

PARKLAND MAGNET MIDDLE SCHOOL FOR
AEROSPACE TECHNOLOGY

SCHOOL
IMPROVEMENT PLAN 2010-2011

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STUDENT / STAKEHOLDER FOCUS

After analyzing multiple sources of disaggregated student achievement data, suspension data, and referral data, the following current conditions were identified at Parkland:

- (1) There are five underperforming sub-groups in the Mathematics category when measured by the 2011 MSA Mathematics AMO target of 78.6%: SPED 61.8% (11 students needed, LEP 54.2% (25 students needed), Hispanic 67.0% (45 students needed), African American 69.3% (24 students needed), and FARMS 64.2% (numbers pending).
- (2) There are four underperforming sub-groups in the Reading category when measured by the 2011 MSA Reading AMO target of 85.6%: SPED 74.5% (4 students needed), LEP 64.2% (20 students needed), Hispanic 81.4% (20 students needed), and FARMS 81.3% (numbers pending).
- (3) African American and Hispanic students lag below White and Asian Students in Math and Hispanic students lag below White, Asian, and African American students in Reading.
- (4) The suspension rate fell from 8.6 (72) in 2008 to 7.9 (69) in 2009. MCPS rate for 2010: 6.5%(55)
- (5) Academic ineligibility was high for the student subgroups of LEP 17.5%.

FACULTY AND STAFF FOCUS

Based on data analysis and teacher needs assessment, the faculty and staff will participate in training and development on:

- Best Practices to Use with LEP and SPED Students
- Vocabulary Development (continued from 2009-2010)
- Effective Classroom Management Techniques for Establishing Routines and Procedures
- Use of Equitable Practices
- Equity Training

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: The School Improvement Plan will be communicated on a regular basis to parents, staff, and students through displays, publications, Black and Latino parent nights, Academic Achievement Nights, in student agenda books and in regular conversations and expectations. Also, there is regular communication through weekly ConnectEd phone calls, PTA newsletters, website, Edline, and on-going school events. This plan will be monitored by the Instructional Leadership Team, parents, students and the Enhanced School Improvement Team.

STRATEGIC PLANNING

Objectives

By 2011, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2011 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

- We will attain the Mathematics AMO of 78.6% in Math for the following underperforming subgroups: Hispanic, African American, Limited English Proficient, FARMS, and Special Education.
 - Increase the Hispanic student Proficiency rate from 67.0% (234) to 78.6% (279),
 - Increase the African American student Proficiency rate from 69.3% (147) to 78.6% (171).
 - Increase the Limited English Proficient student Proficiency rate from 54.2% (65) to 78.6% (90).
 - Increase the FARMS Proficiency rate from 64.2% (264) to 78.6% (numbers pending).
 - Increase the Special Education student Proficiency rate from 61.8% (63) to 78.6% (74).
- We will attain the Reading AMO of 85.6% in the following underperforming subgroups: Hispanic, Limited English Proficient, FARMS, and Special Education.
 - Increase the Hispanic student Proficiency rate from 81.4% (284) to 85.6% (304).
 - Increase the Limited English Proficient student Proficiency rate from 64.2% (77) to 85.6% (97).
 - Increase the FARMS student Proficiency rate from 81.3% (334) to 85.6% (numbers pending).
 - Increase the Special Education student Proficiency rate from 74.5%(76) to 85.6% (80).
- We will decrease academic ineligibility for the underperforming subgroup of LEP to 12.7% and decrease the suspension rate to 13 suspensions per quarter to attain a rate of 6.5%.
 - Decrease the number of academically ineligible LEP students from 17.5% (23) to 12.7% (15).
 - Decrease the suspension rate from 7.9 % (69) to 6.5% (55).
 - Decrease the number of students referred for fighting by 12.5% to 9%.
 - Decrease the number of students referred for classroom disruption from 16.1% to 13.5%.

