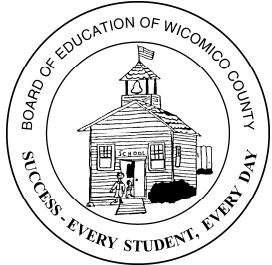


BOARD OF EDUCATION OF WICOMICO COUNTY



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BENNETT MIDDLE SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The faculty and staff of Bennett Middle School believe that learning is an ongoing process that takes place throughout one's life. Our mission is to provide a safe and stimulating environment conducive to academic, social, and emotional growth adapted to the unique qualities of the middle school student.

BELIEF STATEMENT:

- Learning is a major priority of the school.
- Students, teachers, administrators, parents/guardians, and community share the responsibility for advancing the school's mission.
- A safe, comfortable, and non-violent environment promotes student learning.
- The commitment to continuous improvement is imperative for continued success.
- To accommodate differences in learning styles, curriculum and instructional practices should incorporate a variety of learning experiences and activities.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Our cultural diversity provides an opportunity to increase students' understanding of different peoples and cultures.
- Students benefit from exposure to a wide array of academic, co-curricular, and extracurricular experiences.

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 6-8	56.7	61.5	66.3	71.4	75.9	80.8	85.6	90.4	95.2	100
Math - Grades 6-8	35.7	42.8	50.0	57.1	64.3	71.4	78.6	85.7	92.9	100

Reading Results												
	2007 Results			2008 Results			2009 Results				2010 AMO	
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?		
All Students	71.5	61.8	YES	74.3	66.6	YES	81.0	71.8	75.9	YES	80.8	
American Indian	50.0	NA	NA	NA	NA	NA	NA	NA	75.9	NA	80.8	
Asian	97.0	43.7	YES	92.9	47.6	YES	91.7	56.3	75.9	YES	80.8	
African American	53.7	59.0	YES*	59.0	63.8	YES*	68.2	69.1	75.9	YES*	80.8	
White	84.6	60.2	YES	86.2	64.9	YES	92.0	70.2	75.9	YES	80.8	
Hispanic	41.5	46.0	YES*	51.2	51.6	YES*	55.6	58.4	75.9	YES*	80.8	
FARM	51.8	59.5	YES*	56.8	64.4	YES*	69.2	69.9	75.9	NO	80.8	
Special Education	39.4	53.6	YES*	44.6	59.8	YES*	50.7	62.0	75.9	NO	80.8	
ELL	52.9	44.0	YES	57.9	50.9	YES	48.9	58.8	75.9	NO	80.8	

Math Results												
	2007 Results			2008 Results			2009 Results				2010 AMO	
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?		
All Students	67.8	45.3	YES	69.7	52.3	YES	70.3	59.7	64.3	YES	71.4	
American Indian	100.0	NA	NA	NA	NA	NA	NA	NA	64.3	NA	71.4	
Asian	100.0	26.1	YES	93.3	32.3	YES	90.7	44.2	64.3	YES	71.4	
African American	49.7	42.2	YES	52.1	49.2	YES	54.8	56.7	64.3	YES*	71.4	
White	81.1	43.6	YES	83.3	50.4	YES	81.5	57.9	64.3	YES	71.4	
Hispanic	34.8	29.7	YES	44.2	36.4	YES	50.0	44.4	64.3	YES	71.4	
FARM	48.4	42.8	YES	53.0	49.9	YES	55.4	57.6	64.3	NO	71.4	
Special Education	30.8	36.5	YES*	38.9	45.0	YES*	28.2	48.7	64.3	NO	71.4	
ELL	51.3	28.0	YES	46.5	36.4	YES	42.1	46.8	64.3	YES*	71.4	

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	92.9 - Met	91.7 - Met	93.3 - Met	94.5 - Met	94.3 - Met

*In Safe Harbor

AYP Status								
	Met AYP	Safe Harbor (See detail above)	Requires Local Attention	School Improvement		Corrective Action	Restructure	
				Yr 1	Yr 2		Yr 1	Yr 2
2002-2003	YES							
2003-2004	YES							
2004-2005	NO	YES	YES					
2005-2006	NO			YES				
2006-2007	YES	YES		YES				
2007-2008	YES							
2008-2009	NO	YES	YES					

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/advanced in Reading to 80.8%, as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/advanced in Math to 71.4%, as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94.0%

READING GOALS:

Grade 6:

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	75	79	77.5		82.0		86.5	
African American	66	68	77.5		82.0		86.5	
Asian	86	86	77.5		82.0		86.5	
Hispanic	56	82	77.5		82.0		86.5	
White	84	87	77.5		82.0		86.5	
FARM	63	65	77.5		82.0		86.5	
LEP	50	75	77.5		82.0		86.5	
Special Education	53	62	77.5		82.0		86.5	

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	35	40				
African American	16	21				
Asian	67	72				
Hispanic	14	21				
White	47	51				
FARMs	21	23				
Special Education	7	11				
LEP	6	22				

