

Redland Middle School
2011 – 2012 School Improvement Plan Update #1 (12/6/11)

Student and Stakeholder Focus

As a result of the root cause analysis, it was revealed that our students who receive FARMS services need:

- direct instruction on literacy skills, including frequent use of content specific vocabulary across the contents,
- reinforcement of number sense and computation skills in mathematics,
- assistance with asking for and obtaining teacher and peer academic support,
- instruction on study and organization skills,
- support dealing with attendance issues,
- instruction on the availability and use of online resources.

Faculty and Staff Focus

As a result of the root cause analysis, professional development will be provided on the following in order to meet students' needs:

- teaching the adolescent learner,
- differentiating instruction and materials to meet the needs of each student,
- implementin structured and focused discourse in the classroom,
- planning and delivering aligned and engaging lessons,
- utilizing equitable calling practices to promote high expectations and active engagement for all students,
- use of brain research information for more effective planning,
- quarterly peer visits with reflection focused on identified areas of needed improvement for teachers,
- integration of effective technology in the classroom.

Leadership

Core Values: Respect Self, Respect Others, Respect School

Shared Vision: Redland Middle School is a positive, respectful, and engaged community of learners focused on academic achievement, personal development, and social responsibility for all students.

Shared Mission: Redland Middle School is dedicated to ensuring success for all students by providing rigorous, differentiated, and equitable instruction; collaborating with stakeholders in purposeful decision-making; utilizing teaching strategies and infusing technology to engage the adolescent learner; creating cultural awareness in a respectful and safe learning environment; and fostering an environment where open communication is valued.

Strategic Plan

Goal:
 To increase the percentage of students receiving FARMS services meeting proficiency on the 2012 MSA exams to 90.4% in reading (an increase of 12.6%) and 85.7% in mathematics (an increase of 25.3%).

Process Management

As a result of the root cause analysis, the following structures and processes will be implemented and monitored to address student needs:

- Collect, analyze and disaggregate data from multiple sources to guide instruction/intervention decisions (Teacher Data Chats, Student Performance Data, MyMCPS, and Student Data/Goal Setting Activities).
- Implement research based intervention programs based on academic needs for monitored students: Extended Learning Opportunities, FASTT Math, Corrective Reading, READ 180, Read About, etc.
- Begin to integrate required instructional and curricular portions of the Maryland State Common Core Curriculum.
- Master Schedule will include intervention courses in mathematics and reading at each grade level and an ESOL/RELL reading class
- Master schedule including common planning time for mathematics teachers and for English teachers used for collaborative planning, data analysis, and
- Study Circles will be implemented with the first study circle focusing on this particular subgroup of students.

Performance Results

See attached tables for data used during root cause analysis

Measurement Analysis and Knowledge Management

The monitoring tools and formative measures used to measure our work include:

- Staff development attendance records
- Edline activation and usage records
- Online resource usage records
- Student attendance at ELO programs
- Student classroom academic performance data
- Periodic walk-through data
- Quarterly data chat documentation and data
- Student climate survey results
- Student attendance records
- Student survey results
- Student interview results

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Redland Middle School Math AYP Data

	2008	2009	2010	2011	2012
AMO	57.2	64.3	71.4	78.6	85.7
All Students	69.9	73.4	73.3	76.4	
Asian	89.2	91.6	92.1	90.4	
Black or Afric Amer				63.1	
African American	47.6	53.2	52		
Hispanic of any Race				62.7	
Hispanic	50.3	61.5	56.1		
Two or More Race				81	
White	86.4	86.5	89.6	90.3	
FARMS	43.2	53	52.2	60.4	
Special Education	44.4	44.7	40.6	54.4	
Limited English Prof.	38.9	46.9	38.8	55.6	

Redland Middle School Reading AYP Data

	2008	2009	2010	2011	2012
AMO	71.1	75.9	80.8	85.6	90.4
All Students	84.8	87.7	87.6	85.7	
Asian	95.1	95.8	96	93.2	
Black or Afric Amer				77.5	
African American	75.2	78.8	76		
Hispanic of any Race				77.1	
Hispanic	70.1	76.2	79.7		
Two or More Race				95.2	
White	94.8	97.7	96.5	94.3	
FARMS	68.8	74.6	74.4	77.8	
Special Education	58.9	66.2	68.1	72.1	
Limited English Prof.	66.7	79.6	76.1	66.7	

