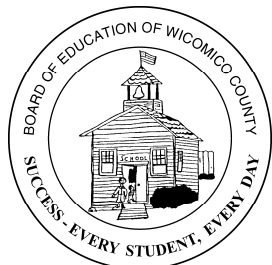


BOARD OF EDUCATION OF WICOMICO COUNTY



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WICOMICO MIDDLE SCHOOL



School Improvement Plan

2009 – 2010

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

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

MISSION STATEMENT:

The mission of Wicomico Middle School is to provide within a safe environment a strong educational foundation for all our students, nurture them through their transitional years, and encourage them to become responsible and productive citizens.

BELIEF STATEMENT:

- Each student will be entitled to a fair and equal opportunity to learn.
- Students will be provided a positive learning environment based on respect for self and others.
- Parents and community members will be active partners in the social, emotional, and academic development of their children.
- Students will have the right to have a learning environment free of distraction.
- Students will be challenged with a rigorous and relevant curriculum and meet it with success.

VISION STATEMENT:

Wicomico Middle means success.

W icomico Middle
M eans
S uccess

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

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

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

Reading Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	65.7	61.3	YES	71.5	66.2	YES	77.6	71.4	75.9	YES	80.8
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	75.9	NA	80.8
Asian	88.0	40.7	YES	86.6	48.3	YES	82.8	54.4	75.9	YES	80.8
African American	51.4	58.6	YES*	59.2	63.3	YES*	67.7	69.0	75.9	YES*	80.8
White	77.5	59.3	YES	79.3	64.3	YES	86.5	69.2	75.9	YES	80.8
Hispanic	44.8	42.5	YES	72.4	48.3	YES	76.5	56.1	75.9	YES	80.8
FARM	54.2	59.7	YES*	59.8	64.6	YES*	70.2	70.1	75.9	YES	80.8
Special Education	36.0	52.5	YES*	34.0	58.7	NO	40.5	62.5	75.9	YES*	80.8
ELL	100.0	NA	NA	100.0	NA	NA	100.0	NA	75.9	NA	80.8

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	55.7	44.8	YES	58.7	51.8	YES	62.9	59.2	64.3	YES	71.4
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	64.3	NA	71.4
Asian	80.0	22.9	YES	89.7	32.2	YES	75.9	40.2	64.3	YES	71.4
African American	42.0	41.9	YES	42.0	48.6	NO	48.9	56.6	64.3	YES*	71.4
White	66.8	42.6	YES	70.1	49.7	YES	75.8	56.8	64.3	YES	71.4
Hispanic	37.9	24.8	YES	41.4	32.2	YES	55.9	42.0	64.3	YES	71.4
FARM	42.3	43.0	YES*	44.8	50.0	YES*	52.0	57.8	64.3	NO	71.4
Special Education	30.2	35.4	YES*	29.9	43.5	NO	29.7	49.2	64.3	YES*	71.4
ELL	100.0	NA	NA	66.7	NA	NA	100.0	NA	64.3	NA	71.4

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

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	92.4 - Met	92.4 - Met	93.7 - Met	93.9 - Met	94.0 - Met

*In Safe Harbor

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

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

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 80.8% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 71.4% as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

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	67.7	69.8	77.5		82.0		86.5	
African American	52.6	53.7	77.5		82.0		86.5	
Asian	77.8	92.9	77.5		82.0		86.5	
Hispanic	60.0	72.7	77.5		82.0		86.5	
White	81.6	81.0	77.5		82.0		86.5	
FARM	60.3	58.3	77.5		82.0		86.5	
ELL	---	---	77.5		82.0		86.5	
Special Education	24.1	25.8	77.5		82.0		86.5	

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

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	36	40				
African American	23	25				
Asian	44	45				
Hispanic	31	33				
White	51	53				
FARM	26	30				
ELL	---	---				
Special Education	3	5				

During the 2009-10 school year, we will increase grade 6 students' proficiency in (summarizing/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	22	25				
African American	22	25				
Asian	22	25				
Hispanic	23	25				
White	23	25				
FARM	21	25				
ELL	---	---				
Special Education	14	17				

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

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	31	35				
African American	23	25				
Asian	40	41				
Hispanic	13	15				
White	42	44				
FARM	27	31				
ELL	---	---				
Special Education	0	2				

During the 2009-10 school year, we will increase grade 6 students' proficiency in (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	40	43				
African American	31	34				
Asian	60	63				
Hispanic	33	36				
White	49	52				
FARM	37	40				
ELL	---	---				
Special Education	19	21				

**WICOMICO MIDDLE SCHOOL
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2009 – 2010**

Grade 7:

