BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: June 13, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **WOODLAWN MIDDLE SCHOOL IMPROVEMENT PLAN**

ORIGINATOR: Dr. Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

**RESOURCE
PERSON(S):**   Dr. Manuel Rodriguez, Assistant Superintendent, Southwest Area
                   Brian Scriven, Principal, Woodlawn Middle School
                   Lynn Whittington, Director, School Improvement

RECOMMENDATION

As part of the Alternative Governance Process for Restructuring, Woodlawn Middle School was required to submit a two-year School Improvement Plan for technical review to the Maryland State Department of Education (MSDE) no later than May 16, 2006. On May 26, 2006, the plan was approved by the MSDE Technical Review Team for submission to the Maryland State Department Board of Education for consideration of approval at their Board meeting on June 27 or 28.

It is recommended that the Board of Education of Baltimore County approve the Woodlawn Middle School Improvement Plan for final submission to the State Board of Education.

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Focused on Quality: Committed to Excellence

SCHOOL IMPROVEMENT PLAN

2006-2008

Woodlawn Middle College Preparatory Academy

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Membership

NAME	TITLE (Insert)
Brian Scriven	Principal
Damien Ingram	Assistant Principal
Tyest Gant	Assistant Principal
Michael Knight	Assistant Principal
Vanessa Brisbon	Assistant Principal
Wendy Prioleau	Reading Department Chair
Eva Wilson	Language Arts Department Chair
Jonah Berry	Social Studies Department Chair
Joseph Davis	Science Department Chair
April Jones	Mathematics Department Chair
Alice Jones	IEP Chair
Theresa Hopkins	Guidance Department Chair
Esther Quinn	Reading Resource Teacher
Dan Oliver	Math Resource Teacher
Jewell Ralph	Mentor
Cindy Scott	Mentor
Regina Ridley	Mentor
Carol Norton	Math Resource Teacher
James Sargent	Team Leader
Monika Dillard	Team Leader
Stacey Rather	Team Leader
Dwayne Williams	Team Leader
Mildred Longstreet	Team Leader
Kyria Joseph	Team Leader/PBIS Coordinator
Christopher Csonka	Technology Resource Teacher
Letta Forrest	Parent Community Liaison
Sam Macer	PTA President
Estella Chambers	Media Specialist
Darius Smith	Special Education Department Chair
Jodi Gratman	Teacher

EXECUTIVE SUMMARY

I.   <u>**Introduction**</u>

The *Blueprint for Progress*, which is aligned with the Bridge to Excellence and No Child Left Behind acts (NCLB), serves as the framework for the Baltimore County Public Schools' (BCPS) Master Plan. The *Blueprint for Progress* sets forth a number of performance goals and specific performance indicators for each goal. These goals and indicators are the concrete, measurable statements of the expectations BCPS has for all students in the Baltimore County Public Schools. The indicators also serve as measures of student achievement designed to demonstrate the success and the effectiveness of the school, its administration, and staff.   All BCPS School Improvement Plans are entirely aligned with the *Blueprint for Progress*.

Woodlawn Middle School is located in the southwest section of Baltimore County. It is a suburban community that borders Baltimore City. The total school enrollment is 882, of which 96% of students are African American. WMS is identified as a Title I school, with 63.2% of the students qualifying for Free and Reduced Meals. As required under NCLB, Woodlawn Middle School (the future Woodlawn Middle College Preparatory Academy [WMCPA]) has integrated the 10 components of Title I schoolwide planning and the 10 components for schools in improvement. The school's enrollment steadily increased from 737 students in 1995 to its peak of 1,205 students in 2001. Since 2001, enrollment has declined each year, partly as a result of parents choosing to send their children to other schools under the Title I Public School Transfer Option. Academically, while Woodlawn Middle's achievement has improved since the implementation of the Maryland School Performance Program, and the school met the Adequate Yearly Progress (AYP) standard in 2004, it has been unable to maintain enough significant, steady progress to consistently meet state standards. As a result, the school was placed in School Improvement – Year 2 for the 2002-2003 school year. While WMCPA made AYP for the 2003-2004 school year, the school did not achieve AYP for the 2004-2005 school year. With 49.5% of the students performing at the proficient level for reading, and 30.4% of the students performing at the proficient level for mathematics, restructuring of the school is imperative to effect the positive, dramatic change necessary to reach the goal of 100% of students performing at or above the proficient level. Contributing to the low performance of Woodlawn Middle School (WMS) students has been the instability of the staff, with a high turnover rate for both teachers and administrators. As an example, over the last six years Woodlawn Middle School has had four different principals and numerous department chairs.

To develop this School Improvement Restructuring Plan, a comprehensive needs analysis was conducted with the staff, students, and parents at WMS to determine priority needs. Based upon this analysis, five priority needs were identified:

- Develop a climate of high expectations resulting in high student achievement
- Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in reading and mathematics and aligned with the Voluntary State Curriculum

- Develop and support collaborative teaching teams
- Improve parent involvement
- Provide a safe and orderly environment

<u>Alternative Governance Selection</u>

Woodlawn Middle School was identified for Restructuring (Planning) – Year 1 in 2005-2006. Under Restructuring (Planning) – Year 1, the school was required to adopt a form of alternative governance. Option 1: "Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress," was selected to best address the identified priority needs. This option was approved by the Baltimore County Board of Education on January 24, 2006, and approved by the Maryland State Department of Education on March 1, 2006.

The selection of Option One provides the principal an opportunity to implement zero-based staffing. The plan to zero-base the school permits the assignment of staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students. The focus of the administrative team and the teachers will be to demand high expectations from students; to communicate to students, parents, and the community high expectations; and to increase student achievement by transforming WMS into the Woodlawn Middle College Preparatory Academy. To attract and recruit the most competent, committed, highly qualified, and certified teachers into Woodlawn Middle College Preparatory Academy, BCPS is offering a $5000 stipend to teachers and opportunities for Extended Year Employment (EYE) days, all of which will significantly impact a teacher's total salary and benefits package. Also, because Woodlawn Middle College Preparatory Academy will contain a National Science Foundation Science, Technology, Engineering, and Mathematics (STEM) Academy in partnership with the University of Maryland Baltimore County (UMBC), a source of future STEM teachers is ensured because of the STEM Lead Teacher/STEM intern graduate program.

The learning process at Woodlawn Middle College Preparatory Academy will undergo significant changes as a result of zero-based staffing and the selection of highly effective and qualified teachers. The vision of WMCPA is to prepare students for rigorous high school course work that will prepare them for college. The goal is that WMCPA students, through a project-based approach, will be able to demonstrate a connection between learning and achievement. WMCPA students will demonstrate their knowledge and ability to transfer knowledge and skills through the completion of interdisciplinary projects and activities including portfolios, online research models, interdisciplinary projects, and STEM projects.

The instructional program of WMCPA will consist of a rigorous academic program that is designed to prepare students for enrollment in higher level courses at the high school level, such as Advanced Placement, in preparation for college. This rigorous academic program will be supported by research-based instructional strategies such as problem-based learning, use of extensive formative assessments to guide and inform instruction, College Preparatory Strategies including Pre-AP, College Ed, PSAT, and STEM Education. Along with the rigorous instructional program, these instructional strategies will set high expectations for administrators, teachers, and students to support the high expectations that parents and community have for WMCPA.

Formative, ongoing assessments, consisting of both short-cycle and benchmark assessments, will allow teachers frequent opportunities to monitor student acquisition of skills in reading and mathematics. Disaggregated data from these assessments will help determine the students who need extended instructional time in reading and mathematics. In addition, short-cycle and benchmark assessments in science and social studies will assess and monitor student progress in both of these core subjects. At the same time, these assessments will provide feedback on reading, writing, and mathematics achievement across the disciplines. Student extension and enrichment experiences will be created in partnership with post-secondary educational institutions that will expose these students to the college experience. Professional development, based on assessed needs, will be ongoing. These efforts will work collectively to ensure the transformation of Woodlawn Middle School into the Woodlawn Middle College Preparatory Academy.

II.   Instruction

WMCPA will implement a rigorous instructional program that is directly aligned with the Voluntary State Curriculum (VSC) and the Core Learning Goals (CLG). Low level courses have been eliminated, and instruction will be focused on students passing the HSA as first time test takers and preparing for college. This rigorous instructional program is further defined below.

A. Core Content Areas

Math
Every middle school student receives mathematics instruction aligned with the VSC and CLG, with the focus on preparation for and enrollment in Algebra I by the time the student leaves middle school. In the Woodlawn Middle College Preparatory Academy program, grade 6 students will be assigned to either Gifted and Talented 6 Transitions Math or a new curriculum, *Algebraic Foundations.* Grade 7 students will be enrolled in one of three options - Gifted and Talented 7 Algebra I, Pre-algebra 7, or *Algebraic Thinking Part 1.* Grade 8 students will be enrolled in Gifted Talented 8 Algebra 2, Algebra I, or Pre-algebra 8. For 2006-2007 only, the students in Pre-algebra 8 will be in *Algebraic Thinking Part 1* as a bridge from their grade 7 mathematics experience.

Reading/Language Arts/Writing

In addition to consistent delivery of the existing BCPS curriculum, which is aligned with the VSC and Core Learning Goals, WMCPA will implement the research-based accelerated reading program "*Language!*" in daily, ninety-minute blocks to increase student achievement in reading on both the MSA and HSA. *Language!* will afford students the opportunity to gain literacy skills through explicit instruction in a scaffolded and research-based program that is aligned with the Voluntary State Curriculum and Core Learning Goals. Learning in rich contexts and the use of computer technology will enhance the acquisition of vocabulary and reading comprehension. Enrichment through challenge texts and extended writing provides students with opportunities for growth and real-world applications.

Science

The science instructional program will immerse students in an innovative STEM-based environment in which problem-centered learning; authentic performances and products; virtual STEM fairs; online research models; scientific inquiry; critical thinking; data collection, organization, and analysis; technology; mathematics; and, various applications of science will be emphasized. The VSC will serve as the guiding document. Science units in grades 6 through 8 will include skills and processes of science, earth science, biology, ecology, physics, environmental science, and chemistry. Interdisciplinary STEM projects will be used to anchor and focus student achievement. In partnership with the Chesapeake Bay Foundation, the Dresher Foundation, the Baltimore Museum of Industry, and the Chesapeake Bay Trust, the science department will offer an after-school enrichment and academic program that integrates hands-on inquiry-based environmental science investigations, experiences, and projects with critical math and reading skills. WMCPA has partnered with the University of Maryland Baltimore County (UMBC) through a National Science Foundation (NSF) Math Science Partnership (MSP) Grant in forming a STEM Academy. STEM interns will matriculate at the end of the year each becoming highly qualified to teach in a STEM area at WMCPA.   In addition, UMBC STEM staff and STEM interns will provide opportunities for the students of Woodlawn Academy to engage in high-level science, technology, engineering, and math programs.

A new integrated physical science (physics and chemistry with life science applications) course will be developed for grade 8. Students will be able to take this course for a high school science credit and as preparation for Biology HSA. Woodlawn Middle College Preparatory Academy students could then matriculate to high school with two high school credits – Algebra I/Data Analysis and a science credit.

Social Studies

The social studies program at WMCPA is back-mapped from HSA government in grade 9 and will be the required curriculum at each grade level. Grade 6 and 7 students complete a world cultures program that includes an emphasis on China, India, Japan, Central Eurasia, Europe, the Middle East, Latin America, and Africa. Grade 8 students complete a program in American History. Curricular options support differentiation as all students are held accountable for meeting or exceeding the expectations of the VSC and CLG. These programs require students to assume the roles of social scientists and historians as they construct an understanding of the world, past, and present. Students apply what they have learned through decision-making, problem solving, and analysis of issues. Academic rigor is established and maintained through approaches such as reliance on primary sources, interpretation of data

in a variety of formats, utilizing differing perspectives, and determining causal relationships. In addition, the social studies department sponsors The Black Saga program, a competition based upon understandings of African American history, as well as field trips that augment the social studies program. G/T American History students complete an Oral History Project that requires students to design and implement a historical research model.

Non-Core Subjects

All non-core subjects will emphasize the same level of rigor as defined in the Core Content Areas, and non-core subject teachers will receive professional development in College Preparation Strategies, as well. These teachers will assist with school-based interdisciplinary projects and the creation of a content specific website.

B. Strategies and Activities to Support the Rigorous Instructional Program

The strategies and activities presented in this section should be viewed as integrated, complementary, synergistic, and supportive components for a zero-based staffing plan, in which highly qualified and effective teachers provide a rigorous college preparatory instructional program. These components are not discrete, unrelated entities, but will be implemented in a phase approach to provide adequate time for teachers to develop their content knowledge and pedagogical skills.

College Preparation Strategies

WMCPA will implement a number of college preparatory strategies for students who have the potential to attend college and the willingness to work hard. These strategies, taken from the Effective Schools Model (Edmonds and Frederiksen, 1979), have a proven track record of bringing out the best in students, and of closing the achievement gap. In most cases, these students are from low-income and/or minority families and, in many cases, will be the first in their families to attend college. These strategies will equip students with the knowledge and skills to participate in rigorous courses and will thus prepare them for the college track. The goal is to have schoolwide implementation of these college preparatory strategies, which will include Cornell Notes, time management, Socratic Seminars, organized notebook, and Costa's Levels of Inquiry, to increase achievement for all students. Professional development will be provided to all the staff on these strategies.

In addition, Pre-AP/Vertical Teaming (VT), College Ed, and PSAT will be integral components of the college preparatory strategies. College Board will conduct the related professional development. Pre-AP/VT, College Ed, PSAT are all College Board initiatives that equip middle school teachers with the tools they need to engage students in active, high-level learning, thereby ensuring that every middle school student develops the skills, habits of mind, and concepts they need to succeed in college. Pre-AP/VT supports the goal of college as an option for every student. Vertical teams, a group of teachers from grades 6 through 8 in a given discipline, will work cooperatively to develop and implement a vertically aligned program to consistently implement the aligned curriculum. College Ed will be implemented in grade 7 and the 12 lessons will be integrated into the social studies program with a guidance support component.

Extended-Time, Day, and Year

To move students from basic to proficient/advanced, or proficient to advanced in the areas of mathematics and reading, additional extended time will be built into the master schedule. Classes will be shortened to create a 40 minute block of time three days a week to provide intervention, tutorial support, re-teaching, or enrichment to students based on the results of the every three to four week short-cycle assessments. Each grade level will determine when the extended time during the school day will be provided. Administration and grade level teachers will select either the beginning of the school day, before or after lunch, or the last period of the day. After-school programs, Saturday programs, and Summer Bridge programs will be implemented to address the pre-determined needs of the students. Teachers are compensated for their commitment to the Woodlawn Middle College Preparatory Academy and providing extended time for learning through a $5000 stipend and Extended Year Employment days. Additionally, WMCPA will continue to offer Title I supplemental educational services to eligible students, as required by NCLB.

A. I. M. Individual Student Progress Inventory

Acceleration-Instruction-Mastery (A.I.M.) is an individual student learning inventory that identifies power skills and concepts in mathematics and reading addressed in the Voluntary State Curriculum. A parent-teacher-student conference will take place at the beginning of the 2006-2007 school year to share the A.I.M. learning inventory. The goal is to have 100% of the parents attend the conference. Educators will use A.I.M. throughout the school year to articulate to parents their student's progress on the identified mathematics and reading skills and concepts.

Tests and report card grades generally offer a partial picture of a student's progress; essentially, these instruments inform parents about a student's performance at a point in time. The A.I.M. learning inventory will assist educators, students, and parents in resolving this issue. A.I.M. furnishes detailed information to parents regarding student mastery or need in identified mathematics and reading skills and concepts. A.I.M. supplements routine grades and test reporting by specifying student's progress toward key skills and concepts included in the Voluntary State Curriculum.

Collaborative Teaching Teams with Looping, Horizontal, and Vertical Teaming Opportunities

Collaborative teaching teams (looping) are teams in which teachers and students move together from grade 6 to grade 7 and then grade 7 to grade 8. Teams will be formed and led by department chairs. Collaborative teaching teams allow for the development of the teacher-student relationship built on trust, bonding, understanding, and acquisition of prerequisite skills prior to matriculating to the subsequent grade. Because the collaborative team of teachers moves with the students, immediate instruction begins on the first day of the next school year with focus on the grade curricula. Through this process, parents will also be empowered through partnerships established with teachers as they the collaboratively address the instructional needs of their children.
Horizontal teaming and vertical teaming will be embedded in the culture of the school. The horizontal teaming strategy assigns a team of teachers on the same grade level to the same group of students. Teachers meet weekly for the purpose of planning instruction and identifying the instructional needs of all students. Every teacher is expected to analyze student data from the short-cycle and benchmark assessments, adjust instruction based on student performance, collaborate on lesson planning, and pace instruction. Professional development will focus on generating reports from the short-cycle assessments and benchmarks, analyzing

data, and adapting instruction to address the needs of both high and low achieving students in all subgroups and all content areas, especially those measured by Adequate Yearly Progress.