Action Plans

To achieve these objectives, PMMS will implement the following programs: Parkland MSA Focus Planning and Integration, Parkland Plus, Reading Intervention Classes, Academic Achievement Nights, Professional Development Periods, Special Education Inclusion model, Middle School Magnet Consortium Program, and Positive Behavioral Interventions and Supports.

PROCESS MANAGEMENT

- Targeted students are placed in academic support courses using research-based curriculum while also being successfully instructed in grade level content courses aligned with VSC indicators and strengthened by differentiated instruction (Read 180, Curriculum Reading, Developmental Reading, FASTT Math, Math Support, Understanding Math) – academic programs and interventions are monitored by the Enhanced School Improvement Team (including parents) and the Instructional Leadership Team on a monthly basis.
- Targets students are placed in Parkland Plus (after-school interventions) based upon program needs (balanced among academic courses, support courses, and Parkland Plus) implementation and monitoring by After-School Program Coordinator, Instructional Leadership Team, the Enhanced School Improvement Team (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 the Enhanced School Improvement Team
- PBIS implementation and monitoring plan as reviewed by the Team Leaders and PBIS Committee

ORGANIZATIONAL PERFORMANCE RESULTS

	Sub-Group	2008 % (#)	2009 % (#)	2010 % (#)	Current Students ** % (#)	2011 Target %	# Students Needed to Meet 2011 AMO
Mathematics	All	69.2 (515)	73.3 (582)	75.3 (631)	73 (604)	78.6	49
	Afr.Amer.	56.4 (110)	66.0 (130)	69.3 (147)	67 (144)	78.6	25
	Hispanic	60.8 (194)	64.7 (225)	67.0 (234)	63 (225)	78.6	31
	FARMs	52.8 (178)	59.9 (215)	64.2 (264)		78.6	
	SPED	40.4 (40)	53.8 (56)	61.8 (63)	45 (43)	78.6	29
	LEP	37.4 (46)	48.4 (61)	54.2 (65)	54 (61)	78.6	29
	Asian	97 (97)	90.7 (98)	92.1 (117)	91 (129)	78.6	--
	Native Am	--	33.3 (1)	0		78.6	--
	White	89 (113)	92.8 (128)	90.5 (133)	79 (92)	78.6	--
	Algebra	60.5 (95)	50.6 (126)		TBD	80	--
Reading	All	80.9 (602)	84.6 (672)	87.7 (735)	80 (663)	85.6	48
	Afr.Amer.	76.9 (150)	84.3 (166)	91.0 (193)	76 (171)	85.6	13
	Hispanic	72.7 (232)	77.6 (270)	81.4 (284)	72 (256)	85.6	48
	FARMs	68.8 (232)	74.9 (269)	81.3 (334)		85.6	33
	SPED	58.6 (58)	71.2 (72)	74.5 (76)	42 (39)	85.6	40
	Native Am	--	100 (3)	66.7 (2)		85.6	--
	LEP	48.8 (60)	59.5 (75)	64.2 (77)	67 (76)	85.6	22
	White	95.3 (121)	98.6 (136)	94.6 (139)	91 (106)	85.6	--
	Asian	97 (97)	89.8 (97)	92.1 (117)	89 (127)	85.6	--
	Eligibility	16.9 (132)	11.8 (98)		TBD	12.7	--
	Suspensions	10.4 (82)	8.6 (72)		--	6.5	--

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Target Student Database (Internal Data Points)
- Reading Monitoring Checkpoints (MAP-R, RD180, Dev. Rd, Read About)
- Math Monitoring Checkpoints (FASTT Math, MCPS Math Unit Assessment Data, MAP-M)
- 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)
- Student Surveys & Student Focus Groups
- Town Hall Meetings with Students
- Formal and Informal Walkthroughs & Observations with Feedback
- Ineligibility Data – MyMCPS
- Course and Student Grade Profiles-MyMCPS and Pinnacle
- Course-Alike Formative and Summative Assessment Data
- Referral Data – SWIS
- Professional Growth System – Consulting Teacher Program for New Teachers

