subgroup	07 – 08 Actual	08 – 09 Target	08-09 Actual	09-10 Target
All Students	94.4	95.5	95.2☺	96.4
American Indian	50.0	76.3*		
Asian / Pacific Islander	80.0	84.0	100.0☺	100.0
African American	100.0	100.0	75.0	81.2
White	94.0	95.2	95.6☺	96.7
Hispanic	66.6	76.3*		
FARMS	50.0	76.3*	81.3☺	86.0
Special Education	71.4	77.12	66.7	76.25 (AMO?)

Reading – 8 th Grade				
Subgroup	07 – 08 Actual	08 – 09 Target	08-09 Actual	09-10 Target
All Students	94.0	95.2	94.6	96.0
American Indian	100.0	100.0		
Asian/Pacific Islander	85.7	88.6	80.0	85.0
African American	75.0	80.0	100.0☺	100.0
White	93.6	94.9	95.7☺	96.8
Hispanic	100.0	100.0		
FARMS	66.7	74.09*	42.9	74.09 (AMO?)
Special Education	54.6	74.09*	63.2	74.09 (AMO?)

**Actual AMO for year not available as of 7/20/09. Once available updates will be made!