

**STUDENT AND STAKEHOLDER FOCUS**

We have analyzed disaggregated student achievement data to determine needs in order to focus our efforts on reaching our SIP goals.

**Based on 2009 MSA data:**

All sub groups of students **did not meet** the AMO targets in Reading and Math:

- LEP students **did not meet** the AMO target in Reading
- African American and FARMS students **did not meet** the AMO target in Math

Further:

- Special Education students **met** the AMO target in Reading though the Confidence Interval.
- Special Education students **met** the AMO target in Math through Safe Harbor
- LEP and Hispanics **met** the AMO target in Math through the confidence interval

**Based on 2009 Alt-MSA data:**

100% of the students performed at Proficient in both reading and math.

Successful completion of Algebra by grade 8 (with the new target of a C or better) remains a focus with a 37.5% success rate. Enrollment is at 71.7%.

**FACULTY AND STAFF FOCUS**

Middle School Reform Phase I Professional Development

- Rigorous instruction
- Adolescent learner
- Collaboration

Promethean Boards/Active Studio

Online grading and reporting

Data analysis

Culturally Responsive Instruction

Equitable Classroom Practices

Reading comprehension

Vocabulary instruction

myMCPS

Inclusion/Co-teaching: models/strategies

Parental engagement / communication

**LEADERSHIP**

**Mission:**

Benjamin Banneker Middle School students, staff, parents, and community will support the success of the learning environment by:

- Consistently communicating high academic and behavioral expectations;
- Engaging in the process of continuous improvement;
- Consistently soliciting feedback from all stakeholder group;
- Cultivating cultural awareness in a diverse learning community.

**Vision:**

Benjamin Banneker Middle School is a safe place where students, staff, parents and community members are invested in a diverse learning community which values academic achievement, mutual respect, and social responsibility.

**Core Values**

The Banneker community is respectful, responsible, and ready to learn!

Our mission, vision, and core values are communicated, celebrated, and monitored through weekly instructional leadership team meetings, monthly staff and department meetings, grade level team meetings, Back to School Night, Parent teacher conferences, parent and community meetings, School action plans, the Achievement Steering Committee, morning announcements, principal/student focus group meetings, the school website, Connect Ed messages, Edline updates, and PTA listserv updates.

**Communication:** Parents and staff are involved in the development of the SIP. Updates are communicated to stakeholders via normal communication venues. Parents are also invited to participate in the reviews of the SIP.

**STRATEGIC PLANNING**

**READING**

- To increase to 80.8%, the percentage of students, in all subgroups, performing at the proficient or advanced level as measured by the 2010 Reading MSA and Alt-MSA

Special Focus	Continued Attention
LEP-increase from 56.5% to 80.8% (18 students) Special Ed-increase from 67.8% to 80.8% (45 students) Hispanic-increase from 75.9% to 80.8% (15 students)	FARMS-made 2010 AMO by .4% (81.2%) but need to move 24 students.

- To increase from 40.2% to 50.2% the number of students who are advanced on MSA Reading and Alt-MSA with a special focus on African-American (35.5%, 75 students), Hispanic (27.6%, 19 students), SPED (10.5%, 14 students), LEP (4.3%, 23 students) and FARMS (28.8%, 65 students).

**MATH**

- To increase to 71.4% the percentage of students, in all sub groups, performing at the proficient or advanced level as measured by the 2010 Math MSA and Alt-MSA

Special Focus	Special Focus
Special Ed-increase from 46% to 71.4% (48 students) African American-increase from 57.5% to 71.4% (78 students) Hispanic-increase from 56.8% to 71.4% (14 students)	FARMS-increase from 53.1% to 71.4% (57 students) LEP-increase from 53.2% to 71.4% (15 students) All Students-increase from 64.7% to 71.4% (50 students)

- To increase from 20.5% to 30.5% the number of students who are advanced on MSA Math and Alt-MSA with a special focus on African-American (15.1%, 78 students), Hispanic (11.4%, 16 students), SPED (1.9%, 27 students), LEP (8.3%, 11 students) and FARMS (12.7%, 54 students).
- To increase the number of students who successfully pass Algebra by 8<sup>th</sup> grade with a C or better from 37.5 % to the goal of 80% as measured by course grade and exam.
- To decrease the overall student ineligibility percent from 23.3% to the county target of 12% with a focus on African American (27.8%), Hispanic (33.7%), LEP (27.7%), and FARMS (29.4%) students.

