

Cover Page

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Maryland State Department of Education School Improvement Requirements	Location
Scientifically-Based Research	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Faculty and Staff Focus • Process Management • Measurement, Analysis, and Knowledge Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Item #2 • Action Item #3 • Action Item #4 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Item #1 • Action Item #3 • Action Item #4 • Action Item #5 • Action Item #6
Professional Development	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Faculty and Staff Focus • Strategic Planning • Process Management • Measurement, Analysis, and Knowledge Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Item #1 • Action Item #2 • Action Item #3 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Item #1 • Action Item #2 • Action Item #3 • Action Item #4 • Action Item #5 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • Action Item #7 • Action Item #8
Technical Assistance	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Leadership • Strategic Planning • Process Management • Measurement, Analysis, and Knowledge Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Item #1 • Action Item #6 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Item #1 • Action Item #3

	<ul style="list-style-type: none"> • Action Item #4 • Action Item #7 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • Action Item #5 • Action Item #6 • Action Item #9 • Action Item #11 • Action Item #12
<p>Parental Involvement</p>	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Leadership • Strategic Planning • Process Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Item #6 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Item #8 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • Action Item #6 • Action Item #9 • Action Item #10 • Action Item #11 • Action Item #12
<p>Annual, Measurable Objectives</p>	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Student Stakeholder Focus • Leadership • Strategic Planning • Faculty and Staff Focus • Process Management • Organizational Performance Results • Measurement, Analysis, and Knowledge Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Items I-7 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Items I-9 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • Action Items I-I6
<p>Extended Learning Opportunities</p>	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Process Management • Strategic Planning <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action Item #4 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action Item #7 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • Action Item #13 • Action Item #14

	<ul style="list-style-type: none"> • Action Item # 15 • Action Item #16
<p>Teacher Mentoring Program</p>	<p>Linkages Chart</p> <ul style="list-style-type: none"> • Measurement, Analysis, and Knowledge Management <p>Math Action Plan</p> <ul style="list-style-type: none"> • Action # 1 • Action # 7 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • Action # 9
<p>Responsibilities</p>	<p>Math Action Plan</p> <ul style="list-style-type: none"> • School Staff- Action Items #1-6 • LEA- Action Items #1, #6 <p>Reading Action Plan</p> <ul style="list-style-type: none"> • School Staff- Action Items #1-8 • LEA- Action Items #3, #4, #7 <p>Suspension / Eligibility Action Plan</p> <ul style="list-style-type: none"> • School Staff-Action Items #1-12 • LEA- Action Items #5, #6, #7, #9,#11, #12

Root Cause Analysis

Background

Based on an analysis of disaggregated data, it was found that there were four underperforming subgroups at Parkland in both the areas of Reading and Mathematics. Students in the Special Education, Limited English Proficient, Hispanic, and Free and Reduced Meals subgroups are identified as underperforming as based upon students currently enrolled at Parkland based upon 2008 MSA scores and using the 2009 Annual Measurable Objectives of 64.3% for Mathematics and 75.9% for Reading.

In the Mathematics category, 38.5% of our currently enrolled SPED students scored Proficient or above on the 2008 Math MSA. Five additional SPED students would need to move from Basic to Proficient in order to meet the 2009 AMO. Currently 40.6% of our LEP students scored Proficient or above on the 2008 Math MSA; an additional 33 students are needed to meet the 2009 AMO. Of our currently enrolled Hispanic students, 60.4% scored Proficient or above on the 2008 Math MSA. To reach the 2009 AMO 14 additional Hispanic students would need to move from Basic to Proficient. For our current FARMS students, 57.4% scored Proficient or above on the 2008 Math MSA; an additional 28 students are needed to meet the 2009 AMO.

In the Reading category, 59.6% of our currently enrolled SPED students scored Proficient or above on the 2008 Reading MSA. Seventeen additional SPED students would need to move from Basic to Proficient in order to meet the 2009 AMO. Parkland showed an increase in Reading proficiency sufficient to meet the Safe Harbor benchmark for 2008. Currently 44.2% of our LEP students scored Proficient or above on the 2008 Reading MSA; an additional 44 students are needed to meet the 2009 AMO. Of our currently enrolled Hispanic students, 70.4% scored Proficient or above on the 2008 Reading MSA. To reach the 2009 AMO additional 20 Hispanic students would need to move from Basic to Proficient. For our current FARMS students, 68.2% scored Proficient or above on the 2008 Reading MSA; an additional 31 students are needed to meet the 2009 AMO.

African American students, although meeting proficiency standards lag below White and Asian Students in Reading and Math.

In addition to these academic measures, the suspension rate at Parkland fell from 12.9% (85) in 2007 to 10.4% (82) in 2008. This trend must continue in order to meet the Montgomery County Public School goal of 6.5% for 2009. In regard to academic eligibility, Parkland's ineligibility average for 2008 was 16.9%. There was an overrepresentation in the subgroups of LEP and SPED with rates of 27.8% and 30% respectively.

Root Causes

Extensive examination of root cause data identified several root issue in the area of Reading. First, students in the LEP category fall into several significant categories that have different needs. ESOL Level 1 and 2 students were not having access to research-based reading curriculum as part of their daily instructional program; these students were highly represented by Hispanic and FARMS students. (See attached charts). Students enrolled in the METS program (ESOL students with interrupted education) also were not having access to research-based reading curriculum as part of the daily instructional program. In regard to RELL students, there are no ESOL supports that continue. Classroom teachers need continued development in meeting the

diverse needs of students still in the process of language development and many of whom are still significantly below grade-level in reading fluency and comprehension.

In regard to Special Education students in the area of Reading there are also several important areas of focus. First, Parkland identified the need to offer a continuum of services for students to meet student needs. Although inclusion was being offered to students, it was recognized that some services were not available along the continuum of services. There were no self-contained classes in reading or math for students who may have needed those to succeed. In addition, the scheduling of students placed large numbers of SPED students in sections of classes so that the effectiveness of the inclusion model was limited. Teachers indicated they needed assistance with strategies that would provide students access to grade-level curriculum while filling in significant gaps in learning. Parkland made a transition to the co-teaching model during the 2007-2008 year. Teachers need to continue to provide the most effective instruction for SPED students with this model. Parkland also identified a significant need to address the issue of the impact of poverty on student achievement.

Examination of the area of Mathematics indicated important root causes. Some very significant patterns were noted in mathematics performance. First of all, it was noted that for the many of students in all significant categories LEP, SPED, FARMS, Hispanic, and African American were data was present – students who were not successful for the 2008 MSA were also not success in passing not only the MCPS county unit assessments, but were also not successful in passing the previous years assessments. This significant finding indicated that although we have been providing access to grade-level curriculum opportunities for students and have provided additional double period classes to fill in gaps, those opportunities have not been successful because they have not focused on the significant gaps in prerequisite skills of these students. Second, students in the METS program do not all have access to grade level curriculum and do not have appropriate data to indicate their progress on grade-level standards. In addition, mathematics instruction is not successful in meeting the needs of our highest need groups; LEP, SPED, FARMS, and African American students are failing math classes at a higher rate than other students and it appears that the lack of prerequisite skills, the lack of student engagement, the lack of teacher knowledge in ways to multiply represent concepts, and the difficulty in finding ways to re-teach seem to combine to lead to this problem.

In regard to African American and Hispanic achievement lagging below White and Asian students Parkland has made tremendous growth but continues to address the root cause of both systemic racism and personal prejudices and biases. We have identified the root causes for suspensions as both linked to culture/character (students learning acceptable ways to respond to problems in school) and racism (staff and administrators recognizing their own responses to student behaviors). We have identified the root causes for ineligibility as being linked to student behaviors (respectful, responsible, ready to learn), teacher behaviors (clarity, support, expectations, key messages), and external supports (school, parents, and community).

Solutions

To address the root causes in Reading, additional Read 180 licenses and computers were purchased and ESOL 1, 2 and METS students were placed in Read 180 classes instead of double-period ESOL classes. Any student not able to be placed in a Read 180 class was placed in a Parkland Power Period (PPP) in-school intervention (2x a week for 30 minutes) and will receive another research-based intervention using the Read-About reading intervention program. If a student must receive a math

intervention during the PPP then he/she will be placed in a Parkland Plus (P+) group for after-school intervention (2x a week for 1 hour) using the after-school reading intervention curriculum.

To address the root causes in Mathematics, students identified as significantly below grade level are placed in grade-level content courses aligned with VSC indicators and strengthened by differentiated instruction while concurrently being enrolled in an academic support course (Math Skills Class) using research-based curriculum to fill in significant gaps in learning (FASTT Math, Math Navigator, Understanding Math). Targeted students are placed in Parkland Power Period (PPP) groups based upon academic program needs. If Targeted students are placed in PPP for Reading then they will be placed in Parkland Plus for Math intervention.

