

William H. Farquhar Middle School
Baldrige Guided School Improvement Plan 2008-2009

Student and Stakeholder Focus

Based on an analysis of disaggregated MSA school data academic priorities will include:

- Improving the achievement of special education students
- Improving the achievement of African-American and Hispanic students.

Leadership

The Farquhar Middle School Improvement Team will communicate the school's mission, vision and core values to all stakeholders through: all communication vehicles, visual displays, modeling stakeholder interaction, student, staff and parent meetings, professional development, etc. Progress toward goals is monitored regularly through: school improvement Team meetings, Leadership Team meetings, and by examining disaggregated data in teams, departments, collaborative planning sessions, and other "staff talk" opportunities.

Mission: To continue developing each student's foundations for academic success and love of life-long learning.

Vision: Farquhar Middle School staff, parents and students will work together to provide opportunities for all students to learn and develop in a safe, respectful environment that supports the needs of a diverse population. Our focus will be on academic rigor and character-building.

Core Values: We believe that every students, parent and staff member plays an essential role towards achieving academic excellence. We also believe that character and citizenship are important in achieving this goal.

Performance Results

- MSA data for the following subgroups: African American , Hispanic, and Special Education Students.

See attached

Strategic Planning: Goals and Measures

GOAL 1: MSA PEFORMANCE

- * Increase proficiency performance (proficient + advanced) on MSA Reading and Mathematics tests for all students with emphasis on the following subgroups:
- * Special Education students to 2009 AMO (from 50.6% to 64.3% in Math, and to maintain 78.3% in Reading)
- * African American and Hispanic students by 15% points (from 67.2% to 77.2% in math for African-American students and 71% to 81% in math for Hispanic students; and 5% point increase from 85.4% to 90.4% in reading for African-American students and 80.6% to 85.6% in reading for Hispanic students)

Faculty and Staff Focus

Training will be provided on:

- collection, organization and analysis of data from all available sources.
- Baldrige Quality tools
- Inclusion strategies
- Literacy skills
- Math skills
- Curriculum
- Equitable classroom practices
- Communicating key messages and high expectations

Process Management

- Train staff in defining rigor and rigorous instruction practices to provided equity for all students.
- Provide staff with team building activities and in-services on building relationships to foster meaningful and strong co-curricular partnerships.
- Develop rigorous instruction for all students through co-curricular planning.
- Revise "Look For- Quick Observation" Sheet to reflect evidence of rigor and equity practices.
- Develop a "library" of teacher friendly resources and select rigorous student materials.
- Implement and apply a myriad of strategies to ensure rigorous and equitable instruction for all students.
- Establish positive parent communication vehicles – focus on beginning of year to establish relationships
- Increase teacher efficacy with parent communication
- Develop plan for parent communication for discipline and academic issues
- Establish mentoring program, Connect Time, & other support groups to build relationships with students
- Teams will meet two times per week to monitor target students, performance, and develop interventions
- Develop lunch (ROAD) and after school (ACE) intervention programs for targeted students
- Provide staff development in special education strategies and co-teaching;
- Routinely measure performance on common formative assessments, unit tests, course exam data, and MAP-R in grade level teams

Measurement, Analysis and Knowledge Management

- Performance/participation in honors courses, disaggregated by subgroup
- MAP-R scores
- Monitoring of performance on unit tests, BCR data points, and county exams
- Report card and Attendance reports
- Walk-throughs and observations
- Reading Intervention data
- Training Evaluations
- Team meeting agendas for "kid talk".
- Success and number of students enrolled in advanced and support classes_

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Student and Stakeholder Focus

Based on an analysis of disaggregated Algebra enrollment data and successful completion of the course, academic priorities will include:

- Increasing the enrollment and successful completion of Algebra 1 by the end of grade 8
- Increasing the enrollment and successful completion of Algebra 1 by the end of grade 8 among African-

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Mission: To continue developing each student's foundations for academic success and love of life-long learning.