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>2A4d Summarize and Paraphrase</u> as measured by Reading Benchmark 1 (by 5%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	26	31				
African American	16	21				
Asian	44	50				
Hispanic	21	28				
White	32	36				
FARMs	22	23				
Special Education	4	7				
LEP	6	25				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	31	36				
African American	10	15				
Asian	53	57				
Hispanic	13	20				
White	46	50				
FARMs	16	18				
Special Education	7	10				
LEP	0	11				

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>1E4a Main Idea</u> as measured by Reading Benchmark 2 (by 4%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	42	46				
African American	31	35				
Asian	58	63				
Hispanic	20	26				
White	51	55				
FARMs	33	35				
Special Education	21	25				
LEP	0	11				

**BENNETT MIDDLE SCHOOL
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2009 – 2010**

Grade 7:

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	67	74	76.3		81.0		85.8	
African American	44	60	76.3		81.0		85.8	
Asian	100	10-0	76.3		81.0		85.8	
Hispanic	23	41	76.3		81.0		85.8	
White	86	88	76.3		81.0		85.8	
FARM	44	57	76.3		81.0		85.8	
LEP	46	33	76.3		81.0		85.8	
Special Education	27	27	76.3		81.0		85.8	

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 (by 7%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	63	70				
African American	44	55				
Asian	67	75				
Hispanic	42	50				
White	80	84				
FARMS	43	48				
Special Education	25	38				
LEP	18	31				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in 3A3b Analyze events of the plot as measured by Reading Benchmark 1 (by 5%) as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	64	69				
African American	49	54				
Asian	83	92				
Hispanic	50	58				
White	76	80				
FARMS	48	53				
Special Education	29	38				
LEP	29	39				

During the 2009-10 school year, we will increase grade 7 students' proficiency in reading as measured by Reading Benchmark 2 (7%) as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67	74				
African American	51	60				
Asian	55	64				
Hispanic	64	73				
White	81	85				
FARMS	50	54				
Special Education	41	50				
LEP	12	25				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in 2A3a Analyze Organizational Patterns as measured by Reading Benchmark 2 (by 5%) as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33	38				
African American	28	33				
Asian	27	36				
Hispanic	36	45				
White	37	42				
FARMS	23	27				
Special Education	36	45				
LEP	24	33				

Grade 8:

During the 2009-10 school year, we will increase grade 8 students' proficiency in reading as measured by the Reading MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	72	70	74.1		79.3		84.5	
African American	55	50	74.1		79.3		84.5	
Asian	100	93	74.1		79.3		84.5	
Hispanic	36	36	74.1		79.3		84.5	
White	82	85	74.1		79.3		84.5	
FARM	51	52	74.1		79.3		84.5	
LEP	46	33	74.1		79.3		84.5	
Special Education	20	29	74.1		79.3		84.5	

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 (by 8%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67	75				
African American	47	55				
Asian	71	79				
Hispanic	42	50				
White	84	92				
FARMS	44	52				
Special Education	26	34				
LEP	6	20				

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>1E4a Main Idea</u> as measured by Reading Benchmark 1 (by 5%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75	81				
African American	66	71				
Asian	86	93				
Hispanic	63	68				
White	83	88				
FARMS	63	68				
Special Education	53	58				
LEP	32	40				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 (by 7%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	55				
African American	31	38				
Asian	71	78				
Hispanic	6	13				
White	63	70				
FARMS	28	35				
Special Education	7	14				
LEP	6	20				

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>1E4c Inference</u> as measured by Reading Benchmark 2 (by 6%) as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	54				
African American	39	44				
Asian	57	64				
Hispanic	25	31				
White	57	62				
FARMS	37	42				
Special Education	36	43				
LEP	6	20				

**BENNETT MIDDLE SCHOOL
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2009 – 2010**

MATH GOALS:

Grade 6:

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	69	79	65.6		72.5		79.4	
African American	57.5	65.3	65.6		72.5		79.4	
Asian	100	81.8	65.6		72.5		79.4	
Hispanic	42.9	61.5	65.6		72.5		79.4	
White	81.1	91.5	65.6		72.5		79.4	
FARM	53.4	65	65.6		72.5		79.4	
LEP	29.4	31.6	65.6		72.5		79.4	
Special Education	30.6	53.5	65.6		72.5		79.4	

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	46	52				
African American	30	36				
Asian	74	77				
Hispanic	21	25				
White	57	60				
FARMS	32	38				
Special Education	19	22				
LEP	23	26				

**BENNETT MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in (6.C.1.d. – divide decimals) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	49	60				
African American	42	50				
Asian	84	88				
Hispanic	29	35				
White	52	60				
FARMs	44	50				
Special Education	31	35				
LEP	50	55				

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	50	60				
African American	33	40				
Asian	84	86				
Hispanic	33	40				
White	60	67				
FARMs	36	40				
Special Education	27	31				
LEP	35	40				