To address the root causes in Reading and Mathematics for SPED students, SPED will receive supports in a number of different ways depending upon their individual needs. SPED will meet with Case Managers during Parkland Power Period so it will be necessary for many of them to attend after-school programs for specific content interventions. In addition to Parkland Plus, there is a SPED focused after-school program to meet the needs of SPED students. Also, many SPED students who need interventions in Reading and Mathematics will be offered Reading and Math interventions in a Resource class. The Resource classes will use Read Naturally as a Reading Intervention and FASTT Math and Understanding Math as Math Interventions.

To address teacher capacity in working with ESOL and SPED students in both reading and math, teachers will work in professional development cohort groups. Content cohort groups meet every other day for 90 minutes with the staff development teacher. The cohort groups work on backward planning from content standards. Each course plans what standardized summative and formative assessments will be given and will be used by all teachers to track student progress over time. These assessment plans are reviewed and evaluated for alignment with VSC standards, MCPS standards and are examined for rigor. All students are expected to meet standards so the professional development process supports teachers in examining student progress in reaching those goals. Once assessment planning is complete teachers plan instruction and are trained in specific instructional strategies that might address student needs such as: rigorous instruction, increasing student engagement, technology integration, explicit vocabulary instruction, on-going assessment, differentiated instruction, collaborative planning, co-teaching, teaching reading in the content areas, culturally-responsive teaching, and equitable strategies. The next stage in the process is analysis of student progress through the examination of student work and student data, planning for re-reaching, and re-teaching. This professional development cycle occurs throughout the year from September through June for both and addresses all contents areas and integrates Reading and Math across content areas. To address RELL students specifically classroom teachers will be trained in strategies that will meet the specific needs those still in the process of language development. To address SPED students specific strategies will also be addressed in professional development cohort groups. Specifically related to math, teachers will be working with Math content specialists to expand their repertoire of for representing content in multiple ways.

To address the areas of ineligibility, after school activities have been divided into 2 time slots. This allows students to attend support programs like Parkland Plus and still participate in clubs and sports. This also allows students to participate in mentoring programs. Students who need additional academic support in critical sub-groups such as LEP in will be provided academic

support programs after-school. These programs offer homework help for any student but are targeted for students struggling academically. Students are identified bi-weekly during team time and invited to participate. In addition, those students struggling academically are invited to participate in Saturday School at the George B. Thomas Academy.

To address the overall issues of systemic racism and biases, our school has rewritten our mission and vision statement, has revised our course placement practices, and has established the Black Student Achievement Committee and continued the Latino Parent Night. We have begun de-escalation training with teachers and begun training with staff using Glenn Singleton's work "Courageous Conversations About Race."

Locations in the SIP

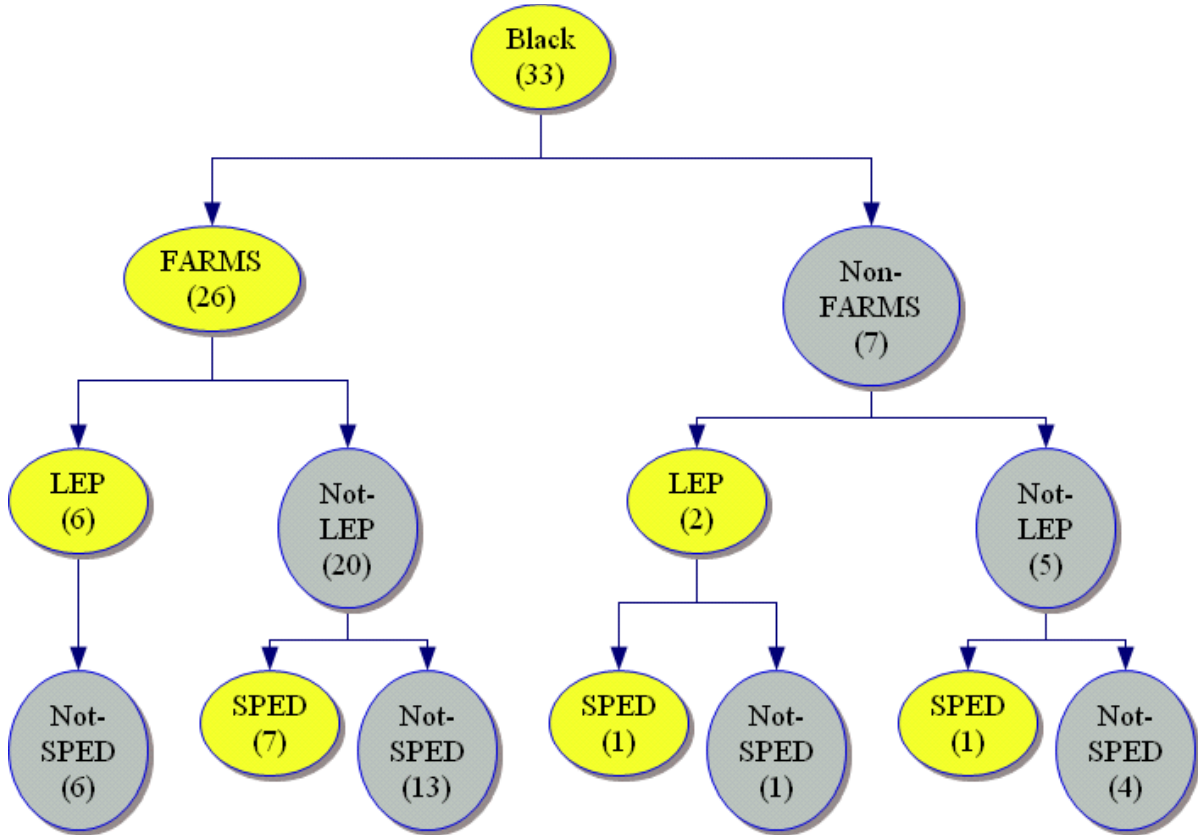
- Steps taken to address our root causes for Reading can be found in Linkages Chart and in the Reading Action Plan.
- Steps taken to address our root causes for Math can be found in the Linkages Chart and in Math Action Plan.
- Steps taken to address our root causes for Ineligibility and Suspension can be found in Linkages Chart and in the Ineligibility and Suspension Action Plan.

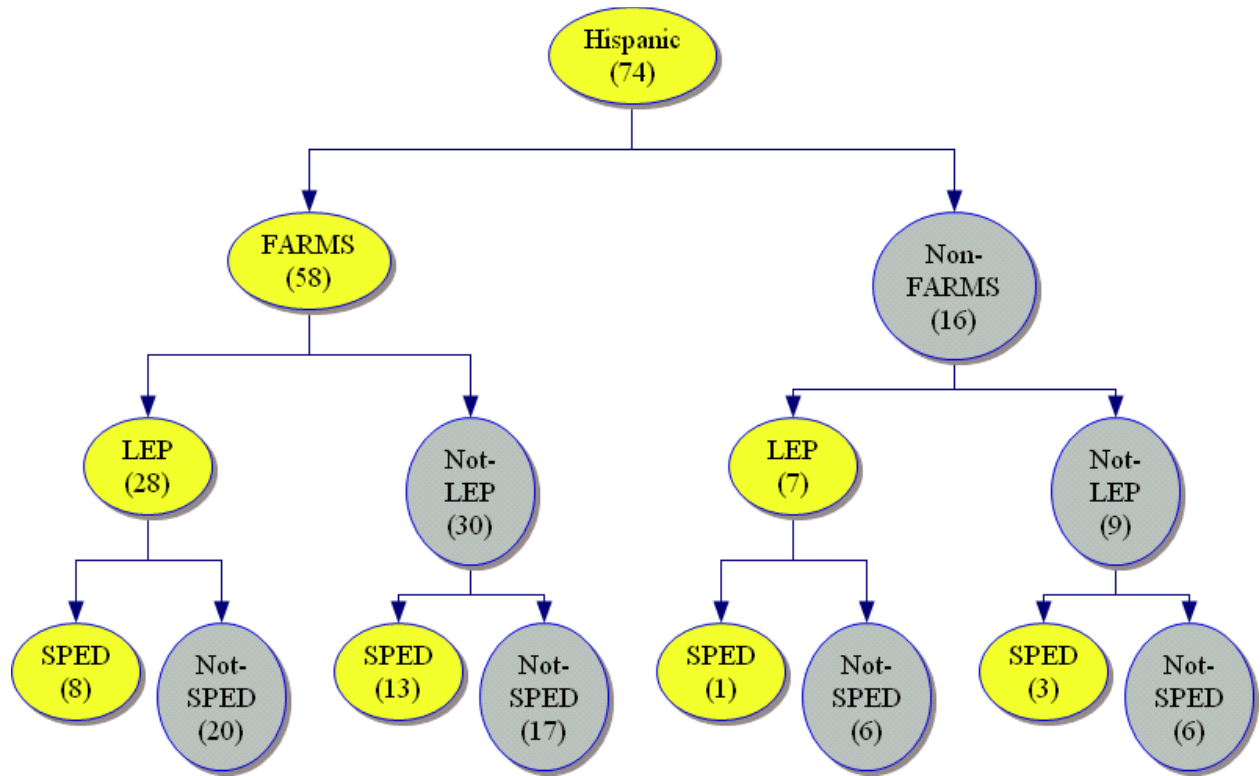
Target Performance Data for 2008-2009 Students Currently Enrolled

Many students represent multiple demographic groups. The diagrams below indicate students performing at a Basic level in Math only, in Reading only, and in Math and Reading.