**Numbers were obtained using the MSA Predicted Performance application in myMCPS (County Data Warehouse)

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

Action Plan Template for Mathematics

School: Parkland Magnet Middle School

Date: September 30, 2010

Objective: By 2011, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2011 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

SIP Goal: (AMO for 2011): We will attain the Mathematics AMO of 78.6% in Math for the following underperforming subgroups Hispanic, African American, Limited English Proficient, FARMS, and Special Education.

- Increase the Hispanic student Proficiency rate from 67.0% (234) to 78.6% (279).
- Increase the African American student Proficiency rate from 69.3% (147) to 78.6% (171).
- Increase the Limited English Proficient student Proficiency rate from 54.2% (65) to 78.6% (90).
- Increase the FARMS Proficiency rate from 64.2% (264) to 78.6% (numbers pending).
- Increase the Special Education student Proficiency rate from 63% (63) to 78.6% (74).

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) Math teachers (Gen. Ed and SPED) will receive school-wide professional development on</p> <ul style="list-style-type: none"> • Vocabulary strategies • Differentiation • Mathematically deliberate design • Equitable practices 	<p>Carolyn Baker, Math Resource Teacher</p> <p>Tessa Floyd, Staff Development Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Jeneen Stewart, Assistant Principal</p>	<p>Curricular materials and resources</p> <p>Teacher development materials and resources</p>	<p>Informal (“non-evaluative”) classroom visits</p> <p>Peer Visits</p> <p>Formal Observations</p> <p>Formal Evaluations</p> <p>Walk-throughs</p>	<p>Carolyn Baker, Math Resource Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Donna Blaney, Magnet Coordinator</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>(2) Create a school culture in which Math is integrated into other subject areas. "All teachers are teachers of math."</p> <ul style="list-style-type: none"> • Provide staff development for math concepts for all teachers • MSA Focus Planning – ensure at least one full quarter is focused on math indicators by all teachers. Provide support for integration of math concepts into non-math classes. • Math Minutes at Parkland – students will engage in a five-minute "mad math" basic skills challenge once a week for the entire school year. Students will track their progress within addition, subtraction, multiplication and division problems (100 problems in 2 minutes). • Parkland Panthers Ponder Percents. Posters for students to calculate a fraction score into a percent will be placed in each classroom. • All teachers will be provided with an empty graph to track class assessment averages. • All teachers will be provided with the VSC calendar of math indicators to have an understanding of what their students are learning at a specific time of year. 	