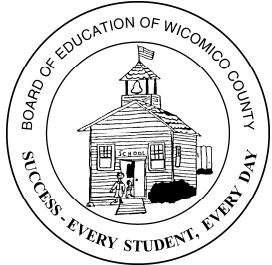


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MARDELA MIDDLE AND HIGH SCHOOL



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.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Mardela Middle and High School honoring a tradition of community support is to ensure a quality education in an effective and safe learning environment in which all students will reach their potential.

BELIEF STATEMENT:

- A good school is one that provides a meaningful educational foundation by putting learning and instruction first and exposing students to a wide variety of experiences.
- An effective classroom is one in which learning occurs in a creative, exciting environment that encourages students to think.
- A quality instructional program includes a strong core curriculum with a variety of learning experiences to meet all students' needs.
- A successful student is able to stay on task, set goals and periodically self-evaluate.
- A successful student is able to take responsibility for his/her own learning and perform to his/her potential.
- An effective school is one in which all students and staff can be safe, comfortable, and successful.
- A good teacher is one who develops, communicates, and enforces appropriate standards to promote students' educational, social, and emotional growth.
- An effective school is one which promotes a mutual community interaction.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 78.7% as measured by the Reading MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 69.8% as measured by the Math MSA.
- For 2010, we will maintain the percentage of student attendance above 94%.
- For 2010, we will maintain the graduation rate at 85.5%.
- For 2010, we will make Adequate Yearly Progress.

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	64.9	75.0	77.5		82.0		86.5	
African American	38.1	52.9	77.5		82.0		86.5	
Asian	*	*	77.5		82.0		86.5	
Hispanic	*	*	77.5		82.0		86.5	
White	71.8	80.0	77.5		82.0		86.5	
FARM	55.3	78.1	77.5		82.0		86.5	
ELL	*	*	77.5		82.0		86.5	
Special Education	18.2	63.6	77.5		82.0		86.5	

**MARDELA MIDDLE AND HIGH 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	34%/94 students	38%				
African American	36%/25 students	42%				
Asian	*	*				
Hispanic	*	*				
White	32%/67 students	38%				
FARM	31%/39 students	35%				
ELL	*	*				
Special Education	13%/8 students	20%				

During the 2009-10 school year, we will increase grade 6 students' proficiency in summarizing and paraphrasing 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%/33 students	40%				
African American	33%/8 students	38%				
Asian	*	*				
Hispanic	*	*				
White	34%/22 students	38%				
FARM	28%/10 students	33%				
ELL	---	---				
Special Education	25%/2 students	30%				

**MARDELA MIDDLE AND HIGH 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	41%/92 students	44%				
African American	38%/24	46%				
Asian	*	*				
Hispanic	*	*				
White	42%/67	44%				
FARM	27%/37	33%				
ELL	*	*				
Special Education	12%/8	20%				

During the 2009-10 school year, we will increase grade 6 students' proficiency in identifying and explaining the main idea 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	41%/39	45%				
African American	29%/7	37%				
Asian	*	*				
Hispanic	*	*				
White	46%/31	50%				
FARM	27%/10	33%				
ELL	*	*				
Special Education	38%/3	43%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
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	75.9	77.7	76.3		81.0		85.8	
African American	76.9	57.9	76.3		81.0		85.8	
Asian	*	*	76.3		81.0		85.8	
Hispanic	*	*	76.3		81.0		85.8	
White	84.6	85.2	76.3		81.0		85.8	
FARM	70.0	69.2	76.3		81.0		85.8	
ELL	*	*	76.3		81.0		85.8	
Special Education	30.0	66.7	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 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	57%/47 students	60%				
African American	29%/5 students	40%				
Asian	*	*				
Hispanic	*	*				
White	58%/34 students	62%				
FARM	53%/18 students	57%				
ELL	---	---				
Special Education	30%/3 students	37%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in analyzing organizational patterns 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	43%/24 students	50%				
African American	12%/2 students	32%				
Asian	*	*				
Hispanic	*	*				
White	43%/24 students	50%				
FARM	35%/12 students	43%				
ELL	*	*				
Special Education	40%/ 4 students	48%				

During the 2009-10 school year, we will increase grade 7 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	60%/84	65%				
African American	39%/18	45%				
Asian	*	*				
Hispanic	*	*				
White	65%/60	68%				
FARM	56%/36	62%				
ELL	*	*				
Special Education	20%/10	30%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in understanding and identifying the organizational patterns of a text 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	14%/12	50%				
African American	22%/4	45%				
Asian	*	*				
Hispanic	*	*				
White	12%/7	49%				
FARM	14%/5	50%				
ELL	*	*				
Special Education	10%/1	48%				

Grade 8:

During the 2009-10 school year, we will increase grade 8 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	70.0	72.6	74.1		79.3		84.5	
African American	37.5	72.7	74.1		79.3		84.5	
Asian	*	*	74.1		79.3		84.5	
Hispanic	*	*	74.1		79.3		84.5	
White	77.8	73.6	74.1		79.3		84.5	
FARM	56.3	64.5	74.1		79.3		84.5	
ELL	*	*	74.1		79.3		84.5	
Special Education	11.1	25.0	74.1		79.3		84.5	

**MARDELA MIDDLE AND HIGH 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 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	65%/62 students	70%				
African American	44%/ 8 students	60%				
Asian	*	*				
Hispanic	*	*				
White	71%/47 students	77%				
FARM	60%/ 23 students	68%				
ELL	---	---				
Special Education	20%/1 student	40%				

During the 2009-10 school year, we will increase grade 8 students' proficiency in analyzing organizational patterns 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	62%/ 60 students	65%				
African American	39%/7 students	45%				
Asian	*	*				
Hispanic	*	*				
White	68%/ 45 students	72%				
FARM	63%/24 students	70%				
ELL	---	---				
Special Education	20%/ 1 student	3%				

**MARDELA MIDDLE AND HIGH 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 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	44%/42	48%				
African American	28%/18	35%				
Asian	*	*				
Hispanic	*	*				
White	49%/65	54%				
FARM	38%/37	44%				
ELL	*	*				
Special Education	0%/5	20%				

During the 2009-10 school year, we will increase grade 8 students' proficiency in drawing inferences and conclusions and making generalizations 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	49%/42	52%				
African American	39%/7	45%				
Asian	*	*				
Hispanic	*	*				
White	49%/32	53%				
FARM	35%/13	42%				
ELL	*	*				
Special Education	20%/1	25%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
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	73.0	78.8	65.6		72.5		79.4	
African American	52.4	58.8	65.6		72.5		79.4	
Asian	*	*	65.6		72.5		79.4	
Hispanic	*	*	65.6		72.5		79.4	
White	78.8	84.2	65.6		72.5		79.4	
FARM	65.7	80.0	65.6		72.5		79.4	
ELL	*	*	65.6		72.5		79.4	
Special Education	50.0	57.1	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 the 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	2009 Proficient	2010 Target				
African American	56% / 95 students	60%				
Asian	46% / 24 students	52%				
Hispanic	*	*				
White	*	*				
FARM	59% / 69 students	65%				
ELL	59% / 39 students	64%				
Special Education	*	*				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in justifying ideas or solutions with mathematical concepts or proofs as measured by the 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	22% / 95 students	27%				
African American	13% / 23 students	20%				
Asian	*	*				
Hispanic	*	*				
White	24% / 66 students	29%				
FARM	20% / 35 students	26%				
ELL	*	*				
Special Education	12% / 8 students	19%				

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by the 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	51% / 93 students	56%				
African American	42% / 24 students	50%				
Asian	*	*				
Hispanic	*	*				
White	52% / 67 students	58%				
FARM	46% / 37 students	52%				
ELL	*	*				
Special Education	25% / 8 students	32%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in supporting or refuting mathematical statements or solutions as measured by the 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	30% / 93 students	35%				
African American	17% / 24 students	25%				
Asian	*	*				
Hispanic	*	*				
White	34% / 67 students	39%				
FARM	32% / 37 students	38%				
ELL	*	*				
Special Education	0% / 8 students	15%				

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	62.1	58.0	64.2		71.3		78.5	
African American	50.0	31.6	64.2		71.3		78.5	
Asian	*	*	64.2		71.3		78.5	
Hispanic	*	*	64.2		71.3		78.5	
White	63.9	66.7	64.2		71.3		78.5	
FARM	53.6	51.4	64.2		71.3		78.5	
ELL	*	*	64.2		71.3		78.5	
Special Education	11.1	33.3	64.2		71.3		78.5	

**MARDELA MIDDLE AND HIGH 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 the 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	26% / 89 students	30%				
African American	16% / 19 students	24%				
Asian	*	*				
Hispanic	*	*				
White	28% / 64 students	33%				
FARM	24% / 38 students	29%				
ELL	*	*				
Special Education	23% / 13students	28%				

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>writing equations and inequalities to represent relationships</u> as measured by the 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	28% / 89 students	35%				
African American	22% / 18 students	30%				
Asian	*	*				
Hispanic	*	*				
White	31% / 61 students	39%				
FARM	27% / 37 students	35%				
ELL	*	*				
Special Education	36% / 11 students	41%				

**MARDELA MIDDLE AND HIGH 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 the 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	14% / 84 students	25%				
African American	6% / 17students	19%				
Asian	*	*				
Hispanic	*	*				
White	16% / 61 students	29%				
FARM	8% / 37 students	20%				
ELL	*	*				
Special Education	27% / 11 students	40%				

During the 2009-10 school year, we will increase grade 7 students' proficiency in expressing the probability of an event as a fraction, decimal, or a percent as measured by the 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	4% / 84 students	10%				
African American	0% / 17 students	10%				
Asian	*	*				
Hispanic	*	*				
White	3% / 61 students	10%				
FARM	0% / 37 students	10%				
ELL	*	*				
Special Education	0% / 11 students	10%				

**MARDELA MIDDLE AND HIGH 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	39.2	49.4	63.2		70.6		77.9	
African American	25.0	40.0	63.2		70.6		77.9	
Asian	*	*	63.2		70.6		77.9	
Hispanic	*	*	63.2		70.6		77.9	
White	43.6	50.0	63.2		70.6		77.9	
FARM	32.3	42.9	63.2		70.6		77.9	
ELL	*	*	63.2		70.6		77.9	
Special Education	0.0	10.0	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 the 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	58% / 36 students	63%				
African American	67% / 3students	75%				
Asian	*	*				
Hispanic	*	*				
White	58% / 33 students	67%				
FARM	75% / 12 students	80%				
ELL	*	*				
Special Education	*	*				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in writing equations and inequalities to represent relationships as measured by the 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	47% / 36 students	52%				
African American	*	*				
Asian	*	*				
Hispanic	*	*				
White	47% / 32 students	52%				
FARM	*	*				
ELL	*	*				
Special Education	*	*				