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	65.6	74.5	76.3		81.0		85.8	
African American	48.9	67.8	76.3		81.0		85.8	
Asian	100.0	55.6	76.3		81.0		85.8	
Hispanic	56.3	85.7	76.3		81.0		85.8	
White	77.4	81.1	76.3		81.0		85.8	
FARM	50.4	66.9	76.3		81.0		85.8	
ELL	---	---	76.3		81.0		85.8	
Special Education	19.4	25.0	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	67	65				
African American	53	55				
Asian	82	84				
Hispanic	40	42				
White	80	82				
FARM	53	55				
ELL	---	---				
Special Education	22	24				

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

During the 2009-10 school year, we will increase grade 7 students' proficiency in (analyzing plot) 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	64	65				
African American	54	56				
Asian	82	84				
Hispanic	50	52				
White	73	75				
FARM	55	57				
ELL	---	---				
Special Education	30	32				

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	58	60				
African American	41	43				
Asian	82	84				
Hispanic	60	62				
White	70	72				
FARM	42	44				
ELL	---	---				
Special Education	17	19				

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

During the 2009-10 school year, we will increase grade 7 students' proficiency in (summarizing/paraphrasing) 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	70	72				
African American	62	64				
Asian	73	75				
Hispanic	70	72				
White	78	80				
FARM	65	67				
ELL	---	---				
Special Education	46	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	61.0	66.4	74.1		79.3		84.5	
African American	51.3	52.9	74.1		79.3		84.5	
Asian	88.9	87.5	74.1		79.3		84.5	
Hispanic	22.2	72.2	74.1		79.3		84.5	
White	70.7	73.3	74.1		79.3		84.5	
FARM	50.0	52.9	74.1		79.3		84.5	
ELL	---	---	74.1		79.3		84.5	
Special Education	36.8	8.3	74.1		79.3		84.5	

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

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 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	68	70				
African American	57	60				
Asian	71	75				
Hispanic	44	50				
White	81	85				
FARM	65	70				
ELL	---	---				
Special Education	33	35				

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	52	55				
African American	40	45				
Asian	57	60				
Hispanic	22	25				
White	66	70				
FARM	47	50				
ELL	---	---				
Special Education	20	25				

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

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 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	40	45				
African American	30	35				
Asian	62	65				
Hispanic	11	15				
White	51	55				
FARM	27	30				
ELL	---	---				
Special Education	6	10				

During the 2009-10 school year, we will increase grade 8 students' proficiency in (drawing inferences) 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	50	55				
African American	47	50				
Asian	75	80				
Hispanic	44	50				
White	52	55				
FARM	41	45				
ELL	---	---				
Special Education	31	35				

**WICOMICO MIDDLE 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	68.5	68.4	65.6		72.5		79.4	
African American	58.9	46.8	65.6		72.5		79.4	
Asian	66.7	92.9	65.6		72.5		79.4	
Hispanic	40.0	72.7	65.6		72.5		79.4	
White	79.4	83.8	65.6		72.5		79.4	
FARM	60.0	56.5	65.6		72.5		79.4	
ELL	---	---	65.6		72.5		79.4	
Special Education	20.7	23.3	65.6		72.5		79.4	

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	42	45				
African American	35	39				
Asian	66	70				
Hispanic	14	17				
White	50	54				
FARM	34	37				
ELL	---	----				
Special Education	13	15				

**WICOMICO MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in (divide decimals) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	51				
African American	48	51				
Asian	67	70				
Hispanic	29	32				
White	49	52				
FARM	42	45				
ELL	---	---				
Special Education	50	53				

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	49	52				
African American	39	42				
Asian	80	83				
Hispanic	38	41				
White	58	61				
FARM	43	46				
ELL	---	---				
Special Education	8	11				

**WICOMICO MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in (compare and order fractions, decimals alone or mixed together with or without relational symbols) as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	46	49				
African American	41	44				
Asian	80	83				
Hispanic	31	34				
White	52	55				
FARM	43	46				
ELL	---	---				
Special Education	4	7				

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	51.8	61.8	64.2		71.3		78.5	
African American	35.1	47.8	64.2		71.3		78.5	
Asian	85.7	77.8	64.2		71.3		78.5	
Hispanic	50.0	28.6	64.2		71.3		78.5	
White	62.9	74.5	64.2		71.3		78.5	
FARM	34.1	50.0	64.2		71.3		78.5	
ELL	---	---	64.2		71.3		78.5	
Special Education	12.9	21.4	64.2		71.3		78.5	

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

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	47	50				
African American	34	37				
Asian	82	85				
Hispanic	40	43				
White	55	58				
FARM	35	38				
ELL	---	---				
Special Education	9	12				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (Determine the unknown in a linear equation) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	46	49				
African American	40	43				
Asian	55	58				
Hispanic	50	53				
White	51	54				
FARM	39	42				
ELL	---	---				
Special Education	36	39				