**BENNETT MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in (6.A.1.d. – compare and order fractions, decimals alone or mixed together with and without relational symbols <, >, =) as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	58				
African American	36	43				
Asian	79	81				
Hispanic	27	34				
White	55	62				
FARMS	39	43				
Special Education	33	36				
LEP	42	46				

Grade 7:

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	62.4	64	64.2		71.3		78.5	
African American	39.8	50.4	64.2		71.3		78.5	
Asian	92.9	90	64.2		71.3		78.5	
Hispanic	21.4	29.2	64.2		71.3		78.5	
White	81.7	79	64.2		71.3		78.5	
FARM	34	44.3	64.2		71.3		78.5	
LEP	40	21	64.2		71.3		78.5	
Special Education	25	17	64.2		71.3		78.5	

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	50	55				
African American	27	32				
Asian	82	85				
Hispanic	33	40				
White	67	75				
FARMs	30	35				
Special Education	25	30				
LEP	16	20				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (6.C.1.a. – add, subtract, multiply, and divide integers) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	55				
African American	26	30				
Asian	64	70				
Hispanic	33	37				
White	66	70				
FARMs	28	32				
Special Education	19	22				
LEP	16	19				

**BENNETT MIDDLE SCHOOL
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During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	31	40				
African American	12	15				
Asian	67	70				
Hispanic	42	45				
White	41	45				
FARMs	16	20				
Special Education	22	25				
LEP	5	10				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (5.B.1.a. – express probability of an event as a fraction, a decimal, or a percent) as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	17	25				
African American	5	10				
Asian	42	45				
Hispanic	17	20				
White	23	28				
FARMs	5	10				
Special Education	11	15				
LEP	0	5				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 8:

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	65.3	60.3	63.2		70.6		77.9	
African American	47.1	32.4	63.2		70.6		77.9	
Asian	100	100	63.2		70.6		77.9	
Hispanic	30.8	36.4	63.2		70.6		77.9	
White	75.8	78.7	63.2		70.6		77.9	
FARM	45.3	38	63.2		70.6		77.9	
LEP	38.9	41.7	63.2		70.6		77.9	
Special Education	20	29.3	63.2		70.6		77.9	

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	72	80				
African American	48	56				
Asian	100	100				
Hispanic	100	100				
White	74	80				
FARMS	75	82				
Special Education	100	100				
LEP	---	---				

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in (1.B.2.a. – write equations or inequalities to represent relationships) as measured by Math Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	66	75				
African American	50	60				
Asian	67	80				
Hispanic	100	100				
White	70	80				
FARMS	70	80				
Special Education	67	80				
LEP	---	---				

During the 2009-10 school year, we will increase grade 8 students' proficiency in math as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	88	94				
African American	75	82				
Asian	100	100				
Hispanic	100	100				
White	89	95				
FARMS	79	85				
Special Education	100	100				
LEP	---	---				

**BENNETT MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in (6.C.3.b. – determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem) as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	58				
African American	45	55				
Asian	83	93				
Hispanic	50	60				
White	43	55				
FARMS	32	42				
Special Education	100	100				
LEP	---	---				

During the 2009-10 school year, we will increase grade 8 students' proficiency in math as measured by Math Monthly October as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	21	35				
African American	22	35				
Asian	100	100				
Hispanic	13	25				
White	19	30				
FARMS	18	30				
Special Education	33	45				
LEP	0	10				

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During the 2009-10 school year, we will increase grade 8 students' proficiency in (6.A.1.b. – compare, order, and describe rational numbers with and without relational symbols $<$, $>$, $=$) as measured by Math Monthly -October as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	36	50				
African American	38	50				
Asian	100	100				
Hispanic	20	40				
White	37	50				
FARMS	37	50				
Special Education	33	50				
LEP	14	20				

During the 2009-10 school year, we will increase grade 8 students' proficiency in math as measured by Math Monthly- December as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	3	15				
African American	0	8				
Asian	50	60				
Hispanic	0	8				
White	6	12				
FARMS	4	10				
Special Education	8	15				
LEP	0	8				

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During the 2009-10 school year, we will increase grade 8 students' proficiency in (6.C.3.b. – determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem) as measured by Math Monthly- December as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	8	15				
African American	6	12				
Asian	0	8				
Hispanic	0	8				
White	12	20				
FARMS	9	15				
Special Education	0	8				
LEP	8	15				

During the 2009-10 school year, we will increase grade 8 students' proficiency in math as measured by Math Monthly- January as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	14	25				
African American	8	20				
Asian	100	100				
Hispanic	7	14				
White	21	35				
FARMS	9	18				
Special Education	20	35				
LEP	7	15				

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During the 2009-10 school year, we will increase grade 8 students' proficiency in (1.C.1.a. – graph linear equations in a coordinate plane) as measured by Math Monthly - January as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	43	55				
African American	34	44				
Asian	100	100				
Hispanic	33	43				
White	55	65				
FARMs	40	50				
Special Education	53	63				
LEP	21	31				

ATTENDANCE GOALS:

During the 2009-10 school year, we will increase/maintain the percentage of student attendance to (at or above) 94%.

Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	94.5					
African American	93.3					
Asian	98.1					
Hispanic	94.5					
White	95.1					
FARMs	92.5					
Special Education	95.5					
LEP	90.6					

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SCHOOL CLIMATE GOALS:

- During the 2009 – 2010 school year, we will decrease the number of tardies from 40.5% (2008 – 2009) to 30.5%.

PARENT INVOLVEMENT GOALS:

- During the 2009 – 2010 school year, we will increase parent involvement by 10%.

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DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
AYP Status	<ul style="list-style-type: none"> • AYP was met for the 2007-8 school year. 	<ul style="list-style-type: none"> • Special Education students, African American students and FARM students did not make AYP in reading. Special Education students did not make AYP in math. All groups, however, met AYP through safe harbor in 2008.
Reading – MSA (elementary/middle schools)	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Since 2007, MSA results have improved from 75% to 79.4% proficient/advanced, while reducing the number of students scoring basic by 4.3%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Since 2007, MSA results have improved from 66.9% to 73.6% proficient/advanced, while reducing the number of students scoring basic by 6.7%. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Since 2007, MSA results have decreased slightly from 72% to 70% proficient/advanced; additionally the number of students scoring basic has increased by 2%. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • All groups are performing better than in 2007. However, gaps still exist between African American students and White students (18.8%), between Special Education students and Regular Education students (20.4%), and between FARM and non-FARM students (27.4%). <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Most groups are performing better than in 2007. However, gaps still exist between African American students and White students (28.5%), between Special Education students and Regular Education students (47.4%), between LEP students and non-LEP students (42.8%), and between FARM and non-FARM students (37.5%). <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Most groups are performing better than in 2007. However, gaps still exist between African American students and White students (34.7%), between Special Education students and Regular Education students (58.3%), between LEP students and non-LEP students (27%), and between FARM and non-FARM students (32.6%).

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Reading/English – Benchmark assessment #1</p>	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed best on 1.E.4.a. Main Idea with 69% of students at or above expectation. Students performed lowest on 2.A.4.d. Summarize/Paraphrase with 74% of students below proficiency. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed best on 1.E.4.b. Directly stated with 89% of students at or above expectation. Students performed lowest on 2.A.3.a. Organizational Patterns with 54% of students below proficiency. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Students performed best on 1.E.4.b. Directly stated with 87% of students at or above expectation. Students performed lowest on 2.A.3.a Organizational Patterns with 42% of students below proficiency. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 31%, between Special Education and Regular Education students of 31%, between LEP students and non-LEP students of 31% and between FARM and non- FARM students of 28%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 36%, between Special Education and Regular Education students of 42%, between LEP students and non-LEP students of 48% and between FARM and non- FARM students of 39%. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 37%, between Special Education and Regular Education students of 45%, between LEP students and non-LEP students of 66% and between FARM and non- FARM students of 41%.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Reading/English – Benchmark assessment #2</p>	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed best on 1.D.3.a. Context Clues with 84% of students at or above expectation. Students performed lowest on 3.A.3.e. Analyzing Relationships with 66% of students below proficiency. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed best on 1.E.4.b. Directly stated with 90% of students at or above expectation. Students performed lowest on 2.A.3.a. Organizational Patterns with 67% of students below proficiency. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Students performed best on 3.A.7.a. Language Choices with 74% of students at or above expectation. Students performed lowest on 1.E.4.c. Inferencing with 52% of students below proficiency. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 36%, between Special Education and Regular Education students of 27%, between LEP students and non-LEP students of 32% and between FARM and non- FARM students of 30%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 30%, between Special Education and Regular Education students of 28%, between LEP students and non-LEP students of 59% and between FARM and non- FARM students of 34%. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 44%, between Special Education and Regular Education students of 34%, between LEP students and non-LEP students of 47% and between FARM and non- FARM students of 41%.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math – MSA (elementary/middle schools) Algebra – HSA (middle/high schools)</p>	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Since 2007, MSA results have improved from 69.3% to 79% proficient/advanced, while reducing the number of students scoring basic by 9.8%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Since 2007, MSA results have improved from 62.3% to 64.4% proficient/advanced, while reducing the number of students scoring basic by 1.6%. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Since 2007, MSA results have decreased slightly from 65.3% to 60.3% proficient/advanced; additionally the number of students scoring basic has increased by 5%. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> All groups are performing better than in 2007. However, gaps still exist between African American students and White students (26.2%), between Special Education students and Regular Education students (30.8%), between LEP students and non-LEP students (51.3%), and between FARM and non-FARM students (27.3%). <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Most groups are performing better than in 2007. However, gaps still exist between African American students and White students (28.6%), between Special Education students and Regular Education students (56.1%), between LEP students and non-LEP students (45.9%), and between FARM and non-FARM students (30.9%). <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Most groups are performing better than in 2007. However, gaps still exist between African American students and White students (46.3%), between Special Education students and Regular Education students (36.1%), between LEP students and non-LEP students (19.4%), and between FARM and non-FARM students (40.5%).