<p>Carolyn Baker, Math Resource Teacher</p> <p>Tessa Floyd, Staff Development Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Jeneen Stewart, Assistant Principal</p> <p>All Teachers</p>	<p>Math curricular materials</p> <p>Math Minutes materials</p> <p>"Parkland Panthers Ponder Percents" Poster</p> <p>Classroom Graph for class averages</p> <p>VSC Calendar</p>	<p>MSA Focus Planning documents</p> <p>Student Data sheet for Math Minutes</p>	<p>Carolyn Baker, Math Resource Teacher</p> <p>Tessa Floyd, Staff Development Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Donna Blaney, Magnet Coordinator</p> <p>All Teachers</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 Math pull out groups that meet 30 minutes 2x a week during the school to address needs. (January)</p> <ul style="list-style-type: none"> Assess all students using county assessments and teacher input. Develop and distribute math curriculum materials aligned with Maryland VSC math content standards and assessment limits for all math target students. Make adjustments to student instructional programs based upon student progress (Weekly, Jan – Mar) Release teachers from PD/team time for pull out groups. 	<p>Tessa Floyd, Staff Development Teacher</p> <p>Jeneen Stewart, Assistant Principal</p> <p>Carolyn Baker, Math Resource Teacher</p> <p>PMMS Math Teachers</p> <p>PMMS Science Teachers (tbd)</p>	<p>MSA Test preparation resources for each student</p> <p>Curricular materials and resources</p> <p>Math Course Assessment Data</p> <p>MAP-M Data</p>	<p>Pre-Test/Post-Test results</p>	<p>Carolyn Baker, Math Resource Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Donna Blaney, Magnet Coordinator</p>	
<p>(4) Identify students in danger for not meeting proficiency in math for participation in Parkland Plus. (October)</p> <ul style="list-style-type: none"> 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. Monitor teacher implementation of the curriculum using best practices 	<p>Tomas Rivera, Assistant Principal</p> <p>Jeneen Stewart, Assistant Principal</p> <p>Amanda Plunkett, After School Coordinator</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, Amanda Plunkett will provide data and analyze data with Math Resource Teacher, Carolyn Baker and Math Administrator, Donna Blaney</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) Inform and engage parents in programs and practices that assist their child's academic success.</p> <ul style="list-style-type: none"> • Academic Achievement Nights • Back to School Night • MSA Parent Night (January) • Math Night (December) • Family Science and Technology Nights • PTSA Meetings • Use Division of Family and Community Partnership to help set-up individual parent meetings 	<p>Ben OuYang, Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Janeen Stewart, Assistant Principal</p> <p>Donna Blaney, Magnet Coordinator</p> <p>Jennifer Wingate, Science Resource</p> <p>Carolyn Baker, Math Resource Teacher</p> <p>Melissa Graham, ESOL RT</p> <p>Jane Batwinis, RTSE</p> <p>Teachers</p> <p>Community Partners</p>	<p>Space and Building Requests with Technology</p> <p>Connect Ed and personal phone calls</p> <p>Information Materials</p> <p>Supplies for Math, Science and Technology Nights</p> <p>Interpreters</p>	<p>Attendance Records</p> <p>Parent Surveys</p> <p>Feedback Sheets</p>	<p>Janeen Stewart, Assistant Principal</p> <p>Tomas Rivera, Assistant Principal - monthly</p> <p>Math Night by Carolyn Baker, Math Resource Teacher</p> <p>Family Science and Technology Nights by Donna Blaney, Magnet Coordinator</p> <p>PTSA meetings by Ben OuYang, Principal - monthly</p> <p>Academic Achievement Nights, Admin team</p>	<p>Back to School Night was held on September 1, 2010.</p> <p>Academic Achievement Nights:</p> <ul style="list-style-type: none"> • 8th Grade: 9/16/10, • 7th Grade: 9/23/10, • 6th Grade: 9/30/10,