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Action Steps/Objectives/Processes Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date and by whom	Anticipated Results/Results
<p>1. Date: September/October 2011</p> <p>Staff, students, and parents will be trained on the availability and use of Edline to monitor student academic performance.</p> <p><u>Level 0- Planning Data</u></p>	<p>B. Young, Media Specialist</p> <p>K. Snyder, Edline SuperUser</p> <p>G. Prandoni, SDT</p>	<p>Computer Access</p>	<p>Training attendance records and training plan</p> <p>Edline usage information</p>	<p>October 28, 2011</p> <p>January 20, 2012</p> <p>March 29, 2012</p> <p>June 12, 2012</p> <p>by Keith Snyder</p>	<p>Goal would be for 100% of professional, instructional staff usage and 80% of students using</p> <p>October 28- All 6th grade students have been through the media center and have had their accounts activated. 7th and 8th grade students were activated last year.</p> <p>Activation Data: Approximately 65.6% of our families have an active account</p>
<p>2. Date: September 2011- start monitoring student and staff use.</p> <p>Monitor student online resource use information twice a year to determine obstacles to student use and to encourage increased student, teacher, and family use.</p> <p><u>Level 2 – Participant Learning</u></p>	<p>B. Young, Media Specialist</p> <p>Classroom Teachers</p>	<p>Computer Access</p>	<p>Usage statistics</p>	<p>January 20, 2012</p> <p>June 12, 2012</p> <p>by B. Young, Media Specialist and Classroom Teachers</p>	<p>Increased use of online resources by students, families, and staff</p>
<p>3. Date: September 2011 (start identifying students and programs)</p> <p>Enroll monitored and at risk students in ELO programs and homework clubs to provide academic support and assistance.</p> <p><u>Level 1 – Participant Reaction</u></p>	<p>C. Evans, ELO Coordinator</p> <p>R. Harris, D. Remic, A. Hirshorn, E. Martin, Team Leaders</p> <p>J. Megary, M. Finch, J. Vlachos, Counselors</p>	<p>Program Enrollment and Attendance Records</p> <p>Student academic performance records</p>	<p>Student performance data as related to attendance data on a weekly basis.</p> <p>Comparison of academic performance of monitored students enrolled and not</p>	<p>Weekly monitoring from September 26 – June 30th by C. Evans, ELO Coordinator and K. McLurkin, administrator for ELO program.</p>	<p>Students supported through these programs will increase their grade level content mastery</p> <p>All students on the monitoring list (88 kids as of October 28) were invited to participate in the extended day program.</p>

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	Homework club sponsors- K. Snyder, J. Kearns, J. McMillian, C. Caputo, K. Woodall, Homework club sponsors		enrolled in interventions		<p>October 28- E.L.O. Enrollment Total Students= 57 Monitored Students = 48</p> <p>Homework Club Participation Total Students= 47 Monitored Students= 15 English Homework= 13 (1 monitored) World Language- 26 (2 monitored)</p>
<p>4. Date: Walk-throughs are planned for 10/5/11, 12/8/11, 2/8/12, 4/18/12</p> <p>Conduct walk-throughs to measure growth in areas of instruction where improvement has been identified and development has been provided. Specifically: teaching the adolescent learner, use of discourse moves in the classroom, equitable involvement, aligned instruction and assessment, and the inclusion of technology. Data collected will be use to update and revise staff training plans.</p> <p><u>Level 4 – Application of New Knowledge and Skills</u></p>	<p>C. Brandt, A. Goncher, R. Harris, M. Lugo, J. Pencek, E. Martin, A. Hirshorn, Departmental Resource Teachers</p> <p>R. Sinclair, K. McLurkin, S. Asbacher, Administrators</p> <p>G. Prandoni, SDT</p>	Walk-through schedules and capture sheets aligned with the stated look for areas	<p>Walk-through data will be compared to the performance data of students in the school after walk-throughs and at the end of the marking period.</p> <p>Quarterly data chats</p>	Leadership team will review data shortly after the completion of each walk and the close of each marking period.	<p>Monitored students will demonstrate increased engagement in the lessons and higher academic improvement.</p> <p>October 5- Our first walk through showed that: *67% of the monitored students seen were engaged in the lesson *70% of the monitored students seen participated in the lesson via calling practices *53% of the monitored students seen demonstrated an understanding of the material or an understanding of how to get assistance with the material</p>
<p>5. Date: July 2011/July 2012</p> <p>Evaluation of MCPS climate surveys to</p>	Leadership Team	<p>Climate survey results</p> <p>Computer availability</p>	Climate survey results and staff development program will be	July 2011, July 2012 by the school leadership team.	Professional development opportunities will be implemented based on the