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math/Algebra – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed best on 4B1b (Read and analyze circle graphs) with 82% of students at or above expectation. Students performed lowest on 6C1d (Divide decimals) with 51% of students below proficiency. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed best on 1B2a (Write equations and in equalities...) with 80% of students at or above expectation. Students performed lowest on 6C1a (Add, subtract, multiply and divide integers) with 52% of students below proficiency. <p><u>Grade 8 (Algebra 1, Part 1)</u></p> <ul style="list-style-type: none"> Students performed best on 6C2a (Estimate square routes) with 72% of students at or above expectation. Students performed lowest on 2A2b (Apply right angle concepts...) with 72% of students below proficiency. <p><u>Grade 8 (Algebra 1, Part 2, Algebra 2, Trig.)</u></p> <ul style="list-style-type: none"> Students performed best on 6C2a (Estimate square routes) with 96% of students at or above expectation. Students performed lowest on 2A2b (Apply right angle concepts...) with 41% of students below proficiency. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 27%, between Special Education and Regular Education students of 25%, between LEP students and non-LEP students of 27% and between FARM and non- FARM students of 28%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 40%, between Special Education and Regular Education students of 37%, between LEP students and non-LEP students of 26% and between FARM and non- FARM students of 39%. <p><u>Grade 8 (Algebra 1, Part 1)</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between Special Education and Regular Education students of 23% and between LEP students and non-LEP students of 12%. <p><u>Grade 8 (Algebra 1, Part 2, Algebra 2, Trig.)</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 26% and between LEP students and non-LEP students of 28%.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math/Algebra – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed best on 1C1a (Represent rational numbers...) with 82% of students at or above expectation. Students performed lowest on 6A1d (Compare and order fractions...) with 52% of students below proficiency. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed best on 6C1d (Calculate powers of integers...) with 79% of students at or above expectation. Students performed lowest on 5B1a (Express probability of an event) with 83% of students below proficiency. <p><u>Grade 8 (Algebra 1, Part 1)</u></p> <ul style="list-style-type: none"> Students performed best on 1A1a (Determine arithmetic sequences...) with 70% of students at or above expectation. Students performed lowest on 1C2a (Determine slope of a graph) with 94% of students below proficiency. <p><u>Grade 8 (Algebra 1, Part 2, Algebra 2, Trig.)</u></p> <ul style="list-style-type: none"> Students performed best on 1B2f (Apply given formulas...) with 97% of students at or above expectation. Students performed lowest on 6C3b (Determine or use percents...) with 52% of students below proficiency. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 27%, between Special Education and Regular Education students of 17%, between LEP students and non-LEP students of 23% and between FARM and non- FARM students of 28%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 29%, between Special Education and Regular Education students of 28% and between FARM and non-FARM students of 29%. <p><u>Grade 8 (Algebra 1, Part 1)</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 13% and between FARM and non- FARM students of 11%. <p><u>Grade 8 (Algebra 1, Part 2, Algebra 2, Trig.)</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between FARM and non- FARM students of 11%.
Science	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> In 2008, 56.3% of students scored proficient/advanced; additionally the number of students scoring basic was 43.7%. 	<ul style="list-style-type: none"> Not available
Student Attendance	<ul style="list-style-type: none"> Since 2006, student attendance has increased steadily to 94.5% in 2008. 	<ul style="list-style-type: none"> Since 2006, African American student attendance has increased (89.2% to 94.5%), White student attendance has increased (92.8% to 95.1%), Special Education student attendance has increased (87.7% to 90.6%), LEP student attendance has increased (94.8% to 95.5%), and FARM student attendance has increased (89% to 92.5%).
Office Referrals	<ul style="list-style-type: none"> In comparing date 2008 to 2009, conduct incidents have increased from 2,889 to 3,676. 	
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> In comparing data 2008 to 2009, suspension rates have increased from 53.62% to 57.37%. 	

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
School Climate – Other	<ul style="list-style-type: none"> • Tardiness (102) continues to be our highest area of concern regarding school climate, accounting for 40.5% of our total conduct incidents. 	
Parent Involvement (middle schools must report on progress in each NNPS goal area)	<ul style="list-style-type: none"> • Limited data available 	<ul style="list-style-type: none"> • Limited data available

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - We have not observed any distinct trends.

2. Describe areas of need that exist through most or all data sources or grades.
 - We have not observed any distinct trends with regards to strengths and weaknesses, however the achievement gap continues to widen as students progress through middle school.