Action Plan Template for Reading

School: Parkland Magnet Middle School

Date: September 30, 2010

Objective: By 2011, students at PMMS will demonstrate achievement as measured by an increase in the percentage of all students meeting or exceeding the 2011 AMO for Reading and Math on Maryland State Assessments in Grades 6, 7 and 8.

SIP Goal: (AMO for 2011): We will attain the Reading AMO of 85.6% in the following underperforming subgroups of Hispanic, Limited English Proficient, FARMS, and Special Education.

- Increase the Hispanic student Proficiency rate from 81.4% (284) to 85.6% (304).
- Increase the Limited English Proficient student Proficiency rate from 64.2% (77) to 85.6% (97).
- Increase the FARMS student Proficiency rate from 81.3% to 85.6% (numbers pending).
- Increase the Special Education student Proficiency rate from 74.5% to 85.6%.

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>(1) All teachers will have facilitated planning sessions on and will be expected to provide engaging and rigorous instruction that includes:</p> <ul style="list-style-type: none"> • A variety of vocabulary strategies to develop vocabulary rich environments • A variety of best practices to use with LEP and SPED students • A variety of modalities (technology, manipulatives, visuals) that can support the connection to background knowledge and experiences relating to the content • Effective classroom management techniques for establishing a positive environment • Training in the Reading/Writing content connection. 	<p>Tessa Floyd, Staff Development Teacher/Reading Specialist</p> <p>All Resource Teachers</p> <p>All Teachers</p> <p>Administration</p> <p>GW Program participants</p>		<p>Walkthroughs with feedback</p> <p>Informal and Formal Observations</p> <p>Data Chats</p> <p>Assessment Plan Review</p>	<p>Staff Development Cohorts Twice per Quarter</p> <p>Resource Teachers and Administration Quarterly</p> <p>Staff Development Teacher, Resource Teachers Once per month (department meetings, PD period)</p> <p>ILT Members Quarterly</p>	<p>Assessment plans for quarter one have been completed and will be reviewed at ILT during the month of October.</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)
(2) GenEd and SpEd teachers will effectively implement tools that assist second language learners and special education students in successfully accessing text including: <ul style="list-style-type: none"> • Accommodations and Modifications • Electronic Resources 	Jane Batwinis, Special Education Resource Teacher Tessa Floyd, Staff Development Teacher Melissa Graham, ESOL Resource Teacher Linda Ferrell, Director of Middle School Instruction	Co-Teaching Training Materials Technology Access Bilingual Dictionaries Common Planning Time	Walkthroughs with feedback Informal and Formal Observations Assessment Plans (Modified Assessments)	Staff Development Cohorts Twice per Quarter Resource Teachers and Administration Quarterly Case Managers, RTSE, Classroom Teachers	Accommodations Training held with teachers through PD cohort 9/16/10 and 9/17/10.

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) 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 level 2s are in reading classes)</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>Tessa Floyd, Reading Specialist</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>Melissa Graham, ESOL Resource Teacher</p> <p>Donna Blaney, Assistant Principal</p>	<p>2010 MSA/MAP-R data</p> <p>IEP data</p>	<p>MAP-R data</p> <p>Quarterly Scholastic Reading Inventory Reports</p> <p>Read 180 data</p> <p>Corrective RD data</p> <p>Report Card and