HSA GOALS:

During the 2009-10 school year, we will increase the cumulative performance of grade 10 students' on the Algebra HSA 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	71.0	75.0				
African American	40.9	45.0				
Asian	*	*				
Hispanic	*	*				
White	80.9	83.0				
FARM	55.6	60.0				
ELL	*	*				
Special Education	33.3	38.0				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase the cumulative performance of grade 11 students' on the Algebra HSA 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	77.0	80.0				
African American	47.8	54.0				
Asian	*	*				
Hispanic	*	*				
White	87.1	89.0				
FARM	63.0	68.0				
ELL	*	*				
Special Education	50.0	57.0				

During the 2009-10 school year, we will increase the cumulative performance of grade 10 students' on the Biology HSA 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	70.5	74.0				
African American	45.8	50.0				
Asian	*	*				
Hispanic	*	*				
White	79.4	83.0				
FARM	60.5	64.0				
ELL	*	*				
Special Education	37.5	41.0				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase the cumulative performance of grade 11 students' on the Biology HSA 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	80.5	83.0				
African American	56.5	60.0				
Asian	*	*				
Hispanic	*	*				
White	88.7	90.0				
FARM	70.4	74.0				
ELL	*	*				
Special Education	50.0	54.0				

During the 2009-10 school year, we will increase the cumulative performance of grade 10 students' on the English HSA 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	67.7	70.0				
African American	45.8	50.0				
Asian	*	*				
Hispanic	*	*				
White	76.4	80.0				
FARM	60.0	63.0				
ELL	*	*				
Special Education	33.3	36.0				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase the cumulative performance of grade 11 students' on the English HSA 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	79.5	83.0				
African American	65.2	70.0				
Asian	*	*				
Hispanic	*	*				
White	85.7	88.0				
FARM	66.7	71.0				
ELL	*	*				
Special Education	42.9	45.0				

During the 2009-10 school year, we will increase the cumulative performance of grade 10 students' on the Government HSA 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	83.9	86.0				
African American	68.2	72.0				
Asian	*	*				
Hispanic	*	*				
White	88.2	92.0				
FARM	75.7	79.0				
ELL	*	*				
Special Education	66.7	70.0				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase the cumulative performance of grade 11 students' on the Government HSA 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	89.8	93.0				
African American	78.3	82.0				
Asian	*	*				
Hispanic	*	*				
White	93.7	96.0				
FARM	81.5	84.0				
ELL	*	*				
Special Education	57.1	60.0				

HSA BENCHMARKS:

Algebra I, Part I:

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 1 as measured by 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	1 student/10 = 10%	30%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	N/A	N/A				
White	1 student/6 = 17%	33%				
FARM	N/A	N/A				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 1 proficiency in extending patterns as measured by 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	1 student/10 = 10%	30%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	N/A	N/A				
White	1 student/6 = 17%	33%				
FARM	N/A	N/A				
ELL	*	*				
Special Education	N/A	N/A				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 1 as measured by 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	4 students/15 = 27%	40%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	N/A	N/A				
White	4 students/11 = 36%	45%				
FARM	0 students/7 = 0%	25%				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 1 proficiency in graphing and solving equations as measured by 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	33%	40%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	*	*				
White	36%	45%				
FARM	0%	14%				
ELL	*	*				
Special Education	N/A	N/A				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 1 as measured by Benchmark #3 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	1/15 students = 7%	20%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	*	*				
White	1/11 students = 9%	25%				
FARM	0/7 students = 0%	15%				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 1 proficiency in writing equations of lines as measured by Benchmark #3 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	1/15 students = 7%	13%				
African American	N/A	N/A				
Asian	*	*				
Hispanic	*	*				
White	1/11 students = 9%	18%				
FARM	0/7 students = 0%	14%				
ELL	*	*				
Special Education	N/A	N/A				

Algebra I, Part II:

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 2 as measured by 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	11/55 students = 20%	25%				
African American	1/12 8%	20%				
Asian	*	*				
Hispanic	*	*				
White	9/41 students = 22%	30%				
FARM	3/24 = 12%	20%				
ELL	*	*				
Special Education	1/12 students = 8%	17%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 2 proficiency in graphing and writing linear equations as measured by 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	27%	33%				
African American	17%	25%				
Asian	*	*				
Hispanic	*	*				
White	29%	34%				
FARM	29%	36%				
ELL	*	*				
Special Education	8%	17%				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 2 as measured by 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	12/58 students = 21%	26%				
African American	2/13 students = 15%	23%				
Asian	*	*				
Hispanic	N/A	N/A				
White	10/43 students = 23%	28%				
FARM	3/27 = 11%	15%				
ELL	*	*				
Special Education	2/12 = 17%	25%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 2 proficiency in solving systems of equations as measured by 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	15%	23%				
Asian	*	*				
Hispanic	*	*				
White	19%	28%				
FARM	7%	20%				
ELL	*	*				
Special Education	0%	10%				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1, Part 2 as measured by Benchmark #3 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	11/59 = 19%	24%				
African American	1/12 = 8%	17%				
Asian	*	*				
Hispanic	N/A	N/A				
White	10/44 = 23%	27%				
FARM	5/29 = 17%	24%				
ELL	*	*				
Special Education	0/12 = 0%	8%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1, Part 2 proficiency in measures of central tendency as measured by Benchmark #3 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	22%	27%				
African American	17%	25%				
Asian	*	*				
Hispanic	*	*				
White	25%	30%				
FARM	28%	34%				
ELL	*	*				
Special Education	0%	8%				

Algebra I, Full Year:

During the 2009-10 school year, we will increase students' proficiency in Algebra 1 FY as measured by 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	63/83 = 76%	81%				
African American	6/15 = 40%	50%				
Asian	*	*				
Hispanic	N/A	N/A				
White	57/67 = 85%	90%				
FARM	21/32 = 66%	75%				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1 FY proficiency in traits of nonlinear graphs as measured by 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	16%	25%				
African American	20%	27%				
Asian	*	*				
Hispanic	*	*				
White	15%	25%				
FARM	19%	30%				
ELL	*	*				
Special Education	N/A	N/A				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1 FY as measured by 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	46/82 = 56%	62%				
African American	5/15 = 33%	42%				
Asian	*	*				
Hispanic	N/A	N/A				
White	41/66 = 62%	69%				
FARM	16/31 = 52%	59%				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' Algebra 1 FY proficiency in represent patterns and functions as measured by 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%	60%				
African American	47%	60%				
Asian	*	*				
Hispanic	*	*				
White	47%	60%				
FARM	48%	60%				
ELL	*	*				
Special Education	N/A	N/A				

During the 2009-10 school year, we will increase students' proficiency in Algebra 1 FY as measured by Benchmark #3 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	46/82 = 56%	62%				
African American	4/12 = 33%	42%				
Asian	*	*				
Hispanic	N/A	N/A				
White	42/69 = 61%	67%				
FARM	14/31 = 45%	54%				
ELL	*	*				
Special Education	N/A	N/A				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Biology:

During the 2009-10 school year, we will increase students' proficiency in Biology as measured by Biology 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	22/100 = 22%	30%				
African American	1/24 = 4%	15%				
Asian	*	*				
Hispanic	*	*				
White	20/73 = 27%	27%				
FARM	4/28 = 14%	23%				
ELL	*	*				
Special Education	0/8 = 0%	11%				

During the 2009-10 school year, we will increase students' Biology proficiency in recognizing dependent and independent variables as measured by 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	12/100 = 12%	20%				
African American	3/24 = 12%	25%				
Asian	*	*				
Hispanic	*	*				
White	8/73 = 11%	25%				
FARM	4/28 = 14%	23%				
ELL	*	*				
Special Education	3/8 = 38%	50%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in Biology as measured by Biology 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	49/106 = 46%	50%				
African American	5/23 = 22%	30%				
Asian	*	*				
Hispanic	*	*				
White	43/79 = 54%	54%				
FARM	10/29 = 34%	41%				
ELL	*	*				
Special Education	0/8 = 0%	15%				

During the 2009-10 school year, we will increase students' Biology proficiency in differentiating between asexual and sexual reproduction as measured by 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	45/106 = 42%	47%				
African American	7/23 = 30%	39%				
Asian	*	*				
Hispanic	*	*				
White	36/79 = 46%	51%				
FARM	11/29 = 38%	45%				
ELL	*	*				
Special Education	3/8 = 38%	43%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Government:

During the 2009-10 school year, we will increase students' proficiency in Government as measured by Government 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	18/108 = 17%	22%				
African American	0/22 = 0%	15%				
Asian	*	*				
Hispanic	*	*				
White	18/84 = 21%	30%				
FARM	5/36 = 14%	25%				
ELL	*	*				
Special Education	0/8 = 0%	15%				

During the 2009-10 school year, we will increase students' Government proficiency in understanding the founding documents as measured by 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	39/108 = 36%	41%				
African American	2/22 = 9%	20%				
Asian	*	*				
Hispanic	*	*				
White	37/84 = 44%	50%				
FARM	10/36 = 28%	35%				
ELL	*	*				
Special Education	0/8 = 0%	10%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in Government as measured by Government 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	44/106 = 42%	47%				
African American	2/20 = 10%	20%				
Asian	*	*				
Hispanic	*	*				
White	40/83 = 48%	55%				
FARM	17/36 = 47%	55%				
ELL	*	*				
Special Education	0/7 = 0%	15%				

During the 2009-10 school year, we will increase students' Government proficiency in Government concepts as measured by 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	32/105 = 30%	35%				
African American	1/20 = 5%	15%				
Asian	*	*				
Hispanic	*	*				
White	31/83 = 37%	45%				
FARM	10/36 = 28%	35%				
ELL	*	*				
Special Education	1/7 = 14%	22%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

English:

During the 2009-10 school year, we will increase students' proficiency in English as measured by English 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	29/101 = 29%	50%				
African American	3/20 = 15%	40%				
Asian	*	*				
Hispanic	*	*				
White	26/78 = 33%	55%				
FARM	9/32 = 28%	50%				
ELL	*	*				
Special Education	0/7 = 0%	30%				

During the 2009-10 school year, we will increase student's ability to monitor understanding while reading, viewing, and or listening to a text as measured by English 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	50/101 = 50%	60%				
African American	8/20 = 40%	55%				
Asian	*	*				
Hispanic	*	*				
White	42/78 = 54%	64%				
FARM	16/32 = 50%	62%				
ELL	*	*				
Special Education	0/7 = 0%	1/6 = 17%				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ATTENDANCE/GRADUATION RATE GOAL:

For 2010, we will maintain the graduation rate as shown:

Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009 AMO	2009-10 Actual	2010 AMO	2010-11 Actual	2011 AMO	2011-12 Actual
All Students	93.91		85.5	85.5		85.5		87.8	
African American	95.45		85.5	85.5		85.5		87.8	
Asian	*		*	85.5		85.5		87.8	
Hispanic	*		*	85.5		85.5		87.8	
White	93.41		85.5	85.5		85.5		87.8	
FARM	80.00		85.5	85.5		85.5		87.8	
ELL	*		*	85.5		85.5		87.8	
Special Education	87.50		85.5	85.5		85.5		87.8	

For 2010, we will maintain the dropout rate of below 3.0%

Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009 AMO	2009-10 Actual	2010 AMO	2010-11 Actual	2011 AMO	2011-12 Actual
All Students	1.06		0.90	3.5		3.5		3.3	
African American	0.92		0.80	3.5		3.5		3.3	
Asian	*		*	3.5		3.5		3.3	
Hispanic	0.00		0.00	3.5		3.5		3.3	
White	1.14		1.00	3.5		3.5		3.3	
FARM	1.89		1.05	3.5		3.5		3.3	
ELL	*		*	3.5		3.5		3.3	
Special Education	0.00		0.00	3.5		3.5		3.3	

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

For 2010, we will maintain the percentage of student attendance to above 94%.							
Student Group:		2007-08 Actual	2008-09 Actual	2009-10 Target	2009-10 Actual	2010-11 Actual	2011-12 Actual
All Students	Middle School	94.8		94.0			
	High School	93.3		94.0			
African American	Middle School	94.9		94.0			
	High School	93.0		94.0			
Asian		*		*			
Hispanic		*		*			
White	Middle School	94.7		94.0			
	High School	93.3		94.0			
FARM	Middle School	93.3		94.0			
	High School	91.5		94.0			
ELL		*		*			
Special Education	Middle School	93.9		94.0			
	High School	93.0		94.0			

OTHER GOALS:

- During the 2009-10 school year, we will increase the instructional time in class for at-risk students by a 15% reduction in office referrals due to “lateness” from the 2008-09 rate.
- During the 2009-10 school year, we will increase parent involvement as measured by a 20% increase in attendance at MSA and HSA. Nights from the 2008-2009 rate of 30 and 1 attendee, respectively.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
AYP Status	<p><u>Reading</u></p> <ul style="list-style-type: none"> • 2006 – 2008 Overall, the number of students scoring proficient and advanced has increased from 70% to 71.3% to 77.3%. • All students scored above the low band and AMO in 2006-2008. • 2006 –2008 scores are flat lining in the 70th percentile. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Subgroups scored lower – particularly SPED and African American. • 2008 SPED students scoring proficient and advanced was 54.8%, which is 5.4% above the low band average; however, this subgroup did not surpass the low band in 2006 or 2007. • Subgroups are not improving overall as quickly except for SPED. • Large gap between African American/SPED compared to all students.
	<p><u>Math</u></p> <ul style="list-style-type: none"> • Not a continuous trend of improving for Proficient and Advanced in all students. • African American scores are flat lining. • SPED has improved 15%. 	<p><u>Math</u></p> <p>Achievement gap is increasing for African American and SPED.</p>

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
Reading – MSA	<p>Grade 6</p> <ul style="list-style-type: none"> Overall, students scoring at proficient and advanced have fluctuated from 71.4% in 2005-06 to 64.9% in 2006-07 to 75% in 2007-08. <table border="1" data-bbox="384 444 972 589"> <thead> <tr> <th>Grade 6</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>28.6</td> </tr> <tr> <td>Proficient</td> <td>46.4</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	28.6	Proficient	46.4	<p>Grade 6</p> <ul style="list-style-type: none"> White students have consistently shown improvement from 68.4% in 2005-06, 71.8% in 2006-07, and 80% in 2007-08. During the same testing years, African American scores have fluctuated from 100% in 2005-06 to 38.1% in 2006-07, and then 52.9% in 2007-08. Regular education students have experienced a mild fluctuation from 2005-06 at 75% to 71.1% in 2006-07, and then settled at 76.7% in 2007-08. However, the special education subgroup has shown more drastic fluctuations in their test scores: 45.5% in 2005-06 to 18.2% in 2006-07, and showing drastic improvement in 2007-08 with a score of 63.6%. Non-FARM students have shown a small fluctuation of less than 3%: 74.6% in 2005-06, 71.4% in 2006-07, 73.1% in 2007-08. Also, FARM students have shown a similar fluctuating pattern in their test results, dropping by 10.3% from 2005-06 to 2006-07 and then increasing by 22.8% in 2007-08. (65.6% in 2005-06; 55.3% in 2006-07; and 78.1% in 2007-08) <table border="1" data-bbox="1213 873 1881 1203"> <thead> <tr> <th>Grade 6 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>52.9 %</td> </tr> <tr> <td>White</td> <td>80.0 %</td> </tr> <tr> <td>Special Education</td> <td>63.6%</td> </tr> <tr> <td>Regular Education</td> <td>76.7%</td> </tr> <tr> <td>FARM</td> <td>78.1%</td> </tr> <tr> <td>Non-FARM</td> <td>73.1%</td> </tr> </tbody> </table>	Grade 6 Student Group	2008 MSA Results	African American	52.9 %	White	80.0 %	Special Education	63.6%	Regular Education	76.7%	FARM	78.1%	Non-FARM	73.1%
Grade 6	2008 MSA Results																					
Advanced	28.6																					
Proficient	46.4																					
Grade 6 Student Group	2008 MSA Results																					
African American	52.9 %																					
White	80.0 %																					
Special Education	63.6%																					
Regular Education	76.7%																					
FARM	78.1%																					
Non-FARM	73.1%																					

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
Reading – MSA (Continued)	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall, the percentage of students scoring proficient and advanced has improved from 70% in 2005-06 to 78.5% in 2007-08. <table border="1" data-bbox="384 444 970 589"> <thead> <tr> <th>Grade 7</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>23.4</td> </tr> <tr> <td>Proficient</td> <td>54.3</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	23.4	Proficient	54.3	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> While white students have consistently shown improvement from 75.8% in 2005-06 , 77.3% in 2006-07, and 82.9% in 2007-08, African American scores have fluctuated 42.9% in 2005-06, 76.9% in 2006-07, and 60% in 2007-08. Regular education made some gains from 2005-06 at 75.8% to 81.5% in 2006-07, and then settled at 80.2% in 2007-08. However, special education showed consistent, significant gains 25% in 2005-06 to 30% in 2006-07, and showing drastic improvement in 2007-08 with a score of 66.7%. Non-FARM students have shown consistent, but modest growth: 77% in 2005-06, 78.7% in 2006-07, 85.2% in 2007-08. On the other hand, FARM students have moved from 54.5% in 2005-06 to 70% in 2006-07 and a modest drop to 69.2% in 2007-08. <table border="1" data-bbox="1209 781 1881 1112"> <thead> <tr> <th>Grade 7 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>60.0%</td> </tr> <tr> <td>White</td> <td>82.9%</td> </tr> <tr> <td>Special Education</td> <td>66.7%</td> </tr> <tr> <td>Regular Education</td> <td>80.2%</td> </tr> <tr> <td>FARM</td> <td>69.2%</td> </tr> <tr> <td>Non-FARM</td> <td>85.2%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	60.0%	White	82.9%	Special Education	66.7%	Regular Education	80.2%	FARM	69.2%	Non-FARM	85.2%
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**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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<p>Reading – MSA (Continued)</p>	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> All student scores on MSA have stagnated in the last few years; they have shown a small fluctuation in overall scores: 74.7% in 2005-06 with a drop to 70% in 2006-07 and a miniscule growth to 72.5%. <table border="1" data-bbox="384 475 970 618"> <thead> <tr> <th>Grade 8</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>26.4</td> </tr> <tr> <td>Proficient</td> <td>46.2</td> </tr> </tbody> </table>	Grade 8	2008 MSA Results	Advanced	26.4	Proficient	46.2	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> White students have shown a statistically insignificant drop from 77.5% in 2005-06, 77.8% in 2006-07, and 73.7% in 2007-08. African American scores have fluctuated significantly from 56.3% in 2005-06, 37.5% in 2006-07, and 72.7% in 2007-08. Regular education have stagnated from 2005-06 at 78% to 75.8% in 2006-07, and then settled at 77.1% in 2007-08. However, special education scores have shown more fluctuation from 37.5% in 2005-06 to 11.1% in 2006-07, and showing drastic improvement in 2007-08 with a score of 25%. Non-farm students have shown a decline in growth: 81.3% in 2005-06, 76.5% in 2006-07, 76.7% in 2007-08. The percentage of FARM students scoring proficient and advanced has fluctuated as much as other subgroups from 62.9% in 2005-06 to 56.3% in 2006-07 and a improving to 64.5% in 2007-08. <table border="1" data-bbox="1209 812 1881 1143"> <thead> <tr> <th>Grade 8 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>72.7%</td> </tr> <tr> <td>White</td> <td>73.7%</td> </tr> <tr> <td>Special Education</td> <td>25.0%</td> </tr> <tr> <td>Regular Education</td> <td>77.1%</td> </tr> <tr> <td>FARM</td> <td>64.5%</td> </tr> <tr> <td>Non-FARM</td> <td>76.7%</td> </tr> </tbody> </table>	Grade 8 Student Group	2008 MSA Results	African American	72.7%	White	73.7%	Special Education	25.0%	Regular Education	77.1%	FARM	64.5%	Non-FARM	76.7%
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<p>English HSA</p>	<p><u>Grade 10</u></p> <ul style="list-style-type: none"> Overall HSA results in English have fluctuated in the last four years, ranging from 73% in 2004-2005, 62.2% in 2005-2006, 71.4% in 2006-2007 and 64% for 2007-2008. <table border="1" data-bbox="384 1295 970 1450"> <thead> <tr> <th>Grade 10</th> <th>2008 HSA English Results</th> </tr> </thead> <tbody> <tr> <td>Students Who Have Taken the Test</td> <td>67.7% passing</td> </tr> </tbody> </table>	Grade 10	2008 HSA English Results	Students Who Have Taken the Test	67.7% passing	<p><u>Grade 10</u></p> <ul style="list-style-type: none"> Special education has made the largest gains from 2005 to 2008 from 15.3% to 17.8%. For 2005-06 to 2007-08, most subgroups experienced significant losses ranging from 0.0% for Hispanics to 18.7% for African American. From 2005-06 to 2007-08, non-special education students experienced no significant gains. 																
Grade 10	2008 HSA English Results																					
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**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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English HSA (Continued)	<p><u>Grade 11</u></p> <ul style="list-style-type: none"> Overall HSA results in English have increased with each administration of the test, from 64% who had passed in 2007-2008 to 79.5% in 2008-2009. <table border="1" data-bbox="380 477 968 631"> <tr> <td data-bbox="380 477 676 553">Grade 11</td> <td data-bbox="676 477 968 553">2008 HSA English Results</td> </tr> <tr> <td data-bbox="380 553 676 631">Students Who Have Taken the Test</td> <td data-bbox="676 553 968 631">79.5% passing</td> </tr> </table>	Grade 11	2008 HSA English Results	Students Who Have Taken the Test	79.5% passing	<p><u>Grade 11</u></p> <ul style="list-style-type: none"> African-American students made the largest gains from 2005 to 2008 from 52.4% to 65.2%. There were no losses from the previous year. From 2007-08 to 2009 special education made the smallest gain of 2.9%.
Grade 11	2008 HSA English Results					
Students Who Have Taken the Test	79.5% passing					
Reading/English – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed lowest on identifying and explaining the author’s/text’s purpose and intended audience (59% below level) and summarizing and paraphrasing (65% below level). <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Most students are performing well with 7/10 objectives being met with 70% or higher. Students performed especially well on word structure and vocabulary (93%), and drawing inferences/conclusions (86%). 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall all students performed poorly on Reading Benchmark 1. African American, white, and FARM student performed at about 30%, while SPED dropped to 13%. This performance carried through with the summarizing and paraphrasing objective, with all groups performing at fewer than 35%. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> White (58%) and FARM (53%) students out performed African American (29%) and SPED (30%) students. Objective 2A3A Understanding and Identifying the Organizational Pattern of a Text continues to be a weakness for students. 				
Reading/English – Benchmark assessment #1 (Continued)	<p><u>Grade 8</u></p> <p>Overall the students performed very well achieving at or above expectation on all ten objectives. A particular strength was word structure and determining the meaning of words (94%), and identifying explaining information directly stated in the text (83%).</p>	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> The African American (39%) and SPED (20%) subgroups showed weakness in analyzing organizational patterns. On the other hand, the white (68%) and FARM (63%) students performed far better with the same objective. 				