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SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will incorporate ideas from differentiated instruction (DI) and Understanding by Design (UBD) into lessons. • Scaffolding of instruction will be emphasized to meet the needs of Special Education students, African American students, and English language learners. Furthermore, students will be grouped for instruction based on readiness levels. • We will provide on-going professional development through the collaborative process; with a continued literacy and numeracy focus. • Scripting higher-level MSA-like questions into daily lessons for discussion and assessment. • Teachers will utilize various rubrics to communicate high expectations for student learning. • Teachers will develop, implement and analyze lessons through the lesson study process. 	2
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • Teachers meet collaboratively (within their grade/content areas) two times per week to design lessons, create assessments, and analyze data. Furthermore, teachers meet monthly (as an entire content area) to deliver professional development on DI. • Teachers will implement daily formative assessments (exit tickets, SR's and BCR's) that are aligned with the lesson objective to measure student mastery of new learning or skill. In collaborative meetings, teachers will examine student performance data, assessment data and/or instructional implications based on strengths and weaknesses of prerequisite skills. • On-going professional development will take place during vertical meetings focusing on DI. • Establish vertical articulations among feeder schools. 	2
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Teachers will implement before, during, and after reading strategies in all content areas. • Teachers will be able to apply a repertoire of reading strategies, MAX Teaching or other suitable strategies, that can be differentiated for use in all classrooms. • Teachers will provide sustained silent reading and independent reading opportunities to increase student accountability. • The One School One Book campaign will be implemented to increase student reading. 	2
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Continue the use of formative assessments that mirror the format of MSA. • Assessments will be developed during collaborative planning. • Results of formative assessments will be analyzed during collaborative meetings. 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A5 Utilize student learning data to accelerate student achievement in reading. <ul style="list-style-type: none"> • Teachers will utilize SRI data, benchmark data, and common assessment data to allow for flexible grouping within the lesson. • Teachers will scaffold, differentiate reading material in order to have students read at their independent level; therefore, affording more opportunities for students to be engaged in grade level text. 	4
A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics. <ul style="list-style-type: none"> • Teachers will utilize graphic organizers, manipulatives (hands-on materials), higher level questioning and extended wait time to improve problem solving and logical thinking. • Teachers will look for opportunities to have students think/solve challenging problems on their own. • Teachers will implement a comprehensive approach to teaching academic vocabulary. 	2
A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA, and, as appropriate, the Algebra HSA. <ul style="list-style-type: none"> • Formative assessments that mirror the format of MSA will be developed during collaborative planning meetings; results of formative assessments will be analyzed during collaborative meetings. 	4
A8 Utilize student learning data to accelerate student achievement in math. <ul style="list-style-type: none"> • Teachers will utilize YPP, math benchmarks, algebra benchmarks, common assessment data and MSA data to allow for differentiated instruction within the lesson to scaffold math prerequisite skills, extension and application activities. • Math intervention teachers will work with classroom teachers to identify students who do not have mastery of grade level content standards (VSC). • Teachers will utilize county approved math intervention programs to address prerequisite skills for grade-level content standards. • Collaborative planning meetings will infuse professional development and the development of on-going lessons based on the math VSC as well as the pre-algebra/algebra curricula. 	4
A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks. <ul style="list-style-type: none"> • Teachers will continue to incorporate technology into classroom instruction; including the use of technology bundles. • Teachers will also utilize technology to share lessons which have been created through the collaborative process and/or lesson study model. 	16
A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. <ul style="list-style-type: none"> • Continue use of a non-evaluative science content liaison to provide ongoing professional development through collaborative planning meetings and vertical content meetings. Teachers will focus on increasing experiential learning and problem solving. • Formative assessments that mirror the format of MSA will be developed during collaborative planning meetings; results of formative assessments will be analyzed during collaborative meetings. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Teachers will utilize mdk12 website lesson seeds, HSA website, and sample assessment problems along with exemplary student responses to increase student learning. • Technology liaison will assist teachers in improving the use of the internet and other programs in administrative and instructional purposes via the MSDE credit technology courses. 	2
<p>A12 Improve student learning in the In School Suspension room by engaging students in meaningful reading, math, and character activities.</p> <ul style="list-style-type: none"> • The CARES staff will meet with students to discuss the behavioral incident that resulted in their ISS assignment and any other school-related issues. • Students will be engaged in computer-based instruction during the day. 	2
<p>A13 Continue After School Academy Initiative</p> <ul style="list-style-type: none"> • Students attending the After School Academy will be identified using benchmark and other data. • Instructors will provide direct instruction (aligned with the VSC) after school with transportation provided two days per week. • Instructors will provide remediation for English Language Learning students after school with transportation provided two days per week. 	2
<p>A14 Tools to meet the challenges of a rigorous academic program</p> <ul style="list-style-type: none"> • To increase student engagement in learning, teachers will utilize the direct instruction, guided practice, independent practice (“I do”, “we do” and “you do”) model when developing daily lesson plans, so that teachers model and provide time for independent practice activities. • To increase student achievement, teachers will initiate a “failure is not an option” policy where students will be provided the opportunity to redo work to meet high expectations. 	3

