

Kingsview Middle School Math/Literacy School Improvement Plan 2010-2011 *Draft 9/27/10*

Math AMO 2011= 78.6%
 Reading AMO 2011= 85.6%
Alg. Completion 2011=

STUDENT AND STAKEHOLDER FOCUS

What do our students need?

In order to have all students achieve proficiency in Math and Reading by 2014, we have analyzed disaggregated student data.

The 2010 MSA data shows:

Sub-Group	Not Prof. Math	Not Adv. Math	Not Prof. Rdg.	Not Adv. Rdg.
All	13.7%	61%	7.8%	34.8%
AA	30%	61%	16.4%	34.8%
HI	22.9%	83.8%	9.5%	51.5%
IEP	47.1%	94.4%	35.2%	84.9%
LEP	29%	92%	16.7%	77.4%

82% successful completion of Algebra with a grade of C or higher grade 8, 2009-2010

LEADERSHIP

Mission: We provide a quality educational experience that enables students to become lifelong learners, caring human beings, and responsible citizens.

Core Values: See attachment

Mission and values are communicated and monitored by:

- Agendas, newsletters, website, Edline-for the school community
- Celebrations - "Within Our Walls", Drops, PBIS, Honor Roll
- Meeting Evaluation and Feedback
- Data Analysis - impact on student achievement and a safe and welcoming learning environment
- Classroom Observations - impact on teaching and learning

STRATEGIC PLANNING

What is our goal?

Implement, monitor, and hold all staff accountable for utilizing instructional strategies that are essential for some and good for all students to achieve at high levels.

Goal 1: To meet or exceed the AMO of 78.6% in Math for all students with a focus on students in the Special Education, African American, and LEP sub groups as measured by the Maryland State Assessment (MSA).

Goal 2: To meet or exceed the AMO of 85.6% in Reading for all students with a focus on students in the Special Education sub group as measured by the Maryland State Assessment (MSA).

Goal 3: Increase the number of students performing at advanced as measured by the Math and Reading MSA by 5%. (Key # 2)

Goal 4: To meet or exceed the MCPS **performance target of _____** for Algebra by grade 8. (Key #4)

PROCESS MANAGEMENT

How will we get there?

- Develop Academic Improvement Plans for all students scoring within -10 to +5 range of proficiency on the Maryland State Assessment.
- Identify patterns in student data not meeting proficiency and tailor professional development accordingly
- Effectively program for student needs through specific Math, English, and Reading courses.

ORGANIZATIONAL PERFORMANCE RESULTS

How will we know when we get there?

Baseline Data from MSA 10-Prof/Adv.

Sub Group	M09	M10	R09	R10	# of Students to reach 2011 Annual measurable objectives in addition to current proficient/advanced
ALL	85	86.3	91.5	92.2	M10= (+7.7%) R10 = (+6.6%)
AA	62.8	70	80.3	83.6	M10 = 19.5 R10 = 5
HI	74.7	77.1	86.2	90.5	M10 = 3.5 R10 = (+4.9%)
IEP	47.1	52.9	63.5	64.8	M10 = 23 R10 = 19
LEP	68.6	71	74.5	83.3	M10 = 5.5 R10 = 1

Advanced Performance

Sub Group	%Adv. Math	# of Students to move from Prof. to Adv. (5% goal)	%Adv. Reading	# of Students to move from Prof. to Adv. (5% goal)
	M10	M11	R10	R11
All	39%	45	65.2%	45
AA	14%	11.5	48.6%	11
HI	16.2%	5.5	48.5%	5
IEP	5.6%	4.5	15.5%	4.5
LEP	8%	2	22.6%	1.5

Algebra data (successful completion by end of 8th grade)
 Successful Completion Annual Target

FACULTY AND STAFF FOCUS

What resources do we need?

