Sligo Middle School 2008-09 School Improvement Plan

Student and Stakeholder Focus

Based upon data analysis including MSA, MAP-R, and curriculum-based assessments, academic priorities include:

- Improvement in Math and Reading MSA scores
- Increased rigor and advanced academic achievement in all content areas

Based upon stakeholder input (e.g., surveys) social/behavioral priorities include:

- Enhanced school culture through a focus on increased stakeholder involvement
- Increased positive engagement and interactions amongst and between all stakeholders

Leadership

Mission: Sligo Middle School will increase the rigor and variety of its educational programs to provide every student with academic and social opportunities to become skilled, productive members of a global society.

Vision: Sligo MS is a professional learning community that seeks to increase achievement and learning through rigorous instruction for all students, eliminate the achievement gap, and maintain a positive, safe and supportive learning environment.

Core Values:
- ➢ Every child can learn and succeed at high levels.
- ➢ Every teacher cares about their students' well-being and educational success.
- ➢ Every individual in the building is respected.
- ➢ SMS is a safe place for learning to occur.

The mission, vision, performance expectations, core values, goals/objectives of SMS are communicated, celebrated and monitored through leadership, interdisciplinary team, content area, parent and community meetings as well as written communications. Stakeholder input is valued and solicited when plans or decisions are made.
Progress towards achieving our goals is monitored and analyzed using Baldrige Tools and Processes for Continuous Improvement.

Performance Results
(Summative)

2009 Targets: All Grades to meet or exceed:
MSA READING AMO**:   75.9 %**
MSA MATHEMATICS AMO**: 64.3%**

MSA **Reading** Results **2007 -2008**
Total population **AMO = 71.1.%**
    Basic 23.5%   Proficient 39.9 %
                Adv. 36.7%

MSA **Math** Results **2007 -2008**
Total population **AMO = 57.2%**
    Basic 28.3 %   Proficient 43.3%
                Adv. 28.4%

2008-2009
- ➢ MAP-R (compare 3 scores)
- ➢ Staff, Parent and Student Climate Survey Results
- ➢ Suspension Data
- ➢ Eligibility

STRATEGIC PLANNING----GOALS AND MEASURES

Our School Goals:

1. By June 2009, all students will increase in reading achievement and literacy performance as evidenced by:
   - ❖ All demographic groups achieving the proficiency level of **75.9**%or better in **reading** as measured by the 2009 MSA with a focus on the following subgroups AA, Hispanic, ELL, SPED and FARMS. All demographic groups that exceeded the 2008 AMO of 71.1% will show an increase of at least 5% in their 2009 scores
   - ❖ All students earning quarterly grades of 70% or higher in Reading and/or English classes: All students passing English Unit Assessments
   - ❖ All content areas monitoring the effective instruction of vocabulary, writing fluency, reading comprehension and critical thinking strategies
2. By June 2009, all students will increase in mathematic achievement and performance as evidenced by:
   - ❖ All demographic groups achieving the proficiency level of **64.3** %or better in **mathematics** as measured by the 2009 MSA with a focus on the following subgroups AA, Hispanic, ELL, SPED and FARMS. All demographic groups that exceeded the 2008 AMO of 57.2% will show an increase of at least 5% in their 2009 scores
   - ❖ At least 75% of 8th grade students enrolled in and successfully completing Algebra prior to high school by passing the Unit, the Final and the HSA exams
3. The community of Sligo Middle School will enhance our professional learning community's culture and climate through a focus on increased stakeholder involvement, positive interactions and equitable expectations between and amongst students and staff, and positive student behaviors as evidenced by:
   - ❖ A diversity of stakeholder participation in school meetings and functions; an increase in parent classroom volunteers; active stakeholder engagement in study circles
   - ❖ 100% of each stakeholder group (students, staff and parents) responding to the School Climate Surveys and the quarterly satisfaction survey
   - ❖ Acceleration of African-American and Hispanic students into GT/Honors levels classes so that their enrollment and completion equals or surpasses their subgroup percentage in the total population.
   - ❖ A 25% decrease in the total number of out of school suspensions for each racial demographic subgroup

Faculty & Staff Focus

Training will be provided to staff in:

➢ Effective use of instructional block e.g., pacing, classroom management, differentiation, etc.
➢ Developing and monitoring academic intervention plans for students not meeting standard; and strategies to accelerate and engage highly able students
➢ Use of the collaborative planning cycle
➢ Implementation and monitoring of before, during, and after reading strategies
➢ Implementation and effective integration of technology in the classroom
➢ Effective co-teaching strategies in the inclusion model approach
➢ Strategies to build rapport with and model positive behaviors and expectations for students
➢ Effective analysis and monitoring of student performance data e.g., use of performance matters software

Training will be provided to the leadership team in:

➢ Developing and accessing procedures and processes for supporting rigorous instruction, enhancing school climate and monitoring student performance
➢ Facilitating discussions on race and achievement, enhancing cultural competency, and utilizing equitable instructional practices

Process Management

Teachers:
➢ Teams will develop individualized action plans (academic intervention plans or AIP's) for students in need of support in math and reading skills and update progress at team meetings bi-weekly.
➢ Cohorts will develop formative assessments, analyze student data, work and results, identify best practices, and provide differentiation, remediation and acceleration based on this analysis.
➢ Teachers will incorporate BCRs/ECRs in all disciplines.
➢ Teachers and students will meet at interim and report card times regarding self monitoring tools to assess progress using Baldrige processes.
➢ Bi-quarterly review of Edline; review of eligibility data
➢ Quarterly satisfaction surveys on academic instruction, student performance and school climate
➢ Use of Arts integrated approach and Technology where natural connections exist to meet curriculum objectives and enhance performance results
➢ Conduct regular walk-throughs and peer visits as well as vertical articulation meetings with feeder schools to share best instructional practices, discuss content knowledge requirements and reinforce equitable classroom expectations.

Classrooms and Meetings:
➢ Evidence of Baldrige processing in the classroom: mission statement, goal setting, using quality tools, data center, self-monitoring tools
➢ Use of PDSA process for problem solving; Collaborative Planning Cycle for communication; and facilitative Leadership for decision making
➢ Quarterly SIT meetings to review progress; review of formative and summative assessments at all grade levels
➢ Opportunities for stakeholder involvement through student, faculty, team, content, study group meetings, PTA, data meetings, etc.

Professional Development
➢ Continuous staff development will be provided to the ILT and staff in the areas of leadership, middle school reform, effective use of instructional block, differentiation, literacy skills and strategies, content-specific needs, technology, and positive behavior intervention strategies based on needs assessment survey.
➢ Professional development may occur within departments, teams, cohorts, ILT, staff in-services (professional/supporting), MCPS, JHU, Montgomery College, Smithsonian Institute, and UMD partnerships.

Measurement, Analysis, Knowledge Management
(Formative)

➢ MCPS math unit assessments
➢ English & Reading Data Points (quarterly)
➢ MSA practice tests (3)
➢ Wilson Reading data
➢ Read 180 data
➢ Interims/report cards
➢ Honor-roll data quarterly
➢ Eligibility data (quarterly)
➢ Referral/suspension data (quarterly)
➢ Strategic Monitoring Agendas & Action Items: Team, Cohort, ILT, Core, Staff
➢ Academic Intervention Plans
➢ SIT meetings (quarterly)
➢ Stakeholder surveys used for feedback & to assess levels of satisfaction (quarterly)
➢ Classroom Observations
➢ Walk-throughs: ILT, Team, Content
➢ Consistent teacher use of Pinnacle