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
B1 Review and analyze student attendance data <ul style="list-style-type: none"> • Attendance committee will meet weekly to review and analyze student absences. • Attendance committee members will follow a tiered intervention plan to address chronic absences. • Identified students will be referred to the Home School Liaison, the Pupil Personnel Workers, and/or the Pupil Service Team. 	9
B2 Improve student attendance rate. <ul style="list-style-type: none"> • Parent Link Communication System will contact parents whose children were tardy or absent that day. 	9
B3 Promote student attendance <ul style="list-style-type: none"> • Each month students with perfect attendance will be entered into a drawing for incentives. • Each month a class at each grade level with the best attendance will be rewarded with a breakfast party. 	9
B4 Student with chronic attendance problems will be closely monitored. <ul style="list-style-type: none"> • Identified students will check in daily with the home school liaison upon entering the building. • The home school liaison will follow up with contact with the parent. • Home School Liaison and the grade level administrator will conduct pre-court hearings prior to referring students to attendance court. 	9

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
C1 Review and analyze student behavior data. <ul style="list-style-type: none"> • Create a student services team to discuss students who have been targeted due to attendance, behavior, and/or academic performance. • The team will discuss and evaluate interventions and will also assign students to a subgroup for the purpose of monitoring. 	7
C2 Maintain and implement the school’s Crisis Management Plan. <ul style="list-style-type: none"> • Review and revise current Crisis Management Plan. Conduct evacuation and lockdown drills, and take cover drills, as mandated. • Practice evacuation, lock-down, take-cover, and fire drills at the beginning of the school year and once during the second semester. 	7
C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets. <ul style="list-style-type: none"> • Incorporate Character Education, PBIS, and Developmental Assets into the BMS Advisory Period. 	9
C4 Continue MSA reward program. <ul style="list-style-type: none"> • Provide incentive opportunities for students who attend, participate and exhibit good testing behaviors during MSA test administration. 	7

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<i>Priority D: Engage parents in taking an active role in their child's daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
D1 Enhance parent communication and family involvement in the educational process. <ul style="list-style-type: none"> • Please see following four charts. 	

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

Date developed: October 2008

Date Updated May 2009

School: Bennett Middle School	School Year: 2009 - 2010
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GOAL 1-- ACADEMIC: (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)
Improving reading performance so students are proficient or advanced in the reading initiatives (ex. Reading Rally, One School – One Book) that will be implemented as a key involvement for increased Reading scores on school, county, and state assessments.

Desired result(s) for THIS goal: 80% of students increasing SRI by 100 points by year’s end, scoring at least 80% on County Benchmarks, and meeting AYP on MSA	How will you measure the result(s)? Increased scores on SRI, quarterly County Benchmarks, and annual MSA assessments.
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Organize and schedule the family and community involvement activities to support THIS goal.

<i>ACTIVITIES</i> (Put 2 or more; indicate if continuing or new)	TYPE (1-6)	DATE(S)	GRADE LEVEL(S)	What Needs to Be Done	Persons in Charge and Helping	Proposed Budget	Actual Budget
One School, One Book Campaign Student/Parents Kick-Off Night and Author Visit	1,2,3	Fall	6 – 8	Students and parents will take a proactive role in the learning process as teachers share strategies and ideas to increase Reading achievement through a One School, One Book Campaign	PD Coach RELA Teachers Administration	\$5,000.00 \$2,500.00	
Family Literacy Night for ELL students and their families	1,2,3	Spring	6 – 8	Strategies will be shared with parents on various strategies than can be reinforced at home to improve ESOL students’ reading.	ESOL Dept. Administration	\$350.00	

Any extra funds, supplies, or resources needed for these activities? Eastern Shore Reading Council, BMS PTA, WCBOE ESOL Supervisor

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ONE-YEAR ACTION PLAN

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Date developed: October 2008

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GOAL 2-- ACADEMIC: (Select ANOTHER curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)
Utilize the grade level standards of the science Voluntary State Curriculum to reinforce the teacher’s planned instruction that will meet the needs of students and improve learning in science.

Desired result(s) for THIS goal: Students will be able to apply basic science concepts to real-world application through increased parental involvement.	How will you measure the result(s)? Increased number of parents and students on Science Night, as well as improved scores on mid-term and end-term report cards.
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Organize and schedule the family and community involvement activities to support THIS goal.

ACTIVITIES (Put 2 or more; indicate if continuing or new)	TYPE (1-6)	DATE(S)	GRADE LEVEL(S)	What Needs to Be Done	Persons in Charge and Helping	Proposed Budget	Actual Budget
Science Night	2	Spring	6 – 8	Students will create Science boards to display VSC concepts at the appropriate grade-level to share with their cohorts	Science Teachers Students	\$200.00	

Any extra funds, supplies, or resources needed for these activities? WCBOE Science budget, BMS PTA

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Date developed: October 2008

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GOAL 3--BEHAVIORIAL: (Select ONE goal for students, such as improving behavior, attendance, respect for others, safety, or another quality that requires improvement in the next school year.)
Enhance parent communication and family involvement in the educational process, including but not limited to attendance, tardies, office referrals, in and out of school suspensions, etc.

