

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 - 2010
SYKESVILLE 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 2010 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 site-based, job-embedded 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 student achievement and the effectiveness of strategic actions.

READING

The number of students in grades 6, 7, and 8 reaching proficient or advanced levels in reading will increase to:

Grade	2009	2010
6	90.9	94
7	92.6	94
8	87.7	90

Special education students will meet the AMO for reading:

Grade	2009	2010
6	65.4	78
7	55.6	77
8	54.5	75.5

INSTRUCTION

All teachers differentiate reading instruction for all students using the VSC assessment limits for direct and explicit instruction.

Provide individual or small group reading/writing instruction for identified special education and other at-risk students:

- Classroom Interventions
- READ 180 (ENTERPRISE Ed., on-model)
- Wilson (increase availability)
- School wide literacy focus
- After school reading interventions (Reading Intervention Funds)
- Ladders to Success
- Bridges
- Read Excel
- R Books
- Guided Reading Strategies & Study Workbooks (Reading Intervention Funds)
- Finish Line (Reading Intervention Funds)

Provide individual or small group research based instruction for identified gifted and talented students.

- Thinking Maps

PROFESSIONAL DEVELOPMENT

Provide cultural proficiency training for teachers and staff to improve instruction for all ability levels.

September-June

Greta Gilmore, Kim Corbel, Brian Weinholt

August-June

Greta Gilmore, Leah Betz, Patti Shovlin, Cindy Bartlett

August-June

Brian Weinholt

September-June

Chris Mullinix, Christine Purcell, Pat Levroney

SUMMATIVE DATA: 2010 Maryland School Assessment Data.

FORMATIVE DATA:

SRI
Reading Counts
READ 180 Data
Benchmarks
Teacher Assessments
Writing Samples
QRI

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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 student achievement and the effectiveness of strategic actions.
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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:

Grade	2009	2010
6	92.7	94
7	86.9	90
8	81.4	85

Special education students will meet the AMO for math:

Grade	2009	2010
6	65.4	66
7	33.3	65
8	31.8	64

Provide opportunities for parent representatives to voice concerns and guidance to improve instruction.

INSTRUCTION
Math teachers differentiate math instruction for all students using the VSC assessment limits for direct and explicit instruction.

Implement identified math interventions including small group tutoring, After School Math intervention, Successmaker, and MSA progress checklists for Basic students. (Math Intervention Funds)

PROFESSIONAL DEVELOPMENT
Provide training to implement identified math interventions and the use of inter-write boards to enhance instruction. (Math Intervention Funds)

Provide cultural proficiency training for teachers and staff to improve instruction for all ability levels.

Provide opportunities for parent representatives to voice concerns and guidance to improve instruction.

September	Pat Levroney, Ralph Billings
September-June	Claudia DeBoy, Ralph Billings, Kent Kreamer
October-April	Judy Gehr, Claudia DeBoy
August-June	Kent Kreamer, Ralph Billings, Claudia DeBoy, Laura Dufrane
September-June	Pat Levroney, Ralph Billings, Claudia DeBoy, Amy Brown
September	Pat Levroney, Ralph Billings

SUMMATIVE DATA: 2008 Maryland School Assessment Data

FORMATIVE DATA:
Star Math
Accelerated Math
County developed unit tests
Benchmarks
Teacher Assessment
Successmaker

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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 1.2: Each elementary and middle school will make adequate yearly progress in total school attendance in all grades for all students.				
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 student achievement and the effectiveness of strategic actions.
<p>Results of student climate survey will increase by 10% due to the continuation of PBIS.</p> <p>A component in the student climate survey relating to cultural awareness will increase by 10% due to the ETM initiative.</p> <p>Identified 6th graders will attend at 95% and recognize their school as a place of meaningful education actively participating in their curricular activities.</p> <p>The percentage of teacher satisfaction with having a part in the decision making process will increase 10%.</p>	<p>Continuation of PBIS focusing on Respect and Responsibility.</p> <p>As part of the ETM initiative all 6th grade students will be enrolled in a Fundamentals of Spanish class where the focus will be on Latin American culture. Cultural events will be aligned to the curriculum and showcase cultures from different parts of the world.</p> <p>Identified incoming 6th graders will have the opportunity to participate in the spring START program and participate in the summer mini camp of August of 2010.</p> <p>Opportunities will be provided for staff to actively participate in decision making committees.</p>	<p>August-June</p> <p>August-June</p> <p>April-August</p> <p>August-June</p>	<p>Stephanie Calabria, Deb Kachick, Dave Bortz</p> <p>Aracelis Johnson, Kim Corbel, Carol Delisle, Chris Mullinix, Christine Purcell</p> <p>Patti Shovlin, Ann Kienzle</p> <p>Dave Bortz, Ralph Billings, Kim Corbel</p>	<p>SUMMATIVE DATA: 2009-2010 MSDE Attendance Data. Percentage of Suspensions and Expulsions by Specific Offense. Results of student climate survey Student referral data TELL Survey</p> <p>FORMATIVE DATA: Student referral data Number of PBIS tickets distributed Staff feedback</p>