

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVE AND INDICATORS

2009-2010

WEST 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.)																																								
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OBJECTIVE 2: By 2013-2014, all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 2)																												
INDICATOR 2.1: Each school will make adequate yearly progress in the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the 2009-2010 school year.																												
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<p>The number of LEP students in grade 6, 7, and 8 reaching proficient or advanced levels in reading and math will increase to:</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>85.7</td> <td>88.0</td> </tr> </tbody> </table> <p>Math</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>75.0</td> <td>77.0</td> </tr> </tbody> </table>	Grade	2009	2010	6			7			8	85.7	88.0	Grade	2009	2010	6			7			8	75.0	77.0	<p>Coordinate with the ESOL teacher in Reading Intervention and Instruction and in Math Instruction</p> <p>The ESOL teacher will provide instruction and intervention to LEP students during pull-out sessions</p>	<p>September, 2009</p> <p>September, 2009 - June, 2010</p>	<p>Teresa Kaufman</p> <p>Teresa Kaufman</p>	<p><u>SUMMATIVE DATA:</u> 2009-2010 IDEA Proficiency Test</p> <p><u>FORMATIVE DATA:</u> Scholastic Reading Inventory Qualitative Reading Inventory Star Mathematics Benchmark Assessments</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 suspensions will decrease in comparison to previous years</p> <p>The number of out of school placements for students with chronic discipline problems will be reduced</p> <p>The number of students demonstrating acts of positive behavior will increase.</p>	<ul style="list-style-type: none"> • Mentoring/Vocational programs (PEP) • Develop proactive programs and alternatives to suspension • Use of Branches Support Classroom for identified at-risk students. • Develop on-line instructional programs for Branches students • A student survey about bullying will be completed. • Students identified as bullies will be recommended for counseling • Each grade level administrator will conduct regular meetings with grade- level teams to address bullying • Recognize and reward students who demonstrate acts of positive behaviors. • Utilize Positive Behaviors Interventions and Supports (PBIS) program to encourage positive behaviors. • Analyze and revise PBIS based on data • Orient 6th grade students to West Middle’s PBIS program • Mentoring/Vocational programs • A student survey about bullying will be completed. • Develop proactive programs and alternatives to suspension • Students identified as bullies will be recommended for counseling. • Each grade level administrator will conduct regular meetings with grade- level teams and will address the topic of bullying. • Recognize and reward students who demonstrate acts of positive behaviors. • Utilize Positive Behaviors Interventions and Supports (PBIS) program to encourage positive behaviors. • Analyze and revise PBIS based on data • Orient 6th grade students to West Middle’s PBIS program • Use of Branches Support Classroom for identified at-risk students. • Develop on-line instructional programs for Branches students 	<p>October, 2009</p> <p>As needed</p> <p>End of first & fourth marking periods</p> <p>September, 2009 – June, 2010</p> <p>August, 2009- June, 2010</p> <p>Implement by August, 2009</p>	<p>Judy Guerrieri/Tom Berry</p> <p>Administrators Judy Guerrieri</p> <p>Administration Guidance Counselors, and School Psychologist</p> <p>Administration Guidance Counselors, School Psychologist</p> <p>Administrative Team</p> <p>All Staff</p> <p>All Staff</p> <p>Karl Streaker</p>	<p><u>SUMMATIVE DATA:</u> 2009-2010 Percentage of Suspensions and Expulsions by Specific Offense.</p> <p><u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Pre and Post survey results from Fall and Spring • Suspension report 2008 - 2009 compared to suspension report 2009 - 2010 • Discipline reports from 2008 - 2009 compared to discipline reports from 2009 - 2010. • Number of coupons distributed to students for acts of positive behavior.

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OBJECTIVE 4: All students will be educated in an environment that recognizes and values diverse cultures.				
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 educational experiences will include perspectives of people from a wide variety of cultures.</p> <p>Staff development will address the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education that is Multicultural.</p> <p>The number of out of school placements for students with chronic discipline problems will be reduced.</p>	<ul style="list-style-type: none"> • The Multicultural Speaker’s Bureau will be utilized • The Multi-cultural Committee will provide students with educational and social activities to promote understanding between cultures. • The mentoring partnership with McDaniel College will pair students with role models to help students of diverse backgrounds connect to educational opportunities • Revisit and Develop Mission Statement for WMS • Develop Core Values for WMS • Develop Team Vision Statements <p><u>PROFESSIONAL DEVELOPMENT:</u> Ruby Payne’s Framework for Understanding Poverty</p> <p>Faculty meetings and other staff development opportunities will prominently feature instructional strategies and materials appropriate for ETMA</p>	<p>Begin September, 2009</p> <p>Begin September, 2009</p> <p>Begin September, 2009 October, 2009 December, 2009 January, 2010</p> <p>September 2009</p> <p>Throughout the year</p>	<p>Tracie Blacksten</p> <p>Tracie Blacksten, Judy Vidmar</p> <p>Judy Guerrieri SIT</p> <p>SIT Grade Level Teams</p> <p>Pat Levroney</p> <p>Tracie Blacksten Judy Vidmar</p>	<p><u>SUMMATIVE DATA:</u> 2009-2010 <u>FORMATIVE DATA:</u></p> <ul style="list-style-type: none"> • Pre and Post survey results from Fall and Spring • Results of the Maryland Elementary and Secondary Public School Protocols for Education that is Multicultural. • Discipline reports from 2009 - 2010 compared to discipline reports from 2008 - 2009. • 2008/09 MSA data