Vertical Teaming will allow content-specific teams of teachers from grades 6 through 8 to collaborate to address continuity of curriculum, student gaps in achievement, and development of strategies to address the gaps.   Vertical teaming will help teachers prepare students for each progressive year. Additionally, dialogue between elementary/middle and middle/high schools will be utilized to ease the transition that WMCPA students make as they progress from one level to the next.

Principal's Cabinet
The principal will establish the Principal's Cabinet, a student advisory group. The purpose of the Principal's Cabinet is to provide an opportunity for students to work with the principal on student issues and concerns relative to attendance, behavior, and academic performance. This action reflects the philosophy that the principal and staff embrace the concept of student governance playing a critical role in maintaining and sustaining a successful learning environment.

Action Teams
The area assistant superintendent will take the lead in the restructuring (planning) of WMCPA by directing and overseeing the School Improvement Team (SIT). The area assistant superintendent has an active role in mentoring the principal of WMCPA to support implementation of the School Improvement Plan and assess for fidelity of implementation within WMCPA. This is different from other Baltimore County Public Schools, as the principal or another leadership team member is usually the chair of the SIT. Under the direction of the area assistant superintendent, the SIT will establish the four action teams that resulted from the comprehensive needs analysis. The action teams will address the following areas: Curriculum, Instruction and Assessment; Professional Development; Parent Involvement; and Safe and Orderly Environment. High expectations will drive the actions of each action team. Each action team be composed of school-based staff, parents, and community members who will assist and report back to the area assistant superintendent. Central office staff will attend school improvement team meetings and provide support to action teams, as needed.

Located on the next page is a graphic representation of the proposed Woodlawn Middle College Preparatory Academy.

Woodlawn Middle College Preparatory Academy

Rigorous Instructional Program (Aligned with the VSC and CLG) Designed for Students to Matriculate to Advanced Placement and Other Higher Level Courses at the High School Level in Preparation for College

Mathematics	Language Arts/Reading	Science	Social Studies
Algebraic Thinking Pre-Algebra Algebra STEM Focus NSF Grant	Language Arts/Reading English/Accelerated Programs *Language!*	STEM Focus Integrated Science NSF Grant New Grade 8 Course for High School Credit	Project Based/Problem Solving Decision Making Issues Analysis Teaching American History Grant

Strategies and Activities to Support the Rigorous Instructional Program

←——————————————————————————————————→

| Zero-based Staffing | College Preparatory Strategies

Pre AP

College Ed

PSAT | Extended Time, Day, and Year Programs | Extensive use of technology for teaching and acquiring information – tablet technology, student response systems, e-books, digital databases | Extensive use of short cycle and benchmark assessments to guide and inform instruction | Problem-based learning and authentic performances and products to include portfolios, interdisciplinary projects, STEM projects, virtual STEM fairs, online research modules | A.I.M. (Acceleration Instruction-Mastery) Individual Student Progress Inventory |

Facilitated by:

Administrative Team

Teaching Teams	**Principal's Cabinet**	**Action Teams**
Collaborative Teams with Looping Horizontal Articulation Vertical Articulation	Student Governance Model	Curriculum and Instruction Professional Development Parent Involvement Safe and Orderly

School Improvement Team

C.   Safe and Orderly Environment

Woodlawn Middle School data reflect a significant improvement in creating a safe and orderly environment. Since the beginning of the 2005-2006 school year there has been a 30% decrease in referrals and out-of-school suspensions. The success of the Positive Behavior Intervention Support Program (PBIS) is attributed to the leadership of the PBIS coordinator and buy-in from the staff. The school has adopted the PBIS philosophy that supports proactive discipline in the form of behavior interventions and the teaching of pro-social behavior. These interventions are put into place for individuals or groups of students. The implementation of PBIS relies heavily on examining data and implementing interventions that are aligned with the needs of the students. WMCPA will continue to refine and reinforce the Code of Conduct, Character Education, Mentoring, and the Incentive Program to facilitate an effective PBIS Model. Parents will be involved in WMCPA's discipline program through home-school communication and parent/teacher/student conferencing.

D.   Parent and Community Involvement

Parent and community involvement efforts will begin with the implementation of a survey the first week of school to gather data regarding perceptions and views of WMCPA and the achievement of students. Based on the analysis of the survey, and in collaboration with the PTA and the Parent Involvement Action Team a variety of traditional and non-traditional strategies will be implemented to engage parents. It will be the philosophy of WMCPA to have every parent attend at least one event or activity during the year through a focused effort of empowering parents and affording parents' opportunities to be actively involved in the educational process of their child. A parent liaison will provide assistance with the implementation of all parent involvement efforts. Involvement will be encouraged and measured by conducting and tracking traditional activities such as Back-to-School Night and parent conferences, but also through less traditional methods including staff attendance at community-based outreach activities such as communicating in church bulletins and on community bulletin boards; attending churches and community events; distributing fliers within the community; setting up information booths in local malls and shopping centers; and conducting articulation and informational meetings with parents of the feeder schools. WMCPA will provide parents with a description of grade level expectations, assessment results, and achievement levels of their children. Scope and sequence timelines of prerequisite skills for reading and mathematics will be shared with parents. Parent workshops will include topics such as college preparatory strategies, Pre-AP, Project Attend, graduation requirements, multiple intelligences, learning preferences, and acceleration strategies.

In additional to other strategies detailed in the following School Improvement Plan, WMCPA will implement the A.I.M Learning Inventory, as described above, as a strategy for structuring conferencing and academically focused workshops that align with the Title I School Level Parent Involvement Policy. Special meetings will be held periodically for parents and the community to report on the progress of implementation of the School Improvement Plan and Alternative Governance.

<p style="text-align:center;">**WOODLAWN MIDDLE COLLEGE PREPRATORY ACADEMY**
COMPREHENSIVE NEEDS ASSESSMENT</p>

I. OVERVIEW

The *Blueprint for Progres*s, which is aligned with the *Bridge to Excellence* and *No Child Left Behind Act (NCLB, 2001),* serves as the framework for the Baltimore County Public Schools' (BCPS) Master Plan. The *Blueprint for Progres*s sets forth a number of performance goals and specific performance indicators for each goal. These goals and indicators are the concrete, measurable statements of the expectations BCPS has for all students in the Baltimore County Public School System. As BCPS continues to increase the quality of the educational opportunities offered to students, these indicators are used to assess schools' progress. The indicators are measures of student achievement designed to demonstrate the success and the effectiveness of the school, its administration, and staff, and they form the basis of this needs assessment. WMCPA conducted a comprehensive needs assessment, as follows, with staff, parents, and the community, which resulted in identification of the following five priority needs:

- **Priority Need 1: Develop a climate of high expectations resulting in high student achievement**
- **Priority Need 2: Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in reading and mathematics and aligned with the Voluntary State Curriculum**
- **Priority Need 3: Develop and support collaborative teaching teams**
- **Priority Need 4: Improve parent involvement**
- **Priority Need 5: Provide a safe and orderly environment**

II. DEMOGRAPHICS

Woodlawn Middle School is located in the southwest section of Baltimore County. It is a suburban community that borders Baltimore City. The total school enrollment is 882, of which 96% are African American. It is identified as a Title I school, with 63.2% of the students qualifying for Free and Reduced Meals. The school's enrollment steadily increased from 737 students in 1995 to its peak of 1,205 students in 2001. Since 2001, enrollments have declined each year, partly a result of parents choosing to send their children to other schools under the Title I Public School Transfer Option.

III. STAFF

A. Data Analysis
At the beginning of the 2005-2006 school year, 17.5% of the 77 teachers were new to the school.   Currently, there are 32 non-tenured teachers on staff. Twenty-four teachers have four years or less of teaching experience. Higher than usual staff turnover, large numbers of teacher vacancies, and high teacher absenteeism are all patterns evidenced within the data. Over 50% of the teaching staff has missed five or more days during each of the past three years. One in five teachers missed more than eight days per year. In addition, over the past six years Woodlawn

Middle School has had four different principals and high turnover among department chairs. The need for WMCPA to focus on high expectations resulting in academic achievement was expressed in parent surveys, PTA meetings, parent-teacher conferences, and community meetings. Stakeholders' concerns included staff stability, teacher absenteeism, and teacher vacancies.

WMS Teacher Turnover Rate

Year	Percent of Teacher Turnover
2002/2003	16.5%
2003/2004	22.1%
2004-2005	17.5%

WMS Teacher Vacancies

Year	Number of Vacancies	Department	Grades Impacted
2003/2004	1	Science	Grade 8
	2	Social Studies	Grades 6 and 8
	1	Special Education	Grade 7 and 8
2004/2005	2	English	Grades 6 and 8
	1	Reading	Grade 7
	2	Science	Grades 6 and 7
	5	Special Education	Grades 6, 7, 8 and ED Program
2005/2006	3	English	Grades 6 and 8
	1	Reading	Grade 8
	1	Math	Grade 8
	3	Special Education	Grades 6, 7 and 8

Data Source: WMS

WMS Teacher Absenteeism

School Year	% of Teachers Absent >5, but <8	% of Teachers Absent >8days	Total
2005-2006*	29%	12%	41%
2004-2005	43%	26%	69%
2003-2004	33%	19%	52%
Three Year Avg.			54%

Data Source: WMS   *Data as of April 15, 2006

B. Identified Priority Needs

- Develop a climate of high expectations resulting in high student achievement
- Develop and support collaborative teaching teams

C. Contributing Factors

Research indicates that student performance is affected by highly qualified teachers who attend school regularly and teach at a high level of instruction on a daily basis. Continuity of instruction is impacted by staff instability, teacher vacancies, and teacher absenteeism. The interruption of instruction negatively effects academic achievement (Hawkins, 2000). Long term substitutes, who may or may not be highly qualified, or who may be new to the teaching profession, are often used to fill teacher vacancies. Research also shows that teacher absenteeism has a negative correlation with student outcomes (Pitkoff, 1993). That is, as the number of days that a teacher is absent increases, the level of student achievement decreases. Teacher absenteeism is related to both student absenteeism and achievement (Corallo & McDonald, 2001). Research also indicates that high expectations of staff, parents, and students are directly linked to high levels of student achievement (Marzano, 2000). Schools that establish high expectations for all students and provide the support necessary to achieve these expectations have high rates of academic success (Jussim, 1989; Levine and Lezotte, 1995, and Good, 1981). Effective teachers have high expectations for all students and set clear standards of attainable academic and behavioral performance, and hold students to them.

D. Strategies to Address Contributing Factors

Zero-based staffing ensures that the newly hired WMCPA staff will consist of those individuals who are committed, sensitive, caring, and hold high expectations for the transformation of the school and the achievement of students. The result of zero-basing the staff will be increased student achievement and instructional rigor based upon the VSC and assessment limits. Currently, 11% of the teaching staff is not highly qualified, as defined by state standards. Zero-basing will enable the school to hire skillful administrators who can create safe and orderly environments, as well as environments of high expectations. Likewise, zero-basing will enable the school to hire teachers who are highly qualified and who possess the content knowledge and the pedagogical skills to meet the needs of all students. High expectations for teachers and students, as established the principal and administrative team, will create the climate for student success. Collaborative, vertical, and

horizontal approaches to teacher teaming (see Section IV) will be used to support the teachers at all stages of their professional development and to facilitate the development and maintenance of high expectations for teacher performance.

IV. ACHIEVEMENT

While Woodlawn Middle School MSA scores have improved since the implementation of the Maryland School Performance Program, and the school met the Adequate Yearly Progress (AYP) standard in 2004, it has been unable to maintain enough significant, steady progress to consistently meet state standards. While WMCPA made AYP for the 2003-2004 school year, the school did not achieve AYP for the 2004-2005 school year. In 2002-2003 and 2004-2005 the school did not meet AYP in the following areas: Reading All Students, African American, Free/Reduced Meals, and Special Education; Mathematics All Students and African American. In 2002-2003, the school did not meet AYP in Free/Reduced Meals, and in 2004-2005, in Special Education. (See attached 2005 AYP chart from www.mdk12.org for trend data.)

A. Mathematics

1. Data Analysis
At WMS, the majority of students in grade 6, 7, and 8 scored at the basic level in MSA mathematics (69.6%), and as a result under-performed middle school students at both the BCPS and state levels. Because Woodlawn Middle School is predominantly African American (96%), these data largely represent one subgroup of students– African American. Additionally, African American males score lower than their female counterparts in mathematics in grades 6 and 8. The scores of Special Education students taking MSA indicate significant gaps at all grade levels (additional analysis of special education data follows). White students in grade 8 (the only grade level for which trend data are available, score significantly below their peers in other subgroups.

Data from end-of-unit assessments aligned with the VSC show that 59.7% of the students (excluding G/T) in grade 6 scored proficient; 57.5% of the students (excluding G/T) in grade 7 scored proficient; and 44.7% of the students (excluding G/T and algebra) in grade 8 score proficient.

2004-2005 MSA Mathematics – Percent Proficient

	WMS	BCPS	State
Mathematics	30.4	62.0	63.1

Grade 6 MSA Mathematics – Percent Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students		23.3	35.2
African American		21.4	32.4
White		N/A (< 5)	N/A (< 5)
Hispanic		N/A (< 5)	20.0
FARM		21.4	30.6
Special Education		0.0	3.6

Data Source: Maryland State Department of Education - N/A: Group Size < 5

Grade 7 MSA Mathematics – Percent Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students		17.4	28.7
African American		14.5	29.3
White		0.0	N/A
Hispanic		N/A(< 5)	N/A(< 5)
FARM		14.5	32.0
Special Education		3.4	0.0

Data Source: Maryland State Department of Education (N/A: Group Size < 5)

Grade 8 MSA Mathematics – Percent Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students	7.2	23.6	24.6
African American	7.1	23.1	25.1
White	0.0	N/A (< 5)	0.0
Hispanic	N/A (< 5)	N/A (< 5)	20.0
FARM	5.2	20.2	22.8
Special Education	0.0	2.6	9.7

Data Source: Maryland State Department of Education (N/A: Group Size < 5)

2004-2005 WMS Gender Comparison Data

	African American Males (447 enrollment)						African American Females (403 enrollment)					
	Reading			Mathematics			Reading			Mathematics		
	A	P	B	A	P	B	A	P	B	A	P	B
Grade 6	8.9%	45.9%	45.2%	2.2%	30.6%	67.2%	17.6%	44.5%	37.8%	0.0%	37.0%	63.0%
Grade 7	4.1%	34.9%	61.0%	5.1%	26.1%	68.8%	11.6%	35.5%	52.9%	3.4%	21.8%	74.8%
Grade 8	2.7%	36.7%	60.7%	2.0%	18.8%	79.2%	7.0%	40.8%	52.1%	2.8%	26.8%	70.4%

2. Identified Priority Needs
- Develop a climate of high expectations resulting in high student achievement
- Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in mathematics and aligned with the Voluntary State Curriculum

3. Contributing Factors
Data from the feeder elementary schools (Featherbed Lane, Hebbville, Woodmoor, and Powhatan elementary schools) reveal that approximately half of the entering grade 6 students scored at the basic level in mathematics in grade 5. In addition, students at WMS show little progress in mathematics over the three years they are at WMS. These results reflect an environment of low expectations and less than rigorous instruction in mathematics.

4. Strategies to Address Contributing Factors

The overall goal of the restructuring of WMS into a college preparatory academy is to ensure that students will participate in a sufficiently rigorous instructional program to result in students successfully completing Algebra I and possessing the skills needed to pass the Algebra Data Analysis HSA.

Every student will participate in mathematics instruction aligned with the Voluntary State Curriculum (VSC) and Core Learning Goals (CLG) with the focus on preparation for and enrollment in Algebra I by the time the student leaves middle school. In the Woodlawn Middle College Preparatory Academy, grade 6 students will be assigned to either Gifted and Talented 6 Transitions Math or a new curriculum, *Algebraic Foundations.* Grade 7 students will be enrolled in one of three options - Gifted and Talented 7 Algebra I, Pre-algebra 7, or *Algebraic Thinking Part 1*. Grade 8 students will be enrolled in Gifted Talented 8, Algebra 2, Algebra I, or Pre-algebra 8. For 2006-2007 only, the students in Pre-algebra 8 will be in *Algebraic Thinking Part 1* as a bridge from their grade 7 mathematics experience. In subsequent years, students in *Algebraic Thinking Part 1* in grade 7 will follow with *Algebraic Thinking Part 2*, a new curriculum to be implemented in 2007-2008. *Algebraic Foundations* and *Algebraic Thinking Part 1* require 90 minutes of mathematics daily or 90 minutes alternated with 45 minutes every other day in order to achieve the results indicated in the research for these programs. *Algebraic Thinking* is a three-year middle school mathematics program designed to move students leaving grade 5 with below average mathematics ability to a point where they can successfully complete Algebra I in grade 9.