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Reading/English – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall, only 41% of students performed at or above expectation on the benchmark. Our students performed well in the following areas: drawing conclusions and making generalizations (91%), analyzing conflict and events in the plot (89%), and using context clues to determine word meaning (87%). On the other hand, they did poorly with identifying and explaining main idea (42%) and identifying and explaining the relationship between and among characters, setting, and events (35%). 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall, our students performed poorly on Benchmark 2. All students performed at 41%, and there was a measurable gap between our white (46%) and African-American (29%) students, with a 17 point gap. Our SPED population performed at 38%, while FARM students only performed at 27%.
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall 60% of students performed at or above expectation on Reading Benchmark 2. The performance data indicates a strong performance in vocabulary skills with identifying relationships between words (92%) and analyzing word structure and the meaning of words (87%). Furthermore, they performed well on directly stated information (81%), characterization (77%), and identifying point of view (77%). 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Data for this benchmark indicates a gap between our white students (65%) and African-American (39%) which is a 26 point performance gap. FARM students performed well in comparison to other students at 56%; however, SPED performed at only 20%.
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> 44% of all 8th grade students performed at or above expectation on all standards on Reading Benchmark 2. At least 90% at or above expectation in the following areas: Analyzing word structure (95%) and using context clues to determine word meaning (91%). At least 75% of our students performed at or above expectation on analyzing how language choices create style/meaning (77%). Unfortunately, they performed much worse on drawing inferences and conclusions and making generalizations (49%), and analyzing poetic elements (52%). 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> A substantial performance gap exists between white students (49%) and African-American students (28%) creating a performance gap of 21 points. While the FARM students performed at 38%, the SPED students had no success with benchmark at 0%.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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English 10 Benchmark assessment	<ul style="list-style-type: none"> • During the 2008-09 school year, 29% of all students scored proficient on the English Benchmark. • During the 2008-09 school year, 33% of white students and 28 % of FARM students scored proficient on the English Benchmark. • During the 2008-09 school year, only 15% of African American and 0% of special education students scored proficient on the English Benchmark. 	<ul style="list-style-type: none"> • During the 2008-09 school year, 50% of 10th grade English students demonstrated the ability to monitor understanding while reading, viewing, and or listening to a text on the English Benchmark. • During the 2008-09 school year, 40% of African American 10th grade English students demonstrated the ability to monitor understanding while reading, viewing, and or listening to a text on the English Benchmark. • During the 2008-09 school year, 54% of white 10th grade English students demonstrated the ability to monitor understanding while reading, viewing, and or listening to a text on the English Benchmark. 																				
Math – MSA	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Overall MSA results generally increased from 63% to 78.8% over a period of three years. <table border="1" data-bbox="384 849 970 993"> <thead> <tr> <th>Grade 6</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>19.0%</td> </tr> <tr> <td>Proficient</td> <td>59.5%</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	19.0%	Proficient	59.5%	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • There is an average difference of 25% between the number of proficient students in the African American and white subgroups. Although there has been improvement in special education proficiency from 2005 to 2008, a large gap still exists between special education and the entire student population. <table border="1" data-bbox="1215 941 1822 1273"> <thead> <tr> <th>Grade 6 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>58.8%</td> </tr> <tr> <td>White</td> <td>83.3%</td> </tr> <tr> <td>Special Education</td> <td>54.5%</td> </tr> <tr> <td>Regular Education</td> <td>82.2%</td> </tr> <tr> <td>FARM</td> <td>81.3%</td> </tr> <tr> <td>Non-FARM</td> <td>76.9%</td> </tr> </tbody> </table>	Grade 6 Student Group	2008 MSA Results	African American	58.8%	White	83.3%	Special Education	54.5%	Regular Education	82.2%	FARM	81.3%	Non-FARM	76.9%
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**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Math – MSA (Continued)	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Although scores were variable from year to year, the net result is a decrease of 7.7% over a period of three years. <table border="1" data-bbox="384 444 970 589"> <thead> <tr> <th>Grade 7</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>3.2%</td> </tr> <tr> <td>Proficient</td> <td>55.9%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	3.2%	Proficient	55.9%	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> While the gap between African American and white students has remained fairly consistent, the gap between the Special Education and the non-special education groups has narrowed from 45% to 20%. <table border="1" data-bbox="1278 498 1890 833"> <thead> <tr> <th>Grade 7 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>35.0%</td> </tr> <tr> <td>White</td> <td>67.1%</td> </tr> <tr> <td>Special Education</td> <td>41.7%</td> </tr> <tr> <td>Regular Education</td> <td>61.7%</td> </tr> <tr> <td>FARM</td> <td>56.4%</td> </tr> <tr> <td>Non-FARM</td> <td>61.1%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	35.0%	White	67.1%	Special Education	41.7%	Regular Education	61.7%	FARM	56.4%	Non-FARM	61.1%
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**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Math – MSA (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> Overall MSA results have increased from 27% to 49.4% over a period of five years. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Grade 8</th> <th style="text-align: left;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>6.6%</td> </tr> <tr> <td>Proficient</td> <td>41.8%</td> </tr> </tbody> </table>	Grade 8	2008 MSA Results	Advanced	6.6%	Proficient	41.8%	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> White students have shown a statistically insignificant drop from 77.5% in 2005-06, 77.8% in 2006-07, and 73.7% in 2007-08. African American scores have fluctuated significantly from 56.3% in 2005-06, 37.5% in 2006-07, and 72.7% in 2007-08. Regular education scores have stagnated from 2005-06 at 78% to 75.8% in 2006-07, and then settled at 77.1% in 2007-08. However, SPED has shown more fluctuation in scores from 37.5% in 2005-06 to 11.1% in 2006-07, and showing drastic improvement in 2007-08 with a score of 25%. Non-FARM students have shown a decline in growth: 81.3% in 2005-06, 76.5% in 2006-07, 76.7% in 2007-08. Similarly FARM students have fluctuated as much as other subgroups from 62.9% in 2005-06 to 56.3% in 2006-07 and a modest drop to 64.5% in 2007-08. The achievement gap between the African American and white students has improved from 30% to 3.2%. African American proficiency has improved 20.5% from 2005 to 2008. The gap between special education and non-special education has increased from 26.6% to 39.3. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Grade 8 Student Group</th> <th style="text-align: left;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>72.7%</td> </tr> <tr> <td>White</td> <td>73.7%</td> </tr> <tr> <td>Special Education</td> <td>25.0%</td> </tr> <tr> <td>Regular Education</td> <td>77.1%</td> </tr> <tr> <td>FARM</td> <td>64.5%</td> </tr> <tr> <td>Non-FARM</td> <td>76.7%</td> </tr> </tbody> </table>	Grade 8 Student Group	2008 MSA Results	African American	72.7%	White	73.7%	Special Education	25.0%	Regular Education	77.1%	FARM	64.5%	Non-FARM	76.7%
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**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Algebra HSA	<p><u>Grade 12</u></p> <ul style="list-style-type: none"> The percentage of students passing the HSA/MSA for Algebra is inconsistent. From 2002 to 2004, the percentage of students passing increased from 52.4 % to 64.7%. They then dipped to 57.8% in 2005. They rebounded to around 70% for the next two years before dipping again in 2008 (60.95 passing). <table border="1" data-bbox="384 537 972 769"> <tr> <td data-bbox="384 537 678 615">Grade 12</td> <td data-bbox="678 537 972 615">2008 HSA Algebra Results</td> </tr> <tr> <td data-bbox="384 615 678 693">Students who have taken the test grade 10</td> <td data-bbox="678 615 972 693">71.0% passing</td> </tr> <tr> <td data-bbox="384 693 678 769">Students who have taken the test grade 11</td> <td data-bbox="678 693 972 769">77.0% passing</td> </tr> </table>	Grade 12	2008 HSA Algebra Results	Students who have taken the test grade 10	71.0% passing	Students who have taken the test grade 11	77.0% passing	<p><u>Grade 12</u></p> <ul style="list-style-type: none"> Over the last three years, the achievement gap between African American and white students has widened for the Algebra HSA. It went from 25.6 % in the 2005-2006 school year to 44.7% in the 2007-2008 school year. The FARM gap has also widened but is not as pronounced as the gap between African American and white students. It was 1.9% in the 2005-2006 school year and has widened to 30.1% in the 2007-2008 school year. The SPED gap varies from year to year. It was 40.2% in 2005-2006, 29.5% in 2006-2007, and then 55.7% in 2007-2008.
Grade 12	2008 HSA Algebra Results							
Students who have taken the test grade 10	71.0% passing							
Students who have taken the test grade 11	77.0% passing							
Math/Algebra 1 Part One– Benchmark assessment #1	<ul style="list-style-type: none"> Students performed lowest on extending patterns and functional relationships (10% proficient). They did better representing patterns in tables, graphs, and/or expressions (60% proficient). 	<ul style="list-style-type: none"> This group of students was so small, we could not draw conclusions about any subgroups. Our one proficient student was white. 						
Math/Algebra 1 Part One – Benchmark assessment #2	<ul style="list-style-type: none"> Students did well extending patterns (73% proficient.) The weakest area was solving and graphing linear equations (only 33% proficient.) 	<ul style="list-style-type: none"> None of the FARM students were proficient on this benchmark. Our other subgroups were too small to use for disaggregated data. 						
Algebra1 Part One Benchmark assessment #3	<ul style="list-style-type: none"> Students were weak in both standards involving writing, solving, graphing linear equations (7% or 1 student proficient) and representing patterns in graphs and tables (20% or 3 students proficient.) 	<ul style="list-style-type: none"> None of the FARM students were proficient on either standard. Our other subgroups were too small to use for disaggregated data. 						
Algebra 1 Part Two--Benchmark assessment #1	<ul style="list-style-type: none"> Students were weakest in writing and graphing linear equations (27% proficient) and finding and interpreting the line of best fit (31% proficient.) 	<ul style="list-style-type: none"> There was a gap of 14 points between the African American students and white students. There was a gap of 12 points between the general population and the SPED population. 						
Algebra1 Part Two- Benchmark assessment #2	<ul style="list-style-type: none"> Student had strength in calculating theoretical probability (60% proficient.) The weakest area was solving systems of equations (17% proficient.) 	<ul style="list-style-type: none"> There is only an 8% gap between African American students and white students. There was a 4% gap between SPED students and the general population. 						