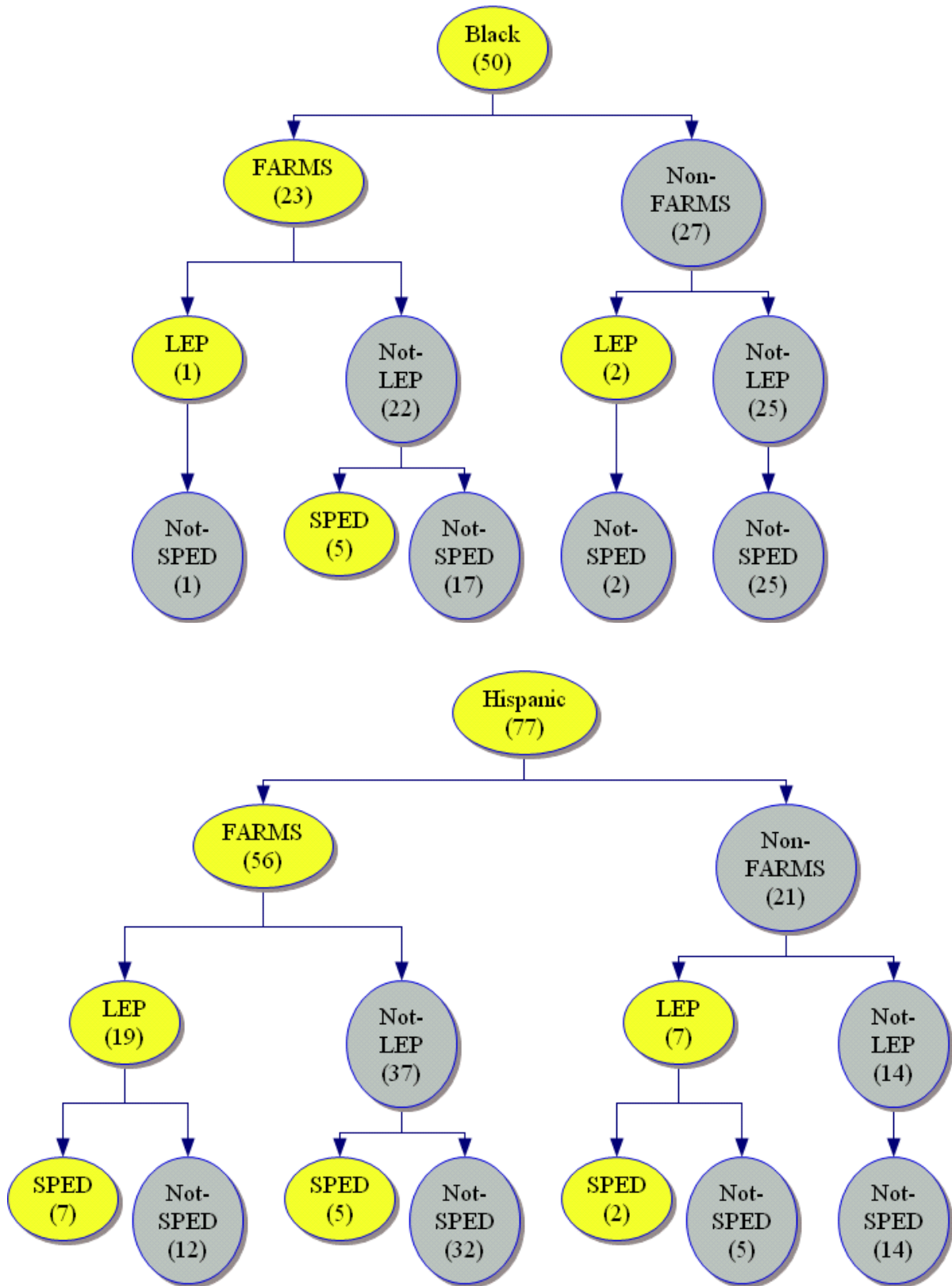
For Students scoring Basic in Reading and Math, the following demographics are significant.

Basic in Reading and Math on 2008 MSA

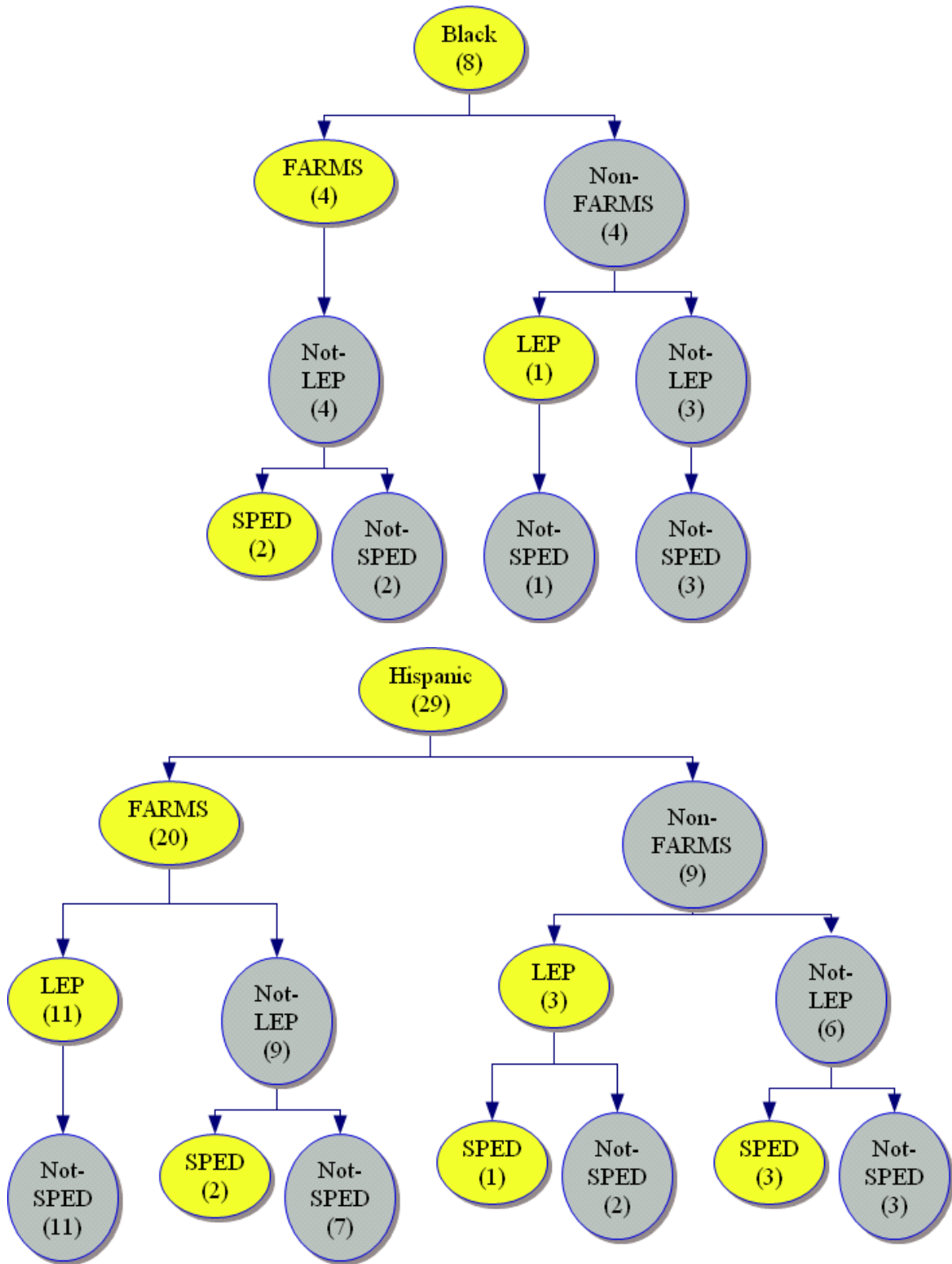




Basic in Math Only on 2008 MSA



Basic in Reading Only on 2008 MSA



Linkages Chart

STUDENT / STAKEHOLDER FOCUS

As a result of the analysis of multiple sources of disaggregated student achievement data, suspension data, and referral data, the following current conditions were identified for Parkland:

- (1) There are four underperforming sub-groups in the Mathematics category when measured by the 2009 MSA Mathematics AMO target of 64.3%: SPED 38.5% (5 students needed), LEP 40.6% (33 students needed), Hispanic 60.4% (14 students needed), and FARMS 57.4 (28 students needed).
- (2) There are four underperforming sub-groups in the Reading category when measured by the 2009 MSA Reading AMO target of 75.9%: SPED 59.6% (17 students needed), LEP 44.2% (44 students needed), Hispanic 70.4% (20 students needed), and FARMS 68.2 (31 students needed).
- (3) African American, Hispanic, and FARMS students lag below White and Asian Students in Reading and Math.
- (4) The suspension rate fell from 12.9% (85) in 2007 to 10.4% (82) in 2008.
- (5) Academic ineligibility was high for student subgroups of LEP 27.8% (22) and SPED 30% (30).