Students requiring an accelerated program in grade 6 will be enrolled in *Algebraic Foundations. Algebraic Foundations* is a program designed to move students leaving grade 5 with below average mathematics ability to a point where they can successfully complete Algebra I/Data Analysis in grade 9. To move students from basic to proficient/advanced or proficient to advanced in the areas of mathematics, extended time will be built into the master schedule. Classes will be shortened to create a 40 minute block of time three days a week to provide intervention, tutorial support, re-teaching, or enrichment to students based on the results of the three to four week short-cycle assessments. Each grade level will determine when the extended time during the school day will be provided. Grade levels may select the beginning of school day, before or after lunch, or before the last period of the school day. The WMCPA proposes implementation of a Summer Bridge Academy for grade 5 students who score at the basic level in order to prepare them for the rigor of grade 6. To prepare students for Algebra I, students will be enrolled in an accelerated course during the summer. Students in Math 7 will be enrolled in an accelerated summer course to prepare them for Algebra I.

College Preparatory Strategies, Pre-AP, and PSAT methodologies and strategies will be infused into and aligned with the curriculum to ensure that critical thinking and high-level questioning strategies are utilized in every classroom. College Preparatory Strategies, Pre-AP, and PSAT are College Board initiatives that equip all middle school teachers with the strategies and tools they need to engage students in active, high-level learning. This will ensure that all WMCPA students develop the skills, concepts, and habits of mind they need to achieve at a high level and to succeed in college or the world of work.

Student acquisition of skills and concepts in mathematics will be assessed by a variety of methods. Throughout the course of the year, teachers will administer short-cycle and benchmark assessments. The results of short-cycle and benchmark assessments will be used to guide and adjust instruction to meet the needs of individual students. Disaggregated data from these assessments will help determine the students who need

extended instructional time and/or an after-school instructional program in mathematics. The A.I.M Individual Student Progress Inventory will be used to provide teachers a means of articulating student progress in acquiring identified skills and concepts to parents. This individual student progress report provides a profile of student achievement and instructional needs.

WMCPA will be the first school in Baltimore County to provide all grade 8 students with the opportunity to take the PSAT. The results of the PSAT will be analyzed to inform teachers, students, and parents of the prerequisite skills set necessary to succeed on HSA, SAT, and in rigorous courses.

Mathematics teachers are schedule to receive professional development over the summer and during the school year. Mathematics teachers will attend training on Pre-AP, PSAT, *Algebraic Foundations, Algebraic Thinking 1* and *2*, and data analysis.

The STEM Academy will continue at WMCPA. The goal of this Academy is to enhance student achievement in mathematics and science. Mathematics and science teachers will receive training to help students use technology in the completion of integrated math and science inquiry-based investigations. Student designed projects integrating STEM will be completed each quarter throughout grades 6, 7, and 8. Students will showcase projects in both virtual and non-virtual environments to include symposiums, student conferences, and forums. The projects will meaningful, engaging, and relevant to address global perspectives. Students will demonstrate their knowledge and ability to apply skills through the completion of the projects. The STEM project provides opportunities for student of WMCPA to engage in high-level science, technology, engineering, and math programs. As part of the grant the school will receive a 0.5 FTE position to oversee STEM Education within the WMCPA.

B. Reading

1. Data Analysis
At WMS slightly more than half of the students score at the basic level in reading (50.5%). African American males under-performed their female counterparts in reading in grades 6-8. The scores of Special Education students taking MSA indicate significant gaps at all grade levels (additional analysis of special education data follows).

On the Degrees of Reading Proficiency (DPR) assessment, administered by BCPS, of the 189 grade 6 students selected for testing using specific achievement criteria, 164 (86.7%) were identified as requiring accelerated instruction; of the 157 grade 7 students tested, 137 (87.3%) were identified as requiring acceleration; and of the 189 grade 8 students tested, 157 (83.0%) students were identified. The DPR grade level equivalency average for the tested grade 6 students is 3.7; for grade 7, 4.8; and, for grade 8, 5.2.

2004-2005 MSA Reading – Percent Proficient

	WMCPA	BCPS	State
Reading	49.5	73.7	70.7

Data Source: Maryland State Department of Education

Grade 6 MSA Reading – Percent Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students		51.7	57.6
African American		51.3	58.3
White		N/A (< 5)	N/A (< 5)
Hispanic		N/A (< 5)	0.0
FARM		51.9	52.0
Special Education		9.4	24.2

Grade 7 MSA Reading – Percent Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students		49.2	43.2
African American		49.3	43.0
White		60.0	N/A (< 5)
Hispanic		N/A (< 5)	N/A (< 5)
FARM		46.0	42.3
Special Education		24.1	0.0

Grade 8 MSA Proficient and Advanced

Year	2002-2003	2003-2004	2004-2005
All Students	29.7	44.4	43.5
African American	29.6	44.0	43.5
White	40.0	N/A (< 5)	20.0
Hispanic	N/A (>5)	N/A (< 5)	60.0
FARM	20.1	41.7	42.9
Special Education	2.7	5.6	9.7

Data Source: Maryland State Department of Education - N/A: Group Size < 5

2004-2005 WMS Gender Comparison Data

	African American Males (447 enrollment)						African American Females (403 enrollment)					
	Reading			Mathematics			Reading			Mathematics		
	A	P	B	A	P	B	A	P	B	A	P	B
Grade 6	8.9%	45.9%	45.2%	2.2%	30.6%	67.2%	17.6%	44.5%	37.8%	0.0%	37.0%	63.0%
Grade 7	4.1%	34.9%	61.0%	5.1%	26.1%	68.8%	11.6%	35.5%	52.9%	3.4%	21.8%	74.8%
Grade 8	2.7%	36.7%	60.7%	2.0%	18.8%	79.2%	7.0%	40.8%	52.1%	2.8%	26.8%	70.4%

2. Identified Priority Needs
- Develop a climate of high expectations resulting in high student achievement
- Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in mathematics and aligned with the Voluntary State Curriculum

3. Contributing Factors
Analysis of the data reveals that approximately one-third of the students entering grade 6 from the four feeder elementary schools (Featherbed Lane, Hebbville, Woodmoor, and Powhatan) perform at the basic level; with this number increasing slightly by the end of grade 6. In addition, students at WMS show little progress in mathematics over the three years they are at WMS. These results reflect an environment of low expectations and less than rigorous instruction in mathematics.

4. **Strategies to Address Contributing Factors**

Students entering grade 6 who are not identified for an accelerated reading intervention will take Scott Foresman reading and the BCPS language arts course. Students in grades 7 and 8 who are not identified for an accelerated reading intervention will take the respective BCPS language arts course and a world language. The BCPS language arts courses for grades 6, 7, and 8 are integrated curricula that expose students to rich informational texts and works of literary merit so they can examine the language techniques and literary forms used by accomplished writers and the significant themes that reflect the human condition. Opportunities for inquiry-based research are incorporated in all units through the use of the BCPS Curriculum Research Models. The language arts curriculum is enhanced through enrichment activities such as service-learning projects, partnerships with high school and community theater departments, and in-house workshops with authors.

Based upon the data and contributing factors, there is need for accelerated instruction to ensure the success of WMCPA students in reading, and in other content areas for which reading skills are required. Grade 5 students who score at the basic level in MSA reading will be tested for appropriate placement in an accelerated program in grade 6. The WMCPA will implement a Summer Bridge Academy for grade 5 students who score at the basic level in MSA reading to prepare them for the rigor of grade 6.

WMCPA will implement a research-based accelerated reading program, entitled *Language!,* to increase student achievement in reading on both the MSA and HSA. *Language!* will afford students to acquire literacy skills through explicit instruction in a scaffolded and research-based core program that is aligned with the Voluntary State Curriculum and Core Learning Goals. Learning in rich contexts and the use of computer technology will enhance the acquisition of vocabulary and reading comprehension. Enrichment through challenging texts and extended writing will provide students with opportunities for growth and real-world applications. The criteria for placement in *Language!* follow:

➢ Incoming grade 6 students who score below grade equivalency 4 on the Degrees of Reading Power (DRP) assessment, below 4.0 on the Test of Silent Word Reading Fluency, and below 25 correctly spelled words on the spelling inventory will start in Book A of *Language!*.
➢ Incoming grade 7 students who score below grade equivalency 4 on the Degrees of Reading Power (DRP) assessment, below 5.4 on the Test of Silent Word Reading Fluency, and below 25 correctly spelled words on the spelling inventory will start in Book A of *Language!*.
➢ Incoming grade 8 students who score below grade equivalency 4 on the Degrees of Reading Power (DRP) assessment, below 6.2 on the Test of Silent Word Reading Fluency, and below 25 correctly spelled words on the spelling inventory will start in Book A of *Language!*.
➢ Incoming grade 7 students who score between 4.1 and 5.5 grade equivalency on the Degrees of Reading Power (DRP) assessment, below 5.4 on the Test of Silent Word Reading Fluency, and below 25 correctly spelled words on the spelling inventory will start in Book C of *Language!*.
➢ Incoming grade 8 students who score between 4.1 and 6.2 grade equivalency on the Degrees of Reading Power (DRP) assessment, below 6.2 on the Test of Silent Word Reading Fluency, and below 25 correctly spelled words on the spelling inventory will start in Book C of *Language!*.

Pre-AP and PSAT strategies will be infused into WMCPA's language arts curriculum. College Preparatory Strategies methodologies and strategies will be demonstrated in daily instruction. These initiatives will serve to reinforce high expectations and increase the rigor of daily

instruction. In order to implement effective teaching strategies, the language arts teachers will be involved in quality College Board professional development designed to prepare them to utilize Pre-AP strategies in reading, writing, and critical thinking in language arts courses.

Student acquisition of skills and concepts in reading will be assessed by a variety of methods. Throughout the course of the year, teachers will administer short-cycle and benchmark assessments. The results of short-cycle and benchmark assessments will be used to guide and adjust instruction to meet the needs of individual students. Disaggregated data from these assessments will help determine the students who need extended instructional time and/or an after-school instructional program in reading. The A.I.M Individual Student Progress Inventory will be used to provide teachers a means of articulating student progress in acquiring identified skills and concepts to parents. This individual student progress report provides a profile of student achievement and instructional needs.

WMCPA will be the first school in Baltimore County to provide all grade 8 students with the opportunity to take the PSAT. The results of the PSAT will be analyzed to inform teachers, students, and parents of the prerequisite skills set necessary to succeed on HSA, SAT, and in rigorous courses.

Reading and language arts teachers are scheduled to receive professional development over the summer and during the school year. The teachers will attend professional development in Pre-AP, PSAT, data analysis, and a five-day training to implement the *Language!* program.

C. Special Education

1. Data Analysis
At WMS, the grades 6 and 8 students receiving special education services who are required to take ALT-MSA continue to achieve advanced and/or proficient scores of 85.7% higher; grade 7 students scored 40% advanced and/or proficient in reading and mathematics; however, there are no trend data available for this group. The students receiving special education services who take MSA score far below the state standards and far below their peers in other subgroups (also see MSA data above.)

ALT-MSA Reading

Year	Grade 6	Grade 7	Grade 8
	Advanced/Proficient	Advanced/Proficient	Advanced/Proficient
2005	100%	40%	100%
2004	*	*	*
2003	N/A	N/A	*

*Fewer than 5 students

ALT-MSA Math

Year	Grade 6	Grade 7	Grade 8
	Advanced/Proficient	Advanced/Proficient	Advanced/Proficient
2005	100%	40%	85.7%
2004	*	*	*
2003	N/A	N/A	*

*Fewer than 5 students

MSA Data: Special Education

School Year and Grade Level	Mathematics		Reading	
	Proficient/Advanced	**Basic**	**Proficient/Advanced**	**Basic**
2004-2005				
Grade 6	9.1%	90.9%	24.2%	75.8%
Grade 7	0	100%	0	100%
Grade 8	9.7%	90.3%	6.4%	93.5%
2003-2004				
Grade 6	9.1%	90.9%	9.4%	90.6%
Grade 7	3.4%	96.6%	24.1%	75.9%
Grade 8	2.6%	97.4%	5.1%	94.9%

2. Identified Priority Needs

- Develop a climate of high expectations resulting in high student achievement
- Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in mathematics and aligned with the Voluntary State Curriculum
- Develop and support collaborative teaching teams

3. Contributing Factors

Analysis of the data reveals that students receiving special education services were often placed into self-contained classrooms with a special education teacher delivering instruction. Data from the four feeder schools shows that Powhatan had no students in grade 5 in the special education category. Data from the remaining three schools (Woodmoor, Hebbville, and Featherbed Lane) indicate that 93.9% of students receiving special education services entering grade 6 performed at the basic level in math on grade 5 MSA; 71% of students entering grade 6 performed at the basic level in reading on grade 5 MSA. The placement of students with disabilities must become more inclusive. LRE data as of October 31, 2005, indicate that only 36% of the students with disabilities are in LRE A (60% or more of the day in general education classes) and 58% are in LRE C (60% or more of the day in special education classes).

4. Strategies to Address Contributing Factors

Collaborative planning and co-teaching will be implemented so that more students with disabilities will be have access to the core curriculum by being included in general education classes and participating in differentiated grade-appropriate instruction. In October 2005, all teachers received the BCPS *Guide to Inclusive Education* and received initial training on inclusion. Collaborative planning time will be provided for staff and staff will use the *Guide to Inclusive Education* and the *Special Education Teacher Handbook*. Teachers will participate in ongoing professional development on best inclusive practices. In addition, students receiving special education services will participate in accelerated instruction, based on the criteria detailed above in the mathematics and reading sections. The home school program for students with emotional disturbance will incorporate appropriate positive behavior strategies including a structured behavior management system. All school staff will be trained on the elements of an effective behavior management system, and the special education staff will provide strategies and recommendations to improve this program.

V. COLLABORATIVE TEACHING TEAMS

A. Data Analysis

(See sections III. Staff and IV Achievement, above)

B. Identified Priority Needs

- Develop a climate of high expectations resulting in high student achievement
- Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in reading and mathematics and aligned with the Voluntary State Curriculum
- Develop and support collaborative teaching teams

C. Contributing Factors

Staffing patterns in the past (high teacher turnover, teacher experience levels, absenteeism, and teaching vacancies) did not allow for a coherent, unified, team (across content areas) approach to instruction. In addition, students began with new teachers each school year. Observation data indicate that as students moved from grade to grade they frequently repeated content they had learned the prior year. In addition, vertical (across grade levels) teaming and planning was not utilized effectively to assist teachers with developing appropriate expectations for student achievement.

C. Strategies to Address Contributing Factors

Research indicates that when teachers engage in collaborative discussions about curriculum, instruction, and assessments, the results will be lasting improvement and increased student achievement (Morton (1993). Consequently, WMCPA will focus on the incorporation of collaborative teaching teams, vertical teams, and horizontal teams. The collaborative teaching team (looping) will provide the opportunity for the teacher and student to move together from grade 6 to grade 7 to grade 8. Collaborative teaching teams will allow for the development of a teacher-student relationship which is built on trust, bonding, understanding, and acquisition of prerequisite skills prior to matriculating to the subsequent grade. The beginning of the each school year will allow for instruction to begin immediately based on the grade level curricula.

Parents will be included in collaborative partnerships (see parent involvement) established with teachers as they the work together to address the instructional needs of their children.

Vertical teaming will be implemented to provide time for specific content area teachers from grades 5 through grade 9 to analyze and collaborate on the scope and sequence of curriculum, consistency of curriculum delivery, and backward mapping to address students' skill deficits. Dialogue between elementary/middle and middle/high teachers will ease the transition that WMCPA students make as they progress from one level to the next. Professional development on vertical teaming will by conducted by the College Board for all staff, parents, and the community.

Horizontal teaming will allow for assigning a team of teachers on the same grade level to the same group of students. Teachers will meet weekly to plan instruction and to identify the instructional needs of their students. Every teacher will be expected to analyze student data from the short-cycle and benchmark assessments, adjust instruction based on student performance, collaborate on lesson planning, and pace instruction to ensure that students meet established standards. Professional development will focus on developing data reports from the short-cycle and benchmark assessments , analyzing the resulting information, and adapting instruction to address the needs of high, average, and low performing students in all subgroups and all content areas, with emphases on reading and mathematics and preparing students to be successful on the High School Assessments.