**WICOMICO MIDDLE SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33	36				
African American	25	28				
Asian	64	67				
Hispanic	20	23				
White	38	41				
FARM	25	28				
ELL	---	---				
Special Education	0	0				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (Express the probability of an event as a fraction, a decimal, or a percent) as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	19	22				
African American	17	20				
Asian	36	39				
Hispanic	10	13				
White	19	22				
FARM	13	16				
ELL	---	---				
Special Education	0	3				

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

Grade 8:

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	42.0	42.2	63.2		70.6		77.9	
African American	25.7	27.6	63.2		70.6		77.9	
Asian	80.0	87.5	63.2		70.6		77.9	
Hispanic	22.2	33.3	63.2		70.6		77.9	
White	55.3	50.4	63.2		70.6		77.9	
FARM	27.2	25.0	63.2		70.6		77.9	
ELL	---	---	63.2		70.6		77.9	
Special Education	5.3	0.0	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 Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	81	86				
African American	85	90				
Asian	75	80				
Hispanic	100	100				
White	78	83				
FARM	83	88				
ELL	---	---				
Special Education	100	100				

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

During the 2009-10 school year, we will increase grade 8 students' proficiency in _____ (write an algebraic expression to represent unknown quantities) as measured by Math Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	61	66				
African American	50	55				
Asian	25	30				
Hispanic	33	38				
White	71	76				
FARM	53	58				
ELL	---	---				
Special Education	100	100				

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

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33	36				
African American	25	28				
Asian	64	67				
Hispanic	20	23				
White	38	41				
FARM	25	28				
ELL	---	---				
Special Education	0	3				

**WICOMICO MIDDLE SCHOOL
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During the 2009-10 school year, we will increase grade 8 students' proficiency in (Express the probability of an event as a fraction, a decimal, or a percent.) as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	19	22				
African American	17	20				
Asian	36	39				
Hispanic	10	13				
White	19	22				
FARM	13	16				
ELL	---	---				
Special Education	0	3				

ATTENDANCE GOALS:

For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	93.9					
African American	94.0					
Asian	97.3					
Hispanic	93.9					
White	93.5					
FARM	93.1					
ELL	---					
Special Education	91.4					

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SCHOOL CLIMATE GOALS:

- During the 2009-10 school year, we will increase actual instructional time in the classroom for students as measured by a 10% reduction in office referrals due to “classroom disruption” from the 2008-09 rate.

PARENT INVOLVEMENT GOALS:

- During the 2009-10 school year, we will increase parent involvement as measured by a 10% increase in parent attendance at PTA from the 2008-2009 level of attendance.