Interim Data</p>	<p>Reading Specialist At least three times a year (October, February, June)</p> <p>Read 180 Teachers, Reading Specialist Quarterly</p> <p>Read 180 Teachers, Reading Specialist Monthly</p> <p>RTSE, Corrective Reading Teacher Monthly</p> <p>Reading Specialist, Team Leaders Quarterly</p>	<p>Enrollment in Reading classes as of 9/1/10:</p> <p>Developmental Reading: 35 Total (5 RELs, 1 ESOL 3)</p> <p>Read 180 (first yr): 49 Total (11 RELs, 10 ESOL 3, 1 ESOL 2)</p> <p>Read 180 Flex (second yr): 47 Total (4 RELs, 6 ESOL 3, 1 ESOL 2)</p> <p>Reading 6: 85 Total (14 RELs, 6 ESOL 3)</p> <p>Reading 7: 39 Total (10 RELs, 2 ESOL 3, 2 ESOL 2)</p> <p>Reading 8: 56 Total (4 RELs, 4 ESOL 3, 1 ESOL 2)</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 will work together in content alike groups to produce MSA formatted questions aligned with Math and Reading standards to be used in the classroom. These questions will use content within the curriculum to practice indicators from the Math and Reading VSC.</p>	<p>Tessa Floyd, Reading Specialist/Staff Development Teacher</p> <p>Donna Blaney, Assistant Principal</p> <p>Resource Teachers</p> <p>All Teacher</p>	<p>MSA Public Release Items</p> <p>www.mdk12.org</p> <p>Student MAP-R Data</p> <p>Achievement Series Reports</p>	<p>Lesson Planning Sheet</p> <p>Assessment Results</p> <p>MSA Style Questions</p> <p>Data Chats</p>	<p>Staff Development Teacher, Resource Teachers Quarterly</p> <p>Staff Development Teacher, Resource Teacher Monthly at Data Chats</p> <p>Classroom Teachers Quarterly</p> <p>Staff Development Teacher, Resource Teachers Once per month (department meetings, PD period)</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)
(5) 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)	Amanda Plunkett, After-school Coordinator	<p>Increased funding for after school intervention program staff</p> <p>Snacks for students for after school</p> <p>Additional funding for transportation after school</p> <p>Assistance with analyzing data for intervention programs</p>	Pre and post assessments	At the beginning of the session and the end of the 12 week session	
(6) Inform and engage parents in programs and practices that assist their child's academic success. <ul style="list-style-type: none"> • Academic Achievement Nights • Back to School Night • MSA Parent Night (January) • Math Night (December) • Family Science and Technology Nights • PTSA Meetings • Use Division of Family and Community Partnership to help set-up individual parent meetings 	<p>Ben OuYang, Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Janeen Stewart, Assistant Principal</p> <p>Donna Blaney, Magnet Coordinator</p> <p>Jennifer Wingate, Science Resource</p> <p>Carolyn Baker, Math Resource Teacher</p> <p>Melissa Graham, ESOL Resource Teacher</p> <p>Jane Batwinis, Special Education Resource Teacher</p> <p>All Teachers</p> <p>Community Partners</p>	<p>Space and Building Requests with Technology</p> <p>Connect Ed and personal phone calls</p> <p>Information Materials</p> <p>Supplies for Math, Science and Technology Nights</p> <p>Interpreters</p>	<p>Attendance Records</p> <p>Parent Surveys</p> <p>Feedback Sheets</p>	<p>Math Nights by Carolyn Baker, Math Resource Teacher</p> <p>Family Science and Technology Nights by Donna Blaney, Magnet Coordinator -quarterly</p> <p>PTSA meetings by Ben OuYang, Principal –monthly</p> <p>Academic Achievement Nights, Admin team</p>	<p>Back to School Night was held on September 1, 2010.</p> <p>Academic Achievement Nights:</p> <ul style="list-style-type: none"> • 8th Grade: 9/16/10, • 7th Grade: 9/23/10, • 6th Grade: 9/30/10,