Desired result(s) for THIS goal: 10% minimum annual increase in overall parental involvement while decreasing the number of office referrals. Also maintaining an overall school attendance of 94.6%	How will you measure the result(s)? Quarterly parents and staff surveys
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Organize and schedule the family and community involvement activities to support THIS goal.

ACTIVITIES (Put 2 or more; indicate if continuing or new)	TYPE (1-6)	DATE(S)	GRADE LEVEL(S)	What Needs to Be Done	Persons in Charge and Helping	Proposed Budget	Actual Budget
Implement orientation for rising sixth graders	1,2,3	Late Summer	Incoming 6 th graders	Students and parents will take a tour of the school and be advised of expectations and routines to have a successful middle school experience.	6 th Grade Dean of Students	\$ 75.00	
“Middle Years Newsletter” in the PTA newsletter	1,2,3	Quarterly	6 - 8	Students and parents will be advised of expectations and routines to have a successful middle school experience.	Office Staff PTA Officers	\$ 700.00	
Cyber bullying workshop addressing what parents need to know and how to protect their child (ren).	2, 4	Fall	6 – 8	Parents will be advised of strategies to help their student avoid becoming a victim or victimizing others.	Technology Staff Members	\$100.00	

Any extra funds, supplies, or resources needed for these activities? BMS PTA

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

Date developed: October 2008

Date Updated May 2009

School: Bennett Middle				School Year: 2009 - 2010			
<p>GOAL 4—CLIMATE OF PARTNERSHIP: (Required goal.) Identify ALL OTHER family and community partnership activities for the six types of involvement that the school will conduct to create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check <i>Starting Points</i> for activities that will help create a climate of partnership in the next school year: Strengthen the six types of family and community involvement: Families will be encouraged to become active participants in their child’s academic success.</p>							
<p>Desired result(s) for THIS goal: 10% minimum annual increase in overall parental involvement while decreasing the number of office referrals. Also maintaining an overall school attendance of 94.6%</p>				<p>How will you measure the result(s)? Quarterly Staff Surveys Year End Parent Survey</p>			
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
<i>ACTIVITIES</i> <small>(Put 2 or more; indicate if continuing or new)</small>	TYPE (1-6)	DATE(S)	GRADE LEVEL (S)	What Needs to Be Done	Persons in Charge and Helping	Proposed Budget	Actual Budget
<i>The Viking Newsletter</i>	1,2,3,4	Monthly	6 - 8	Quarterly articles submitted by the 25 th of each month that address current curriculum being taught, as well as strategies for reinforcing at home	School Secretary Grade-level Teachers Content-area Teachers		
American Education Week Incentives <ul style="list-style-type: none"> • Muffins for Mom Monday • Donuts for Dad Wednesday • Granola for Grandparents Friday 	2,3,4	November	6 - 8	Our facility will take advantage of parents and grandparents visiting during AEW to share ways they can be an integral member of the BMS community.	PTA Officers Office Staff Administration	\$250.00	
Gallery walk displaying examples of student work, students will conduct cross-curricular presentations (no formal parent conferences will be held).	2,3	Spring	6 - 8	This academic event will allow for bonds to be built amongst members of the BMS community to increase family involvement	Students Staff Parents/Guardians	\$100.00	
Any extra funds, supplies, or resources needed for these activities? BMS PTA							

**BENNETT MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

PROFESSIONAL DEVELOPMENT PLAN:

School: Bennett Middle School

Title of program(s): _____

Beginning Date: _____ **Ending Date:** _____

Contact person: C. Michael Johnson Principal
Name Position/Title

A. Establishing the Need for the Proposed Professional Development

- 1. Referencing your needs assessment, identify the student learning needs that the professional development will address.**
- 2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified (e.g., using root cause analysis to examine student data; using content-based instruction to address student skills with reading for information).**
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- 4. What action step(s) in the school improvement plan does the professional development address?**

**BENNETT MIDDLE SCHOOL
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B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
Differentiated Instruction Presentation/Workshop	3, 5, 7	DI Presenter Collaborative and vertical meetings	All faculty	Mr. Johnson PD Coaches Content Liaisons	Observation/Evaluation process Formal and informal classroom observations Additional presentations Review of student work
Building Mathematics Vocabulary Book Study	1, 3, 4	Math Coach Collaborative and vertical meetings	All math, special education, and ELL teachers	Math Coach	Use of vocabulary in instruction and assessments Use of “math talk” in the classroom Review of student work
School Climate	8	Dr. Vincent	All faculty	Administration Dr. Vincent	Additional presentations
Student Advisory Program Workshop	3, 8	Katherine Ruby	All faculty	Liza Hastings	Additional presentations Formal feedback
Reading Intervention Workshop	1, 3, 4	Current Reading intervention teachers and Reading Coach	Special Education teachers	Current Reading intervention teachers and Reading Coach	Observation/Evaluation process Formal and informal classroom observations Review of student work

5. Briefly describe how principals and other school leaders will be involved in the activity or program.

**BENNETT MIDDLE SCHOOL
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C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.