FACULTY AND STAFF FOCUS

Faculty and Staff will need professional development in:

- Rigorous Instruction
- Increasing student engagement
- Technology Integration
- Performance Matters / Data Analysis
- Explicit Vocabulary Instruction
- Analyzing student work
- On-going assessment
- Differentiated Instruction
- Collaborative planning
- Assessment Development
- Co-Teaching
- Teaching Reading in the Content Areas
- Adolescent Development
- Culturally-Responsive Teaching
- PBIS Initiatives
- Equitable Strategies

LEADERSHIP

Vision: At Parkland, we believe that every student regardless of socio-economic status, ethnicity, past history, and academic background should have access to opportunities for success socially and academically in our unique whole-school magnet program. We have an obligation to provide the support necessary for every student to succeed. We believe . . . “Every Student, Whatever it Takes!”

Mission: PMMS will increase the capacity of all staff resulting in student academic achievement by delivering rigorous instructional programs that incorporate reading and math in all content areas through the use of instructional technology and by making content relevant to the middle school student while maintaining an environment of positive relationships.

Communication: These will be communicated on a regular basis to parents, staff, and students through displays, publications, Black and Latino parent nights, in student agenda books and in regular conversations and expectations. There is also regular communication through weekly ConnectEd phone calls, PTA newsletters, website, Edline, and on-going school events. This plan will be monitored by the ILT and the Achievement Steering Committee.

STRATEGIC PLANNING

Objectives

By 2009, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2009 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

- We will attain the Mathematics AMO of 64.3% in Math for the following underperforming subgroups Hispanic, Limited English Proficient, and Special Education.
 - Increase the Hispanic student Proficiency rate from 60.4% (218) to 64.3% (232)
 - Increase the Limited English Proficient student Proficiency rate from 40.6% (56) to 64.3% (89)
 - Increase the FARMS Proficiency rate from 57.4% (229) to 64.3% (257)
 - Increase the Special Education student Proficiency rate from 38.5% (40) to 64.3% (67)
 - Increase 8th grade successful Algebra completion from 60.5% (95) to 73.7% (182)
- We will attain the Reading AMO of 75.9% in the following underperforming subgroups of Hispanic, Limited English Proficient, FARMS, and Special Education.
 - Increase the Hispanic student Proficiency rate from 70.4% (254) to 75.9% (274)
 - Increase the Limited English Proficient student Proficiency rate from 44.2% (61) to 75.9% (105)
 - Increase the FARMS student Proficiency rate from 68.2% (272) to 75.9% (303)
 - Increase the Special Education student Proficiency rate from 59.6% (62) to 75.9% (79)
- We will decrease academic ineligibility for underperforming subgroups of LEP and SPED by 10% and decrease the suspension rate 12 suspensions per quarter to attain a rate of 6.5%.
 - Decrease the number of academically ineligible LEP students from 27.8% (22) to 17.8% (25) and the number of Special Education students from 30% (30) to 20% (20).
 - Decrease the suspension rate from 10.4 % (82) to 6.5% (53).
 - Decrease the number of students referred for fighting by 20.4% to 15%.
 - Decrease the number of students referred for classroom disruption from 24.4% to 15%.

Action Steps

To achieve these objectives, PMMS will implement the following programs: Parkland Power Period, Parkland Plus, Math Skills Intervention Classes, Professional Development Period, Special Education Inclusion model, Middle School Magnet Consortium Program, and PBIS.

PROCESS MANAGEMENT

- Targeted students are placed in academic support courses used research-based curriculum while also being enrolled in grade level content courses aligned with VSC indicators and strengthened by differentiated instruction (Read 180, Curriculum Reading, Developmental Reading, FASTT Math, Math Navigator, Understanding Math, Resource Classes, Sheltered ESOL Science and Social Studies) – academic programs and interventions are monitored by Achievement Steering Committee (including parents) and the Instructional Leadership Team on a monthly basis.
- Targeted students are placed in Parkland Power Period groups (in-school intervention) based upon academic program needs (balanced among academic courses, support courses, Parkland Power Period, and Parkland Plus) - monitoring plan reviewed by the Instructional Leadership Team and Administrative Team, Achievement Steering Committee (including parents), Administrative Team
- Targets students are placed in Parkland Plus (after-school interventions) based upon program needs (balanced among academic courses, support courses, Parkland Power Period, and Parkland Plus) implementation and monitoring by After-School Program Coordinator, Instructional Leadership Team, Achievement Steering Committee (including parents), Administrative Team
- After School Support Programs (ESOL, SPED, Enrichment, Homework) are provided for all students not participating in targeted programs – these programs are monitored by ESOL Resource Teacher, Special Education Resource Teacher, Team Leaders, After School Program Coordinator
- Professional Development Cohort Periods occur for 85 minute blocks every other day - implementation and monitoring plan as reviewed by Principal and Staff Development Teacher and the MSMC professional development team.
- Special Education Inclusion Model monitored by the Special Education Resource Teacher and the Instructional Leadership Team and Achievement Steering Committee
- PBIS implementation and monitoring plan as reviewed by the Team Leaders and PBIS Committee

ORGANIZATIONAL PERFORMANCE RESULTS

	Sub-Group	2006 % (#)	2007 % (#)	2008 % (#)	Current Students % (#)	2009 Target %	# Students Needed to Meet 2009 AMO
Mathematics	All	51.6 (265)	67 (421)	69.2 (515)	70.0 (575)	64.3 (528)	--
	Afr.Amer.	42.8 (71)	53 (96)	56.4 (110)	65.9 (135)	64.3 (132)	--
	Hispanic	40.3 (85)	61.2 (172)	60.8 (194)	60.4 (218)	64.3 (232)	14
	FARMS	37.1 (93)	53.9 (173)	52.8 (178)	57.4 (229)	64.3 (257)	28
	SPED	25 (16)	45.3 (34)	40.4 (40)	38.5 (40)	64.3 (67)	5
	LEP	24 (24)	46.5 (53)	37.4 (46)	40.6 (56)	64.3 (89)	33
	Asian	83.3 (60)	97.5 (78)	97 (97)	88.3 (98)	64.3 (71)	--
	Native Am	--	--	--	33.3 (1)	64.3 (2)	--
	White	75.4 (49)	87.2 (75)	89 (113)	88.8 (127)	64.3 (92)	--
	Algebra	--	36.3 (56)	60.5 (95)	71.6 (177)*	73.7 (182)	--
Reading	All	58.6 (298)	72.9 (458)	80.9 (602)	78.1 (641)	75.9 (623)	--
	Afr.Amer.	53.6 (89)	65.2 (118)	76.9 (150)	77.6 (159)	75.9 (156)	--
	Hispanic	49 (102)	67.3 (189)	72.7 (232)	70.4 (254)	75.9 (274)	20
	FARMS	44 (110)	62 (199)	68.8 (232)	68.2 (272)	75.9 (303)	31
	SPED	31.3 (20)	41.3 (31)	58.6 (58)	59.6 (62)	75.9 (79)	17
	Native Am	--	--	--	66.6 (2)	75.9 (2)	--
	LEP	33.3 (33)	37.7 (43)	48.8 (60)	44.2 (61)	75.9 (105)	44
	White	72.3 (47)	90.7 (78)	95.3 (121)	93 (133)	75.9 (109)	--
	Asian	83.3 (60)	91.3 (73)	97 (97)	86.5 (96)	75.9 (84)	--
	Eligibility	30.8 (179)	24.1 (164)	16.9 (132)	--	--	--
	Suspensions	--	12.9 (85)	10.4 (82)	--	6.5 (53)	--

* # of 8th grade students currently enrolled in Algebra or above after Quarter I.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Target Student Database (Internal Data Points)
- Performance Matters (MCPS Data Points)
- Reading Monitoring Checkpoints (MAP-R, RD180, Dev. Rd, Read About)
- Math Navigator Series 1 & 2 Assessment Data
- FASTT Math Assessment Data
- MCPS Math Unit Assessment Data
- Selection, Monitoring, and Evaluation of Target students in programs (Multi-Point Ranking System)
- Department cohort planning, monitoring, and assessment development for differentiated and rigorous instruction of all students (Assessment, Instruction, Analysis Plans and on-going data chats)
- Surveys & Student Focus Groups
- Town Hall Meetings
- Formal and Informal Walkthroughs & Observations
- Ineligibility Data – Data Warehouse
- Principal Viewer (Course and Student Grade Profiles)
- Course-Alike Formative and Summative Assessment Data
- Referral Data – SWIS
- Professional Growth System – Consulting Teacher Program for New Teachers

Action Plan Template for Mathematics

School: Parkland Magnet Middle School

Date: November 11, 2008

Objective: By 2009, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2009 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

SIP Goal: (AMO for 2009): We will attain the Mathematics AMO of 64.3% in Math for the following underperforming subgroups Hispanic, Limited English Proficient, and Special Education.