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Algebra 1 Part Two--Benchmark assessment #3	<ul style="list-style-type: none"> • Students did well interpreting graphs of non-linear functions (68% proficiency). The weakest area was using measures of central tendency. 	<ul style="list-style-type: none"> • Our FARM students did better than the group as a whole in areas such as representing patterns, (9% more students) interpreting graphs of nonlinear functions (6% more students), and misuse of statistics (7% more students) . Our African American students had the lowest percentages: only 17% proficient in applying formulas and using matrices and only 17% proficient in using measures of central tendency.
Algebra 1 Full Year-Benchmark assessment #1	<ul style="list-style-type: none"> • Students performed lowest on describing graphs of non-linear functions. (16% proficient). They did better on determining the equation of a line and solving linear equations (81% proficient). 	<ul style="list-style-type: none"> • There is a 45% gap between white and African American students. There is a smaller gap of 19% between white and FARM students.
Algebra 1 Full Year--Benchmark assessment #2	<ul style="list-style-type: none"> • Students did well solving linear inequalities (76% proficient.) The weakest area was representing patterns in graphs and tables (only 52% proficient). 	<ul style="list-style-type: none"> • Once again the percentage of proficient white students (66%) is twice that of the African American students (33%). There is a smaller gap of 10% between white and FARM students.
Algebra1 Full Year-Benchmark assessment # 3	<ul style="list-style-type: none"> • 56% of the students were at expectation with at least 55% at expectation in each of the five indicators assessed. The strongest of these was using measures of central tendency at (74%). 	<ul style="list-style-type: none"> • The trend continues with roughly one-third of the African Americans proficient (40%, 33%, and 33%), and the white students' proficiency percentage has fallen from 85% to 62% to 61% for the three benchmarks.
Science grade 8	<ul style="list-style-type: none"> • 30% Basic • 67.4% Proficient • 2.2% Advanced • We outscored the county in proficient and advanced by 15%. We outscored the state by 8.2%. 	<ul style="list-style-type: none"> • No disaggregated data available.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Biology Benchmarks	<ul style="list-style-type: none"> • On Benchmark #1, students scored 22% proficient. • On Benchmark #1, 12% of our students recognized dependent and independent variables. • On Benchmark #2, 46% of students performed at proficient level. • On Benchmark #2, 42% of students recognized the difference between asexual and sexual reproduction. 	<ul style="list-style-type: none"> • On Biology Benchmark #1, the achievement gap between African American students and all students is 18%. The achievement gap between FARM and all students is 8%. The achievement gap between non-SPED and SPED subgroups is 22 %. • On Benchmark #1, the FARM subgroup exceeded the overall percentage by 2%. For this indicator, the African American group performed as well as the overall group. Special education outperformed other subgroups overall by 26%. • On Benchmark #2, the achievement gap between African American and all students is 24%. The achievement gap between FARM and all students is 12%. The achievement gap between Non-SPED and SPED subgroups is 46 %. • On Benchmark #2, the FARM and SPED students were 4% below all students. African Americans had an achievement gap of 12 % when compared to all students.
Government Benchmarks	<ul style="list-style-type: none"> • Overall on Government Benchmark #1, 83% of students scored below expectation. Students tend to score highest on understanding the balance between protecting rights and maintaining order (69%). Students scored lowest on understanding the structure and function of government and politics in the United States (17%). 64% of students were below expectation understanding the founding documents. • Overall on Government Benchmark #2, students performed higher on this assessment than Benchmark #1 with 42% proficient. 	<ul style="list-style-type: none"> • On Government Benchmark #1, African Americans and SPED students are scoring considerably lower (0%) than other subgroups. FARMS students scored higher than these subgroups (14%) and white students scored higher than other subgroups (21%). African American and special education students scored the lowest percentages in understanding the founding documents at 9% and 0% respectively. There is a smaller gap between the white and FARM students at this time (44% and 28% respectively). • On Government Benchmark #2, African American and SPED students increased proficiency to 5% and 14% respectively from Benchmark #1. FARM and white students both increased proficiency from Benchmark #1 to 28% and 37% respectively and there still exists a gap between these subgroups and the African American and SPED subgroups of 20% or greater. No greater than 28% of either subgroup showed proficiency on government concepts as measured by the Benchmark #2.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
College Board SAT	<p><u>Number of Test Takers</u></p> <ul style="list-style-type: none"> Overall the number of graduating seniors taking the SAT Reasoning Test has increased almost each year: beginning with 35 in 2003-4, 39 in 2004-5, 40 in 2005-6, 38 in 2006-7, and finally 47 in 2007-8. 2007-8 was the only recent year that any students have taken the SAT Subject Tests; it was taken in error and the data should be discounted. The number of students taking the AP Test has remained mostly consistent with 16 students in 2003-4 and 2007-8, but a slight drop in the intervening years with a low of 9 in 2006-7. <p><u>SAT Reasoning Scores</u></p> <ul style="list-style-type: none"> Test scores for the SAT Reasoning Test have not fluctuated greatly over the last 5 years in any of the three subjects. It should be noted that this average is below the county average, and well below the state average of 490s for 2006 through 2008. <ul style="list-style-type: none"> Critical reading has ranged from 472 to 436, a 36 point difference. Math ranged from 479 to 427, a 52 point difference. Beginning in '03-'04 through '07-'08, there has been a steady decline in the Mathematics Mean score. The highest score was 479 in '03-'04 and the lowest was 427 in '07-'08. <p><u>AP Performance and Participation</u></p> <ul style="list-style-type: none"> The number of students taking AP tests over the last five years averages to about 17. It peaked with 22 in 2003-04 and bottomed out with 10 in 2006-07. Passing rates for the AP Tests have not been a consistent percent of the overall test takers with a range from 7% in 2004-05 to 80% percent in 2008-07, the year with the fewest test-takers. The number of passing students is nearly consistent despite the varying number of test takers with a mode for students passing as 7 students with another year with 6 passing, and a max passing year of 8, ironically during the year the fewest students took the test 2006-07. The outlier was 2004-05 with 1 student passing. 	<p><u>Number of Test Takers</u></p> <ul style="list-style-type: none"> There were 11.1% fewer African-American test takers in '07-'08, while there were 23.1% more white test takers. <p><u>SAT Reasoning Scores</u></p> <ul style="list-style-type: none"> From 2001-2008, there has been a very large gap in the Mean Mathematic score for African-Americans and whites (ranging from 38 points to 106 points difference and most recently 89 points); likewise, the performance gap between AA and white students on the Mean Verbal score is large (ranging from 47 points at its lowest to 95 points at its most pronounced and most recently 61 points difference). There was a much larger decrease in the African-American math score from last year (38 points/10%), than the white math score (2 points/less than one half percent). African American students have begun to improve according to 2007-08 results, closing the achievement gap between this subgroup and white students by 30 points.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Student Attendance	<ul style="list-style-type: none"> • The number of extended absences for all students absent more than 20 days dropped significantly from 2005-06 to 2007-08 from 14.4% to below 10%. • There has been consistent improvement in overall attendance rate for the past three school years--2005-06 (92.8%); 2006-07 (93.9%); 2007-08 (94.1%). 	<ul style="list-style-type: none"> • There is no significant change for SPED and FARM students' attendance, but the percent of SPED and FARM students with extended absences has decreased from 17.4 and 25.4 respectively during the 2005-06 school year to 8.2 and 16 in 2007-08. • In 12th grade, there is a significant drop in the percent of students with extended absences from 20.7% in 2005-06 to 10.7% in 2007-08; 8th grade also dropped by almost 10%, from 17.3% to 7.6%, in 2007-08. • The African American attendance rate stayed about the same from 2005 through 2006-07 school years, but has increased in 2007-08 by 3%. • The percentage of females absent decreased from 2005-06 by almost half by the 2007-08 school year (15.2% to 8.6%). Overall, attendance for this group has improved from 2005 rates by 2% in 2007-08. • Seventh graders in 2005-06 have maintained approximately a 93% attendance rate through their current tenth grade year (2007-08).