VI. PARENT AND COMMUNITY INVOLVEMENT

A. Data Analysis
Parent/guardian involvement, as measured by conferences and participation in American Education Week activities at WMS, has increased over the past three years; however, overall, parent/guardian participation in conferences decreases from the beginning to the end of the school year

2005-2006 Parent Involvement Data* Woodlawn Middle School

Event	Number of Parents In Attendance
Back to School Night	436
1st Quarter Parent Conferences	231
2nd Quarter Parent Conferences	112
3rd Quarter Parent Conferences	97
4th Quarter Parent Conferences	(data not yet available)
American Education Week	527

2004-2005 Parent Involvement Data* Woodlawn Middle School

Event	Number of Parents In Attendance
Back to School Night	392
1st Quarter Parent Conferences	243
2nd Quarter Parent Conferences	177
3rd Quarter Parent Conferences	223
4th Quarter Parent Conferences	99
American Education Week	418

2003-2004 Parent Involvement Data* Woodlawn Middle School

Event	Number of Parents In Attendance
Back to School Night	350
1st Quarter Parent Conferences	153
2nd Quarter Parent Conferences	97
3rd Quarter Parent Conferences	73
4th Quarter Parent Conferences	45
American Education Week	119

*Data Provided by BCPS Title I Office

B. Identified Priority Need

- Improve parent involvement

C. Contributing Factors

Although there has been an increase in parental involvement, WMS is still not reaching the goal of 100% parent communication or participation in school events and activities. Efforts in the past to involve parents have not always taken into consideration the needs of parents and the community, nor have efforts been varied and flexible enough to truly engage parents and the community.

D. Strategies to Address Contributing Factors

Parent and community involvement efforts will begin with the implementation of a survey the first week of school to gather data regarding perceptions and views of WMCPA and the achievement of students. The survey will include topics such as parent expectations of the school, instructional programs, teacher effectiveness, the school environment, and home school relationships. Parents will be surveyed to garner their input regarding convenient times for school events, how they would like to be involved, ways to provide input into school initiatives, and the

best way to provide communication for them. Based on the analysis of the survey, and in collaboration with the PTA and the Parent Involvement Action Team the following strategies will be implemented to engage parents.

Community engagement and involvement in education is a key element in increasing academic achievement and performance. As a result, it will be the philosophy of WMCPA to have every parent attend at least one event or activity during the year through a focused effort of empowering parents and affording parents opportunities to be actively involved in the educational process of their child. A parent liaison will provide assistance with the implementation of all parent involvement efforts. Involvement will be encouraged and measured by conducting and tracking traditional activities such as Back-to-School Night and parent conferences, but also through less traditional methods including staff attendance at community-based outreach activities such as communicating in church bulletins and on community bulletin boards; attending churches and community events; distributing fliers within the community; setting up information booths in local malls and shopping centers; and conducting articulation and informational meetings with parents of the feeder schools

Parent involvement will also be measured by taking attendance at school events including PTA meetings; parent volunteers; parent responses to surveys and communications (from the school and teachers); and other home-school communication (including parent conferences) through a variety of means including newsletters, phone calls, notes, web-based interaction, and emails. The school calendar of activities will be adjusted, as needed, to best meet the identified needs of the parents. On the first day of school, parents will be provided with the names of their child's teachers and contact information. Teachers, administrators, and counselors will call parents during the first two weeks of school to make an initial contact, as this has been identified as one of the most effective means of involving parents Henderson & Mapp 2002).   All home school communication will be developed and formatted in languages that parents can understand, and will take into account parents with limited English proficiency and parents with disabilities. The school will include information regarding events and opportunities for conferences on the school web page. Personal phone calls will be made to remind parents of upcoming events and conferences. A school "event line" will also be established so that parents may call anytime to get up-to-date information about what is happening at the WMCPA. In addition, providing incentives such as a coffee/donut breaks where parents will be able interact with each other and administrators prior to or following events and conferences will be an integral part of developing and maintaining positive communication.

WMCPA will offer evening activities such as Homework Help Nights to, content area nights, and report card nights in order to encourage and parents and their children to attend shared learning events.   Communications detailing upcoming functions will be sent out as far in advance as possible and through a variety of vehicles, i.e. fliers in the library, malls, and churches; articles in the school newsletter; and, on the school calendar and web site. Parents will also be provided with volunteer opportunities that allow for maximum flexibility. For example, a board will be placed in the office on which teachers and staff will post the various opportunities available.   Parents and interested community members will be able to check the board and participate in whatever they may choose, whenever they have time.

WMCPA will also implement the A.I.M Learning Inventory, as described above, as a strategy for structuring conferencing and academically focused workshops that align with the Title I School Level Parent Involvement Policy. Special meetings will be held periodically for parents and the community to report on the progress and the implementation of the School Improvement Plan and Alternative Governance. WMCPA will provide parents with a description of grade level expectations, assessment results, and achievement levels of their children. Scope and sequence timelines of prerequisite skills for reading and mathematics will be shared with parents. Parent workshops will include topics such as

college preparatory strategies, Pre-AP, Project Attend, graduation requirements, multiple intelligences, learning preferences, and acceleration strategies.

VII. SAFE AND ORDERLY

A. Office Referrals and Suspensions

1. Data Analysis
The number of referrals and suspensions at WMS has declined significantly over the past four years, but continues to be a concern. Systemwide, African American males are the most frequently represented student group.

WMS Referrals and Suspensions*

School Year	School Wide Information System (SWIS Office Referrals)	Out of School Suspensions
2005-2006 (as of 5/06)	350	350
2004-2005	924	642
2003-2004	999	727
2002-2003	1128	983

2. Identified Priority Need
- Develop a climate of high expectations resulting in high student achievement
- Provide a safe and orderly environment

3. Contributing Factors
Issues with staffing as delineated earlier in this needs assessment contribute significantly to a climate of low expectations. In addition, an engaging and rigorous instructional program in which students are challenged, but experience frequent successes, will reduce the need for disciplinary actions.

4. Strategies to Address Contributing Factors
As detailed in the preceding sections of this plan, implementation of a rigorous academic program and stabilization of the teaching and administrative staff will lead to a climate of high expectations for the academic performance of all students and effective performance of all staff. When students are academically successful in school, disciplinary infractions decrease. Discipline at WMS has improved dramatically from 2002 to 2005, with office referrals and suspensions decreasing substantially. To continue with this success, teachers will receive professional development on classroom management and Positive Behavior Intervention Support Program (PBIS). The Student Mentor Program, a program in which students mentor students, will continue to be implemented. Mentor teachers will provide support in instructional

planning on culturally relevant and responsive pedagogies and the delivery of curriculum and classroom management with first and second year teachers. In addition, the school will identify a cadre of parents to work with identified students who need a significant adult in their lives.

Teachers will be provided with professional development on cultural sensitivity and appropriate application of the Code of Conduct and classroom rules. The Code of Conduct will also be reviewed to ensure that it is culturally sensitive. Parents will be provided with the Code of Conduct and classroom expectations on the first day of school and the topic will be included in parent workshops. WMCPA will also recognize and reward positive student behavior through incentives, assemblies, and communication with parents. Parents will receive phone calls and other forms of communication from teachers and administrators acknowledging and praising their child's good behavior. When concerns arise, every effort will be made to meet with parents personally and develop a plan to address the issues that may be interfering with the student's academic success.

B. Attendance

1. Data Analysis
Currently, the attendance rate at WMCPA is 92.7%. The attendance has improved during the past three years, but remains below the state standard of 94% for all student groups.

Percentage Attendance Rate at WMCPA

Year	All Students	Asian/Pacific Islander	African American	White	Hispanic	Special Education
2004-2005	92.7	N/A	92.7	92.4	93.1	91.5
2003-2004	91.7	91.6	91.7	88.7	91.4	90.5
2002-2003	91.2	86.7	91.4	87.3	87.1	89.5

Data Source: Maryland State Department of Education

2. Identified Priority Need
- Develop a climate of high expectations resulting in high student achievement
- Provide a safe and orderly environment

3. Contributing Factors
Poor attendance is typically due to a lack of motivation for students to attend school. An instructional program that lacks rigor and is not engaging does not promote student attendance. Also, the adults in the school must model the behavior expected of students. Reversing these factors is at the heart of the transformation of Woodlawn Middle School into Woodlawn Middle College Preparatory Academy.

4. Strategies to Address Contributing Factors

Research demonstrates that the attitudes of educators play a vital role in either empowering or disabling students as related to school attendance (Railsback, 2004). In order to increase student attendance, professional development will be provided to the staff on cultural literacy, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and culturally relevant pedagogy. Additionally, WMCPA will reward and recognize students for improved attendance and perfect attendance. WMCPA will continue to implement Project Attend, which is designed to decrease the number of students with extensive absences and tardies through effective monitoring of attendance and communication with parents. School counselors will consult with teachers, parents, the school nurse, and other BCPS student support services personnel to address attendance issues. In addition, an engaging and rigorous instructional program in which students are challenged, but experience frequent successes, will reduce the need for disciplinary actions.

II. Conclusion

WMCPA conducted a comprehensive needs assessment of all available data, with staff, parents, and the community, which resulted in identification of the following five priority needs:

- **Priority Need 1: Develop a climate of high expectations resulting in high student achievement**
- **Priority Need 2: Provide a consistently high quality, differentiated instructional program, with embedded assessments, focused on acquisition of skills in reading and mathematics and aligned with the VSC**
- **Priority Need 3: Develop and support collaborative teaching teams**
- **Priority Need 4: Improve parent involvement**
- **Priority Need 5: Provide a safe and orderly environment**

The Alternative Governance School Improvement Plan is a shared vision that addresses these priority needs including the academic, cultural, social, and emotional needs of all students in order to transform Woodlawn Middle School into Woodlawn Middle College Preparatory Academy - a model of teaching and learning. Building a solid foundation for lasting improvement will require all stakeholders, administrators, teachers, students, parents, and community members, to be dedicated to creating an environment that values high expectations, rigorous curricula, relevant instruction, and authentic assessment to increase student academic performance. Zero-base staffing the school and hiring new personnel will result in a committed, caring, and sensitive environment that will enable students to achieve a high level of academic performance. In the transformation of Woodlawn Middle School to a college preparatory academy, there must be team building to create a cohesive with the shared goal of providing a high quality education for every student. The school administration will host a 2006 summer leadership retreat to solidify the common understandings required to achieve this goal. The retreat will include the administration, department chairs, lead teachers, staff, parents, and the community and will prepare all stakeholders to faithfully implement this School Improvement Plan.

Woodlawn Middle College Preparatory Academy will provide an instructional program that will lay the foundation for all students to pass the High School Assessments in order to graduate. With the establishment of high expectations for all students, the delivery of a rigorous,

differentiated curriculum, and the involvement of parents and the community, WMCPA will enable each child to successfully complete rigorous middle and high school courses while preparing for graduation, college, and a meaningful career.

Grade 6 Reading/Language Arts

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts.

Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5

Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 - specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 6 MSA READING: ANNUAL TARGETS TO REACH 100% PROFICIENCY BY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

Student Groups	2004-2005	2005-2006	2006-2007	2007-2008
All Students	57.6	68.4	73.7	78.9
Gender				
Males	53.6	64.9	70.8	76.6
Females	62.3	71.5	76.3	81.0
Race/Ethnicity				
African Amer.	58.3	69.1	74.3	79.4
Special Education	24.2	40.5	50.4	60.3
LEP	N<5			
GT	100.0	100.0	100.0	100.0
FARM	52.0	63.9	69.9	75.9

Footnote: The proficiency rates of the Hispanic and White subgroups are likely to experience large fluctuations from year to year due to their small size. These fluctuations will be even more pronounced when analyzing these subgroups by grade which further reduces the subgroup.   For instance, the Hispanic subgroup has between five to fifteen students in any give year. This is less than 2% of the school population.

Grade 6 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Grade 6 reading/language arts teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 • Cornell Notes • Organized Notebook 2007-2008 • Socratic Seminars • Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	June 15-June16, 2006 - Training Sept. 2006-June 2008 Sept. 2007-June 2008	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans	Cornell Notes Organized Notebooks Socratic Seminars Levels of Inquiry
Reading/language arts teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 • Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the English/language arts curriculum. • English/language arts teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP Professional development Sept. 2007-June 2008 Implementation of Pre-AP strategies and vertical teaming for reading/ language	• Administrative observations informal and formal • Team meeting feedback • Lesson plans • Monthly vertical and horizontal team meetings	Pre-AP Vertical Teaming

Grade 6 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	• Administrative observations, informal and formal • Team meeting plan • Calendar of meeting dates • Team meeting feedback Weekly and Monthly • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Collaborative Teaching Teams • Data Warehousing • Vertical Teaming • Conducting Effective Horizontal Teams
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Language!, a comprehensive accelerated literacy (reading/English/language arts/writing) program will be implemented in grade 6 to increase student achievement. The following sequential and integrated steps are included in each 90- minute daily lesson plan: • Phonemic Awareness and Phonics • Word Recognition and Spelling • Vocabulary and Morphology • Grammar and Usage • Listening and Reading Comprehension • Speaking and Writing Students will be identified for placement into the program based on MSA results and a placement tests. Identified students will receive *Language!* instruction everyday for 90 minutes. Participation in *Language!* program replaces participation in the Scott Foresman *Reading* program and the Grade 6 BCPS Language Arts Program.	Reading Dept. Chairs Reading Specialists Reading Teachers Language Arts Teachers	July 31, 2006-Aug. 4, 2006 Five Day Training Sept. 2006-June 2008 Implementation of program	*Language!* Progress Monitoring Indicators are administered at the completion of each book (approximately every 12 weeks): • Test of Silent Word Reading Fluency (measures speed and accuracy of word identification) • Degrees of Reading Power (measures text comprehension, specifically the ability to construct meaning while reading a passage) • Spelling Inventory (measures written spelling or regular and irregular words) Content Mastery Tasks are administered approximately every two weeks and assess student's mastery of curriculum-based content. Summative tests are administered following the completion of each book (approximately every 12 weeks) to assess content mastery.	Initial five-day training will prepare teachers to implement *Language!*. Teachers will: • Receive modeling of instructional techniques and strategies • Learn how to use the lesson plans to develop interactive lessons • Understand the differences in the structure and functioning of the brain in delayed readers • Gain knowledge of research on effective language instruction • Receive an intensive review of phonemic awareness training • Acquire an understanding of the sequence of the strands Quarterly Follow-Up Trainings.

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Grade 6 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Scott Foresman *Reading* will be used with all grade 6 students who are not identified for placement into *Language!*. The program provides instruction on comprehension, vocabulary, word study, and fluency.	Reading Dept. Chairs Reading Specialists Reading Teachers	Sept. 2006-June 2008	• Six unit benchmark assessments are administered approximately every six weeks. • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office to refine the implementation of the *Language!* program. Data Warehousing
BCPS Language Arts Program will be used with all grade 6 students who are not identified for placement into *Language!*.	Language Arts Department Chairs Language Arts Teachers	Sept. 2006-June 2008	• Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	
Teachers will be required to teach *Language!* and Scott Foresman Readin*g* with fidelity.	Administration Department Chairs Mentors Teachers	Sept. 2006-June 2008	• *Language!* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office to refine the implementation of the *Langauge!* program.

Grade 6 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Teachers will analyze student reading data to adjust pacing and differentiate instruction to meet the needs of students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Training –Aug. 22, 2006 2006-2007 Data Analysis: Sept. 29, 2006 Oct. 31, 2006 Nov. 1, 2006 Nov. 30, 2006 Jan. 31, 2007 Feb. 2, 2007 Skill Review Mar. 2, 2007- Mar. 30, 2007 2007-2008 Data Analysis: TBD	• *Language!* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	Data Warehousing
Extended time will be provided for students based on their degree of skill acquisition for reading as identified by short-cycle and benchmark assessments. This will not apply to students receiving *Language!* which must be implemented daily for 90 minutes. *Language!* may not be shortened to provide for extended time.	Administration Department Chairs Teachers	Sept. 2006-June 2008 Daily	• Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	Data Warehousing

Grade 6 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Parents will be informed of student's reading skills. • Reading needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of reading.	Administration Department Chairs Teachers	Sept. 25, 2006 - Training Parent A.I.M. Conference Oct. 2006 May 2007 Oct. 2007 May 2008	• Individual student inventory report • Evidence of student support	A.I.M.
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and accelerated student achievement in all content areas the teachers will: • Provide a description of the reading Voluntary State Curriculum during Back-to-School Night, on the school's web page, and during conferences. Parents will also be provided with information describing academic assessments used to measure student progress and the proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Administration Parent Liaison Department Chairs Teachers	Sept. 2006 – Back to School Night Conferences - Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	• Parent Participation data • Agenda • School web page • Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)

Grade 6 Reading/Language Arts				
Activities/ Actions/ Initiatives: (identify an rationale for the activity)	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
To increase students' reading skills, teachers will provide students with supports in reading aligned with the Voluntary State Curriculum (VSC). Supports include: • Increased daily reading class time • After-school programs • Saturday program • Summer Bridge programs	Administration Department Chair Resource Teachers Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June 2006-Aug. 2006 June 2006-Aug. 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually • Pre and post assessment data	

Grade 6 Reading/Language Arts				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
All teachers will incorporate into instruction and assessments based on the VSC indicators the following: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Administration Department Chairs Teachers Resource Teachers	Sept. 2006-June 2008	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	MSA and HSA Question Format and Range Finding

Grade 7 Reading/Language Arts

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts.

Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5

Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 - specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 7 MSA READING: ANNUAL TARGETS TO REACH 100% PROFICIENCYBY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

Student Groups	2004-2005	2005-2006	2006-2007	2007-2008
All Students	43.2	58.2	65.2	72.1
Gender				
Males	38.7	53.2	61.0	68.8
Females	48.3	60.9	67.4	73.9
Race/Ethnicity				
African Amer.	43.0	57.9	64.9	71.9
Special Education	0.0	24.3	36.9	49.5
LEP	N/A			
GT	96.3	96.7	97.1	97.5
FARM	42.4	57.5	64.6	71.7

Grade 7 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Grade7 teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 • Cornell Notes • Organized Notebook • Socratic Seminars (Students in grades 7 not in the *Language ! pro*gram) 2007-2008 • Socratic Seminars • Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	2006-2007 June 15-June16- Training for Sept. 2006-June 2007- implementation of strategies 2007-2008 TBD-Training Sept. 2007-June 2008 – implementation of strategies	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans	Cornell Notes Organized Notebooks Socratics Seminars Socratic Seminars Levels of Inquiry
Reading/language arts teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 • Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the English/language arts curriculum. • English/language arts teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP training Sept. 2007-June 2008 – Implementation of Pre-AP strategies and vertical teaming for reading/ language arts teachers	• Administrative observations informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings	Pre-AP Vertical Teaming

Grade 7 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	• Administrative observations, informal and formal • Team meeting plan • Calendar of meeting dates • Team meeting feedback Weekly and Monthly • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Collaborative Teaching Teams • Data Warehousing • Vertical Teaming • Conducting Effective Horizontal Teams
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Language!, a comprehensive accelerated literacy (reading/English/language arts/writing) program will be implemented to increase student achievement. The following sequential and integrated steps are included in each 90-minute daily lesson plan: • Phonemic Awareness and Phonics • Word Recognition and Spelling • Vocabulary and Morphology • Grammar and Usage • Listening and Reading Comprehension • Speaking and Writing Students will be identified for placement into the program based on MSA results and a placement tests. Identified students will receive *Language!* instruction everyday for 90 minutes. Participation in *Language!* program replaces participation in the Grade 7 BCPS Language Arts Program.	Reading Dept. Chairs Reading Specialists Reading Teachers Language Arts Teachers	July 31, 2006-Aug. 4, 2006 Five Day Training Sept. 2006-June 2008 Implementation of program	*Language!* Progress Monitoring Indicators monitor students' development in key literacy skills. The administration follows the completion of each book (approximately every 12 weeks): • Test of Silent Word Reading Fluency (measures speed and accuracy of word identification) • Degrees of Reading Power (measures text comprehension, specifically the ability to construct meaning while reading a passage) • Spelling Inventory (measures written spelling or regular and irregular words) Content Mastery Tasks are administered approximately every 2 weeks. Summative Tests are administered following the completion of each book and assess student's overall mastery of curriculum content.	Initial five-day training will prepare teachers to implement *Language!*. Teachers will: • Receive modeling of instructional techniques and strategies • Learn how to use the lesson plans to develop interactive lessons • Understand the differences in the structure and functioning of the brain in delayed readers • Gain knowledge of research on effective language instruction • Receive an intensive review of phonemic awareness training • Acquire an understanding of the sequence of the strands Quarterly Follow-Up Trainings to refine their implementation of *Language!*.

Grade 7 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
BCPS Language Arts Program will be used with all grade 7 students who are not identified for placement into *Language!*.	Language Arts Department Chairs Language Arts Teachers	Sept. 2006-June 2008	• Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office to refine the implementation of the *Language!* program.
Teachers will be required to teach *Language!* with fidelity.	Administration Department Chairs Mentors Teachers	Sept. 2006-June 2008	• *Language!* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office to refine the implementation of the *Language!* program.
Teachers will analyze student reading data to adjust instruction to meet the needs of their students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Sept. 2006-June 2008	• *Language!* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office Data Warehousing
Extended time will be provided for students based on their degree of skill acquisition for reading as identified by short-cycle and benchmark assessments. This will not apply to students receiving *Language!* which must be implemented daily for 90 minutes. Language! may not be shortened to provide for extended time.	Administration Department Chairs Teachers	Sept. 2006-June 2008 Daily	• *Language!* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessments, semi-annually	On-site support by the Secondary Reading and English Office Data Warehousing

Grade 7 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Parents will be informed of student's reading skills. • Reading needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of reading.	Administration Department Chairs Teachers	Sept. 25, 2006 - Training Parent A.I.M. Conference Oct. 2006 May 2007 Oct. 2007 May 2008	• Individual student mastery report • Evidence of student support	A.I.M.
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and student achievement in all content areas the teachers will: • Provide a description of the grade 7 reading Voluntary State Curriculum during Back-to-School Night, on the school's web page and during conferences. Parents will also be provided with information describing academic assessments used to measure student progress and the proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Parent Liaison Department Chairs Teachers	Sept. 2006 – Back to School Night Conferences - Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	• Parent Participation data • Agenda • School Webpage • Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)

Grade 7 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
To increase students' reading skills, teachers will provide student supports in mathematics aligned with the Voluntary State Curriculum (VSC). Supports include: • Increased daily reading class time • After-school programs • Saturday program • Summer Bridge programs	Department Chair Resource Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June 2006-Aug. 2006 June 2006-Aug. 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually • Pre and post assessment data	
Teachers will incorporate into daily instruction and assessments based on the VSC indicators to include: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Department Chairs Teachers Resource Teachers	Sept. 2006-June 2008	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings • Short-cycle assessments, every 3 to 4 weeks, • Benchmark assessments, semi-annually	MSA and HSA Question Format and Range Finding

Grade 8 Reading/Language Arts

Performance Goal 1
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts.

Performance Indicator 1.1
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5
Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 8 MSA READING: ANNUAL TARGETS TO REACH 100% PROFICIENCY BY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

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All Students	43.5	58.7	65.6	72.5
Gender				
Males	38.3	53.7	61.4	69.1
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Race/Ethnicity				
African Amer.	43.5	58.6	65.5	72.4
Special Education	9.7	27.5	39.6	51.7
LEP	N/A			
GT	93.6	94.3	95.0	95.7
FARM	42.9	58.1	65.1	72.1

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Grade7 teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 • Cornell Notes • Organized Notebook • Socratic Seminars (Students in grades 8 not in the *Language! pro*gram) 2007-2008 • Socratic Seminars • Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	2006-2007 June 15-June16- Training for Sept. 2006-June 2007- implementation of strategies 2007-2008 TBD-Training Sept. 2007-June 2008 – implementation of strategies	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans	Cornell Notes Organized Notebooks Socratics Seminars Socratic Seminars Levels of Inquiry
PSAT will be given to grade 8 students. The test will measure critical reading, math problem-solving, and writing skills. • Staff, students, and parents will receive feedback on strengths and weaknesses on skills necessary for college study.	Administrators Teachers	Nov. 2007 Jan. 2008- Parent meeting on results	• Result of PSAT	PSAT by College Board

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Reading/language arts teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 • Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the English/language arts curriculum. • English/language arts teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP training Sept. 2007-June 2008 – Implementation of Pre-AP strategies and vertical teaming for reading/ language arts teachers	• Administrative observations informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings	Pre-AP Vertical Teaming
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	• Administrative observations, informal and formal • Team meeting plan • Calendar of meeting dates • Team meeting feedback Weekly and Monthly • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Collaborative Teaching Teams • Data Warehousing • Vertical Teaming • Conducting Effective Horizontal Teams

Language!, a comprehensive accelerated literacy (reading/English/language arts/writing) program will be implemented to increase student achievement. The following sequential and integrated steps are included in each 90-minute daily lesson plan: • Phonemic Awareness and Phonics • Word Recognition and Spelling • Vocabulary and Morphology • Grammar and Usage • Listening and Reading Comprehension • Speaking and Writing Students will be identified for placement into the program based on MSA results and a placement tests. Identified students will receive *Language!* instruction everyday for 90 minutes. Participation in *Language!* program replaces participation in the Grade 8 BCPS Language Arts Program.	Reading Dept. Chairs Reading Specialists Reading Teachers Language Arts Teachers	July 31, 2006-Aug. 4, 2006 Five Day Training Sept. 2006-June 2008 Implementation of program	*Language!* Progress Monitoring Indicators monitor students' development in key literacy skills. The administration follows the completion of each book (approximately every 12 weeks): • Test of Silent Word Reading Fluency (measures speed and accuracy of word identification) • Degrees of Reading Power (measures text comprehension, specifically the ability to construct meaning while reading a passage) • Spelling Inventory (measures written spelling or regular and irregular words) Content Mastery Tasks are administered approximately every 2 weeks. Summative Tests are administered following the completion of each book and assess student's overall mastery of curriculum content.	Initial five-day training will prepare teachers to implement *Language!*. Teachers will: • Receive modeling of instructional techniques and strategies • Learn how to use the lesson plans to develop interactive lessons • Understand the differences in the structure and functioning of the brain in delayed readers • Gain knowledge of research on effective language instruction • Receive an intensive review of phonemic awareness training • Acquire an understanding of the sequence of the strands Quarterly Follow-Up Trainings to refine their implementation of *Language!*.

Grade 8 Reading/Language Arts				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress** **Monitoring Tool**	**Professional** **Development**
BCPS Language Arts Program will be used with all grade 8 students who are not identified for placement into *Language!*.	Language Arts Department Chairs Language Arts Teachers	Sept. 2006-June 2008	• Short-cycle assessments, every 3-4 weeks • Benchmark assessment, semi-annually	Data Warehousing
Teachers will be required to teach *Language!* with fidelity.	Administration Department Chairs Mentors Teachers	Sept. 2006-June 2008	• *Language* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessment, semi-annually	On-site support by the Secondary Reading and English Office to refine the implementation of the program. Data Warehousing
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Teachers will analyze student reading data to adjust instruction to meet the needs of their students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Training –Aug. 22, 2006 2006-2007 Data Analysis: Sept. 29, 2006 Oct. 31, 2006 Nov. 1, 2006 Nov. 30, 2006 Jan. 31, 2007 Feb. 2, 2007 Deficit Skill Review Mar. 2, 2007- Mar. 30, 2007 2007-2008 Data Analysis: TBD	• *Language* assessments • Short-cycle assessments, every 3-4 weeks • Benchmark assessment, semi-annually	On-site support by the Secondary Reading and English Office Data Warehousing
Extended time will be provided for students based on their degree of skill acquisition for language arts as identified by short-cycle and benchmark assessments. This will not apply to students receiving *Language!* which must be implemented daily for 90 minutes. *Language!* may not be shortened to provide for extended time.	Administration Department Chairs Teachers	Sept. 2006-June 2008 Daily	• Short-cycle assessments, every 3-4 weeks • Benchmark assessment, semi-annually	Data Warehousing On-site support by the Secondary Reading and English Office

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Parents will be informed of student's reading skills. • Reading needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of reading.	Administration Department Chairs Teachers	Sept. 25, 2006 - Training Parent A.I.M. Conference Oct. 2006 May 2007 Oct. 2007 May 2008	• Individual student mastery report • Evidence of student support	A.I.M.

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and student achievement in all content areas the teachers will: • Provide a description of the grade 8 reading Voluntary State Curriculum during Back-to-School Night, on the school's webpage and during conferences. Parents will also be provided with information describing academic assessments used to measure student progress and the proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Parent Liaison Department Chairs Teachers	Sept. 2006 – Back to School Night Conferences - Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	• Parent Participation data • Agenda • School webpage • Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)

Grade 8 Reading/Language Arts

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
To increase students' reading skills, teachers will provide student supports in mathematics aligned with the Voluntary State Curriculum (VSC). Supports include: • Increased daily reading class time • After-school programs • Saturday program • Summer Bridge programs	Department Chair Resource Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June 2006-Aug. 2006 June 2006-Aug. 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi annually • Pre and post assessment data	
Teachers will incorporate into daily instruction and assessments based on the VSC indicators to include: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Department Chairs Teachers Resource Teachers	Sept. 2006-June 2008	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings • Short-cycle assessments, every 3 to 4 weeks, • Benchmark assessments, semi-annually	MSA and HSA Question Format and Range Finding

Grade 6 Mathematics

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in mathematics.

Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in Algebra I will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5

Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 6 MSA MATHEMATICS: ANNUAL TARGETS TO REACH 100% PROFICIENCYBY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

Student Groups	2004-2005	2005-2006	2006-2007	2007-2008
All Students	35.3	46.7	55.6	73.3
Gender				
Males	33.1	45.5	54.6	63.7
Females	37.7	49.3	57.8	66.2
Race/Ethnicity				
African Amer.	34.8	46.4	55.3	64.3
Special Education	9.1	21.5	34.6	47.7
LEP	N/A			
GT	95.0	95.6	96.1	96.7
FARM	32.2	43.5	52.9	62.3

Footnote: The proficiency rates of the Hispanic and White subgroups are likely to experience large fluctuations from year to year due to their small size. These fluctuations will be even more pronounced when analyzing these subgroups by grade which further reduces the subgroup. For instance, the Hispanic subgroup has between five to fifteen students in any give year. This is less than 2% of the school population.

Grade 6 Mathematics

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Grade 6 mathematics teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 • Cornell Notes • Organized Notebook 2007-2008 • Socratic Method • Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	June 15-June16, 2006 -Training Sept. 2006-June 2008- implementation 2007-2008 – Training TBD	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans	Cornell Notes Organized Notebooks Socratic Method Levels of Inquiry
Mathematics grade 6 teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 • Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the mathematics curriculum. • Mathematics teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP Professional development Sept. 2007-June 2008 Implementation of Pre-AP strategies and vertical teaming for mathematics	• Administrative observations informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings	Pre-AP Vertical Teaming

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	• Administrative observations, informal and formal • Team meeting plan • Calendar of meeting dates • Team meeting feedback Weekly and Monthly • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Collaborative Teaching Teams • Data Warehousing • Vertical Teaming • Conducting Effective Horizontal Teams
A comprehensive algebra preparation program, *Algebraic Foundations,* will be implemented for all non-Gifted and Talented students in grade 6. This program is designed for students to successfully complete Algebra I in grade 9.	Administration Math Department Chair Math Teachers	July 31, 2006-Aug. 4, 2006 or Aug. 7, 2006-Aug. 11, 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	*Algebraic Foundations*

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Mathematic teachers will analyze student mathematics data based on the short-cycle and benchmark assessments to adjust instruction to meet the needs of students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Training –Aug. 22, 2006 2006-2007 Data Analysis: Sept. 29, 2006 Oct. 31, 2006 Nov. 1, 2006 Nov. 30, 2006 Jan. 31, 2007 Feb. 2, 2007 Deficit Skill Review Mar. 2, 2007- Mar. 30, 2007 2007-2008 Data Analysis: TBD	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	Data Warehousing
Extended time will be provided for students based on their degree of skill acquisition for mathematics as identified by short-cycle and benchmark assessments.	Administration Department Chairs Teachers	Sept. 2006-June 2008 Daily	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	Data Warehousing

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: (**identify an rationale for the activity**)	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Parents will be informed of student's mathematics skills. • Mathematics needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of mathematics.	Administration Department Chairs Teachers	Sept. 25, 2006 – A.I.M. Training Parent A.I.M. conferences Oct. 2006 May 2007 Parent A.I.M. conferences Oct. 2007 May 2008	• A.I.M Individual Student Progress Report • Identified student support program(s) • *Algebraic Thinking* assessments • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	• A.I.M • *Algebraic Thinking* • Data Warehousing
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and student achievement in all content areas the teachers will: • Provide a description of the grade 6 mathematics Voluntary State Curriculum during Back-to-School Night, on the school's web page and during conferences. Parents will also be provided with information describing academic assessments used to measure student progress and the proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Parent Liaison Department Chairs Teachers	Sept. 2006 – Back-to-School Night Parent Conferences - Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	• Parent Participation data • Agenda • Webpage • Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
To increase students' mathematic skills, teachers will provide student supports in mathematics aligned with the Voluntary State Curriculum (VSC). Supports include: • Increased daily mathematics class time • After-school programs • Saturday program • Summer Bridge programs	Administration Department Chair Teachers Resource Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June 2006-Aug. 2006 June 2006-Aug. 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually • Pre and post assessment data	
Teachers will incorporate into daily instruction and assessments based on the VSC indicators to include: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • Student produced responses (SPRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Administration Department Chairs Teachers Resource Teachers	Sept. 2006 – June 2008 Training -TBD	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	MSA and HSA Question Format and Range Finding

Grade 6 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
To incorporate authentic application across all content areas, interdisciplinary teams will provide students the opportunity to develop projects. • Interdisciplinary teaching teams will develop two Science, Technology, Engineering, and Mathematics (STEM) projects per year	Administration Tech Coordinator Department Chairs Teachers	Sept. 2006-June 2007 –Complete 2 projects Sept. 2007-2008-Complete 2 projects STEM – training TBD Project Base Learning training- TBD	• Team planning minutes • Student projects	• STEM • Interdisciplinary projects

Grade 7 Mathematics

Performance Goal 1
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in mathematics.