- Increase the Hispanic student Proficiency rate from 60.4% (218) to 64.3% (232)
- Increase the Limited English Proficient student Proficiency rate from 40.6% (56) to 64.3% (89)
- Increase the FARMS Proficiency rate from 57.4% (229) to 64.3% (257)
- Increase the Special Education student Proficiency rate from 38.5% (40) to 64.3% (67)
- Increase 8th grade successful Algebra completion from 60.5% (95) to 73.7% (183)

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(2) Identify, place and monitor Target Students in Math Intervention Classes during the School Day (This is in addition to an on-grade-level math class).</p> <p>Before School Begins:</p> <ul style="list-style-type: none"> • Create a school-wide database • Analyze mathematics data • Select students in danger for not meeting proficiency standards in math in targeted sub-groups • Group students based upon needs in math classes (See attached decision tree on math placement) <p>September 2008:</p> <ul style="list-style-type: none"> • Provide baseline assessment data <p>2008-2009 On-Going:</p> <ul style="list-style-type: none"> • provide instruction with approved research-based intervention materials (Every Other Day) • monitor students to address mathematics needs (Daily) • Reassess and make adjustments to placements and instruction (Monthly) 	<p>Staff Development Teacher, Elizabeth Aitken</p> <p>Special Education Resource Teacher, Sally Wilcox</p> <p>Assistant Principals, Monifa Bellinger, Tomas Rivera</p> <p>Magnet Coordinator, Donna Blaney</p> <p>Math Resource Teacher, Sandy Buck</p> <p>ESOL Resource Teachers, Melissa Graham</p> <p>Guidance Counselor, Robin Greene</p> <p>Math Intervention Teachers, Carolyn Baker, Ann Marie Schneider</p>	<p>FileMaker Pro MCPS Databases</p> <p>Software License (update) Teacher Workbooks</p> <p>Training</p> <p>Computer access</p> <p>Understanding Math</p> <p>FASTT Math</p> <p>Math Navigator</p> <p>Pat Harris, Instructional Specialist, Middle School Instruction and Achievement</p> <p>Heather Jones, Instructional Specialist, Secondary Mathematics</p> <p>Karen Roberts, Instructional Specialist, Secondary Mathematics</p>	<p>Updated Master Database</p> <p>FASTT Math</p> <p>Baseline Assessment Data</p> <p>MCPS Math Unit Assessment Data</p> <p>Target Student Monitoring Grid</p>	<p>Staff Development Teacher, Elizabeth Aitken - Bi-weekly</p> <p>Bi-Weekly – Classroom Teacher</p> <p>By Classroom Teachers To Instructional Data Assistant, Anu Shivcharan (See MCPS timeline for each grade level)</p> <p>Reviewed by Math Resource Teacher, Sandy Buck and Math Administrator, Donna Blaney</p>	<p>Database is used frequently and new fields have been generated as new data points are added. Database has been used in making student placement decisions.</p> <p>The Math Skills classes were observed and recommendations were made to provide support for the math teachers. Math instructional specialists have been meeting on a weekly basis with classroom teachers to develop curricular materials and instructional strategies that meet the specific needs of students in this course to address gaps in learning. Students continue to receive access to grade-level instruction in additional math courses. Data and schedules were reviewed at the end of the first marking period to determine necessary changes in course placement for students.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(3) Place students in danger for not meeting proficiency in math in Parkland Power Period Math groups that meet 30 minutes 2x a week during the school to address needs. (See attached decision tree on math placements). (October)</p> <ul style="list-style-type: none"> • Assess all students using a practice test to gather a baseline measure. (November) • Develop and distribute math curriculum materials (November – February) aligned with Maryland VSC math content standards and assessment limits for all math target students. • Continue to monitor and adjust instruction to meet student needs. (November – February) • Develop a tracking and monitoring tool for math target students (October) • Enter tracking and monitoring elements (October-February) • Review student progress (Monthly) • Make adjustments to student instructional programs based upon student progress (Weekly) 	<p>Staff Development Teacher, Elizabeth Aitken</p> <p>Assistant Principals, Monifa Bellinger, Tomas Rivera</p> <p>Magnet Coordinator, Donna Blaney</p> <p>Math Resource Teacher, Sandy Buck</p> <p>Instructional Data Assistant, Anu Shivacharan</p> <p>Instructional Leadership Team</p>	<p>MSA Test preparation resources for each student</p> <p>PPP Teachers</p> <p>MSA Coach / MSA Finish Line</p> <p>FASTT Math</p> <p>Understanding Math</p> <p>Math Navigator Series 1 & 2 Assessments</p>	<p>PPP practice tests</p> <p>Target Student Monitoring Grid</p>	<p>Assistant Principal, Monifa Bellinger November , January, February</p>	<p>139 students were placed in math intervention groups during Parkland Power Period (PPP). In addition, 103 SPED were placed with case managers and will receive FASTT Math as part of the PPP intervention. All students will receive test preparation. An initial practice test was administered on November 14th. Data for targeted students will be reviewed.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(4) Identify students in danger for not meeting proficiency in math and reading and who are also in Read 180. (See attached decision tree on math placements). (October)</p> <ul style="list-style-type: none"> • Invite students to attend Parkland Plus (October) • Assess all students using a practice test to gather a baseline measure. • Use the MCPS extended learning curriculum. • Continue to monitor and adjust instruction to meet student needs. 	<p>Assistant Principal, Monifa Bellinger</p> <p>Magnet Coordinator, Donna Blaney</p> <p>After School Coordinator, Carolyn Baker</p> <p>After School Math Instructors</p>	<p>After-School Instructors</p> <p>Buses</p> <p>Curriculum Resources</p>	<p>Entrance/Exit Tests</p> <p>Target Student Monitoring Grid</p>	<p>November / February</p> <p>After School Coordinator, Carolyn Baker will provide data to and analyze data with Math Resource Teacher, Sandy Buck and Math Administrator, Donna Blaney and data will be presented to ASC and be reviewed monthly at ASC meetings</p>	<p>Review of first quarter data, walkthrough data, and ASC recommendations resulted in the addition of READ 180 classes being added for ESOL students. Additional computers and READ 180 licenses were added. This will increase the number of students enrolled in READ 180 from 51 to 67 with and increase in 16 ESOL students.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(5) Identify students needing support to maintain proficiency in mathematics for a tutoring program; ensure these students are not students meeting other critical target areas.</p> <ul style="list-style-type: none"> • Identify and invite potential tutors. • Match students and tutors. • Provide curriculum for students. • Provide tutoring session oversight and guidance. • Monitor student progress. • Assess and evaluate student learning. • Review progress and make adjustments to tutoring pairs and program. 	<p>Principal, Ben OuYang</p> <p>Math Teacher, Elena Ramos</p>	<p>Tutors</p> <p>Tutoring Space</p> <p>Guides</p> <p>Curriculum Resources</p> <p>Assessments</p>	<p>Practice Assessments</p> <p>Weekly Adjustments as needed based upon observations and student interactions</p>	<p>November / February</p> <p>Principal, Ben OuYang</p>	<p>Letters were sent home to solicit tutors from 8th grades students in advanced math classes. Interested students returned signed permission forms. There were 47 interested students. From students needing math support, 24 students were identified to participate in tutoring program. No identified student was in the category of LEP or SPED. These students were matched and will meet for tutoring during Power Period where 3 teachers will supervise the group.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(6) Inform and engage parents in programs and practices that assist their child's academic success.</p> <ul style="list-style-type: none"> • Monthly Black Achievement Nights • Monthly Latino Parent Nights • MSA Parent Night (February) • Math Night (Quarterly) • Astronomy & Family Science Nights (Quarterly) • PTA Meetings 	<p>Ben OuYang, Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Monifa Bellinger, Assistant Principal</p> <p>Black Student Achievement Committee</p> <p>Donna Blaney, Magnet Coordinator</p> <p>Dorian Janney, Science Resource</p> <p>Teachers</p> <p>Community Partners</p>	<p>Space and Building Requests with Technology</p> <p>Connect Ed</p> <p>Information Materials</p> <p>Supplies for Math, Science and Technology Nights</p>	<p>Attendance Records</p> <p>Parent Surveys</p> <p>Feedback Sheets</p>	<p>Black Achievement Nights by Monifa Bellinger, Assistant Principal and Black Student Achievement Committee - monthly</p> <p>Latino Parent Nights by Tomas Rivera, Assistant Principal - monthly</p> <p>Math and Science Nights by Donna Blaney, Magnet Coordinator - quarterly</p> <p>PTA meetings by Ben OuYang, Principal - monthly</p>	<p>Approximately 120 people attended the first family math night.</p> <p>Approximately 75 people attended astronomy night.</p> <p>We had 100 parents at the first Black Student Achievement night.</p>