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Graduation Rate	<ul style="list-style-type: none"> Overall, our graduation rate has fluctuated, but it is on the increase as of late. For example, in 2002-03 the rate was 93%, dropping to 91% in 2003-04, dropping again to 89.3% in 2004-05, and bottoming out at a low 87% in 2005-06. It began to increase with 90.5% in 2006-07, and an all-time high of 93.9% in 2007 -08. 	<ul style="list-style-type: none"> As for our African American population they have shown a pattern similar to the overall population. They began with a very strong 100% in 2002-03, dipping and remaining at 87.5% from 2003 to 2005, finally hitting a low of 84.6% in 2005-06. This subgroup began an upturn in 2006-07 with a 93.8%, and hitting a very respectable 95.5% in 2007-08. In contrast, white students have remained relatively steady with a 91.2% in 2002-03, 91.9% in 2003-04, a slight dip to 89.9% in 2004-05 hitting a low of 87.1% in 2005-06. They began a slight increase with an 89.8% 2006-07 and a high of 93.4% in 2007-2008. When comparing regular education students to special education students, the graduation rate shows inconsistent patterns. Regular education students started with a 93.7% in 2002-03, dropped to 90.4% in 2003-04, dropped again to 89% in 2004-05, and hit a low 86.7% in 2005-06. As with previous data, they began to increase with an 89.6% in 2006-07 and a high of 94.4% in 2007-08. Special education students, on the other hand, showed more fluctuation in their graduation rates. They began with an 87.5% in 2002-03, hit a perfect 100% in 2003-04, stagnated with a 90% in 2004-06. Again, they hit a perfect 100% in 2006-07 before dropping to an 87.5% in 2007-08 equal to our first year of data. There is a significant difference between FARM and non-FARM. Non-FARM students stay in the 90% range for all years of record keeping. They began with 93.2% in 2002-03, dropped to 91.7% in 2003-04, increased again to 94% in 2004-05, and drop again to 92.6% in 2005-06. They increase to 93.9% in 2006-07 and hit a high of 97.8% in 2007-08. Unfortunately, the FARM students have not achieved consistently. They began with a 91.7% in 2002-03, dropped to 88.9% in 2003-04, dropped again to 76.9% in 2004-05, plummeting to a low of 63.2% in 2005-06. They began to increase at 78.3% in 2006-07 and stayed on the right track with 80% in 2007-08.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Dropout Rate	<ul style="list-style-type: none"> Overall, our dropout rate has shown some fluctuation with a recent trend toward lowering our dropout rate. Dropout rate began with a 2.6% in 2002-03, increased to 3.7% in 2003-04, dropped to 1.4% in 2004-05, and then increased again to 2% in 2005-06 before dropping to 1.1% in 2006-08. 	<ul style="list-style-type: none"> In comparing our African American and white students the data shows some fluctuation and discrepancies. African American students began with a 2.4% in 2002-03, increased to 4.5% in 2003-04, then had a 0% in 2004-05. They then hit a 3.3% in 2005-06, dropped to 1.9% in 2006-07, and finally decreased to .9% in 2007-08. Similarly, white students have also shown some fluctuations with an overall downward trend. They start with a 2.7% in 2002-03, rising to a 3.5% in 2003-04, dropping to a 1.8% in 2004-05, dropping again to 1.7 in 2005-06, and yet again to .9% in 2006-07. Unfortunately, white students showed a slight rise of 1.1% in 2007-08. Special education students have fluctuated while showing a zero percent for over half the years recorded. They began with a high 4.7% in 2002-03, improving to a 0% for the next 2 years. They then increased to a 2.2% in 2005-06, then again to 3.9% in 2006-07 before again achieving the perfect 0% in 2007-08. Regular education showed greater fluctuation in their dropout rates. They began with 2.3% in 2002-03, increased to 4.1% in 2003-04, dropped to 1.5% in 2004-05, increased slightly to 2% in 2005-06, dropped to a very respectable .7% the following year before rising slightly to a 1.1% rate in 2007-08. Finally, non-FARM students are consistently doing better in terms of dropout rate when compared to FARM students. Non-FARM students had a rate of 2% in 2002-03, increased slightly to 2.7% in 2003-04, dropped to .7% in 2004-05, dropped again to .3% in 2005-06, making a slight increase of .9% in 2006-07 before dropping to an acceptable .6% in 2007-08. In comparison the FARM students were less successful. They had a rate of 4.3% in 2002-03, increased to 6.2% in 2003-04, made a drop to 2.9% in 2004-05, increased to 6.2% in 2005-06, achieved a significant decrease to 1.4% in 2006-07, and an insignificant increase to 1.9% in 2007-08.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Office Referrals	<ul style="list-style-type: none"> • The total number of office referrals increased by 700 from 2002-2008. The top three referrals (on average for all students) for the 2007-08 school year as well as in past school years were: tardiness, classroom disruption and failure to stay for detention (first through third, respectively). • There has been a decrease in referrals for fighting/physical attacks from 2005-2008 (50; 44/38; 28 respectively). • The number of referrals for failure to stay for detention has increased from 110 in 2005-06 to 238 in 2006-07 (a 46% increase) and then decreased by 23.5% from the previous year's totals to 182 incidents in 2007-08. • There is a significant increase in incidents of disrespect from 2005 (69) to 2008 (107). • The number of suspension days resulting from an office referral decreased from 1139 in 2005 to 579 in 2007-08. 	<ul style="list-style-type: none"> • The number of referrals for tardiness remained about the same in 2002 through 2008 for white females (between 122-140 office referrals each year). • There is a considerable increase in tardiness referrals (approx. 35) for African American females from the 2005-06 school year to the 2007-08 school year (77, 113, and 112 respectively). • The number of office referrals for portable communications devices for white males and white females has increased steadily from 2005-2007 totals to 2007-2008 (25/24; 21/20; 49/30 respectively).
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> • The number of suspension days for all students dropped from 1139 in 2005-06 to 892 in 2006-07 and 579 in 2007-08. This results in a 6.2% decrease in the number of students suspended from 2005-06 to 2007-08. • Of our 2005-2008 top five suspension totals: • Inciting/Participating in disturbance, physical attack, and fighting are violent incidents that affect school climate. • Insubordination, classroom disruption, vulgar language, and disrespect suspensions are incidents which affect instruction. 	<ul style="list-style-type: none"> • Grade 9 in 2005-06 totals dropped consistently through the 2007-08 school year (297, 125, 102 respectively) • Suspension days consistently peak in grades 9 and 10 from 2005-2008. • African American subgroup suspension rate is typically higher than other subgroups. (40%, 45.4%, 31.7% from 2005-06 to 2007-08).
Climate—Conflict Resolution/CARES	<ul style="list-style-type: none"> • During the 2008-09 school year, the conflict resolution teacher has seen 211 different students alone or in tandem with our SRO. 211 students represent 31% of the student population at MMHS. 	<ul style="list-style-type: none"> • There is no disaggregated data available at this time.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Parent Involvement	<ul style="list-style-type: none"> • This year, we had a parent representative on our ILT. The principal also held several Parent Advisory Committee meetings this school year. Thirty parents and students attended our MSA Math/Reading night; however, one parent attended our HSA Night. Our Family Literacy Night drew a crowd of observers and participants. There were 25 tickets distributed to those students, staff and community members in attendance and there were 18 student readers and 6 staff/adult readers. We did not hold a Time Flies Workshop for students who were frequently late to school, though the Dean of Students meets frequently with these students and cooperative discipline is used to remediate this behavior. We are also currently pursuing a community partnership with the Westside Historical Society. 	<ul style="list-style-type: none"> • There is no disaggregated data available at this time.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - MSA Reading, grade 8, there is almost a non-existent minority achievement gap, but the scores of white students dropped by 10%; from grade 6-8, students constantly improve from 52%, to 60%, to 72%.
 - Overall student attendance is one strength. Our attendance is consistently above state requirements for AYP.
 - HSA English grade 10, SPED students made the largest gain from 2005 to 2008 from 15.3% to 17.8%.
 - HSA English grade 11, African American students made the largest gains from 2005-08 from 52.4% to 65.2%.

2. Describe any trends in the areas of strength.
 - Student achievement continues to improve overall, even with some fluctuations among subgroups. There are at least modest gains from year to year.
 - Sixth grade MSA Math scores are consistently high. They increased from 63% to 78.8% over three years (2005-2008).

3. Describe areas of need that exist through most or all data sources or grades.
 - The number of students who display proficiency on county benchmarks needs to improve in all areas.
 - In SPED, grade 8 students dropped significantly in 2007-08 when compared to the same group in previous years (2005-06, 2007-08 SY).
 - There are not enough students moving from proficient to advanced on state assessments (MSA Reading and Math).
 - Our African American subgroup consistently performs lower than other subgroups.
 - Our SPED and FARMS subgroups often perform lower than other subgroups.

4. Describe any trends in the areas of need.
 - Overall, student performance on county benchmarks does not reflect student performance on state assessments.
 - On the 2005-2008 MSA Math, the percentage of student scoring proficient or advanced is larger in the sixth grade than in the seventh; the percentage of students scoring proficient in seventh is larger than eighth.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

<i>School Improvement 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 plan and implement lessons aligned with content standards and the Voluntary State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. Because of our unique situation, our teachers are accustomed to working with groups that are more heterogeneous than homogeneous. Examples: Collaborative groups, student choice in work/text based on interest, literature circles. • ILT will arrange for professional development on rigor, relevance and relationships in order to help teachers become more comfortable with questioning and differentiation as they apply to higher order thinking skills. • Teachers will assess student progress in meeting content standards at the indicator level. A variety of assessments, formal and informal, should be used. These assessments should include teacher created assessments modeled after MSA, HSA, and benchmark assessments. • Teachers will modify instructional strategies and/or pacing based on assessment results. • Teachers will provide more challenging reading materials in content areas. Teachers will use available online educational databases, educational magazines, as well as county approved texts. 	2
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process.</p> <ul style="list-style-type: none"> • Content area teachers will participate in vertical team meetings (PLCs) throughout the school year. • During vertical team meetings, teachers will examine and analyze student work in an effort to improve student performance and instructional practices. • During vertical team and grade level meetings, teachers will examine and analyze data (MSA, HSA, SAT, SRI, Benchmark assessments and classroom assessments) as it becomes available throughout the school year. • Each team will have a member on the Instructional Leadership Team who will share findings during ILT meetings. • Professional development coaches will be asked to provide professional development on specific skills and/or strategies identified by the vertical teams and/or ILT. Professional development will occur during professional days, team planning, and vertical team planning. As we do not have a reading professional development coach at this time, we have not discussed this plan with a coach. In the past, our coaches have been very willing to give professional development during the above times. 	2