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DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
AYP Status	<ul style="list-style-type: none"> All Students and white students have consistently met AYP for the last several years. 	<ul style="list-style-type: none"> Special education, FARM, and African American groups have not made AYP consistently since 2003 for reading and math. For 2008, Special Education students did not make AYP for Reading and Math while African American students did not make AYP for Math. 																				
Reading – MSA	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2005; % at proficient/advanced has increased steadily during this time (a gain of 13.6 points); the % at advanced has increased by 14.1 points over this time period. <table border="1" data-bbox="495 756 1140 902"> <thead> <tr> <th>Grade 6</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>30.7%</td> </tr> <tr> <td>Proficient</td> <td>39.1%</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	30.7%	Proficient	39.1%	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> All subgroups are performing at higher levels in 2008 than in 2005. Gap between white and African American has increased by 5.6 points from 2005 to 2008 although both groups have improved. A large gap continues to exist between special education and regular education students and again the gap has increased by 4 points from 2005 to 2008. The gap in achievement between FARM students has decreased by 3.5 points during this time period. <table border="1" data-bbox="1264 878 1908 1211"> <thead> <tr> <th>Grade 6 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>53.7%</td> </tr> <tr> <td>White</td> <td>81.0%</td> </tr> <tr> <td>Special Education</td> <td>25.8%</td> </tr> <tr> <td>Regular Education</td> <td>76.8%</td> </tr> <tr> <td>FARM</td> <td>58.3%</td> </tr> <tr> <td>Non-FARM</td> <td>88.4%</td> </tr> </tbody> </table>	Grade 6 Student Group	2008 MSA Results	African American	53.7%	White	81.0%	Special Education	25.8%	Regular Education	76.8%	FARM	58.3%	Non-FARM	88.4%
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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 MSA results have improved every year since 2005; % at proficient/advanced has increased by 17.7 points since 2005 while % at advanced has increased by 14.4 points over this time period. <table border="1" data-bbox="495 505 1140 651"> <thead> <tr> <th>Grade 7</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>31.1%</td> </tr> <tr> <td>Proficient</td> <td>43.4%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	31.1%	Proficient	43.4%	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> African American, white, special education and FARM students are performing at higher levels in 2008 than in 2005. The gap between African American and white has closed from a difference of 28.9 points in 2005 to 13.3 points in 2008 while both groups have improved by 28.7 and 13.1 points respectively. Special education group performance has been erratic over the last four years but in general the regular education group has improved at a faster pace than the special education group resulting in a performance gap of 57.1 points for 2008. The FARM group has improved more quickly than the non-FARM group since 2005 resulting in a performance gap of 18.3 points in 2008 versus 30.8 points in 2005. <table border="1" data-bbox="1264 748 1908 1084"> <thead> <tr> <th>Grade 7 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>67.8%</td> </tr> <tr> <td>White</td> <td>81.1%</td> </tr> <tr> <td>Special Education</td> <td>25.0%</td> </tr> <tr> <td>Regular Education</td> <td>82.1%</td> </tr> <tr> <td>FARM</td> <td>66.9%</td> </tr> <tr> <td>Non-FARM</td> <td>85.2%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	67.8%	White	81.1%	Special Education	25.0%	Regular Education	82.1%	FARM	66.9%	Non-FARM	85.2%
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Reading – MSA (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2005; % at proficient/advanced has increased by 16.4 points since 2005 while % at advanced has increased by 1.9 points over this time period. <table border="1" data-bbox="493 505 1140 651"> <thead> <tr> <th>Grade 8</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>18.0%</td> </tr> <tr> <td>Proficient</td> <td>48.4%</td> </tr> </tbody> </table>	Grade 8	2008 MSA Results	Advanced	18.0%	Proficient	48.4%	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> African American and white students have improved in performance since 2005 at approximately the same rates resulting in an achievement gap that is much the same in 2008 (20.4 points) as it was in 2005 (22 points). Except for a sharp peak in 2007 which reversed in 2008, special education student performance has not improved over the last four years while regular education students have improved by 16.3 points. Both FARM and non-FARM students have improved at the same rates over the last four years (a gain of about 18 points) but the achievement gap has remained constant at about 30 points. <table border="1" data-bbox="1262 688 1908 1024"> <thead> <tr> <th>Grade 8 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>73.3%</td> </tr> <tr> <td>Special Education</td> <td>8.3%</td> </tr> <tr> <td>Regular Education</td> <td>72.7%</td> </tr> <tr> <td>FARM</td> <td>52.9%</td> </tr> <tr> <td>Non-FARM</td> <td>83.3%</td> </tr> </tbody> </table>	Grade 8 Student Group	2008 MSA Results	African American	52.9%	White	73.3%	Special Education	8.3%	Regular Education	72.7%	FARM	52.9%	Non-FARM	83.3%
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Reading/English – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed lowest on summarizing/paraphrasing, and author’s purpose with 78% and 51% of students below expectation respectively. Students performed best on explaining relationships among words (76%), using context to determine the meanings of words (78%), and using word structure to determine the meanings of words (90%). 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 28 points, between special education and regular education students of 38 points, and between FARM and non-FARM students of 27 points. 																				

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Reading/English – Benchmark assessment #1 (Continued)	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed lowest on organizational patterns (61% below expectation). At least 75% of students performed at expectation in the following areas: explaining relationships among words (80%), using context to determine the meanings of words (79%), using word structure to determine the meanings of words (93%), explaining information directly stated in the text (91%), drawing inferences and/or conclusions and making generalizations (81%), distinguishing between fact and opinion (82%), and analyzing relationships between and among characters, setting, and events (84%). 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 27 points, between special education and regular education students of 55 points, and between FARM and non-FARM students of 28 points.
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> At least 50% of students performed at expectation on all standards measured on Reading Benchmark 1. At least 75% of students performed at expectation in the following areas: explaining relationships among words (78%), using word structure to determine the meanings of words (92%), explaining information directly stated in the text (87%), summarizing or paraphrasing (76%), analyzing conflict and its role in advancing the plot (86%), and analyzing characterization (85%). 	<p><u>Grade 8</u></p> <p>Overall performance gaps exist between African American and white students of 27 points, between special education and regular education students of 40 points, and between FARM and non-FARM students of 15 points.</p>
Reading/English – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed the lowest on analyzing relationships between and among characters, setting, and events (62% below expectation). Sixty percent were below expectations for identifying and explaining the main idea 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> In grade 6, except for the white sub-group, African Americans and FARM and special education groups are all below expectations (average of 21% difference). Special education has made no gain in achievement.
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students performed best on identifying and explaining information directly stated in the text (92%) The next highest score was explaining relationships between and among words (91%). Using word structure to determine the meaning of words was also high (85%). 	<p><u>Grades 7</u></p> <ul style="list-style-type: none"> In overall performance, gaps exist between white and Asian subgroups and all other subgroups (31% difference between whites and Asians and African Americans and FARM). Special Education performed at 17%, well below the overall performance of 58 % of all students combined.