Action Plan Template for Suspensions and Eligibility

School: Parkland Magnet Middle School

Date: September 30, 2010

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SIP Goal: We will decrease academic ineligibility for the underperforming subgroup of LEP to 12.7% and decrease the suspension rate to 13 suspensions per quarter to attain a rate of 6.5%.

- Decrease the number of academically ineligible LEP students from 17.5% (23) to 12.7% (15).
- Decrease the suspension rate from 7.9 % (69) to 6.5% (55).
- Decrease the number of students referred for fighting by 12.5% to 9%.
- Decrease the number of students referred for classroom disruption from 16.1% to 13.5%.

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.	<p>All Teachers</p> <p>Jill Raspen, Sixth Grade Team Leader</p> <p>Josh Fine, Seventh Grade Team Leader</p> <p>Ann Petrasek, Eighth Grade Team leader</p> <p>Rick Bergmann, Instructional Data Assistant</p> <p>Donna Blaney, Magnet Coordinator</p>	<p>Team leader access to SWIS</p> <p>Panther Paws</p> <p>School Supplies</p> <p>Postcards</p> <p>High School Credit Completion Data</p> <p>Honor Roll Certificates/Party Budget</p> <p>Paper for Awards</p>	<p>Student lists by grade level</p> <p>SWIS</p> <p>myMCPS</p>	<p>Grade-Level Teams determine distribution of postcards</p> <p>Weekly Kid Talk Discussions at Grade Level Team Meetings</p> <p>Quarterly referral free activities</p>	
(2) Recognize staff for consistent professionalism (Standard 6).	<p>Jill Raspen, Sixth Grade Team Leader</p> <p>Josh Fine, Seventh Grade Team Leader</p> <p>Ann Petrasek, Eighth Grade Team leader</p> <p>SGA</p> <p>All Teachers</p>	<p>Incentives</p> <p>Kudos form</p> <p>Kudos Bars</p>	<p>Recognition notes from staff (Kudos)</p> <p>Recognition notes from students</p>	<p>Monthly staff meeting reports of recognition</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)
(3) Conduct quarterly town hall meetings with students sharing suspension and eligibility data	<p>Tomas Rivera, Assistant Principal</p> <p>Janeen Stewart, Assistant Principal</p> <p>Donna Blaney, Magnet Coordinator</p> <p>Robin Greene, Resource Counselor</p> <p>Jill Raspen, Sixth Grade Team Leader</p> <p>Josh Fine, Seventh Grade Team Leader</p> <p>Ann Petrasek, Eighth Grade Team Leader</p> <p>All Teachers</p>	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	<p>Town Hall Meetings:</p> <p>8th Grade-9/7/10</p> <p>7th Grade-9/8/10</p> <p>6th Grade-9/10/10</p>
(4) Continue to provide mediation services for students	<p>Guidance Counselors</p> <p>Administrators</p> <p>Security</p> <p>Linda White</p>	<p>Peter Meleney - Conflict Resolution Center</p> <p>Barbara Grochal – MD Grants</p> <p>Promotional materials</p> <p>Staff Training/In-service</p>	Mediation Records	Mediations as needed	
(5) Provide referrals to the outside Conflict Resolutions Community Conferencing program for students who have repeated altercations with one another.	<p>Peter Meleney - Conflict Resolution Center</p> <p>Administration</p> <p>Robin Greene, Resource Counselor</p>	Community Conference referral forms	<p>Mediation Records</p> <p>Student Referrals</p>	Quarterly reports will be given by the Community Conferencing Center regarding the number of referrals they have received and the decrease in repeat conflicts.	