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in all classes.</p> <ul style="list-style-type: none"> • Teachers will engage students in the use of before, during and after reading strategies in literary and informational text as shown in the Voluntary State Curriculum and core learning goals. • Teachers will provide students with multiple opportunities to write in response to reading to assess learning in the form of BCRs; each content area teacher will address the specialized rubrics and requirements for his/her discipline. • Teachers will model the use of graphic organizers designed to help students combine textual evidence into their responses. • Provide students with two literature-based assemblies, one in the fall and one in the spring: fall children’s author or illustrator—TBA; spring children’s author or illustrator—<u>Joseph Bruchac</u> (to be split with Salisbury Middle School) 	2
<p>A4 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Vertical teams will analyze MSA and HSA data as well as informal data (student work) collected in classrooms to direct reading instruction. • Teachers will use current assessment measure like lexiles from SRI and Benchmarks to analyze student progress and drive classroom instruction. 	4
<p>A5 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Teachers will engage student in the use of problem solving utilizing strategies outlined in the curriculum guides. • Teachers will provide students with multiple opportunities to participate in the problem solving process and complete associated BCRs. • Science vertical team will implement a format for scientific method to be used at all grade levels. • Teachers will assess student progress in meeting content standards at the indicator level. A variety of assessments, formal and informal, should be used. Teachers will create classroom assessments in preparation for county benchmark assessments as well as state mandated tests (MSA Math and Science and HSA Algebra). 	2
<p>A6 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Middle school content area teachers will utilize data from a computer assessment to evaluate students’ skill mastery and make instructional decisions. • All content area teachers will utilize data from the state and county assessments using the EduSoft database. 	4

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA and, as appropriate, the Algebra HSA.</p> <ul style="list-style-type: none"> • Teachers will use the materials available on MSDE website. • Teachers will use BCR booklets for MSA to examine student work for continued success or the need for improvement. • Teachers will analyze student work on the provided algebra assessments in an effort to improve student performance. Teachers will use items provide by MSDE as well as problems they have created; they will maintain professional integrity and avoid teaching actual test items. 	4
<p>A8 Implement appropriate remediation initiatives for students who have not been successful on HSAs as a graduation requirement.</p> <ul style="list-style-type: none"> • Staff will provide afterschool tutoring for students who need remediation on HSAs. • The principal and BRIDGE coordinator will identify and then meet with students who have taken, but not passed an HSA two or more times. They will create an Individual Learning Plan and meet with the parent and student to review options. Options include: attend after school tutoring and/or HSA remediation; attend Saturday BRIDGE/ HSA tutoring sessions; enroll in Algebra and/or English HSA remediation class; enroll in Evening High School HSA remediation; complete a BRIDGE project (only offered to students with a minimum competency score after one or more retake in either HSA tested area). These students will be assigned a BRIDGE project monitor, a highly qualified teacher in the HSA tested area, who will meet daily or weekly with the student during teacher planning time and/or student study hall period. The principal will meet with the BRIDGE monitors both formally and informally for status reports. Each BRIDGE monitor will turn in completed project(s) to the BRIDGE Cordinator who completes required paperwork and sends the project to be evaluated at the Board of Education. • Special education teachers on the middle school level are utilizing reading programs in an effort to increase students' reading abilities to prepare students for High School Assessments. • High school PD coach is working with teachers to improve classroom instruction. 	3
<p>A9 Utilize technology to enhance student learning and to perform administrative tasks.</p> <ul style="list-style-type: none"> • Math PD coach and classroom teachers will use graphing calculators and the Navigator System. • Teachers will use Turning Point to assess targeted objectives. • Teachers will use mobile laptop labs to encourage student engagement. • Teachers will use features of electronic gradebook to regularly provide students and parents with feedback. • Teachers will use Edusoft program including the teacher tools to improve and direct instruction. • Teachers will use content-related programs to extend and supplement instruction. • Teachers will use cooperative discipline software to record parent and student contacts. • Teachers will participate in science inquiry training with Ed Roebeck and students from science education classes. 	16

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>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.</p> <ul style="list-style-type: none"> • Middle school students will perform labs using virtual labs. • Science teachers will plan instruction using explicit instruction techniques. • Science teachers will use MSDE science tool kit online. 	2
<p>A11 Teachers will use technology to enhance lessons, differentiate instruction, increase rigor and relevance and increase communication with the community.</p> <ul style="list-style-type: none"> • Technology Resource Coach will offer technology in-service during middle school team meetings, professional days, vertical team meetings and faculty meetings. As we do not have a technology coach at this time, we have not discussed this plan with a coach. In the past, our coaches have been very willing to give professional development during the aforementioned times. • Technology Resource Coach will meet with individual teachers and plan lessons integrating technology into the teacher’s lesson plans. • Technology Resource Coach will meet with individual teachers to plan for use of Web 2.0 innovation technology tools with their classes. • Technology Resource Coach will meet with individual teachers to create and update classroom wikis and blogs for posting daily assignments and posting student work. • Tech Resource Teacher will continue to offer mini-lessons in available technology. • Teachers will complete a yearly staff survey from the Faculty Advisory Committee/ILT to target specific needs in area of professional development. 	2

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement Priority B: Improve student attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze dropout statistics and graduation rate data.</p> <ul style="list-style-type: none"> • The ILT will monitor graduation rate data as provided by administration. Use X2 program function that generates graduation rate status by cohort. • Middle school teams will identify students who would benefit from participation in the Peer Mentoring program. • Teachers will have access to professional materials regarding Developmental Assets. 	9
<p>B2 Review and analyze student attendance data.</p> <ul style="list-style-type: none"> • The ILT will identify areas of need using student attendance data as provided by administration. 	9
<p>B3 Improve student graduation rate and reduce the dropout rate.</p> <ul style="list-style-type: none"> • A peer mentoring program will be implemented and monitored. At risk middle school students will be paired with high school students who are shown to be positive role models • Faculty members, students, community members will nominate deserving students for the FAME Awards (Fantastic Achievement of Mardela Excellence) and Student of the Month Awards. • The Student Services Team will establish attendance goals for individual students, grade levels, and the school, providing incentives to help ensure that goals are met. The PBIS Team has initiated Super Student Sweepstakes drawings at lunch; participation is based on attendance and grades. • The administrative assistant will monitor daily student attendance and ensure accurate attendance data collection. • The home-school liaison (in conjunction with Parent Link) will ensure that all parent/guardians are notified following unexcused absences by calling to notify and/or inquire about a student’s absence. The home-school liaison may also make other appropriate efforts to contact the home regarding absence. • The guidance department will schedule conferences with students and/or parents/guardians to discuss attendance issues. Include administrators, counselors, and teachers as appropriate. • The administrative assistant will send attendance notification letters after 5 and 9 days of unexcused absences as well as notify a pupil personnel worker of these letters. • Teachers and Administration will communicate and collaborate with staff/parents/students regarding attendance initiatives and procedures. • The principal and attendance committee will involve classroom teachers as the first proactive attendance intervention. Teachers will keep accurate attendance and call home after an extended absence to ask how we might help the student complete make-up work. • The home-school liaison, guidance, and administration will identify attendance and behavior issues early and intervene by addressing underlying concerns and issues when necessary and making appropriate services available or referrals to outside agencies when necessary. 	9

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement Priority B: Improve student attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<ul style="list-style-type: none"> • The home-school liaison will utilize the Truancy Reduction Program that has been established through the circuit court when all other school-based efforts have failed. • The Dean of Students will make adjustments to student schedules when appropriate assist in transitioning the student back into a successful school setting. County-wide recommendations are pending. • The Student Services Team will address the needs of at-risk students. • The Educational Support Advisor will continue working with at-risk students. • Administration and the ILT will pursue support to implement an afterschool program for at-risk students in grades 6 through 9. 	
<p>B4 Improve student attendance rate.</p> <ul style="list-style-type: none"> • PBIS Team will continue to organize awards assemblies to recognize outstanding student achievement and attendance. • The Super Student Sweepstakes will be held during lunch shifts following report cards. Students with outstanding grades and attendance will receive tickets to participate in the sweepstakes. Prizes will be provided that are appropriate for both middle and high school. 	9

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>School Improvement 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"> • Assistant principal will provide student behavior data. 	7
C2 Maintain and implement the school's Crisis Management Plan. <ul style="list-style-type: none"> • The Crisis Management Committee will be responsible for reviewing and revising the plan periodically. • Safety drills will be lead by the administration and the Deputy Resource Officer and conducted with the cooperation between the local law enforcement administrative and Crisis Management Team. • The Director of Student Services will conduct the table-top drill every other year with the entire faculty and staff. 	7
C3 Engage stakeholders in the recognition, promotion, and enhancement of students' strengths using the Developmental Assets. <ul style="list-style-type: none"> • Sixth grade teachers will plan and implement Sixth Grade Transition Day. • Ninth grade teachers will plan and implement Ninth Grade Transition Program. • Faculty and staff will continue to sponsor events such as the back-to-school night. • Review Developmental Assets over the morning announcements at the beginning of school year. • The newsletter will continue to provide parents with information regarding Developmental Assets. • Student forums will meet twice a year to share student ideas and concerns with school leadership. • Data will be shared with students twice a year so that students may participate in goal setting activities. • A new student luncheon will be held quarterly as needed. 	9

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<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 #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Teachers will enter all parent contacts and student discipline in the Cooperative Discipline XP. • Progress reports as well as assessment results will be mailed home to parents. • MSA Math, MSA Reading, and High School Assessment nights will be organized prior to testing so that parents will know what their children are expected to do. • A Creative Writing workshop with Joseph Bruchac which supports and creates interest in a Family Literacy Night will be held to highlight the importance of students' lifelong reading and writing in school as well as at home. • Various activities will be organized and implemented by the School/Community Relations Action Team to help support community involvement. PBIS/ILT will invite the Rachel's Challenge organization to the school for the second year of the Chain Reaction program. There will be large group and small group sessions which support developmental asset building for students, staff and the community. • Teachers will encourage parent involvement through invitations to volunteer for field trips, classroom assistance, coaching, and club/event assistance. 	6

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

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

Date developed May 4, 2009

Date Updated _____

School: Mardela Middle and High				School Year: 2009-2010			
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.) Increase math achievement.							
Desired result(s) for THIS goal: Improve math skills with respect to real world problems.					How will you measure the result(s)? Math benchmark and MSA scores.		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
MSA Math Night (continuing)	2,4	Feb 2010	6-8	Update school website Prepare materials MSA pamphlets to print shop Newsletter insert Staff facilitators Phone calls home	Math PD coach; MS math teachers; Community Relations Committee; ILT	\$800 40% incentives 25% materials 5% printing 5% food 25% teacher stipends	
HSA Night: Algebra and Biology (new)	2, 4	April 2010	9-12	Update school website Prepare materials HSA pamphlets to print shop Newsletter insert Staff facilitators Phone calls home	Math PD coach; HS math and science teachers; Community Relations Committee; ILT	\$400 20% incentives 10% materials 10% printing 5% food 50% teacher stipends	
Any extra funds, supplies, or resources needed for these activities? Incentives, materials, printing, food, and teacher stipends							