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Reading/English – Benchmark assessment #2 (Continued)	<p><u>Grade 8</u> The best performance was in content to determine the meaning of words (90%). Second, using word structure to determine the meaning of words (89%) was the next highest. Identifying and explaining information directly stated in the text was also high (72%).</p>	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Overall performance gaps are narrower (28% difference between white and Asian subgroups and African American and FARM subgroups). Special education continues to show wide achievement gaps (45%) with other groups.
Reading – SRI	<ul style="list-style-type: none"> • SRI results below are represented as % of students within the group or subgroup who scored At Grade Level (40th percentile or above). This closely approximates proficiency on the reading MSAs for grades 3-8. These scores represent Jan. 09 data. <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • 60% performed at or above grade level. <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • 56% performed at or above grade level. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • 62% performed at or above grade level. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • African Americans performed at 49%. • FARM—53% • Special Ed. –6% -performing well below their grade level in reading <p><u>Grade 7</u></p> <ul style="list-style-type: none"> • African Americans performed at 38%. • FARM—41% • Special Ed. –12% <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • African American performed at 50% • FARM—54% • Special Ed. –29%

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Math – MSA	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall MSA results have improved since 2005; however, from 2007 to 2008 there was no improvement; % at proficient/advanced has increased from 2005 to 2008 (a gain of 20.2 points); the % at advanced has increased by 16.1 points over the same time period. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Advanced</td> <td style="text-align: center;">24.6%</td> </tr> <tr> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">43.8%</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	24.6%	Proficient	43.8%	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Except for the white subgroup, subgroup performance has been inconsistent from 2005 to 2008 with relatively large increases or decreases from year to year without a consistent pattern. Achievements gaps continue to persist among all subgroups for race/ ethnicity and special services. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 7 Student Group</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">African American</td> <td style="text-align: center;">46.8%</td> </tr> <tr> <td style="text-align: center;">White</td> <td style="text-align: center;">83.8%</td> </tr> <tr> <td style="text-align: center;">Special Education</td> <td style="text-align: center;">23.3%</td> </tr> <tr> <td style="text-align: center;">Regular Education</td> <td style="text-align: center;">75.3%</td> </tr> <tr> <td style="text-align: center;">FARM</td> <td style="text-align: center;">56.5%</td> </tr> <tr> <td style="text-align: center;">Non-FARM</td> <td style="text-align: center;">87.2%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	46.8%	White	83.8%	Special Education	23.3%	Regular Education	75.3%	FARM	56.5%	Non-FARM	87.2%
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<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2005 except for 2006 to 2007 when they remained relatively flat; % at proficient/advanced has increased by 11.2 points since 2005 while % at advanced has increased by 9.5 points over this time period. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Advanced</td> <td style="text-align: center;">14.6%</td> </tr> <tr> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">47.2%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	14.6%	Proficient	47.2%	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Subgroup performance has been inconsistent and relatively stagnant from 2005 to 2008 for all race/ethnic groups as well as for special education and FARM students. Large achievement gaps continue to persist among African American and white, special education and regular education, and FARM and non-FARM student groups. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 7 Student Group</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">African American</td> <td style="text-align: center;">47.8%</td> </tr> <tr> <td style="text-align: center;">White</td> <td style="text-align: center;">74.5%</td> </tr> <tr> <td style="text-align: center;">Special Education</td> <td style="text-align: center;">21.4%</td> </tr> <tr> <td style="text-align: center;">Regular Education</td> <td style="text-align: center;">67.9%</td> </tr> <tr> <td style="text-align: center;">FARM</td> <td style="text-align: center;">50.0%</td> </tr> <tr> <td style="text-align: center;">Non-FARM</td> <td style="text-align: center;">78.4%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	47.8%	White	74.5%	Special Education	21.4%	Regular Education	67.9%	FARM	50.0%	Non-FARM	78.4%	
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Math/Algebra – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students performed lowest on comparing and ordering fractions and decimals alone and mixed together (52% below expectation), dividing decimals (52%), and justifying ideas or solutions with mathematical concepts or proofs (71%). 80% of students were at expectation for reading and analyzing circle graphs. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 15 points, between special education and regular education students of 32 points, and between FARM and non-FARM students of 22 points. 																				
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> 54% of students were below expectation for determining the unknown in a linear equation. There were no standards where at least 75% of students were at expectation. 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and white students of 20 points, between special education and regular education students of 43 points, and between FARM and non-FARM students of 28 points. 																				
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> Not enough student data is available to report. 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> Not enough student data is available to report. 																				