Action Plan Template for Reading

School: Parkland Magnet Middle School

Date: July 15, 2008

Objective: By 2009, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2009 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

SIP Goal: (AMO for 2009): We will attain the Reading AMO of 75.9% in the following underperforming subgroups of Hispanic, Limited English Proficient, FARMS, and Special Education.

- Increase the Hispanic student Proficiency rate from 70.4% (254) to 75.9% (274)
- Increase the Limited English Proficient student Proficiency rate from 44.2% (61) to 75.9% (105)
- Increase the FARMS student Proficiency rate from 68.2% (272) to 75.9% (303)
- Increase the Special Education student Proficiency rate from 59.6% (62) to 75.9% (79)

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(1) Parkland’s English and Reading Teachers will implement Accelerated Reader program in their classes to increase student motivation and enjoyment of reading</p> <ul style="list-style-type: none"> • Install the Accelerated Reader Program and Provide Access for Staff to monitor student reading • Provide Training for Staff • Maintain and Upgrade Assessments • Train students on the components and the importance of the program • Provide students opportunities for assessment • Gather student data on the increased number of books that are read by grade level • Provide incentives for student use of the program 	<p>Tessa Floyd, Reading Specialist</p> <p>Monifa Bellinger, Assistant Principal</p> <p>Arlene Barte-Lowe, English Resource Teacher</p> <p>Linda White, Media Specialist</p> <p>English / ESOL Teachers</p> <p>Student Recognition Committee</p> <p>Accelerated Reader – Trainer Representatives</p>	<p>Incentives for students (\$ for quarterly prizes and Reading celebrations)</p> <p>Data Analysis</p> <p>Motivational Materials (Posters)</p> <p>Additional computers in English classrooms</p> <p>Additional funds to purchase new books</p>	<p>Reports from AR Program</p> <p>Student Surveys</p> <p>MAP-R</p>	<p>Monthly Report shared with ILT by Ms. Barte-Lowe, English Resource Teacher and Ms. Floyd, Reading Specialist</p> <p>Three times a year (December 2008, March 2009, June 2009)</p>	<p>Initial Accelerated Reader Training Took place during Professional Development Cohort groups in October and the beginning of November. Quizzes were downloaded and updated.</p> <p>Next Step: Teachers will be presenting the reading benchmarks to students at the beginning of Quarter 2.</p>

Action / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(2) Teachers (English, Reading, Social Studies, and Science) will have facilitated planning sessions on and will be expected to provide reading instruction that includes:</p> <ul style="list-style-type: none"> • Use of a variety of vocabulary strategies to develop vocabulary rich environments • Student Engagement in the content of each lesson • Use of visuals that can support the connection to background knowledge and experiences relating to the content 	<p>Elizabeth Aitken, Staff Development Teacher</p> <p>Arlene Barte Lowe, English Resource Teacher</p>	<p>Vocabulary Strategies – MCPS resource Packet</p> <p>PD360</p> <p>Academic Background Knowledge – ASCD Resource</p>	<p>Walkthroughs</p> <p>Assessment Plan Data</p>	<p>Monthly by Resource Teacher, Administration, Staff Development and Reading Specialist</p> <p>Monthly by Resource Teacher during Professional Development Period</p>	<p>Teachers have been introduced to expanded vocabulary strategies and the use of word walls to create vocabulary rich environments.</p> <p>Next Steps: Continued development on the link between academic background knowledge and vocabulary development will be linked to specific strategies. Marzano’s “Academic Background Knowledge” resources will be used for Professional Development during cohort professional development time.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(3) Engage students in rigorous and critical thinking through reading, writing, and academic discourse across content areas.</p> <ul style="list-style-type: none"> • Training in rigor and critical thinking. • Training in Academic Discourse • Training in the Reading/Writing content connection. • Provide additional support and training for new teachers through on-going mentoring and focused professional development 	<p>Elizabeth Aitken, Staff Development Teacher</p> <p>Linda Ferrell, Director of Middle School Instruction</p> <p>David Suggs, Social Studies Resource Teacher</p> <p>Dorian Janney, Science Resource Teacher</p> <p>Arlene Barte-Lowe, English Resource Teacher</p> <p>Ann Petrasek, Foreign Language Resource Teacher</p> <p>Sandy Buck, Math Resource Teacher</p> <p>All Teachers</p> <p>Latrice Rogers, English Content Specialist</p>	<p>Sub coverage for teachers to observe best practices and participate in walkthroughs</p> <p>Funding for professional materials about teaching reading/writing in the content areas</p> <p>Ideas of/Funding for trainers and speakers on teaching reading/writing in content area</p> <p>PD 360 – Online Resource for Professional Development</p>	<p>MAP-R</p> <p>Walkthroughs/ Observations</p> <p>Examining Student Work - Student Writing Samples</p> <p>Department Action Plans</p>	<p>Three Times a Year (October, February, June)</p> <p>At least quarterly by admin and ILT</p> <p>Monthly through Department Staff Development</p> <p>Monthly meetings to review department action plans</p>	<p>PD360 was purchased as an online resource tool and teachers were provided initial training in using the tool to access resources on topics related to effective instruction.</p> <p>Next Steps: Specific training and curriculum planning and implementation related to critical thinking and discourse will be included as a portion of our job-embedded model of professional development.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(4) Teachers are trained in and are expected to effectively use tools that assist second language learners and special education students in successfully accessing text.</p> <ul style="list-style-type: none"> • Training on Accommodations and Modifications • Training in using Kurweil • Training in the use of Graphic Organizers and Concept Mapping • Training in the Co-teaching Model 	<p>Deb Coppula, Special Education Teacher</p> <p>Sally Wilcox, Special Education Resource Teacher</p> <p>Rachel Crouse, Special Education Teacher</p> <p>Linda Ferrell, Director of Middle School Instruction</p> <p>Patricia Doran, Site Director for Bi-Lingual Special Education Certificate Program George Washington University</p> <p>Barbara Friedlander, Academic Achievement Specialist</p> <p>Afie Mirshah-Nayar, Academic Achievement Specialist</p>	<p>Staff Development Substitutes for Teacher Trainers</p> <p>Kurweil Software</p> <p>Computer Lab Access</p>	<p>Training Assessments</p> <p>Plus / Delta</p> <p>Walkthroughs/ Observations</p>	<p>October, Deb Coppula & Rachel Crouse</p> <p>November, Deb Coppula</p> <p>December, SPED Walkthrough Team, Barbara Friedlander, Academic Achievement Specialist</p> <p>Monthly, Sally Wilcox, Special Education Resource Teacher & Administrative Team</p>	<p>Middle School Reform Training on Accommodations and Modifications was delivered to staff in September during Professional Development Cohort groups. Assessment data indicates that teachers are able to identify differences between accommodations and modifications.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(5) Identify, Place, and Monitor Critical and Target Students in Reading Classes (Read 180, Grade Level Curriculum Reading, Developmental Reading) during the School Day</p> <p>(This is in addition to an English class. All ESOL Level 3s and most level 2s are in reading classes) (June 2008- September 2008)</p> <ul style="list-style-type: none"> Analyze student data (grades, MAP-R, MSA) to determine the appropriate reading class Provide instruction with approved research-based interventions Monitor students to address reading needs (Read 180 quarterly reports, Reading assessment grades, MAP-R scores) 	<p>Monifa Bellinger, Assistant Principal</p> <p>Tessa Floyd, Reading Specialist</p>	<p>2008 MSA/MAP-R data</p> <p>IEP data</p>	<p>MAP-R data</p> <p>Quarterly SRI reports</p> <p>Read 180 data</p> <p>Corrective RD data</p>	<p>At least three times a year (October, February, June)</p> <p>Quarterly SRI Data</p> <p>Quarterly Data</p>	<p>225 Students placed in grade-level Reading Curriculum courses in addition to English courses. 41 Students are placed in Developmental Reading. 67 students are placed in Read 180. 64 students are placed in Reading Power Period. 30 students are placed in Read About during Power Period. 48 students were invited to attend the Parkland + After School reading program.</p> <p>Next Steps: Examine the SRI Data from the Beginning of the Year to see if growth for students has occurred.</p>

