

Cabin John Middle School BGSIP 2009 – 2010

Revised 9/29/09

Student and Stakeholder Focus

Based on this in depth analysis of student achievement data, subgroup performance trends, achievement gaps, and root causes, the stakeholders will develop goals and action plans to ensure success for all students.

Faculty and Staff Focus

Professional Development Focus Areas:

- Monitor Student Performance
- Develop Cultural Competence for ILT
- Support African American, FARMS, and underperforming students

Resources to support teachers in reaching school goals:

- Weekly staff development team meetings
- Monthly staff meetings
- Weekly/Monthly department meetings
- Weekly common planning time
- Personnel: Staff Development Teacher, Reading Specialist, IDS, AEIST, English and Math Resource Teachers, ESOL, Special Education Department, and BGSIP Committee
- MCPS Diversity Team Courageous Conversations in ILT
- MCPS Data Resources
- Ongoing Technology Training

Ongoing support for new CJMS staff

- All first year teachers receive ongoing support from a Consulting Teacher (CT). CTs provide regular feedback regarding teacher performance in relation to the teacher performance standards.
- All teachers new to CJMS will be part of the New Teacher Committee.
- Supports provided by the Center for Skillful Teacher.
- Teachers new to CJMS will receive pertinent training (Orientation to CJMS, Pinnacle, Edline, Outlook, etc).

Leadership

The school leadership team (ILT), along with parents, and other members of our stakeholder groups will analyze school data to determine the school's academic focus. The plan is communicated to staff through staff meetings and staff development team sessions, to parents through PTSA meetings and the Cougar Courier. All staff continuously communicates the vision, mission, core values, expectations and progress monitoring regarding school goals and objectives through the daily team meetings, weekly subject alike planning, and weekly department meetings.

Strategic Planning - Goals and Measures

Goals: To move students forward academically

- Increase MSA **reading** scores from 95.9% to 100%.
- Increase MSA **math** scores from 92.5% to 96%.

While continuing to improve academic achievement for all students, the priority need groups for 2009 - 2010 are:

Min Increase Reading	
Special Education	80.4% to 85.4% (+5%)
FARMS	73.9% to 83.9% (+10%)
LEP	84.8% to 89.8% (+5%)
African American	86.4% to 91.4% (+5%)

Min Increase Math	
Special Education	62.7% to 72.7% (+10%)
LEP	78.3% to 83.3% (+5%)
FARMS	73.9% to 78.9% (+5%)
African American	79.0% to 84% (+5%)

- Increase to 95% the number of students who complete Algebra by the end of 8th grade with a C or higher.

Process Management

Action Plan Summary

- Monitor student performance using MCPS/VSC indicators and objectives in English, reading and math classes.
- Use 2009 data to develop instructional strategies to support our priority needs groups: African American, FARMS, LEP, Special Education
- Develop social and academic support plans (AIPs) by team to monitor students who scored basic or low proficient on 2009 MSA reading and math.
- Develop ILT awareness of culturally competent instructional practices

Student Performance Monitoring

- Protocols for analyzing student work and collaborative scoring
- BGSIP Committee
- Record Keeping/Data Analysis

Staff Development

- Support the effective implementation of reading strategies
- Special Education inclusion in classes
- Diversity & Equitable Practices
- Instructional practices
- Rigor
- Common Planning Time (CPT) Error Analysis & Planning for Re-teaching

Continuous Improvement

- Baldrige Quality Tools
- BGSIP Team & ILT Meetings

Collaboration

- Team Meetings
- Department Meetings
- Common Planning Time (CPT)

Interventions & Supports

- Reading Intervention Programs
- SpEd Program
- Mentoring Program
- LEP Program
- After School Program
- Summer School Focus Classes

Communication

- Parents: Cougar Courier, CJMS web page, Edline, Connect Ed, PTSA Newsletter
- Community outreach and functions by staff, PTSA, and students (SGA)
- Ongoing parent contact by staff
- Conferences

PERFORMANCE RESULTS

AMO Targets for 2010- 80.0% in Reading

AMO Targets for 2010- 71.4% in Math

MSA Test Results

READING	2007	2008	2009	MATH	2007	2008	2009
AMO	66.3	71.1	75.9	AMO	50.0	60.9	64.3
All	93.4	96.8	95.9	All	92.3	91.2	92.5
African Amer	74.4	80.3	86.4	African Amer	67.1	59.2	79.0
Amer Indian	n/a	n/a	n/a	Amer Indian	n/a	n/a	n/a
Asian	94.7	98.8	96.2	Asian	97.5	98.4	97.0
Hispanic	83.7	98.0	96.3	Hispanic	81.4	87.8	81.5
White	93.6	98.1	97.2	White	94.2	92.8	93.9
FARMS	70.7	75.6	73.9	FARMS	75.9	57.8	73.9
LEP	64.3	84.8	84.8	LEP	80.0	78.7	78.3
Special Educ	72.2	89.2	80.4	Special Educ	74.8	72.1	62.7



Measurement, Analysis, and Knowledge Management

- Data Collected Relevant to Goals.
- Monitoring Tool Data
- MSA, MAP-R, GPA, GT data analysis, Ineligibility
- Survey data from stakeholders
- Report Card, Interim, Progress Report
- CJMS Intervention Data
- Suspension Data
- Referral Data
- Attendance Data

Tools and Technology Necessary to Implement the Plan

- IMS System
- MyMCPS
- MSDE Web Site
- Pinnacle Grading Program
- FileMaker Pro/ Excel
- MCPS Curricula
- Achievement Series/ MyMCPS

Training Needed To Analyze and Utilize Data

- Software Training
- Training to utilize data for teaching and classroom purposes
- MyMCPS
- Promethean Technology

Review and Analysis of Student Performance Data and Stakeholder Input to Data

- Staff/Dept/Team Meetings
- Common Planning Time
- BGSIP Committee Meetings
- ILT Meetings
- Articulation Meetings (in house and cluster schools)