



Mission Statement

Cabin John’s mission is to educate all students in a supportive, challenging, and disciplined environment so that they become lifelong learners and a credit to themselves and society.

Vision

Cabin John Middle School is committed to an academic environment that promotes rigor, relevancy and relationships.

History of Cabin John

The school is located in Potomac, Maryland. There are approximately 940 students and 120 staff members. The original school was built in 1967, closed in 1987 and reopened in 1989. The modernized building opened in August 2011. The school is organized by interdisciplinary Super Teams in grades 6, 7, and 8.

ACRONYMS LIST School Improvement Plan (SIP) 2011 -2012 Linkages Chart

ACRONYM	MEANING	ACRONYM	MEANING
AEIST	Accelerated and Enriched Instructional Support Teacher	MAP-R	Measure of Academic Progress - Reading
AMO	Annual Measurable Objectives	MCPS	Montgomery County Public Schools
AYP	Adequate Yearly Progress	MSA	Maryland School Assessment
BHI	Bullying, Harassment, and Intimidation	MSDE	Maryland State Department of Education
CCSC	Common Core State Curriculum	myMCPS	Web-based, one-stop portal that provides easy access to student monitoring, curriculum and instructional resources, and applications
CJMS	Cabin John Middle School	PTSA	Parent Teacher Student Association
CPT	Common Planning Time	PRIDE	Purpose, Respect, Independence, Determination, Excellence
CPS	Collaborative Problem Solving	SGA	Student Government Association
CT	Consulting Teacher	SIP	School Improvement Plan
ESIT	Enhanced School Improvement Team	SpEd	Special Education
ESOL	English for Speakers of Other Languages		
FARMS	Free and Reduced Meals for Students		
GPA	Grade Point Average		
IDA	Instructional Data Analyst		
ILT	Instructional Leadership Team		
LEP	Limited English Proficiency		

Cabin John Middle School SIP 2011-2012

Revised 12/6/2011

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
- Foster Positive Student Interactions
- Support African American, FARMS, SpEd, 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, IDA, AEIST, English and Math Resource Teachers, ESOL, Special Education Department and ESIT Committee
- Ongoing training regarding BHI
- 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 instructional leadership team (ILT), with parents and 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 monthly department meetings.

Strategic Planning - Goals and Measures

Goals: To move students forward academically

- Increase MSA reading scores from 94.6% to 100%.
- Increase MSA math scores from 88.5% to 93.5%.

While continuing to improve academic achievement for all students, the priority need groups for 2011 - 2012 are:

Min Increase Reading	
Special Education	74.9% to 90.4% (+15.5%)
LEP	MET
FARMS	83.6% to 90.4% (+6.8%)
African American	84.3% to 90.4% (+6.1%)

Min Increase Math	
Special Education	57.6% to 85.7% (+28.1%)
LEP	87.1% to 92.1% (+5%)
FARMS	82.5% to 87.5% (+5%)
African American	57.8% to 85.5% (+27.7%)

Process Management

Action Plan Summary

- Monitor student performance using MCPS/CCSC indicators and objectives in English, reading and math classes.
- Use 2011 data to develop instructional strategies to support our priority needs groups: African American, FARMS, LEP, Special Education
- Develop social and academic support plans by team to monitor students who scored basic or low proficient on 2011 MSA reading and math.
- Monitor student interactions using myMCPS to track Bullying, Harassment, and Intimidation (BHI)

Student Performance Monitoring

- PRIDE data notebooks
- Protocols for analyzing student work and collaborative scoring
- ESIT Committee
- Record Keeping/Data Analysis

Staff Development

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

Continuous Improvement

- Baldrige Quality Tools
- ESIT 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
- Collaborative Problem Solving (CPS)
- Related Studies Program

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 2012- 90.4% in Reading

AMO Targets for 2012- 85.7% in Math

MSA Test Results

READING	2009	2010	2011	MATH	2009	2010	2011
AMO	75.9	80.8	85.6	AMO	64.3	71.4	78.6
All	95.9	97.2	94.6	All	92.5	93.5	88.5
African Amer	86.4	89.7	84.3	African Amer	79.0	80.5	57.8
Amer Indian	n/a	n/a	n/a	Amer Indian	n/a	n/a	n/a
Asian	96.2	98.0	>95%	Asian	97.0	97.6	>95%
Hispanic	96.3	93.0	88.2	Hispanic	81.5	80.7	83.8
White	97.2	98.7	>95%	White	93.9	95.2	90.0
FARMS	73.9	86.7	83.6	FARMS	73.9	78.3	82.5
LEP	84.8	87.2	>95%	LEP	78.3	76.9	87.1
Special Educ	80.4	89.9	74.8	Special Educ	62.7	71.4	57.6



Measurement, Analysis, and Knowledge Management

- Data Collected Relevant to Goals
- Monitoring Tool Data
- MSA, MAP-R, GPA, Advanced students data analysis, Ineligibility
- Survey data from stakeholders
- Report Card, Interim, Progress Report
- CJMS Intervention Log
- Suspension Data
- BHI and Referral Data
- Attendance Data
- MSA.AYP Evidence Log

Tools and Technology Necessary to Implement the Plan

- myMCPS
- MSDE Web Site
- Pinnacle Grading Program
- FileMaker Pro/ Excel
- MCPS Curricula
- Achievement Series

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
- ESIT Committee Meetings
- ILT Meetings
- Articulation Meetings (in house and cluster schools)