Training will be provided on:

- Differentiation to meet individual needs.
- Examining student work collaboratively
- Cultural competence /Equitable practices in the classroom.
- Rigor/Critical Thinking
- Reading Strategies

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

How will we monitor along the way?

AIP

- Data points: Math formatives, Unit Assessments, Ineligibility, Report Card Grades, Math data page-monitoring tool, Reading Unit Assessments, Intervention Program Reports/Monitoring
- Interims and Progress reports
- AIP Data Monitoring Sheet
- Kid Talk Notes
- George B. Thomas Learning Academy
- Programming and Interventions
 - Monthly Math, Reading, and English data meetings
 - Study Island
 - Understanding Math
 - Corrective Reading/ Read 180/ Reading 7/ Reading 8/ Reading Assistant
 - Double Period Algebra and Math 7
 - Academic Performance of students in advanced courses
- Professional Development
 - Informal and formal observations

Kingsview Middle School 2010-2011 School Improvement Plan

SCHOOL CLIMATE- Draft 9-27-10

STUDENT AND STAKEHOLDER FOCUS

The analysis of 2009-10 referral, suspension, ineligibility, and environmental survey data indicates the following areas of concern:

- Teasing and bullying
- African American students were referred at 1.93 times the rate of all other racial groups combined.
- African American student suspensions accounted for 70% of all suspensions.
- 3.6% of all students were ineligible.

LEADERSHIP

Who are we?

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PERFORMANCE RESULTS

How will we know when we get there?

- Specific Referral Data is attached

	Referral Summary Report		Suspension Summary Report		
	08-09	09-10			
Total Referrals	449	701	Total Suspensions	24	30
Asian	38	17	Asian	6	1
African American	289	412	African American	12	21
Hispanic	63	77	Hispanic	2	4
A. Indian	1	0	A. Indian	0	0
White	58	130	White	4	4

STRATEGIC PLANNING

What is our goal?

Create a positive, healthy, and supportive school learning environment

Goal 1: To eliminate the racial predictability of suspensions by reducing the number of African American students being suspended to no more than 25% of the total number of suspensions (50% in 2008-2009 & 70% in 2009-2010).

Goal 2: To reduce the number of referrals (office managed and classroom managed) by 25% from the total number of referrals (449 in 2008-2009 & 701 in 2009-2010).

Goal 3: To reduce the rate of ineligibility to below 3%.

Ineligibility

	MP 1	MP 2	MP 3	MP 4
08-09	2.1	3.3	2.7	3.2
09-10	1.8	3.0	3.9	3.6

2009-2010 Environmental Survey Results %

Area of Concern	Student		Staff		Parent	
	08-09	09-10	08-09	09-10	08-09	09-10
Teasing	67.6	64	41.5	64.7	23.8	23.9
Bullying	55	52	31.7	60.3	31.4	34.4

FACULTY AND STAFF FOCUS

What resources do we need?

Training will be provided on key topics:

- Cultural Competence/Equitable practices in the classroom
- Rigor/Critical Inquiry
- Training on systems for and implementation of Positive Behavior Interventions & Supports (PBIS)
- Training on MCPS Regulation JHF-RA, *Bullying, Harassment, or Intimidation*, and related forms
- Support for teachers with classroom management needs (training, coaching/feedback, growth plan)

PROCESS MANAGEMENT

How will we get there?

- Identification of patterns in student referral data (office and classroom managed) and tailor staff development accordingly.
- Implementation and monitoring of school-wide mentoring program
- PBIS Team will meet monthly to conduct data chats and to implement/monitor a system to support and reduce students in the red zone.
- Counseling Services Action Plan focused on School Climate concerns.
- Implement Study Circle/Anti-Bullying Task

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

How will we monitor along the way?

- Referral and suspension data by subgroup and grade level
- Ineligibility data
- PBIS Survey
- Student, staff, and parent results from the MCPS Survey of the School Environment
- Staff training evaluations
- Pinnacle Reports and Edline