Performance Indicator 1.1
All diploma-bound students in grades 3 – 8 and students enrolled in Algebra I will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5
Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 7 MSA MATHEMATICS: ANNUAL TARGETS TO REACH 100% PROFICIENCY BY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

Student Groups	2004-2005	2005-2006	2007-2008	2008-2009
All Students	28.7	43.7	53.1	62.5
Gender				
Males	24.7	38.6	48.8	59.1
Females	32.9	45.4	54.5	63.6
Race/Ethnicity				
African Amer.	28.1	37.8	45.6	53.3
Special Education	0.0	18.6	32.2	45.7
LEP	N/A			
GT	92.6	93.4	94.2	95.1
FARM	29.3	44.6	53.8	63.1

Grade 7 Mathematics

Activities/ Actions/ Initiatives: (identify an rationale for the activity)	Responsibility	Date	Progress Monitoring Tool	Professional Development
Grade 7 mathematics teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 • Cornell Notes • Organized Notebook 2007-2008 • Socratic Methods • Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	June 15-June16, 2006 - Training Sept. 2006-June 2008 - Implementation Training -TBD	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans	Cornell Notes Organized Notebooks Socratic Methods Levels of Inquiry
Mathematics teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 • Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the mathematics curriculum. • Mathematics teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP Professional development Sept. 2007-June 2008 Implementation of Pre-AP strategies and vertical teaming for mathematics	• Administrative observations informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings	Pre-AP Vertical Teaming

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress** **Monitoring Tool**	**Professional** **Development**
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	- Administrative observations, informal and formal - Team meeting plan - Calendar of meeting dates - Team meeting feedback Weekly and Monthly - Short-cycle assessments, every 3 to 4 weeks - Benchmark assessment, semi-annually	- Collaborative Teaching Teams - Data Warehousing - Vertical Teaming - Conducting Effective Horizontal Teams
A comprehensive algebra preparation program will be implemented for students in grade 7, *Algebraic Thinking Part 1*, designed to move students with below average mathematics ability to successfully complete Algebra I in grade 9. Student placement into the program will be based on identification of student's performance on MSA scoring in the basic range and the lower third of the proficient range.	Administration Math Department Chair Math Teachers	July 31, 2006-Aug. 4, 2006 or Aug. 7, 2006-Aug. 11, 2006	- Short-cycle assessments, every 3 to 4 weeks - Benchmark assessments, semi-annually	*Algebraic Thinking Part 1*

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: (Identify an rationale for the activity)	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Mathematic teachers will analyze student mathematics data from the short-cycle and benchmark assessments to adjust instruction to meet the needs of students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Training –Aug. 22, 2006 2006-2007 Data Analysis- Sept. 29, 2006 Oct. 31, 2006 Nov. 1, 2006 Nov. 30, 2006 Jan. 31, 2007 Feb. 2, 2007 Deficit Skill Review- Mar. 2, 2007- Mar. 30, 2007 2007-2008 Data Analysis –TBD	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	Data Warehousing
Extended time will be provided for students based on their degree of skill acquisition for mathematics as identified by short-cycle and benchmark assessments.	Administration Department Chairs Teachers	Sept. 2006-June 2008 Daily	Short-cycle assessments, every 3 to 4 weeks Benchmark assessments, semi-annually	Data Warehousing

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: **(Identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Parents will be informed of student's mathematics skills. • Mathematic needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of mathematics.	Administration Department Chairs Teachers	Sept. 25, 2006 – A.I.M. Training Parent A.I.M. Conferences Oct. 2006 May 2007 Parent A.I.M. Conferences Oct. 2007 May 2008	• A.I.M Individual Student Progress Report • Student support program • *Algebraic Foundations* and *Algebraic Thinking* assessments • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	• *Algebraic Thinking Part 1* • Data Warehousing • A.I.M.
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: **(Identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress** **Monitoring Tool**	**Professional** **Development**
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and student achievement in all content areas the teachers will: • Provide a description of the grade 7 mathematics Voluntary State Curriculum during Back-to-School Night, on the school's web page and during conferences. Parents will also be provided with information describing academic assessments used to measure student progress and the proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Parent Liaison Department Chairs Teachers	Sept. 2006 – Back to School Night Parent Conferences - Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	Parent Participation data Agenda Webpage Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)
To prepare Math 7 students for Algebra I in grade 8, students will be enrolled in an accelerated course to cover key concepts and skills during the summer.	Department Chair Teachers Resource Teachers	July 2006-Aug. 2007 July 2007-Aug. 2008	Pre and post assessments	

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: **(Identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Teachers will incorporate into daily instruction and assessments based on the VSC indicators to include: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • Student produced responses (SPRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Administration Department Chairs Teachers Resource Teachers	Sept. 2006-June 2008 Training-TBD	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly vertical team meetings • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	MSA and HSA Question Format and Range Finding
To increase students' mathematic skills, teachers will provide student supports in mathematics aligned with the VSC. Supports include: • Increase daily mathematics class time • After-school programs • Saturday program • Summer Bridge programs	Administration Department Chair Teachers Resource Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June 2006-Aug. 2006 June 2006-Aug. 2006	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually • Pre and post assessment data	

Grade 7 Mathematics				
Activities/ Actions/ Initiatives: (Identify an rationale for the activity)	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
To incorporate authentic application across all content areas, interdisciplinary teams will provide students the opportunity to develop projects. • Interdisciplinary teaching teams will develop two Science, Technology, Engineering, and Mathematics (STEM) projects per year.	Administration Tech Coordinator Department Chairs Teachers	Sept. 2006-June 2007 –Complete 2 projects Sept. 2007-2008-Complete 2 projects STEM – training TBD Project Base Learning training- TBD	• Team planning minutes • Student projects	• STEM • Project Based Learning

Grade 8 Mathematics

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in mathematics.

Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in Algebra I will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5

Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

GRADE 8 MSA MATHEMATICS: ANNUAL TARGETS TO REACH 100% PROFICIENCY BY 2014
PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED

Student Groups	2004-2005	2005-2006	2006-2007	2007-2008
All Students	24.6	38.6	48.8	59.1
Gender				
Males	20.5	35.3	46.1	56.9
Females	28.9	42.1	51.8	61.4
Race/Ethnicity				
African Amer.	25.1	38.9	49.1	59.3
Special Education	9.7	25.7	38.1	50.5
LEP	N/A			
GT	90.3	91.4	92.5	93.5
FARM	22.8	37.4	47.8	58.3

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Grade 8 mathematics teachers will receive professional development and implement college preparatory strategies to increase student achievement and academic rigor. 2006-2007 - Cornell Notes - Organized Notebook 2007-2008 - Socratic Method - Costa's Levels of Inquiry	Administration Department Chairs Teachers Mentors	June 15-June16, 2006 - Training Sept. 2006-June 2007- Implementation Sept. 2007-June 2008 –Training (TBD) and Implementation	- Administrative observations, informal and formal - Team meeting feedback - Lesson plans	Cornell Notes Organized Notebooks Socratic Method Levels of Inquiry
Mathematics teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2007-2008 - Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the mathematics curriculum. - Mathematics teachers in grades 6-8 will meet in vertical teams.	Administration Department Chairs Teachers	June 2007 - Pre-AP Professional development Sept. 2007-June 2008 Implementation of Pre-AP strategies and vertical teaming for mathematics	- Administrative observations informal and formal - Team meeting feedback - Lesson plans - Monthly vertical team meetings	Pre-AP Vertical Teaming

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
A comprehensive algebra preparation program will be implemented for students in grade 7, *Algebraic Thinking Part 2*, designed to move students with below average mathematics ability to successfully complete Algebra I in grade 9. • Students identified for the program will have completed *Algebraic Thinking Part 1* in 2006-2007.	Administration Math Department Chair Math Teachers	Algebraic Thinking Part 2 – Training TBA Sept. 2007-June 2008- Implementation	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	*Algebraic Thinking Part 2*
Mathematic teachers will analyze student mathematics data from the short-cycle and benchmark assessments to adjust instruction to meet the needs of students. • Input data • Generate reports • Analyze the data to adjust instruction • Inform parents of student progress	Administration Department Chairs Mentors Teachers	Training –Aug. 22, 2006 2006-2007 Data Analysis: Sept. 29, 2006 Oct. 31, 2006 Nov. 1, 2006 Nov. 30, 2006 Jan. 31, 2007 Feb. 2, 2007 Deficit Skill Review Mar. 2, 2007-Mar. 30, 2007 2007-2008 Data Analysis: TBD	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	Data Warehousing

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
All diploma-bound grade 8 students will take the PSAT. The results of the PSAT will be analyzed to inform teachers, students, and parents of the prerequisite skills necessary to succeed on HSA, SAT, and in rigorous courses. • Staff, students, and parents will receive feedback on strengths and weaknesses on skills necessary for college study.	Administration Teachers	Nov. 2007 Jan. 2008-Parent meeting on results	• Result of PSAT	PSAT by College Board
Extended-time will be provided for students based on their degree of skill acquisition for mathematics as identified by short-cycle and benchmark assessments.	Administration Department Chair Teachers	Sept. 2006-June 2008 Daily	• Short-cycle assessments every 3 to 4 weeks, • Benchmark assessments, semi-annually	Data Warehousing
Parents will be informed of student's mathematics skills. • Mathematic needs based on progress monitoring will be identified for each student. • Parents will be notified of school supports to address needs in the area of mathematics.	Administration Department Chairs Teachers	Sept. 25, 2006 – A.I.M. Training Parent A.I.M. Conferences Oct. 2006 May 2007 Oct. 2007 May 2008	• A.I.M Individual Student Progress Report • Student support program • *Algebraic Foundations* and *Algebraic Thinking* assessments • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	• A.I.M. • Data Warehousing

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
In order to meet the implementation requirements of the Title I School Level Parent Involvement Policy and student achievement in all content areas the teachers will: • Provide a description of the grade 8 mathematics VSC during Back-to-School Night, on the school's web page and during conferences. Parents will also be provided with information regarding assessments and proficiency levels students are expected to meet. • Construct a timeline and conduct parent conferences to discuss the scope and sequence and the prerequisite skills that students must acquire by the end of the school year.	Administration Parent Liaison Department Chairs Teachers	Sept. 2006 –Back to School Night Parent Conferences Sept. 2006 January 2007 Sept. 2007 January 2008 June 2006-Aug. 2006 - Timeline	Parent Participation data Agenda Webpage Scope and Sequence timeline	Implementing the requirements of the Title I School Level Parent Involvement Policy (Title I Office)
Collaborative Teaching Teams will be formed and led by department chairs to build teacher-student relationships and acquisition of prerequisite skills prior to matriculation to the subsequent grade. Within these Collaborative Teaching Teams, both Horizontal Teaming and Vertical Teaming will occur.	Administration Department Chairs Teachers	Sept. 2006 Collaborative teaching teams established Sept. 2007 Collaborative teaching teams established Sept. 2006-Aug. 2008 Vertical and horizontal teams	• Administrative observations • Team meeting plan • Calendar of meeting dates • Team meeting feedback • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Collaborative Teaching Teams • Data Warehousing • Vertical Teaming • Conducting Effective Horizontal Teams

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
To increase students' mathematic skills, teachers will provide student supports in mathematics aligned with the Voluntary State Curriculum (VSC). Supports include: • Increase daily mathematics class time • After-school program • Saturday program • Summer Bridge program	Administration Department Chair Resource Teachers	After-school Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Saturday Oct. 2006-Mar. 2007 Oct. 2007-Mar. 2008 Summer Bridge June-Aug. 2006 June-Aug. 2007	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually • Pre and post assessment data	
To prepare Pre-Algebra students for Algebra I, students will be enrolled in an accelerated course to cover key concepts and skills during the summer.	Administration Department Chair Teachers	July 2006-Aug. 2007 July 2007-Aug. 2008	• Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	
Students receiving special education services will be included in general education classrooms, wherever appropriate.	Administration Department Chairs Teachers	Sept. 2006-Jun. 2007 Sept. 2007 – Jun. 2008	• Roster of students in general education classes who are receiving special education services • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessment, semi-annually	• Best Inclusive Practices

Grade 8 Mathematics				
Activities/ Actions/ Initiatives: **(identify an rationale for the activity)**	**Responsibility**	**Date**	**Progress Monitoring Tool**	**Professional Development**
Teachers will incorporate into daily instruction and assessments based on the VSC indicators to include: • Content-based brief constructed response (BCRs) • Content-based extended constructed response questions (ECRs) • Selected responses (SRs) • Student produced responses (SPRs) • MSDE Scoring tools - MSA rubrics and Exemplary Responses	Administration Department Chairs Teachers Resource Teachers	Sept. 2006-June 2008 Training-TBD	• Administrative observations, informal and formal • Team meeting feedback • Lesson plans • Monthly horizontal and vertical team meetings • Short-cycle assessments, every 3 to 4 weeks • Benchmark assessments, semi-annually	MSA and HAS Question Format and Range Finding
To incorporate authentic application across all content areas, interdisciplinary teams will provide students the opportunity to develop projects. • Interdisciplinary teaching teams will develop two Science, Technology, Engineering, and Mathematics (STEM) projects per year.	Administration Tech Coordinator Department Chairs Teachers	Sept. 2006-June 2007 –Complete 2 projects Sept. 2007-2008-Complete 2 projects STEM – training TBD Interdisciplinary project training-TBD	• Student projects • Team planning minutes • Project guidelines	• STEM • Interdisciplinary Projects

Pre-AP/Vertical Teaming Training for 2006-2007

Performance Goal 1
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards in reading/language arts.

Performance Indicator 1.1
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 will meet or exceed Maryland School Assessment (MSA) standards. (State Standard).

Performance Indicator 1.5
Seventy percent of participating special education students will meet or exceed state standards for the alternate Maryland School Assessment (ALT-MSA). (State Standard).

Needs Assessment Focus: High Expectations; Curriculum, Instruction, and Assessment; and Professional Development

Title I School-wide Components: 1 – Research-based strategies; 5 specific, annual, measurable objectives; and 9 – extended learning activities before/after school, summer, and during any extension of the school year.

Targets: (Use the disaggregated data for all subgroups to determine the targets that need to be set on an annual basis. Consider grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARM)

Activities/ Actions/ Initiatives:	Responsibility	Date	Progress Monitoring	Professional Development
Science, social studies, and non-core teachers will implement Pre-AP strategies to increase student achievement and academic rigor. 2006-2007 - Pre-AP content standards and instructional strategies reflective of topics and concepts found in AP courses will be implemented into the science, social studies, non-core curricula - Science, social studies, and non-core teachers in grades 6-8 will meet in vertical teams.	College Board Administration Department Chairs Teachers	June 2006 - Pre-AP professional development Sept. 2006-June 2007 Implementation of Pre-AP strategies and vertical teaming for mathematics	- Administrative observations informal and formal - Team meeting feedback - Lesson plans - Monthly vertical team meetings	Pre-AP Vertical Teaming

Attendance				

Performance Goal 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading/language arts, mathematics, science, and social studies.

Performance Indicator 1.21
All schools will achieve an attendance rate of at least 100%. (State standard)

Targets: By June 2006, the attendance rate for all subgroups not meeting 94% will increase from 92.7% to 100%.

Measurement: In 2002-2003, Woodlawn Middle College Preparatory Academy achieved a 91.2% student attendance rate. In 2003-2004, Woodlawn Middle College Preparatory Academy achieved a 91.7% student attendance rate. In 2004-2005, Woodlawn Middle College Preparatory Academy achieved a 92.7% student attendance rate. Woodlawn Middle College Preparatory Academy will achieve a 100% attendance rate.

Key Strategy: Provide parents, guardians, and community stakeholder groups with strategies that can be implemented with children to enhance student learning.