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
(7) Place target students in danger for not meeting proficiency in reading in a Parkland Plus Reading class held after school 2-3 times a week) See decision tree (Nov '08-March '09)	Monifa Bellinger, Assistant Principal Carolyn Baker, After-school Coordinator	Increased funding for after school intervention program staff Snacks for students for after school Additional funding for transportation after school Assistance with analyzing data for intervention programs	Pre and post assessments	At the beginning of the session and the end of the 12 week session	
(8) Inform and engage parents in programs and practices that assist their child's academic success. <ul style="list-style-type: none"> • Monthly Black Achievement Nights • Monthly Latino Parent Nights • MSA Parent Night (February) • PTA Meetings 	Ben OuYang, Principal Tomas Rivera, Assistant Principal Monifa Bellinger, Assistant Principal Black Student Achievement Committee	Space and Building Requests with Technology Connect Ed Information Materials	Attendance Records Parent Surveys Feedback Sheets	Black Achievement Nights by Monifa Bellinger, Assistant Principal and Black Student Achievement Committee - monthly Latino Parent Nights by Tomas Rivera, Assistant Principal - monthly PTA meetings by Ben OuYang, Principal -monthly	

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
<p>(9) Inform new teachers of background, procedures, data, and processes for meeting target student needs in reading. (Will meet during Parkland Power Period time – 2 times a week for 30 minutes).</p> <ul style="list-style-type: none"> • Examine the history of Parkland, the programs that have been put in place to address the problems. • Assist teachers in successfully navigating through Parkland’s data management systems. • Assist teachers in utilizing Performance Matters, IMS, Master Database, PD360 	<p>Elizabeth Aitken, Staff Development Teacher</p>	<p>Performance Matters Instructional Management System Master Database</p>	<p>Plus / Delta Surveys</p>	<p>Monthly by Staff Development Teacher and Reported to Instructional Leadership Team</p>	<p>Initial meetings equipped teachers with an understanding of the terms of VSC and the assessment limits and the history of Parkland’s assessment planning process and the importance of the process to reassessment, re-teaching, and student achievement</p>

Action Plan Template for Suspensions and Eligibility

School: Parkland Magnet Middle School

Date: July 15, 2008

Objective: By 2009, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2009 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

SIP Goal: (AMO for 2009): We will decrease academic ineligibility for underperforming subgroups of LEP and SPED by 10% and decrease the suspension rate 12 suspensions per quarter to attain a rate of 6.5%.

- Decrease the number of academically ineligible LEP students from 27.8% (22) to 17.8% (25) and the number of Special Education students from 30% (30) to 20% (20).
- Decrease the suspension rate from 10.4 % (82) to 6.5% (53).
- Decrease the number of students referred for fighting by 20.4% to 15%.
- Decrease the number of students referred for classroom disruption from 24.4% to 15%.

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
1. Acknowledge outstanding student behaviors that reflect our expectations of being Respectful, Responsible, and Ready to Learn.	Kate Wardle, Sixth Grade Team Leader Tessa Floyd, Seventh Grade Team Leader Ann Petrasek, Eighth Grade Team leader	Team leader access to SWIS Panther Paws School Supplies	Student lists by grade level SWIS	Grade-Level Teams determine distribution of postcards. Weekly Kid Talk Discussions at Grade Level Team Meetings Quarterly referral free activities	Postcards: each student receives two per school year. Panther Paws are distributed to students.

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
2. Recognize staff for consistent attendance and professionalism (Standard 6).	Kate Wardle, Sixth Grade Team Leader Tessa Floyd, Seventh Grade Team Leader Ann Petrasek, Eighth Grade Team leader	Attendance List Bonnie Mettee Community Sponsor Awards Sue King’s weekly bulletin and monthly staff meeting report	Attendance lists Recognition notes from staff	Weekly Bulletin, Bonnie Mettee, Administrative Secretary Sue King, Office Secretary Monthly staff meeting reports of recognition	Compare attendance data from previous years. Compare attendance trends during the school year and during the month.
3. Implement Character Education lessons	Robin Greene, Resource Counselor Barbara Bauman, 6 th Grade Counselor Ron Schwartz, 7 th grade counselor Nichole Hardy, 8 th grade counselor Linda White, Media Specialist Bob Jones, TV Morning Crew Coordinator	Advice from the central guidance unit and other middle school character education programs Character Education literature Television studio and morning announcement crew	SWIS Suspension data	Daily announcements about character traits are televised school-wide. Character Counts Tuesdays morning announcements and awarded during lunch on Wednesdays, Lunch Administrators, Mr. Jones Monthly/Early release day lessons	Staff have given panther paws to students who have exhibited character education positive behavior.
4. Conduct quarterly town hall meetings with students sharing suspension and eligibility data	Tomas Rivera, Assistant Principal Monifa Bellinger, Assistant Principal Donna Blaney, Magnet Coordinator Tom Grierson, Teacher Robin Greene, Resource Counselor	Character Education Literature Teachers facilitating discussion with students regarding their academic and social behavior	Suspension and Eligibility Data	Student input regarding the town hall meetings and what they can do to lower the suspension rate and increase eligibility	As of November 1, 2008, suspensions have been down thirty-six percent since the same time last year. Ineligibility results are down eight percent since the same time last year.

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
5. Continue to provide Peer Mediation Program for students	Robin Greene, Resource Counselor Barbara Bauman, Sixth grade Counselor Ron Schwartz, Seventh Grade Counselor Nichole Hardy, Eighth Grade Counselor Student Mediators	Peter Meleney - Conflict Resolution Center Barbara Grochal – MD Grants	Peer Mediation Reports	Summer – peer mediator initial training Mediations as needed Monthly – refresher trainings Quarterly morning announcements (televised) by student mediators	
6. Provide referrals for the outside Conflict Resolutions Community Conferencing program for students who repeat getting into altercations with one another.	Peter Meleney - Conflict Resolution Center Tomas Rivera, Assistant Principal Monifa Bellinger, Assistant Principal Robin Greene, Resource Counselor	Community Conference referral forms	Peer Mediation Reports Student Referrals	Quarterly reports will be given by the Community Conferencing Center regarding the number of referrals they have received and the decrease in repeat conflicts.	Four families have already benefited from this program.
7. Provide cultural sensitivity training for staff	Monifa Bellinger, Assistant Principal Ben OuYang, Principal Robin Greene, Resource Counselor Elizabeth Aitken, Staff Development Teacher	Donna Graves, Director of Equity Training and Development Team	Student surveys using Activotes and index cards for comments in each class period or during lunch and analyze results in staff development Staff input regarding applicability of training	End of Quarter 1 and 3 students surveys Quarterly review of cultural sensitivity training in staff development	

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
8. Provide De-escalation Training for staff	Elizabeth Aitken, Staff Development Teacher Tomas Rivera, Assistant Principal	Time allocated during staff meetings and professional development cohorts for on-going training Professional resources PD 360 online Professional Development	Staff observations of other staff members modeling best practices Walkthroughs observing the culture of the school	Quarterly review of student referrals involving conflicts with staff members and students. Reports from walkthroughs including positives and deltas	
9. Continue the Black Achievement Night, Black Achievement Seminars and Latino Parent Night	Tomas Rivera, Assistant Principal Monifa Bellinger, Assistant Principal Robin Greene, Resource Counselor Ben OuYang, Principal Nikki Feagin, Linkages to Learning	Facility Use Technology Community Partners	Honor Roll Suspension data Ineligibility data Parent evaluations Student and Parent input	Monthly meetings with parents Semester meetings with black students Quarterly review of suspension and eligibility data	
10. Establish the bimonthly ESOL Parent meeting	Monifa Bellinger, Assistant Principal Tomas Rivera, Assistant Principal Melissa Graham, ESOL Resource	Student and Parent input	ESOL ineligibility lists Report cards	Quarterly review of suspension and eligibility data of our ESOL students	Seventy parents attended the first meeting

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
11. Involve the Division of Family and Community Partnership in our parent outreach program	Ben OuYang, Principal Nilda Colgrove, ESOL Parent Community Coordinator Ivette Laureano, ESOL Parent Community Coordinator Melissa Graham, ESOL Resource Eric Davis, School Community Partnerships	Parent contact lists	Phone logs	Review of grades and attendance of targeted students.	Over fifty phone calls have been made as of 11/08
12. Offer a Latino Parenting class for our Parents’ Conquer Your Dreams programs (Conquista tus suenos)	JR Rodriguez, PE Teacher Tomas Rivera, Assistant Principal Gina Anazco, Coordinator, Conquista tus suenos	Phone logs Child care Edline Access	Folder for parents Parental input	Parent input from staff regarding the effectiveness of the program.	
13. Increase the number of students who attend the George B. Thomas Learning Academy	Ben OuYang, Principal Nilda Colgrove, ESOL Parent Community Coordinator Sally Wilcox, RTSE	Parent Contact Lists List of Students recommended	GBTLA attendance logs	Review of Students GPA’s who attend the GBTLA	As of November 10 th , 2008, GBTLA staff report that Parkland has had an increase of 200% in the number of Parkland students who attend GBTLA.