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Math/Algebra – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • 81 % met representing rational numbers on a number line. • 79% met evaluating numeric expressions using the order of operations. • 79% met graph ordered pairs in a coordinate plain. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • 54% were below expectation compare and order fractions decimals alone or mixed together with and without relational symbols. • 52 % were below expectation for represent rational numbers on a number line.
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • 80% were at expectation for calculating powers of integers and square roots of perfect square whole numbers. • 75%--at expectation to determine the number of outcomes. 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • 50% below expectation for recognize and analyze faulty interpretation or representation of data. • 81% below expectation for express the probability of event as a fraction, a decimal, or a percent.
	<p><u>Grade8</u></p> <ul style="list-style-type: none"> • 93% at expectation for apply given formulas to a problem solving situation. 90% for solve problems using proportional reasoning. 88% for solve for the unknown in a linear equation. • Algebra part 1, January monthly assessment. • 70% for determine the recursive relationship of arithmetic sequences represented in words, in a table or in a graph. • 62% at expectation for determine whether relationships are linear or non linear when represented in words, in a table, symbolically, or in a graph. 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • 68 % below expectation determine or use percents, rated of increase or decrease, discount, commission, sales, tax, and simple interest in the context of a problem. • 85% below expectation in determine the slope of a graph in a linear relationship. • 80% below expectation in determine similar parts of polygons.
Math – YPP (elementary/middle schools)	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • 1 student mastering between 76-100% of skills. 11 students mastering between 51-75%. 28 students mastering between 26-50%. 122 students mastering between 0-25 % of skills. 	
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • 12 students mastering between 26-50% of the skills. • 90 students 0-25%. 	
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • 1 student mastering 26-50% of the skills; 105 students mastering 0-25%. 	

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Science	<ul style="list-style-type: none"> • 54.8% of students scored at proficient/advanced. 	<ul style="list-style-type: none"> • There is a 32.8 point gap in performance between African American and white students, 62.2 point gap between special education and regular education students, and a 35.6 point gap between FARM and non-FARM students.
Student Attendance	<ul style="list-style-type: none"> • Overall student attendance for 2008 was 93.9%, continuing an upward trend since 2006. 	<ul style="list-style-type: none"> • For the first time in the last five years, attendance for African American students was higher than for white students (94.0% versus 93.5%). The attendance for special education students was at 91.4%, a drop of 1.3 points from the previous year. Attendance for FARM students was at a five year high in 2008 at 93.1%, but continued to fall below the attendance rate for non-FARM students which was at 95.0%.
Office Referrals	<p><u>2007-2008</u></p> <ul style="list-style-type: none"> • 625 <p><u>2008-2009</u></p> <ul style="list-style-type: none"> • 1703 an increase of 200% 	<ul style="list-style-type: none"> • African Americans account for 65% of referrals school wide • Top referral reasons are lateness (184), class disruption (540), disrespect (155), inciting/participating in a disturbance (182), and insubordination (192).
Suspensions – In-school and out-of-school	<p><u>2007-2008</u></p> <ul style="list-style-type: none"> • Out of school suspensions, 93 students • In school suspensions, 92 students. • A total of 625 with other consequences occurred. <p><u>2008-2009</u></p> <ul style="list-style-type: none"> • Out of school suspensions, 337 students. • In school suspensions, 395 students. • A total of 1703 with other consequences occurred. 	
Parent Involvement (middle schools must report on progress in each NNPS goal area)		

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Conclusions:

- Describe areas of strength that exist through multiple data sources or grades.
 - All students have consistently met AYP for the last several years in reading and math. Overall MSA results have improved every year since 2005 in all grades. In every grade, the number of students who are proficient and advanced has increased.

- Describe any trends in the areas of strength.
 - Benchmark results in reading indicate that vocabulary is an area of strength in all grades. White students and Asian students continue to have the highest scores in MSA and Benchmarks. Attendance for FARMs and African American students has improved. Overall attendance has increased in an upward trend for all groups.

- Describe areas of need that exist through most or all data sources or grades.
 - The gap in scores between whites and African Americans has increased. FARM and non-FARM students have maintained a consistent gap in scores, as have special education and regular education students. Upward trends in office referrals and resultant in-school and out of school suspensions indicate a need for a safer climate within the school.

- Describe any trends in the areas of need.
 - In both reading and math, we have failed to close the gaps in scores between subgroups.