Activities/ Actions/ Initiatives:	Responsibility	Date	Progress Monitoring	Professional Development
Students must attend school daily to increase academic performance. The following strategies will be implemented: • Implement schoolwide staff procedures for student absences and tardiness • Recognize perfect and improved attendance • Create criteria for "improved attendance"	Administration Teachers School Counselors Parents	May 2006- Aug. 2006 – Development procedures Quarterly – Dates TBD	• Student attendance data, daily and monthly • Procedures • Number of students recognized for attendance	Attendance and Tardiness Procedures

Attendance				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
Monitor students for referral to Project Attend. 2006-2007 Identifying students that have been absent for 15% percent of the school year. 2007-2008 Identifying students that have been absent for 10% percent of the school year.	Administration School counselors Attendance Committee	9/06-6/08 Weekly	Monthly reports of attendance data to chart increases and decreases.	Project Attend for administration, school counselors, and attendance committee

Highly Qualified
Performance Goal 3 **By 2005-2006, all students will be taught by highly qualified teachers.**
Performance Indicator 3.2 **All teachers and paraprofessionals will be highly qualified and participate in "high quality" differentiated professional development, as defined by No Child Left Behind.**
Target: By June 2006, all teachers and paraprofessional will have completed at least one "highly qualified" differentiated professional development activity. **Target: By August 2006, all new teachers hired at Woodlawn Middle College Preparatory Academy will be highly qualified.**
Measurements: In 2005-2006 89% of Woodlawn Middle College Preparatory Academy teachers were highly qualified   By the end of August 2006, 100% of teachers and paraprofessionals will be highly qualified.

Highly Qualified				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
The selection of Option One provides the opportunity to implement zero-based staffing. The plan to zero-base the school permits the assignment of highly qualified staff and structuring of the instructional program to address the specific academic, social, and emotional needs of the students.	Principal	January 24, 2006- Board Approved March 1, 2006- State Approved	• Staffing reports • Implementation timeline	
Recruit a highly qualified instructional staff to recognized teaching and industry certification standards.	Principal	April 2006- Sept. 2006 annually	Human Resources Database	

Highly Qualified				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To increase student achievement, teachers will be provided with differentiated professional development based on content and grade level. Professional development will be phased in over the next two years based on content and grade level.	Administration Department Chairs Teachers Mentor Teachers Resource Teachers School Counselors	June 2006-Aug. 2008 See Professional Development Calendar	• Administrative observation, formal and informal • Feedback from participation in staff development shared in department meetings. • Lesson Plans • Data Analysis	See Professional Development Calendar

Highly Qualified				
Performance Goal 3 **By 2005-2006, all students will be taught by highly qualified teachers.**				
Performance Indicator 3.5 All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of each school year or upon request if there are changes to a teacher's qualifications during the school year. (BCPS standard)				
Target: By September 30, 2006, all parents/guardians will be advised of the qualifications of their child's teachers				
Measures: All parents of students in Woodlawn Middle College Preparatory Academy will receive teacher qualifications information.				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
The school will continue to disseminate and communicate appropriate educational background information and certification of teachers to parents in Title I schools.	Principal	Sept. 30, 2006 Sept. 30, 2007	Copies of letters	

Safe and Orderly Environment				
Performance Goal 4 **All students will be educated in school environments that are safe and conducive to learning.**				
Performance Indicator 4.1 **All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)**				
Target: By June 2007, office referrals for students will decrease from 580 to 120				
Measurement: Baseline (2006-07, 2007- 08)) data will show that the suspension rate of WMCPA students will decrease by 80%. **Track the number of suspensions in DTRAX from 9/06 to 6/07 and from 9/07 to 6/08 bi-monthly to determine the baseline data and to review trends in the data. Use data to incorporate effective interventions and track progress.**				
Safe and Orderly Environment				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To support teachers in maintaining a safe and orderly learning environment, all teachers will continue to implement the PBIS model. Information will be shared with parents through parent information night, student handbook, school website, principal's newsletter, and parent and community meetings	Administration PBIS coordinator Behavior specialists School Counselors Team leaders Teachers	June 2006-August 2008	• Information Night participation data • Student Handbook • Web page • Newsletters • Agenda	PBIS
To address students' social and emotional needs, character education lessons on peer conflict, self-esteem, and communication skills will be taught at all grade levels during social studies classes.	Administration Guidance Counselors Social Studies Teachers/Department Chair	Sept. 2006-May 2007 Sept. 2007-May 2008	• Referral data • Suspension data	

Safe and Orderly Environment				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To solicit feedback from the community a survey addressing safe and orderly environment will be conducted. Data will be analyzed and results shared with the school staff and the Safe and Orderly Action Team to determine next steps.	Administration PBIS Team Students Parents Community Safe and Orderly Action Team	Sept. 2006-Conduct survey Oct. 2006-Analyze results to determine next steps	• Survey • Next steps documented • Implementation of next steps	PBIS
Recognize students who are practicing the Code of Conduct by incorporating Gotcha Tickets and Creative Cash for positive behavior. Recognize each quarter the grade level with the least number of office referrals.	Administration PBIS Team Teachers	Sept. 2006-June 2008 Weekly Nov.2006-June 2008	• Referral data • Suspension data • Track bi-monthly	PBIS
Support in instructional planning on culturally relevant and responsive pedagogies and the delivery of curriculum and classroom management will be provided by mentor teachers to first and second year teachers.	Administration Mentor Teachers First and Second Year Teachers	Sept. 2006-June 2007 Sept. 2007-June 2008	• Referral data • Suspension data • Track bi-monthly	Culturally Relevant and Responsive Pedagogies

Parent/Community Involvement
Performance Goals 6 and 7 Engage students, parents/guardians, business, and community members in the educational process and in the instructional decision-making process.
Targets: Baseline implementation and participation data aligned with the strategies and activities in the school improvement plan and the BCPS *Blueprint for Progress* will be determined in 2006-2007.

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To meet the implementation requirements of the Title I School Level Parent Involvement Policy, the school will: • Offer technical assistance on how to work with parents as equal partners; and • Build capacity in parent constituent group to understand the College Preparatory Academy.	Administration Parent/Community Liaison Teachers	June 2006- Aug. 2008	• Quarterly parent participation data	Home-School Communication for Teachers College Preparation Strategies Workshops
To meet the implementation requirements of the Title I School Level Parent Involvement Policy the school will provide assistance to parents in understanding topics such as: • the states' academic content and student achievement standards, • state and local academic assessments, • tools on how to monitor their child's progress, and • suggestions on how to work with educators to improve the achievement of each child.	Parent Liaison Department Chairs Teachers	Aug. 2006 and Jan. 2007 Quarterly Aug. 2007 and Jan. 2008 Quarterly	• Parent Participation data	Requirements of the Title I School Level Parent Involvement Policy
To increase parental communication, parents will pick up report cards and participate in conferences for first, second, and third quarters, with parent-student-teacher intervention contract/document completed on each student.	Administration Teachers Students Parents	Aug. 2006 and Jan. 2007 Quarterly Aug. 2007 and Jan. 2008 Quarterly	• Student Contract • Quarterly review during report card conferences	Conducting Parent-Student-Teacher Conference (for teachers)

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
A.I.M. conference model will be implemented to addresses prerequisite skills in math and reading and to increase in parent participation in school conferences. The following methods will be used to contact parents regarding their child's achievement: • In person conference • By mail • Via email • Telephone	Administrators Team Leaders Teachers Parent Liaison Parents	Sept. 2006 and Jan. 2007 Sept. 2007 and Jan. 2008	• Participation Data • Mail notification • Telephone log • Email confirmation	A.I.M
To increase volunteers and tutors, the school and the PTA will contact churches, civic and/or social organizations, fraternities, and sororities.	Administration Parent Liaison PTA	Oct. 2006-June 2008	• Number of volunteers • Number of tutors	Expectations of Volunteers and Tutors
To meet the implementation requirements of the Title I School Level Parent Involvement Policy, the school will convene semi-annual meetings to review the school's programs and progress.	Administration Parent Liaison	Sept. 2006 and Jan. 2007 Sept. 2007 and Jan. 2008	• Parent participation data • Feedback Data	

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To promote home/school communication and meet the implementation requirements of the Title I School Level Parent Involvement Policy, by 2008-2009 all teachers will have web pages that contain relevant information focused on their class content and expectations. During 2007-2008 guidelines will be established for minimum web page standards that will assist parents when helping to reinforce content presented in the class and help parents prepare for the parent, student, and teacher conferences and also to help parents to improve their child's achievement.	Administration Technology Coordinator Department Chairs Teachers	2007-2008 Webpage training-TBD 2007-2008 Guideline established 2008-2009 Teacher webpage created	• Individual teacher webpage • Parent feedback	Webpage Training
In order to increase parent and community participation Project Showcase nights will be held each semester to share interdisciplinary projects with parents and community members.	Administration Teachers Department Chairs Parent Liaison	Jan. 2007 and May 2007 Jan. 2008 and May 2008	• Parent and community participation	

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To meet the implementation requirements of the Title I School Level Parent Involvement Policy, parents will work jointly with the school to create the home-school compact and the parental involvement plan which will be disseminated at Back-to-School Night for parent signature.	Administration Parent Liaison Parents	Sept. 2006 Sept. 2007	• Parent participation data	Developing a Home-School Compact
To meet the implementation requirements of the Title I School Level Parent Involvement Policy, the school will distribute a schedule of notices, memos, newsletters, and other communications and make phone calls in a timely manner to inform families on a regular basis of school events, programs, and activities. All parental correspondence will be developed and formatted in a language that parents can understand (to include parents with limited English proficiency and parents with disabilities).	Administration Parent Liaison Department Chairs School Counselors Teachers	Aug. 2006- July 2008	• Parent participation data • Timeline of notifications • copies of correspondences and agendas • Telephone logs	
Provide student recognition for perfect attendance, improved attendance, academic achievement, and good citizenship. Parents will be invited to attend.	Administration Parent Liaison	Nov. 2006- June 2008 quarterly	• Parent participation data	
Sponsor a recognition breakfast for community/business partners/ or parent volunteers and/or tutors.	Administration Parent Liaison	May 2007 May 2008	• Parent participation data	

	Parent/Community Involvement			
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To include student input in the decision making process the principal will host a Principal's Cabinet, a student advisory group.	Principal Students School Counselor	June 2006-Aug. 2007 –Establish criteria and guidelines Sept. 2006-June 2007 Sept. 2007-June 2008 Bi-monthly	• Student participation data • Agendas • Minutes	
To include teachers, parents, and community input in the decision making process they will participate on the School Improvement Team, Community Taskforce, and the Action Teams. The four Action teams are: • Professional Development • Parent Involvement • Discipline • Curriculum and Instruction	Administration Teachers Parents	April 2006-Aug. 2008 Monthly	• Participation data • Agendas • Minutes	

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To meet the implementation requirements of the Title I School Level Parent Involvement Policy and increase home school communication, the principal will establish a parent night once a month for parents to discuss the School Improvement Plan and review progress. Additionally parents will be invited to: • Formulate suggestions, and • Participate in decision-making related to the education of their children.	Principal Parent Liaison	Sept. 2006- Aug. 2008 monthly	• Participation data • Agenda • Minutes	
Annual needs assessment of students and parents will be performed in the fall and a satisfaction survey will be performed in the spring. Questions addressing the topics below will be included in the needs assessment: • Convenient times for school events • Methods for involvement • Avenues to provide input into school initiatives • Methods for communication	Administration Parent Liaison PTA School Improvement Team	Sept. 2006 and June 2007 Sept. 2007-June 2008	• Needs assessment results • Satisfaction survey results	

Parent/Community Involvement				
Activities/ Actions/ Initiatives:	**Responsibility**	**Date**	**Progress Monitoring**	**Professional Development**
To inform parents during the first two weeks of school the following will occur: • First week of school, teachers will provide parents their name and contact information. • During the first two weeks of school all parents will be called to make initial contact and establish rapport.	Administration Teachers School Counselors	Aug. 28, 2006- Sept. 8, 2006	• Teacher letter to parent • Telephone log	

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

All professional development will be aligned with and support the implementation of the core BCPS curriculum, which is aligned with the Voluntary State Curriculum and the Core Learning Goals.

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person/s Responsible	Rationale for Professional Development
Language!	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	7/31-8/4 WMCPA		All Students (African American, FARM, Special education, Hispanic, Caucasian, Gifted and Talented)	Principal Dept. Chair	To train reading teachers on the new accelerated reading/English/language arts program.
College Preparatory Strategies	English/Reading/ Language Arts Teachers and Administrators Grades 6-8		TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers with the college preparation strategies to engage students in active, high-level learning in order to succeed in college.
Pre-AP Training	English/Reading/ Language Arts Teachers and Administrators Grades 6-8		TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers with the Pre-AP strategies and tools they need to engage their students in active, high-level learning in order to succeed in college. To provide teachers with the strategies and tools to conduct highly effective vertical teams
Teacher's Web Site Design	English/Reading/ Language Arts Teachers and Administrators Grades 6-8		TBD WMCPA	All students	Dept. Chair Technology Liaison	To increase teachers' use of technology and to promote accessibility for parents to review the school's various programs and determine student's responsiblities.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Interdisciplinary Projects	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	8/24 am WMCPA		All Students	Department Chairs Mentors	To assist with the development of student projects
Conducting Parent Conferences	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	8/28 WMCPA		All Students	Department Chairs Mentors	To develop relationships with parents, to review curriculum and prerequisite skills, and open lines of communication
Information Power – Using Digital Content to Enhance Student Achievement	All Professional Staff and Grade 6-8 Teachers, not including Language Arts, Mathematics, Science, and Social Studies*	TBD WMCPA	TBD WMCPA	All students	Dept. Chairs Technology Liaison	To help teaches locate, evaluate, and use digital content for teaching
A.I.M. (Acceleration Instruction-Mastery) Individual Student Progress Report	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	9/25 WMCPA		All students	Department Chairs Mentors	To help teachers, students, and parents analyze student skills in reading and mathematics

Culturally Relevant and Responsive Pedagogy	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	TBD WMCPA		African American Students	Principal Dept. Chair	To help teachers understand and apply concepts of cultural literary, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and relevant pedagogy.
Collaborative Teaching Teams **Follow-up Session**	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	4/17 am WMCPA 5/22 WMCPA		All Students	Principal Asst. Principals Department Chairs Mentors	To promote an environment where teachers learn how to effectively meet the needs of the students by following the students' progress from year to year.
Conducting Effective Horizontal Teams	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	TBD WMCPA		All Students	Administration Teachers Department Chairs Mentors	To promote a collaborative environment for planning, analyzing assessment data, pacing, and adjusting instruction to meet the needs of the students.
PSAT	English/Reading/ Language Arts Teachers and Administrators Grades 6-8		TBD	All Students	Principal Dept. Chair	To provide professional development on the content and nature of the PSAT so that teachers can adjust instruction to prepare students for the SAT

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Algebraic Foundations Grade 6	Mathematics Teachers and Administrators Grade 6	8/1-8/11 WMCPA		All students	Dept. Chair	To train grade 6 mathematics teachers on the new county curriculum *Algebraic Foundations* in order to promote student achievement.
Algebraic Thinking Part 1 Grade 7	Mathematics Teachers and Administrators Grade 7	8/1-8/11 WMCPA		All students	Dept. Chair	To train grade 7 mathematic teachers on the new county curriculum *Algebraic Thinking* in order to promote student achievement.
Algebraic Thinking Part 2 Grade 8	Mathematics Teachers and Administrators Grade 8		TBD	All students	Dept. Chair	To train grade 7 mathematic teachers on the new county curriculum *Algebraic Thinking* in order to promote student achievement.
College Preparatory Strategies	Mathematics Teachers and Administrators Grades 6-8		TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers with college preparation strategies to engage students in active, high-level learning in order to succeed in college.
Pre-AP Training	Mathematics Teachers and Administrators Grades 6-8		TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers with the Pre-AP strategies (including vertical teaming) and tools they need to engage their students in active, high-level learning in order to succeed in college.