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

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

Date developed May 4, 2009

Date Updated _____

School: Mardela Middle and High				School Year: 2009-2010			
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.) Improve reading comprehension.							
Desired result(s) for THIS goal: Improve reading comprehension with respect to literary reading processes.					How will you measure the result(s)? Benchmarks and MSA scores		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
MSA Reading Night (continuing)	2,4	Feb 2010	6-8	Update website Prepare materials MSA pamphlets to print shop Newsletter insert Staff facilitators Phone calls home	Reading PD coach; MS English teachers; Community Relations Committee; ILT	\$800 40% incentives 25% materials 5% printing 5% food 25% teacher Stipends	

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

School: Mardela Middle and High				School Year: 2009-2010			
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.) Improve reading comprehension.							
Desired result(s) for THIS goal: Improve reading comprehension with respect to literary reading processes.					How will you measure the result(s)? Benchmarks and MSA scores		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
Family Literacy Night/Open Mic Program (New to NNPS)	2,4	April 2010	6-12	-Participate in Author Visit, <u>Joseph Bruchac</u> —partnership with Salisbury University and Salisbury Middle School: Creative Writing Workshop (Students will draft original works to be polished and shared at Open Mic Night Event) -Select writing workshop candidates in March -Schedule transportation in March -Schedule writer/reader meetings prior to Open Mic -Advertise in March and April for Open Mic -Write a literacy survey -Invite community partner and parents to read and/or attend Open Mic in March and April -Conduct a literacy survey of participants and attendees	Reading PD Coach; ILT; Community Relations Committee	\$500 total \$200 contracted services (bus transport) \$50 food for Open Mic \$250 Materials/incentives	

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

School: Mardela Middle and High				School Year: 2009-2010			
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.) Improve reading comprehension.							
Desired result(s) for THIS goal: Improve reading comprehension with respect to literary reading processes.					How will you measure the result(s)? Benchmarks and MSA scores		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
HSA Night: English 10 and Government (new)	2, 4	April 2010	9-12	Update school website Prepare materials HSA pamphlets to print shop Newsletter insert Staff facilitators Phone calls home	HS English and history teachers; Community Relations Committee; ILT	\$400 20% incentives 10% materials 10% printing 5% food 50% teacher Stipends	
Any extra funds, supplies, or resources needed for these activities? Incentives, materials, printing, food, and teacher stipends as well as contracted services to transport students to a creative writing workshop.							

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

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

Date developed May 4, 2009

Date Updated _____

School: Mardela Middle and High				School Year: 2009-2010			
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.) Students will learn respect for others; Students will arrive to school and classes on time.							
Desired result(s) for THIS goal: Improve school and community relations and instruct students to show respect for others; Decrease lateness office referrals by 10% per term.				How will you measure the result(s)? Number of office referrals (disrespect and lateness)			
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
Rachel's Legacy, Year 2 Program (new to NNPS Plan)	5	October 2009	6-12	PBIS/ILT will invite the Rachel's Challenge organization to the school for the second year of the Chain Reaction program. There will be large group and small group sessions which support developmental asset building for students, staff and the community. These will be held during and after school. Invite students, staff, community partner, and community to attend: school website, newsletter, radio, personal invites, phone calls	Friends of Rachel advisor(s); ILT; administration;	\$3800 consultant/ program fees full program	

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

School: Mardela Middle and High				School Year: 2009-2010			
GOAL 3--BEHAVORIAL: (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.) Students will learn respect for others; Students will arrive to school and classes on time.							
Desired result(s) for THIS goal: Improve school and community relations and instruct students to show respect for others; Decrease lateness office referrals by 10% per term.					How will you measure the result(s)? Number of office referrals (disrespect and lateness)		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
Time Flies Workshop (continuing)	2,5	One PTA meeting in 2009	Students with lateness referrals 6-12	Time management workshop Alarm Clocks Establishing routines	Dean of Students; Secretary PTA	\$250 materials	
Any extra funds, supplies, or resources needed for these activities? Consultant fees for Rachel's Legacy program. Money to purchase alarm clocks for students frequently late to school.							

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ONE-YEAR ACTION PLAN

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

Date developed May 4, 2009

Date Updated _____

School: Mardela Middle and High				School Year: 2009-2010			
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							
Desired result(s) for THIS goal: Increase community and family involvement					How will you measure the result(s)? Data count of parent/community input		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
Parent Advisory Committee (continuing)	3,6	Every other month	6-8	Get teams to nominate two parents per grade level to serve on this committee Invite parents Meet every other month	Administration; Middle school teams	None	
Recruit a community partner (continuing)	6	Ongoing	6-12	Phone calls/letters	School/Community Action Team	None	

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

School: Mardela Middle and High				School Year: 2009-2010			
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							
Desired result(s) for THIS goal: Increase community and family involvement					How will you measure the result(s)? Data count of parent/community input		
<i>Organize and schedule the family and community involvement activities to support THIS goal.</i>							
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
Thanksgiving Gift Box Food Drive (new to NNPS plan)	4	November 2009	6-12	Announcements in school and in newsletter	School/Community Action Team	\$150 gift certificate for families to purchase a turkey	
Veteran’s Day Program (new to NNPS plan)	4	Week of November 11, 2009		Announcements in the paper and newsletter.	School/Community Action Team	\$150 40% food 50% materials 10% printing	
Any extra funds, supplies, or resources needed for these activities? Food gift certificates and food, materials and printing costs for the Veteran’s Day program.							

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

PROFESSIONAL DEVELOPMENT PLAN:

School: Mardela Middle and High School

Title of program(s): Rigor, Relevance and Relationships: Technology Integration

Beginning Date: August 2009 **Ending Date:** May 2010

Contact person: Lori Batts / Renee Hesson Principal / ILT Chair
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.**
 - Trend data for MSA and HSA shows that our achievement scores in reading and math (as well as HSA tested subjects) have leveled off. Our SAT data shows that our students' math and verbal scores are the lowest in the county.
 - Additionally, trend data shows that an achievement gap still exists between our African American and White students as well as between our general education and special education subgroups.

- 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).**
 - Professional development conducted by a consultant will help our faculty address the needs of all students by help staff to learn how to create lessons that are not only rigorous but also relevant to our students' lives.
 - Professional development sessions focusing on instruction, communication and technology will be delivered afterward by highly qualified staff.
 - Also, our Vertical and Grade Level teams will analyze available data throughout the year, and then with the help of ILT and Professional Development coaches find ways to address our students' needs.
 - Finally, we will continue to offer our teachers the opportunity to learn new ways to incorporate available technology into their lessons.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
 - Technology
 - Differentiation skills
 - Reading across the content areas
 - Higher order thinking skills through questioning techniques

- 4. What action step(s) in the school improvement plan does the professional development address?**
 - A1, A2, A3, A4, A6, A8, A9, A11, C3

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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
<p>Rigor, Relevance and Relationships training (differentiation and higher order thinking skills)</p> <p>Relationships will be added this school year to the Rigor and Relevance framework that was the PD focus in 2008-09. The training will address closing the achievement gap and extending teachers' knowledge and expertise in providing rigorous and relevant instruction which improves overall student achievement on state and county assessments as well as the SAT. While improving instructional practices which target subgroup achievement, the goal is to move all students beyond proficiency. Sessions in August include focuses on instruction, communication, and technology (i.e. <i>Relevance—How to Get your Students to Care through Authentic Tasks; High Standards & Differentiation; Smooth Classrooms - Routines & Management; Dealing with Difficult People; Positive Behavior Interventions and Supports; Keeping Teachers, Students, & Parents Aware; Increasing Student Motivation with Technology</i>). Suggested topics for January include: reading—identifying and analyzing the organizational patterns in texts and Brief Constructed Response questions to informational texts; math—math in the content areas and word problems (middle school). Additionally, there will be a focus on building content area vocabulary for high school teachers in order to improve student SAT verbal scores. There is as of yet no skill focus to improve</p>	<p>Collaboration, diverse learning needs, content knowledge and quality teaching; Research-based</p>	<p>Large group presentations and content area team presentations, Small group presentations, preparation of new instructional materials, review of student work and planning instructional improvement</p>	<p>Vertical teams, ILT, principal, grade level teams, PD coaches</p>	<p>ILT and principal will organize Professional Development Coaches, the Technology Resource teacher and highly qualified staff who will work with teachers to address the needs of students in the areas of instruction, communication and technology.</p>	<p>Yes. Using the 2008-09 <i>Assessing Current Reality</i> document, SMART goals will be developed by Vertical Teams to direct instruction and to construct formative assessments which gauge progress toward and beyond proficiency on skills such as identifying and analyzing organizational patterns of text (reading) and writing and graphing linear equations (math). These results and meeting minutes will be shared at ILT. The ILT will discuss VT findings and make suggestions to Grade Level Teams. Grade level team members will conduct regular sharing (PD sessions, inquiry groups, data analysis, unit planning) on these topics at team meetings.</p>

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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
SAT math scores; however, one should be identified prior to this time through vertical team meetings, and data analysis of 2009 results.					
<p>Technology Integration</p> <p>Sessions will focus on using existing technology (e.g. applications such as Turning Point and podcasts; MS Office, EdClass, SRI Enterprise, and Net-trekker) to engage students—especially minorities and special programs—and improve academic performance on reading, vocabulary and math skills identified in the 2008-09 <i>Assessing Current Reality</i> document.</p>	Diverse learning needs, collaboration	Small group presentations, preparation of new instructional materials	Faculty	ILT, principal, Tech Resource Teacher, PD Coaches	Yes, professional development will be on-going and will be led by the Technology Resource Teacher. Training in August includes: Edusoft training and I-pod Nano training as well as <i>Increasing Student Motivation with Technology</i> . Monthly sessions and PD in January will focus on: SRI Enterprise Edition training, training using the Net-trekker database and developing lessons using podcasts to engage students, improve instruction and increase student achievement in reading and math.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Notes

¹ **Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)**

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

² **Indicate the type of delivery system(s) that will be used.**

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ **Types of follow up activities might include:**

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skill

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

- The principal will arrange the sessions with the consultant for Rigor, Relevance and Relationships training.
- The principal and ILT will work with the professional development coaches to arrange professional development.
- The Tech Resource Teacher will set up professional development based on staff needs.

**MARDELA MIDDLE AND HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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.