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SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Plan and implement lessons aligned with content standards and Voluntary State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. • PD Coaches will work with teachers to inform, enhance, and improve instructional strategies toward increasing student learning. • Continue cross-grade level and within grade level peer visitations to facilitate the identification, discussion, and extension of effective instructional and behavior management strategies. • Develop real world connections for students that enhance the relevance to classroom learning and future career opportunities. • Utilize www.mdk12.org, tool kit, public release items, Edusoft teacher tools, readers handbook, EDL vocabulary, Net Trekker, and other appropriate resources to improve learning. • Develop best practices for instruction. 	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"> • Utilize Professional Learning Communities (Content teams, Related Arts teams, Color teams, Vertical teams, and Specialty teams – Student Services and Attendance) to create common assessments and support instructional, behavioral, and attendance goals. • Participate in content meetings to examine student performance data in order to identify strengths and weaknesses and plan for student improvement. • Share evidence and results of the implementation of the identified improvement action at subsequent instructional/content meetings. 	2
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Develop and plan instruction to engage students and promote enhanced reading and comprehension skills. • Provide students with multiple opportunities to respond to reading through writing as a manner of ongoing assessment. • Continue reading intervention programs. • Motivate readers by offering a book club. • Implement Reading and Writing Workshop at all grade levels to promote literacy. • Develop best practices for instruction. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA. <ul style="list-style-type: none"> • Analyze benchmark questioning and MDK12 resources in order to replicate similar questions for pieces of text to be taught in the classroom. • Teachers will continue collaborating during instructional meetings to develop and analyze assessments and determine alternate methods for assessing student understanding. 	4
A5 Utilize student learning data to accelerate student achievement in reading. <ul style="list-style-type: none"> • Share relevant data with students to actively involve them in personal goal setting. • Collaborate during instructional meetings to develop, implement, and analyze instructional lessons based on relevant data 	4
A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics. <ul style="list-style-type: none"> • Provide students with multiple opportunities to problem solve, communicate, make connections, demonstrate reasoning and proof, and use multiple representations. • Continue the effective integration of appropriate manipulatives and technology. • Develop best practices for instruction. 	2
A7 Develop classroom level assessments that mirror the content and structural demands of the MSA, as appropriate, the Algebra HSA. <ul style="list-style-type: none"> • Teachers will continue collaborating during instructional meetings to develop and analyze assessments and determine alternate methods for assessing student understanding. 	4
A8 Utilize student learning data to accelerate student achievement in math. <ul style="list-style-type: none"> • Share relevant data with students to actively involve them in personal goal setting. • Collaborate during instructional meetings to develop, implement, and analyze instructional lessons based on relevant data 	4
A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks. <ul style="list-style-type: none"> • Technology will be used for administrative tasks (SRI, Edusoft, X2 resources, Word Programs, etc.). • Technology will enhance student learning and achievement through the use of YPP, Promethean Package, and other appropriate sources. 	16
A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. <ul style="list-style-type: none"> • Plan instruction to address components of VSC and utilize supports available. • Examine science MSA format in order to identify effective instructional strategies to support student success. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes. <ul style="list-style-type: none"> • Provide professional development in integrating technology to enhance student achievement. • Technology in Training Team will meet together to plan and provide consistent professional development to staff. • Utilize instructional team meetings collaboratively to create share and analyze technology. 	2

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data</p> <ul style="list-style-type: none"> • Identify areas of need using student attendance data as provided by administration. • Utilize Home School Liaison to continue appropriate intervention steps based on attendance data. • Utilize Attendance Team to analyze and identify potential problems, as well as develop and implement appropriate intervention strategies. 	9
<p>B2 Promote student attendance</p> <ul style="list-style-type: none"> • Continue the WISE/STARS after school program meeting 4 days a week to promote attendance, academics, and positive attitudes towards school, based on available funding. • Provide opportunity for students to be actively involved in support programs offered before, during and after school designed to address attendance and academic achievement. The programs include: Kids of Honor, Mentoring, tutoring, and conflict resolution. • Recognize those students and staff attaining school wide attendance goals through public announcements, newsletter, quarterly grade level assemblies, and certificates, etc. • Continue monthly attendance display by grade and/or team. Use bulletin board designed by the WISE program this summer. • Utilize conferences and parent phone contact as opportunity to highlight and discuss student attendance. • Administrators and Drop-Out Prevention Coordinator to conduct conferences with identified students and their parents, after generating and utilizing reports that identify students at-risk of dropping out based on GPA, MSA scores, teacher/administration observations, conduct history, and attendance history. • Utilize Behavior Intervention Teacher to promote attendance and positive behavior. 	9