**Benjamin Banneker Middle School  
School Improvement Plan  
2009-2010**

**PERFORMANCE RESULTS**

(See attached data)

**MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

MAP-R Results  
Walk Through Data  
Report Card Grades  
Stakeholder Climate Survey  
Attendance data  
Formal/informal observation  
IEP/ Alt-MSA objectives progress  
Reading Program Data-  
\*Read 180 Lexile Scores  
\*Corrective Reading score  
\*Wilson Reading Results  
\*BCR scores  
\*Formative and summative assessments in English 6, 7, 8 and Reading 6  
Math Program Data-  
\*Formative and summative assessments in Math 6, 7, 8, Algebra, and Geometry  
\*Advisory math data  
\*MSA practice data  
ELL/RELL plans  
Academic InterventionPlan progress

### **PROCESS MANAGEMENT**

- Monitor student performance data by content area (Reading or Math) and student group through the use of a school wide strategic monitoring tool.
- Develop, implement, monitor, and analyze student data to inform instruction:
  - Academic Intervention Plans for identified students;
  - The Reading and Math advisory period;
  - The school wide professional development plan;
  - Our stakeholder feedback process;
  - IEP and ELL/RELL plans;
  - Action Plans related to the SIP;
  - Target Students
- Create, implement and monitor extended learning opportunities for students.

**STUDENT AND  
STAKEHOLDER FOCUS**

We have analyzed our Climate data, suspension data and ineligibility data in order to focus our efforts on reaching our SIP goals.

**Based on 2008-2009 data:**

- With 3% of our parents (24) reporting, the top two concerns were 'getting important school information' and 'being informed about meetings and special school events.' They were also concerned about teachers taking action to resolve concerns.
- With 92% of our students (471) responding, students felt like they didn't have a teacher to talk with and that students in school were not well behaved including in the classroom.
- With 41% (39) school staff responding, their top concerns were about high expectations for all students and overall school discipline.

**Based on 2008-2009 data:**

- Although our overall suspension rate continues to decline (7.1%), students in the African-American, FARMS and Special Education subgroups are being suspended at higher rates as compared to the school demographics.
- Our ineligibility rate of 23.3% in Q4 was higher than the county target of 12% with African-American, Hispanics, and FARMS students being overly represented.

**FACULTY AND STAFF FOCUS**

Based on needs assessments, student and stakeholder focus and school goals, identified school and central office staff will provide ongoing professional development to increase teacher and staff capacity.

- Culturally Responsive Teaching
- Online Grading & Reporting
- Rigor for all students
- Adolescent Learners
- Collaboration
- Race and Equity
- Co-teaching and Inclusion
- Literacy
- Monitoring Student Performance
- Assistive Technology

**LEADERSHIP**

**Mission:**

Benjamin Banneker Middle School students, staff, parents, and community will support the success of the learning environment by:

- Consistently communicating high academic and behavioral expectations;
- Engaging in the process of continuous improvement;
- Consistently soliciting feedback from all stakeholder group;
- Cultivating cultural awareness in a diverse learning community.

**Vision:**

Benjamin Banneker Middle School is a safe place where students, staff, parents and community members are invested in a diverse learning community which values academic achievement, mutual respect, and social responsibility.

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**STRATEGIC PLANNING**

**STAKEHOLDER SATISFACTION**

To increase stakeholder satisfaction with a special focus on:

- Increasing parent satisfaction in home-school communication including getting important school information to parents and informing them about meetings and special school events.
- Increasing student satisfaction with teacher-student relationships and overall school discipline
- Increasing school staff satisfaction with the level of expectation for high academic performance for all students and overall school discipline.

To decrease the suspension rate from 9.4% to 7% and the referral target rate will be set at the baseline of 1 referral per 100 students per day (the national average for middle schools) which equals @ 7 referrals per day for Banneker.

To decrease the ineligibility rate from 16.3% to 12% with a focus on African-Americans (19%), Hispanics (18.1%) and FARMS (21.5%).

To increase the percentage of stakeholders responding to the Survey of School Environment Survey to 10% above the District Middle School average (Parent response rate from 3% to 29%, Student response rate from 92% to 100%, and Teacher response rate from 35% to 42%).

**PERFORMANCE  
RESULTS**

(See attached data)

**MEASUREMENT,  
ANALYSIS, AND  
KNOWLEDGE  
MANAGEMENT**

- Walk Through Data
- Report Card Grades
- Stakeholder Surveys
- Attendance data
- Team/Department/Staff Meetings
- Weekly Cohort meetings
- ILT meetings
- SIP meetings w/stakeholders
- PTSA
- SWIS (for PBIS)
- ASC

## **PROCESS MANAGEMENT**

Develop, implement, monitor, and analyze:

- Academic Intervention Plans for identified students.
- The school wide professional development plan related to equitable practices, behavior management, culturally responsive teaching.
- Stakeholder feedback process and resulting data.
- Action plans related to the SIP.

Implement, monitor, and analyze ineligibility data, office referral, and suspension data through the use of a school wide data monitoring tool.