Action Steps / Objectives / Processes / Timeline	Persons Responsible	Resources Needed	Monitoring Tools or Data Points (Formative and Summative)	Monitoring: Date/By Whom	Results / Next Steps (include evaluation of processes for effectiveness and efficiency)
14. Increase the number of students who attend summer school, including the continued addition of the ESOL I/ METS class	Ben OuYang, Principal Melissa Graham, Resource teacher ESOL Caroline Baker, Summer school Coordinator Tomas Rivera, Assistant Principal Linda Ferrell, Linda Ferrell, Director of Middle School Instruction	MSA results List of Students recommended PTA financial Support	Summer School Attendance Logs	A review of Pre and Post assessments from the beginning of summer to the end of summer.	
15. Continue to offer culturally diverse after school programs that compliment and bring an appreciation of diversity to Parkland's diverse culture	Alex Michnewich, After School Program Coordinator Eric Davis, School Community Partnerships	SISTERS STEP Team Parkland Gentlemen	Attendance reports from after school activities	Students input regarding how they feel about the different programs.	
16. Alter the focus of the Identity program to include a concentration on increasing grade point averages and decreasing behavioral referrals of the METS and ESOL I students	Ben OuYang, Principal Tomas Rivera, Assistant Principal Enid Gonzalez Aleman, Identity Coordinator	Facilities Access to ESOL./ METS classes	EDLINE account Report Cards Quarterly Progress reports	Increases in GPA and decreases in referrals of our METS/ ESOL I students.	

Attachments

ATTACHMENT A

**Parkland Magnet Middle School
Department Assessment Plans
2008-2009**

Vision: Based upon a review of student performance data at Parkland Magnet Middle School, we have determined a need for consistent, rigorous measures of student achievement based upon content standards.

Core Principles:

- Assessments should be standardized for each course.
- Standardized assessments should assess relevant indicators in a rigorous manner.
- Standardized assessments should highlight critical areas of need as based upon a review of student performance data.
- Standardized assessments should be scored consistently.
- Standardized assessments should be administered on a standard timeline.
- Standardized assessment of students should be aligned with grading of students and reporting student progress.
- Standardized assessments should *naturally* integrate Reading and Mathematics skills into all content areas.
- Assessment data should be analyzed to make instructional adjustments for students.
- Students should understand the assessment plan and should monitor their progress on an on-going basis.
- Instruction should be modified based upon student performance on assessments.
- Standardized assessments should be administered with documented accommodations for special education and ESOL students.

Action Steps:

1. Each department will submit a quarterly assessment plan for each course. The assessment plan will include: a description of the assessment, the core content indicators assessed, the process for scoring assessments, the date the assessment will be administered, any places where the Maryland Voluntary State Curriculum (VSC) is naturally integrated into the assessment, the process for determining the course grade, and the process for ensuring student understanding of the process.
2. Based upon the indicators to be taught each quarter, each department will develop an instructional calendar that indicates when indicators are addressed, lessons are taught, and assessments are administered.

ATTACHMENT A Continued

Parkland Magnet Middle School Department Assessment Plan 2008-2009				
Department:		Course:		
In the following section list only your common Formative and Summative assessments. You are required to have a <u>minimum</u> of 4 Formative and 2 Summative assessments. All items that will be placed in the HW/CW category <u>do not</u> need to be placed on this assessment plan. The names of the assessments and the scoring system should be entered into the same way into the gradebook.				
Assessment Name	Core Content Indicators	Assessment Scoring	Projected Dates	VSC Integration
Formative 1:				
Formative 2:				
Summative 1:				
Formative 3:				
Formative 4:				
Summative 2:				
What will teachers do to ensure students understand the expectations and track their progress?				
Attach the assessments. Indicate the assessment name, indicators, and scoring on the assessments.				

ATTACHMENT B
Assessment Plan Review

Round 1:

- What general observations can you make about the assessment plan based upon a quick review?
- What are some of the positives and negatives you see?

Round 2:

- What is the link between the summative and formative assessments?
- Do you see items on the formative that serve as checkpoints for learning on the summative?
- What items are represented on the summative that are not represented on the formative assessments?

Round 3:

- How rigorous is this assessment?
- How much of the assessment requires recall of information?
- How much of the assessment uses information to engage students in higher levels of thinking such as critical analysis or problem solving?
- What could be done to increase the rigor in the assessment?

Round 4:

- What are the instructional implications for this Quarter?
- What type of instruction will lead students to a level of success?
- What strategies can be used for students to acquire basic information needed?
- Which learners might have the most difficulty and what modifications can be made to instruction to address these learners?
- How might assessment change with increased rigor?

ATTACHMENT C
Assessment Plan Data Analysis Review

Course Name: Grade: _____ Marking Period: _____	Assessment Plan Complete	Formative I	Formative 2	Summative I	Formative 3	Formative 4	Summative 2
Did you have a predetermined plan and did your plan include the following?	Y N	Y N	Y N	Y N	Y N	Y N	Y N
What was the average score for your classes?							
What were the average scores on the same assessments for your colleagues' classes?							
How many students in each of your classes received a zero score for the assessments?							
How students in your colleagues' classes received a zero score?							

ATTACHMENT D
 Parkland Instructional Guide Sheet

Course: _____ Teachers: _____ Periods: _____ Rooms: _____

Element	
What mastery objectives will be used to organize your instruction?	
What will be used to focus your instruction? <ul style="list-style-type: none"> • How will you effectively use warm-ups? • How will you effectively activators? 	
What instruction will be provided? <ul style="list-style-type: none"> • What variety of strategies will be used to ensure that all students achieve the objective? (SPED, ESOL, RELL, learning styles, equitable practices, etc.) • How will interactive technology be used to maximize student engagement in learning and increase student access to multiple pathways to understanding? 	
How will you maintain high levels of student engagement ? <ul style="list-style-type: none"> • How will you facilitate rigorous instruction? • How will you facilitate interactive, hands-on activities? • How will you facilitate thoughtful student discourse and promote analytic, interpretive, and abstract thinking? • What specific strategies will be used to promote high expectations (equitable strategies, random responses, wait time, etc.) • What will you do to ensure the learning is student centered? 	
How will you use assessment to guide instruction? <ul style="list-style-type: none"> • What formal and informal assessment strategies will be used to assess learning? • How will you check for understanding throughout the lesson? • How will you provide feedback throughout instruction? 	

<p>How will you differentiate assessment to meet learner needs?</p> <ul style="list-style-type: none"> • How will you use data to group students? • What are the needs of different groups of students? • What differentiated learning activities will be provided and for which students? 	
<p>How will you provide a supportive environment that assists LEP and SPED students in the classroom?</p> <ul style="list-style-type: none"> • What language and information strategies will be used to assist students in accessing learning (explicit vocabulary instruction, graphic organizers, visual tools, reading strategies, use of text etc.)? • How assistive technologies be utilized? • How will word walls and other language resources be used? • How will co-teachers (or paraeducators) be utilized to effectively meet the needs of students in the classroom? What roles which each adult take during which element of instruction? • How will key messages be effectively communicated? • How will appropriate accommodations and modifications be provided? 	
<p>How will you use closure be used to summarize the lesson?</p>	

The following Look-For Sheet is the associated guide for classroom observations associated with monitoring progress in this area. Notes are captured in each of these areas to provide progress.

*Parkland Magnet Middle School
 Walkthrough/ Informal Observation Look-For Sheet*

Date: _____ Time: _____ Observer: _____ Locations: _____

AREA OF FOCUS	OBSERVATIONS
Mastery Objectives	
Warm-up / Activator	
Variety of Instructional Strategies	
Student Engagement Student Discourse Equitable Strategies Interactive Technologies	
Rigorous Instruction	
Assessment Check for Understanding Provide Feedback	
Differentiation Use of Data	
Closure	
AYP AREA OF FOCUS	SUPPORTIVE ENVIRONMENT
(Language Rich Environment – LEP Emphasis) Word Walls Reading Strategies Visual Tools Explicit Vocabulary Instruction	
Co-Teaching Accommodations – SPED Emphasis)	
Key Messages Positive Relationships High Expectations	

Attachment E