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identify possible professional development topics, a particular focus will be placed on higher participation rates in 2012.		Follow up for staff and parent participation	analyzed on an annual basis.		the climate survey results and improvements will be noted in future climate surveys.
6. Date: Start January 2012 Develop and implement school-wide strategies to increase the student willingness to access available support opportunities. <u>Level 2 – Participant Learning</u>	School Staff	Support opportunity attendance records	Student performance data as related to attendance on a quarterly basis	March 29, 2012 June 12, 2012 by teachers and R. Harris, D. Remic, A. Hirshorn, E. Martin, Team Leaders	Increased student participation in support opportunities resulting in increased academic performance
7. Date: Start September 2011 Monitor and address student attendance issues through the MCPS truancy process <u>Level 1 – Participant Reaction</u>	Attendance Secretary R. Harris, D. Remic, A. Hirshorn, E. Martin, Team Leaders Counselors R. Sinclair, K. McLurkin, S. Asbacher, Administrators	Student attendance records MCPS Resource availability and truancy process procedures	Student attendance data will be reviewed on a monthly basis.	Monthly by R. Harris, D. Remic, A. Hirshorn, E. Martin, Team Leaders and interdisciplinary team members.	Increased student attendance Attendance % Sept- 96.8% # Students 20% + Sept- 0 Attendance % Oct- 96.1% # Students 20% + Oct- 2
8. Date: November 2011, January 2012 Evaluate data and implement suggested enhancements from study circle session <u>Level 5 – Impact on Students Learning/Performance</u>	R. Sinclair, K. McLurkin, S. Asbacher, Administrators Leadership Team	Study circle staff Study circle participant outcomes	Student surveys Student Interview Data	December 2011 and February 2012 by leadership team	Increased student engagement and involvement in school The first study circle was completed in November and the debriefing with staff is scheduled for December 12, 2011
9. Date: December 2011 Expose students to background knowledge and new vocabulary <u>Level 2 – Participant Learning</u>	All teachers	Word walls for each subject area English vocabulary books Pre-teaching strategies (such as	Student performance on MAP-R, MAP-M, MSA, Quarterly English writing portfolio review	Jan 20, March 29 C. Brandt, A. Goncher, R. Harris, M. Lugo, J. Pencek, E. Martin, A. Hirshorn, Departmental	Increased MAP-M, MAP-R, MSA scores Use of higher level vocabulary in the student writing

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		current articles, online visual references, key terms posted with graphics in classroom) List of key vocabulary terms for morning announcements		Resource Teachers, M. Roberge, Reading Specialist	Increased scores on the English vocabulary quizzes
10. Date: October 2011 Reinforce study and test taking skills <u>Level 2 – Participant Learning</u>	All teachers	Weekly MSA formatted warm ups Monthly Redland Time reading strategies Content specific reinforcement of skills	Pre and post student survey on study and test taking skills	Oct 28, Jan 20, March 29 R. Harris and J. Pencek, Reading and Math Resource Teachers R. Harris, D. Remic, A. Hirshorn, E. Martin, Team Leaders M. Roberge, Reading Specialist	Awareness of study and test taking strategies Work completion Improved student grades October 28- Lessons have not been implemented yet, but are being compiled and planned
11. Date: September 2011 Strengthen school and parent communications	All staff Administration PTA	Updated webpages Bulldog Blast weekly email Wed period 7 handouts Connect-ed call PTA meetings Parent and student communication survey Daily morning announcements emailed to listserv	MYMCPS log summaries PTA & outreach meeting attendance Parent conference listings Redland webpage visits Connect ed records Edline activation data Articulation night attendance	Oct 28, Jan 20, March 29 Team Leaders Counselors Webmasters, Administration	Increased parent feedback and participation October 28- 8 weekly bulldog blasts have been sent to all staff and families with emails on record, there have been 9 distributions (also posted on the website), the September PTA meeting had 17 members present, the November PTA meeting had 12 members present, the daily announcements are emailed out each day to our listserv with 226 members.