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)
(6) Provide opportunities for teacher-student relationship building	<p>Jill Raspen, Sixth Grade Team Leader</p> <p>Josh Fine, Seventh Grade Team Leader</p> <p>Ann Petrasek, Eighth Grade Team Leader</p> <p>Tessa Floyd, Staff Development Teacher</p> <p>Julie Marroquin, SGA Sponsor</p> <p>Rick Bergmann, Instructional Data Assistant</p> <p>Staff Advisory Committee</p>	<p>Dedicated team time for relationship building</p> <ul style="list-style-type: none"> - quarterly recreational activity - team/student input meetings <p>Student surveys</p> <p>Budget for MSA celebration</p>	<p>Student surveys for comments in pre-determined class periods and analyze results in team</p> <p>Data review in team meetings and staff development</p>	<p>Beginning of Quarter 2</p> <p>Team Leaders will present data to ILT for school wide implications</p>	<p>8th Grade PR Committee Established</p> <p>Teachers visited with students at lunch one of the following days:</p> <p>Thursday 9/23/10, 10/7/10 (even)</p> <p>Friday 9/24 (odd)</p> <p>Thursday 10/7 (even)</p> <p>Friday 10/8 (odd)</p> <p>7th Grade Class Halloween Costume Contest 10/29/10</p>
(6) Involve the Division of Family and Community Partnership in our parent outreach program and create a Latino Parent Advisory	<p>Ben OuYang, Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Nilda Colgrove, Parent Community Coordinator</p> <p>Melissa Graham, ESOL Resource Teacher</p> <p>Eric Davis, School Community Partnerships</p>	<p>Parent contact lists</p>	<p>Phone logs</p>	<p>Review of grades and attendance of targeted 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>(7) Inform and engage parents in programs and practices that assist their child's academic success.</p> <ul style="list-style-type: none"> • Academic Achievement Nights • Back to School Night • MSA Parent Night (January) • Math Night (December) • Family Science and Technology Nights • PTSA Meetings • Use Division of Family and Community Partnership to help set-up individual parent meetings 	<p>Ben OuYang, Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Janeen Stewart, Assistant Principal</p> <p>Donna Blaney, Magnet Coordinator</p> <p>Jennifer Wingate, Science Resource Teacher</p> <p>Carolyn Baker, Math Resource Teacher</p> <p>Melissa Graham, ESOL Resource Teacher</p> <p>Jane Batwanis, Special Education Resource Teacher</p> <p>Teachers</p> <p>Community Partners</p>	<p>Space and Building Requests with Technology</p> <p>Connect Ed and personal phone calls</p> <p>Information Materials</p> <p>Supplies for Math, Science and Technology Nights</p> <p>Interpreters</p>	<p>Attendance Records</p> <p>Parent Surveys</p> <p>Feedback Sheets</p>	<p>Janeen Stewart, Assistant Principal</p> <p>Tomas Rivera, Assistant Principal</p> <p>Math Nights by Carolyn Baker, Math Resource Teacher</p> <p>Family Science and Technology Nights by Donna Blaney, Magnet Coordinator</p> <p>PTSA meetings by Ben OuYang, Principal – monthly</p> <p>Academic Achievement Nights, Admin team</p>	<p>Back to School Night was held on September 1, 2010.</p> <p>Academic Achievement Nights:</p> <ul style="list-style-type: none"> • 8th Grade: 9/16/10, • 7th Grade: 9/23/10, • 6th Grade: 9/30/10,
<p>(8) Maintain or increase the number of students who attend the George B. Thomas Learning Academy</p> <ul style="list-style-type: none"> • Increase communication with GBTLA staff to promote instructional consistency 	<p>Administration</p> <p>Nilda Colgrove, Parent Community Coordinator</p> <p>Jane Batwanis, Special Education Resource Teacher</p> <p>Melissa Graham, ESOL Resource Teacher</p>	<p>Personal Parent Contact Lists</p> <p>List of Students recommended</p>	<p>GBTLA attendance logs</p>	<p>Review of Students GPA's who attend the GBTLA</p>	<p>89 total students attended GBTLA in the 2009-2010 school year.</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)
(10) Maintain 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 Aaron Shin, Summer School Coordinator Tomas Rivera, Assistant Principal Linda Ferrell, Director of Middle School Instruction	MSA results List of Students recommended PTA financial Support Clerical support	Summer School Attendance Logs	A review of Pre and Post assessments from the beginning of summer to the end of summer.	Number of students who attended summer school
(11) Continue to offer culturally diverse after-school programs that compliment Parkland's diversity	Alex Michnewich, After School Program Coordinator Eric Davis, School Community Partnerships	Mentoring groups/clubs Stipends	Attendance reports from after school activities After School Club List	Students input regarding how they feel about the different programs.	
(12) Provide Study Skills education to all students in the building through the Power Period Study Skills classes.	Donna Blaney, magnet Coordinator ILT	Lessons for study skill sessions Binder Dividers with Study Skills information School supplies for students to purchase at the school store	Weekly Notebooks Checks	Alternates between each class over the course of a quarter	Study Skills Sessions: #1-9/7/10 Review of the Agenda book #2-9/15/10 Review of Notebook Tabs and EdLine (7 th and 8 th) #3-9/27/10 Review of EdLine (6 th) Managing Your Time (7 th) DCC Magnet Information (8 th)
(13) Continue to develop leadership skills for our students	Josh Fine, 7 th Gr Team Leader Robin Greene, Resource Counselor Tomas River, Assistant Principal Nikki Feagin, Linkages to Learning	Budget for Leadership conference Continued monthly meetings Presentation during full staff/team meetings	SWIS database myMCPS Student/Parent Feedback Report data/results to PTA/Linkages	Josh Fine	Leadership Conference held September 29-October 2, 2010. 11 7 th Graders and 14 8 th Graders attended