Vision: Farquhar Middle School staff, parents and students will work together to provide opportunities for all students to learn and develop in a safe, respectful environment that supports the needs of a diverse population. Our focus will be on academic rigor and character-building.

Core Values: We believe that every students, parent and staff member plays an essential role towards achieving academic excellence. We also believe that character and citizenship are important in achieving this goal.

Performance Results

- # and % of students enrolled in Algebra and Math B in September 2007, disaggregated by subgroup
- # and % of 7th and 8th grade students enrolled in Algebra 1 or higher, disaggregated by subgroup
- successful completion of Algebra, as measured by MCPS semester exams and High School Assessments (HSA)

See attached

Strategic Planning: Goals and Measures

GOAL 2: ALGEBRA COMPLETION

* Increase successful completion of Algebra 1 by 8th grade from 67% to 80% by 2008-09.

* Increase the successful completion of Algebra 1 by 8th grade among African American students from 58% to 80% and Hispanic students from 60% to 80%.

Human Resources

- Training and support for collection, organization and analysis of data from all available sources.
- Professional development of planning through course teams and departments.
- Inclusion of Baldrige Quality tools in the teams, departments, and classroom.
- Staffing of after-school programs
- Math intervention/support programs

Process Management

- Train staff in defining rigor and rigorous instruction practices to provided equity for all students.
- Provide staff with team building activities and in-services on building relationships to foster meaningful and strong co-curricular partnerships.
- Develop rigorous instruction for all students through co-curricular planning.
- Revise "Look For- Quick Observation" Sheet to reflect evidence of rigor and equity practices.
- Develop a "library" of teacher friendly resources and select rigorous student materials.
- Implement and apply a myriad of strategies to ensure rigorous and equitable instruction for all students.
- Establish positive parent communication vehicles – focus on beginning of year to establish relationships
- Increase teacher efficacy with parent communication
- Develop plan for parent communication for discipline and academic issues
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- Teams will meet two times per week to monitor target students, performance, and develop interventions
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- Provide staff development in special education strategies and co-teaching;
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Information and Analysis

- Prerequisite skills and assessment
- MSA performance
- Success and number of students enrolled in advanced math classes
- Monitoring of performance on unit tests and county exams
- Report card and Attendance reports
- Walk-throughs and observations
- Satisfaction and school climate surveys

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Core Values: We believe that every students, parent and staff member plays an essential role towards

Performance Results

- Disaggregated MAP-R RIT scores
- Disaggregated MSA Proficiency

See Attached

Strategic Planning: Goals and Measures

GOAL 3: LITERACY

- * **Decrease percentage of students reading below grade level, as measured by MAP-R RIT score, from 18% to 10% for all students. African American and Hispanic students by 15% points (from 67.2% to 77.2% in math for African-American students and 71% to 81% in math for Hispanic students; and 5% point increase from 85.4% to 90.4% in reading for African-American students and 80.6% to 85.6% in reading for Hispanic students)**
- * **To achieve average increase of 6 points on RIT score for all students reading below grade level in August 2007, as measured by MAP-R.**

Human Resources

- Training and support for collection, organization and analysis of data from all available sources.
- Reading Specialist and Staff Development Teacher to help facilitate team meetings
- Professional development of planning through course teams and departments.
- Inclusion of Baldrige Quality tools in the teams, departments, and classroom

Process Management

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- Provide staff with team building activities and in-services on building relationships to foster meaningful and strong co-curricular partnerships.
- Develop rigorous instruction for all students through co-curricular planning.
- Revise "Look For- Quick Observation" Sheet to reflect evidence of rigor and equity practices.
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Information and Analysis

- MSA performance
- MAP-R scores
- Monitoring of performance on unit tests and county exams
- Monitoring of common data points
- Report card and Attendance reports
- Walk-through and observations of reading comprehension strategies in all content area