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<p>12. Date: December 2011</p> <p>Increase student engagement and focus during class time through the implementation of instructional strategies and real life examples</p>	All staff	<p>Time for training</p> <p>Professional development</p>	<p>Walkthroughs</p> <p>Teacher observations</p> <p>Observations of monitored students</p>	<p>Jan 20, March 29</p> <p>LT, Staff Development Teacher</p>	<p>Increased engagement of monitored students</p> <p>Increased vocabulary</p>
<p>13. Date: 2011 – 2012 School Year</p> <p>Staff will receive training on the 5 discourse moves through monthly staff meetings and will increasing use of these moves in their lessons to engage students as part of the school-wide professional development program.</p> <p><u>Level 2 – Participant Learning</u></p> <p><u>Level 4 – Application of New Knowledge and Skills</u></p>	<p>C. Brandt, J. Pencek, English and Mathematics RT</p> <p>All Staff</p>	Staff Meeting Time	<p>Informal Observations</p> <p>Walkthrough Data</p>	<p>Oct 28, Jan 20, March 29</p> <p>R. Sinclair, K. McLurkin, S. Asbacher, Administrators</p>	<p>Staff will be using discourse moves more frequently and regularly in classes resulting in higher levels of student engagement and participation</p> <p>October 28- First marking period informal observation data shows that discourse moves were observed 36% of the time (out of 96 observations).</p>
<p>14. Date: 2011 – 2012 School Year</p> <p>Staff will receive refresher training on teaching the adolescent learner and brain research through monthly staff meetings and will utilize this training to increase student engagement in class as part of the school-wide professional development program.</p> <p><u>Level 2 – Participant Learning</u></p> <p><u>Level 4 – Application of New Knowledge and Skills</u></p>	<p>G. Prandoni, R. Sinclair, K. McLurkin, S. Asbacher</p> <p>All Staff</p>	Staff Meeting Time	<p>Informal Observations</p> <p>Walkthrough Data</p>	<p>Jan 20, March 29</p> <p>R. Sinclair, K. McLurkin, S. Asbacher, Administrators</p> <p>C. Brandt, A. Goncher, R. Harris, M. Lugo, J. Pencek, E. Martin, A. Hirshorn, Departmental Resource Teachers</p>	<p>Staff will use strategies on engaging the adolescent learner as well as brain research to develop lessons resulting in higher levels of student engagement and participation</p>
<p>15. Date: 2011 – 2012 School Year</p> <p>Staff will receive selected, differentiated training on technology integration through team meeting time and will utilize this training to increase student engagement in</p>	<p>G. Prandoni</p> <p>All Staff</p>	<p>Technology Consultant Time</p> <p>Identified Areas for Training</p> <p>Lab Usage</p>	<p>Informal Observations</p> <p>Walkthrough Data</p> <p>Staff Training Attendance</p>	<p>Jan 20, March 29</p> <p>R. Sinclair, K. McLurkin, S. Asbacher, Administrators</p>	<p>Staff will implement technology into their lesson plans more regularly to develop lessons resulting in higher levels of student engagement and participation</p>

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<p>class as part of the school-wide professional development program.</p> <p><u>Level 2 – Participant Learning</u> <u>Level 4 – Application of New Knowledge and Skills</u></p>					
<p>16. Date: 2011 – 2012 School Year</p> <p>Staff members will be trained on conducting peer visits with reflection during pre-service. Throughout the year, using time allocated through staff members team time, teachers will complete three peer visits with reflection as part of the school-wide professional development program.</p> <p><u>Level 2 – Participant Learning</u> <u>Level 4 – Application of New Knowledge and Skills</u></p>	<p>G. Prandoni</p> <p>All Staff</p>	<p>Documentation Paperwork for Visits</p> <p>Time allocated through Teams</p>	<p>Year-end Visit Documentation</p> <p>Staff Training Attendance</p>	<p>June 13</p> <p>R. Sinclair, K. McLurkin, S. Asbacher, Administrators</p>	<p>Staff will improve instructional practices in areas where they have identified as needing assistance through peer visits with reflection.</p>