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C1 Review and analyze student behavior data. Administration to review class lists for all grades to avoid major discipline conflicts to assist instruction.</p> <ul style="list-style-type: none"> • Utilize the cooperative discipline database to document teacher interventions with students. • Utilize collaboration for classroom management strategies. • Utilize the behavior intervention specialist, school resource officer, conflict resolution personnel, parents, and guidance counselors, as well as the Student Services Team, to address the repeat offenders as identified by the administration. • Review class lists by administrators and teachers for all grades and submit lists of students to guidance who should not be scheduled together to avoid major discipline conflicts to assist instruction. • Initiate PBIS at every grade level to aid in the reduction of office referrals and to create a positive learning environment. • Research grants and other funding opportunities to continue the Wise after school program. 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Conduct safety drills as mandated. • Conduct tabletop Crisis Drill biannually. Scheduled for 2010-2011. • Conduct staff walk-through of all plan elements. 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Recognize students who attend regularly and show academic achievement or improvement. • Use motivational program to promote and encourage a positive school climate 	9

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<i>Priority D: Engage parents in taking an active role in their child's daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Continue annual “Welcome to Wi Middle Fall Family Fling” to encourage positive relationships between home and school. • Extend communication between home and school through use of print and electronic media. • Update school website regularly. • Maintain accurate student/family data in X2 via timely data input by office staff. • Utilize the National Network of Partnering Schools and PTA to increase parent communication. 	6

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3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?

- Apply technology to enhance instruction
 - Teachers will work collaboratively to develop, implement, and analyze effective lessons and assessments using technology.
 - Teachers will use the results of analysis to identify student needs and to differentiate instruction accordingly.
- Utilize Professional Learning Communities
 - Teachers will actively participate in peer visitations, including pre and post discussion.
 - Teachers will work collaboratively to develop, implement, and analyze effective lessons and assessments, based on their observations and discussions.
- Implement PBIS
 - Teachers will utilize effective behavioral management strategies to increase student success.
 - Teachers will emphasize student engagement to increase student achievement.

4. What action step(s) in the school improvement plan does the professional development address?

- Apply technology to enhance instruction
 - A1, A9, A11
- Utilize Professional Learning Communities
 - A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11
 - C1
- Implement PBIS
 - B1, B2, C1, C3, D1

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B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
Apply technology to enhance instruction	Content knowledge and quality teaching; collaboration; diverse learning needs; student learning environments; research based	Large group presentation; Demonstrations; Discussion/study groups; Preparation of new instructional materials; Feedback to participants on mastery of new knowledge and skills; individual exploration	Entire Faculty	Principal; Technology in Training	Yes, Classroom demonstrations and preparation of new instructional materials; Observation of participants; Formal feedback on efforts to implement and use new knowledge and skills
Utilize Professional Learning Communities	Collaboration; Content Knowledge and quality teaching; Research-based; Diverse learning needs	Large group presentation; Discussion/study groups; Demonstrations; Observation of participants; Feedback to participants on mastery of new knowledge and skills; Review of student work and planning instructional improvement; Preparation of new instructional materials	Entire Faculty	Principal PD Coaches, Instructional Teams	Yes, Discussion; Formal feedback on efforts to implement and use new knowledge and skill; Observation of participants; Preparation of new instructional materials
Implement PBIS	Content knowledge and quality teaching; Student learning environments; Diverse learning needs; Family involvement; Collaboration	Large and small group presentation	Entire Faculty	Student Services Team	Yes, Additional presentations; Formal feedback on efforts to implement and use new knowledge and skills

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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 skills

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

- Apply Technology to enhance instruction:
 - Assist Technology and Training Team, Professional Development Coaches and other leaders to plan, implement and assess large-group presentations, demonstrations, discussion/study groups. Assist these school leaders to prepare instructional materials. Plan for, execute and assess ongoing weekly and semi-weekly team meetings to support using technology in the classrooms. Provide formal and informal feedback on mastery of skills through formative and summative evaluation processes.

- Utilize Professional Learning Communities:
 - Assist Professional Development Coaches and other leaders to plan, implement and assess large-group presentations, demonstrations, discussion/study groups. Assist these school leaders to prepare instructional materials. Plan for, execute and assess ongoing weekly and bi-weekly team meetings to support the PLC concept. Provide formal and informal feedback on mastery of skills through formative and summative evaluation processes.

- Implement PBIS:
 - Assist Student Services Team and other leaders to plan for, implement and assess large-group presentations, demonstrations, discussion/study groups. Assist these school leaders to prepare instructional materials. With the Student Services Team, plan, execute and assess monthly training for the entire staff.

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C. Evaluation Plan

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

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