

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVE AND INDICATORS

2009-2010

EAST 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 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><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" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>90.0</td> </tr> <tr> <td>7</td> <td>88.0</td> </tr> <tr> <td>8</td> <td>92.0</td> </tr> </tbody> </table> <p>Special education students will meet the AMO for reading:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>82.0</td> </tr> <tr> <td>7</td> <td>85.0</td> </tr> <tr> <td>8</td> <td>79.27</td> </tr> </tbody> </table> <p>LEP students will meet the AMO for reading:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>82.0</td> </tr> <tr> <td>7</td> <td>81.0</td> </tr> <tr> <td>8</td> <td>79.27</td> </tr> </tbody> </table>	Grade	2010	6	90.0	7	88.0	8	92.0	Grade	2010	6	82.0	7	85.0	8	79.27	Grade	2010	6	82.0	7	81.0	8	79.27	<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, LEP, and other at-risk students:</p> <ul style="list-style-type: none"> • Provide 90 minutes daily of RLA instruction • See addendum for interventions already in place <p>Implement identified reading interventions using Instructional Assistants as coaches funded through Targeted Poverty and MAIP/FaRM grant monies</p> <p>Identified special education, LEP, and other at-risk students will participate in</p> <ul style="list-style-type: none"> • “Power Team” model of instruction to provide learning acceleration • “Connections” program • Summer Reading Academic Intervention Program, Bulldog Learning Lab, and Bulldog Café all funded through a Math & Reading Academic Acceleration Grant. <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Provide additional Wilson training.</p> <p>Provide Staff Development for Teachers of Limited English Proficient Students</p> <p>Provide Staff Development for Teachers on topics related to:</p> <ul style="list-style-type: none"> • Explicit and Differentiated Instruction • Best practices for 90 minute block instruction. <p>Monthly Departmental meetings will focus on the sharing of best practices related to instruction.</p>	<p>August 2009</p> <p>August 2009</p> <p>August 2009</p> <p>August 2009</p> <p>Ongoing 2009-10</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Monthly</p>	<p>Mary Swack RLA Teachers</p> <p>Susan Zirpoli Heather Goodhart Nancy Mays Special Educators</p> <p>Chris Roemer</p> <p>Administrative Team Nick DePace</p> <p>Susan Zirpoli</p> <p>Pam Mesta</p> <p>Phil Popielski Christine Bechtel</p> <p>Heather Goodhart</p>	<p><u>SUMMATIVE DATA:</u> 2010 Maryland School Assessment Data</p> <p><u>FORMATIVE DATA:</u> SRI/Gates/MSA data/(Benchmark) used to identify, monitor progress and adjust instruction to meet the needs of special education, LEP, and other at-risk students</p> <p>SRI/Gates/MSA data/(Benchmark) used to identify, monitor progress and adjust instruction to meet the needs of special education, LEP, and other at-risk students</p> <p>SRI/Gates/MSA data/(Benchmark) used to identify, monitor progress and adjust instruction to meet the needs of special education, LEP, and other at-risk students</p> <p>Teacher Observation/Walk-through process</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.
Student discipline referrals will decrease through implementation of the PBIS program	Review of discipline data with faculty.	Monthly	Melissa Leahy Chris Roemer	SUMMATIVE DATA: 2009-2010 Percentage of Suspensions and Expulsions by Specific Offense. FORMATIVE DATA: Suspension report 2009-2010 compared to suspension report 2009-2009 Discipline reports from 2009-2010 compared to discipline reports 2008-2009 Number of coins distributed to students for acts of positive behavior
	Students identified as bullies will be recommended for counseling and/or administrative intervention	As needed throughout the year	GAPS team	
	Recognize and reward students who demonstrate acts of positive behaviors	On-going throughout the year	Melisa Weinberg Faculty and Staff	
	Professional Development: Provide professional development to all staff on the revised Bullying Policy/Procedures.	August 2009	School Counselors	
The number of out of school placements for students with chronic discipline problems will be reduced	Use of "Connections" Program for identified special education, LEP, and other at-risk students	As needed throughout the year	Nick DePace	"Connections" data (number of students serviced, type of service provided)

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Increase awareness, tolerance, and acceptance of cultural diversity	<p>Implement Mix-It Up Day with special education, LEP, and other identified at-risk students</p> <p>Implement a Community Outreach Program to <i>increase parent involvement</i></p> <p>Host Taste of the World, an evening event to increase cultural awareness through student presentations and cultural dishes</p> <p>Provide faculty/staff development to increase cultural proficiency among staff</p> <p><i>Transition the Advisory/Character Education Program to include interest-based groups</i></p> <ul style="list-style-type: none"> • Girls group for special education, LEP, and other identified at-risk students • Mentoring Program for special education, LEP, and other identified at-risk students • Boys group for special education, LEP, and other identified at-risk students 	<p>Fall 2009</p> <p>Summer 2009</p> <p>Spring 2010</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Phil Popielski</p> <p>Administrative Team</p> <p>Lisa Blevins Angela Springer</p> <p>Multicultural Committee</p> <p>Administrative Team Teachers</p>	<p>SUMMATIVE DATA: 2009-2010 Percentage of Suspensions and Expulsions by Specific Offense.</p> <p>FORMATIVE DATA:</p> <p>Suspension report 2008-2009 compared to suspension report 2009-2010</p> <p>Discipline reports from 2008 -2009 compared to discipline reports from 2009/2010</p> <p>Number of coins distributed to students for acts of positive behavior</p>

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ADDENDUM:

Identified *Reading* Interventions

READ 180
Wilson
Bridges to Literature
Study Island
Framing Your Thoughts

Identified *Math* Interventions

Study Island
Accelerated Math
Success Maker
Algebraic Thinking

Organization

Connections
Advisory
Committees