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Teacher's Web Site Design	Mathematics Teachers and Administrators Grades 6-8		TBD WMCPA	All students	STEM Coordinator Technology Liaison	To increase teachers' use of technology and to promote accessibility for parents to review the school's various programs and determine student's responsibilities.
STEM Institute	Mathematics Teachers and Administrators Grades 6-8	8/7-8/11 WMCPA	TBD WMCPA	All students	Department Chairs	To develop STEM teams within WMCPA for collaborative planning, integrating instruction, and developing end of quarter STEM projects.
Interdisciplinary Projects	Mathematics Teachers and Administrators Grades 6-8	8/24 am WMCPA		All Students	Department Chairs Mentors	To assist with the development of projects
Conducting Parent Conferences	Mathematics Teachers and Administrators Grades 6-8	8/28 WMCPA		All Students	Department Chairs Mentors	To develop relationships with parents, to review curriculum and prerequisite skills, and open lines of communication

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
A.I.M. (Acceleration Instruction-Mastery) Individual Student Progress Report	Mathematics Teachers and Administrators Grades 6-8	9/25 WMCPA		All students	Department Chairs Mentors	To help teachers, students, and parents analyze student skills in reading and mathematics
Culturally Relevant and Responsive Pedagogy	Mathematics Teachers and Administrators Grades 6-8	TBD WMCPA		African American Students	Principal Dept. Chair	To help teachers understand and apply concepts of cultural literacy, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and relevant pedagogy.
Conducting Effective Horizontal Teams	English/Reading/ Language Arts Teachers and Administrators Grades 6-8	TBD WMCPA		All Students	Administration Teachers Department Chairs Mentors	To promote a collaborative environment for planning, analyzing assessment data, pacing, and adjusting instruction to meet the needs of the students.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Information Power – Using Digital Content to Enhance Student Achievement	Mathematics Teachers and Administrators Grades 6-8	TBD WMCPA	TBD WMCPA	All students	Department Chair Technology Liaison	To help teachers locate, evaluate, and use digital content for teaching
Collaborative Teaching Teams **Follow-up Session**	Mathematics Teachers and Administrators Grades 6-8	4/17 am WMCPA 5/22 WMCPA		All Students	Administration Department Chairs Mentors	To promote an environment where teachers learn how to effectively meet the needs of the students by following the students' progress from year to year.
PSAT	Mathematics Teachers and Administrators Grades 6-8		TBD	All Students	Principal Dept. Chair	To provide professional development on the content and nature of the PSAT so that teachers can adjust instruction to prepare students for the SAT

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Teaching Social Studies in the Middle School	Social Studies Teachers and Administrators Grades 6-8	TBD WMCPA	TBD WMCPA	All Students (African American, FARM, Special education, Hispanic, Caucasian, Gifted and Talented)	Dept. Chair	To provide professional development for social studies teachers on content and pedagogy on the program in grades 6-8
College Preparatory Strategies	Social Studies Teachers and Administrators Grades 6-8	6/15-6/16 WMCPA	TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers college preparation the strategies to engage students in active, high-level learning in order to succeed in college.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Pre-AP Training	Social Studies Teachers and Administrators Grades 6-8	6/19-6/23 WMCPA	TBD WMCPA	All Students	Principal Dept. Chair	To equip teachers with the Pre-AP strategies and tools that they need to engage their students in active, high-level learning in order to succeed in college. To provide teachers with the strategies and tools to conduct highly effective vertical teams
Teacher's Web Site Design	Social Studies Teachers and Administrators Grades 6-8		TBD WMCPA	All students	Technology Liaison STEM Coordinator	To increase teachers' use of technology and to promote accessibility for parents to review the school's various programs in order to determine student's responsibilities.
Interdisciplinary Projects	Social Studies Teachers and Administrators Grades 6-8	8/24 am WMCPA		All Students	Department Chairs Mentors	To assist in the development of projects.
Conducting Parent Conferences	Social Studies Teachers and Administrators Grades 6-8	8/28 WMCPA		All Students	Department Chairs Mentors	To develop relationships with parents, to review curriculum and prerequisite skills, and open lines of communication

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Information Power – Using Digital Content to Enhance Student Achievement	Social Studies Teachers and Administrators Grades 6-8	TBD WMCPA	TBD WMCPA	All students	Dept. Chair	To help teachers locate, evaluate, and use digital content for teaching
Culturally Relevant and Responsive Pedagogy	Social Studies Teachers and Administrators Grades 6-8	TBD WMCPA		African American Students	Principal Dept. Chair	To help teachers understand and apply concepts of cultural literary, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and relevant pedagogy.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Collaborative Teaching Teams **Follow-up Session**	Social Studies Teachers and Administrators Grades 6-8	4/17 am WMCPA 5/22 WMCPA		All Students	Administration Department Chairs Mentors	To promote an environment where teachers learn how to effectively meet the needs of the students by following the students' progress from year to year.
Conducting Effective Horizontal Teams	Social Studies Teachers and Administrators Grades 6-8	TBD WMCPA		All Students	Administration Teachers Department Chairs Mentors	To promote a collaborative environment for planning, analyzing assessment data, pacing, and adjusting instruction to meet the needs of the students.
PSAT	Social Studies Teachers and Administrators Grades 6-8		TBD	All Students	College Board	To provide professional development on the content and nature of the PSAT so that teachers can adjust instruction to prepare students for the SAT

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Teaching Middle School Science	Science Teachers and Administrators Grades 6-8	TBD WMCPA		All students	Office of Science STEM Coordinator Consultant	To train grade 6-8 science teachers on the BCPS science curriculum – to include both content and pedagogy
College Preparatory Strategies	Science Teachers and Administrators Grades 6-8	6/15-6/16 WMCPA	TBD WMCPA	All Students	AVID Coordinator	To equip all teachers with college preparation strategies to engage students in active, high-level learning in order to succeed in college (through the use of time management and organizational skills, learning logs, assignment logs, Cornell Notes, writing, and reading strategies
Pre-AP Training	Science Teachers and Administrators Grades 6-8	6/19-6/23 WMCPA	TBD WMCPA	All Students	College Board	To equip teachers with the Pre-AP strategies and tools they need to engage their students in active, high-level learning in order to succeed in college. To provide teachers with the strategies and tools to conduct highly effective vertical teams

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Teacher's Web Site Design	Science Teachers and Administrators Grades 6-8	TBD WMCPA	TBD WMCPA	All students	STEM Coordinator Technology Liaison	To increase teachers' use of technology and to promote accessibility for parents to review the school's various programs in order to determine student's responsibilities.
STEM Institute	Science Teachers and Administrators Grades 6-8	8/7-8/11 WMCPA	TBD WMCPA	All students	Joe Davis April Jones	To develop STEM teams within WMCPA for collaborative planning, integrating instruction, and developing end of quarter STEM projects.
Culturally Relevant and Responsive Pedagogy	Science Teachers and Administrators Grades 6-8	TBD WMCPA		African American Students	UMBC STEM Staff	To help teachers understand and apply concepts of cultural literacy, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and relevant pedagogy.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Interdisciplinary Projects	Science Teachers and Administrators Grades 6-8	8/24 am WMCPA		All Students	Department Chairs Mentors	To assist with the development of projects
Conducting Parent Conferences	Science Teachers and Administrators Grades 6-8	8/28 WMCPA		All Students	Department Chairs Mentors	To develop relationships with parents, to review curriculum and prerequisite skills, and open lines of communication
Information Power – Using Digital Content to Enhance Student Achievement	Science Teachers and Administrators Grades 6-8	TBD WMCPA	TBD WMCPA	All students	Della Curtis	To help teachers locate, evaluate, and use digital content for teaching
PSAT	Science Teachers and Administrators Grades 6-8		TBD	All Students	College Board	To provide professional development on the content and nature of the PSAT.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Collaborative Teaching Teams **Follow-up Session**	Science Teachers and Administrators Grades 6-8	4/17 WMCPA 5/22 WMCPA	TBD WMCPA	All Students	Administration Department Chairs Mentors	To promote an environment where teachers learn how to effectively meet the needs of the students by following the students' progress from year to year.
Conducting Effective Horizontal Teams	Science Teachers and Administrators Grades 6-8	TBD WMCPA		All Students	Administration Teachers Department Chairs Mentors	To promote a collaborative environment for planning, analyzing assessment data, pacing, and adjusting instruction to meet the needs of the students.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Best Inclusive Practices	All grade 6-8 teachers All administrators All paraprofessional staff	TBD	TBD	Students receiving special education services	Office of Special Education	To provide teachers with follow-up to the Oct. 2005 *Guide to Inclusive Education* training and to reinforce best inclusive practices.
College Preparatory Strategies	All non-core grade 6-8 teachers	6/15-6/16 WMCPA	TBD WMCPA	All Students	AVID Coordinator	To equip all teachers with college preparation strategies to engage students in active, high-level learning in order to succeed in college (through the use of time management and organizational skills, learning logs, assignment logs, Cornell Notes, writing, and reading strategies
Pre-AP Training	All non-core grade 6-8 teachers	6/19-6/23 WMCPA	TBD WMCPA	All Students	College Board	To equip teachers with the Pre-AP strategies and tools that they need to engage their students in active, high-level learning in order to succeed in college. To provide teachers with the strategies and tools to conduct highly effective vertical teams

Teacher's Web Site Design	All non-core grade 6-8 teachers	TBD WMCPA	TBD WMCPA	All students	STEM Coordinator Technology Liaison	To increase teachers' use of technology and to promote accessibility for parents to review the school's various programs in order to determine student's responsibilities.

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Interdisciplinary Projects	All non-core grade 6-8 teachers	8/24 am WMCPA		All Students	Department Chairs Mentors	To assist students in the development of projects.
Conducting Parent Conferences	All non-core grade 6-8 teachers	8/28 WMCPA		All Students	Department Chairs Mentors	To develop relationships with parents, to review curriculum and prerequisite skills, and open lines of communication
A.I.M. (Acceleration Instruction-Mastery) Individual Student Progress Report	All non-core grade 6-8 teachers	9/25 WMCPA		All students	Department Chairs Mentors	To help teachers, students, and parents analyze student skills in reading and mathematics

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population of Teachers and/or Administrators	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Information Power – Using Digital Content to Enhance Student Achievement	All non-core grade 6-8 teachers	TBD WMCPA	TBD WMCPA	All students	Technology Liaison	To help teachers locate, evaluate, and use digital content for teaching
Collaborative Teaching Teams **Follow-up Session**	All non-core grade 6-8 teachers	4/17 am WMCPA 5/22 WMCPA	TBD WMCPA	All Students	Administration Department Chairs Mentors	To promote an environment where teachers learn how to effectively meet the needs of the students by following the students' progress from year to year.
PSAT	All non-core grade 6-8 teachers		TBD	All Students	Principal Asst. Principals	To provide professional development on the content and nature of the PSAT so that teachers can adjust instruction to prepare students for the SAT
Culturally Relevant and Responsive Pedagogy	All non-core grade 6-8 teachers	TBD WMCPA		African American Students	Principal Asst. Principals	To help teachers understand and apply concepts of cultural literacy, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and relevant pedagogy.

* Addressed in previous sections of this document.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Community Taskforce Meeting	Community Taskforce Parents and Community	4/24 Monthly meetings WMCPA		All Students (African American, FARM, Special education, Hispanic, Caucasian, Gifted and Talented)	Principal Parent Liaison	To provide the Community Taskforce Committee with background knowledge on College Preparatory Strategies, Pre-AP, and Vertical Teams
Parent Workshop on Pre-AP and College Preparation Strategies	Community Taskforce Parents and Community	9/9 WMCPA		All Students	Principal Parent Liaison	To provide parents with the skills necessary to help foster a strong academic home environment.
Effective Volunteers and Tutors Strategies	Community Taskforce Parents and Community	10/10 WMCPA		All Students	Parent Liaison Guidance Administrators	To help the volunteers understand the culture of the school in order to effectively work with students.

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Parent Workshop Intervention Strategies	Community Taskforce Parents and Community	10/28 WMCPA		All Students	Parent Liaison Guidance	To help parents promote academic achievement in the home by implementing reading and math strategies while working with their child.
Training the Stakeholders on Transforming the School	Community Taskforce Parents and Community	11/20 WMCPA		All Students	Parent Liaison Administrator	To promote a safe an orderly learning environment, thereby, increasing student achievement.
Parent Workshop on High School Requirements	Community Taskforce Parents and Community	3/10 WMCPA		All Students	Parent Liaison Guidance	To inform parents about the requirements of high school in order to help them make informed decisions about selecting high school courses and to prepare students for college.
PSAT	Community Taskforce Parents and Community		TBD	All Students	Principal Parent Liaison	To provide information on the content and nature of the PSAT so that parents can advise and assist students for the SAT

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
College Preparatory Strategies - Summer Institute Training	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator	7/9-7/14 WMCPA		All Students	Principal Dept. Chairs	To train selected school personnel on the College Preparatory Strategies program in order to effectively implement the program.
Leadership Retreat to develop mission, vision and objectives	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator	7/26 am WMCPA		All Students	Principal	To align college preparatory vision with the school and teachers vision, mission and objective
Team Building and PBIS	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator	7/26 pm WMCPA		All Students	PBIS Coordinator Mentors	To build a collaborative, trusting environment between staff members to foster effective communication.
Mission, Vision, and Objectives	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator	8/21 am WMCPA		All Students	Administration	To align college preparatory vision with the school and teachers vision, mission and objective
Curriculum Review by Content and Grade Level	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison,	8/21 pm WMCPA		All Students	Department Chairs	To construct a timeline for the short-cycle assessments

Woodlawn Middle College Preparatory Academy
Professional Development Calendar
2006-2007 and 2007-2008 School Years

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Final Project Review Interdisciplinary Team Project	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator	5/15 WMCPA		All Students	Department Chairs Team Leaders	To promote student achievement by analyzing student growth through interdisciplinary projects.
PSAT	Principal, Asst. Principals, Department Chairs, Counselor, Parent Liaison, STEM Coordinator		TBD	All Students	Principal	To provide information on the content and nature of the PSAT so that parents can advise and assist students for the SAT

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	8/22 (AM) WMCPA Computer Lab		All students	Technology Liaison	To train teachers on input of data, generate reports and data analysis
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	9/29 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	10/31 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis
Data Warehousing/ Benchmarks	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	10/31 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	11/13 WMCPA Computer Lab		All students	Technology Liaison	To train teachers on input of data, generate reports and data analysis
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	11/30 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis

Topic	Target Population	School Year 2006-2007	School Year 2007-2008	Student Subgroups	Person(s) Responsible	Rationale for Professional Development
Data Warehousing	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	1/31 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis
Data Warehousing/ Benchmarks	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	2/2 WMCPA		All students	Department Chairs	To generate reports and conduct data analysis
Data Warehousing/ Benchmarks	All professionals, paraprofessionals, administrators, and any other data entry and analysis personnel	3/2-3/30 WMCPA		All students	Department Chairs	To review identified deficit skills

Attachment A 1

Woodlawn Middle School

Elements to be Addressed & Reviewed	Reference to NCLB*	Need	Action Plan	Prof. Dev.	Alt. Gov.	Directions
ALTERNATIVE GOVERNANCE						
D.1. AG improve entire school		**13-33**	**34-97**			Schools should indicate the page numbers in unshaded areas where this information can be found within their Plans.
D.2 Non-academic areas		**13-15, 30-31**	**88-97**			
D.3 Address stakeholder needs		**13-33**	**34-97**	**98-122**		
D.4 Challenges/barriers		**13-15**	**85-86**			
D.5 Input					√	A check "√" under the Alternative Governance column indicates that the issue has been addressed during the Alternative Governance Plan review process and will not be evaluated again.
E.1 Monitoring instruments			**34-97**			
E.2 Change processes					√	
F.1 Proposed costs					√	
F.2 Source of funds					√	
G. OPTION 1 – ZERO-BASED STAFFING						
G.1 Process to replace staff					√	
G.2 Chain of command					√	
G.3 Initial training		**18-20, 23-24, 26-27**		**98, 99, 101, 102, 103. 105, 106, 109, 110. 111, 113, 115, 117, 119, 121**		
G.4 Team building		**26-27, 32**		**119**		
G. OPTION 4B – TURNAROUND SPECIALIST (RIS)						
G.1 RIS job description					√	
G.2 RIS supervisor					√	
G.3 Chain of command					√	
G.4 Initial training					√	
G.5 Daily work schedule					√	
NCLB TEN REQUIREMENTS FOR SCHOOL IMPROVEMENT						
1. Scientifically based research strategies	**C 4 & 5**		**35, 37, 38, 44, 46, 51-53, 60, 61, 68, 69, 76, 77, 82**			Schools should indicate the page numbers where this information can be found within their Plans. Information not available in a Plan, must be addressed in **the School Profile (SP) included as Attachment B. Place an "SP"** in the corresponding cell to indicate that the information can be found in the School Profile.
2. Policies & practices	**C 6**	**13**	**34-97**			
3. Professional development	**C 9 & 12**			**98-122**		
4. How the funds will be used						

5. Annual, measurable objectives	**C 14**		**34, 43, 50, 59, 67, 75, 87**		
6. Written notice to parents	**B 6-8 & G 4**				
7. Specify TA responsibilities	**D 2, 9 & G 7**				
8. Parent involvement	**C 13**	**27-30**	**90-97**		
9. Extended learning activities	**C 4**		**39, 41, 55, 58, 62, 65, 70, 73, 78, 80**		
10. Teacher mentoring program	**C 10**		**86**		

TITLE I TEN SCHOOLWIDE COMPONENTS – For Title I Schools Only

1. Comprehensive needs assess.	**A 2**	**13-33**				
2. School wide reform strategies	**C 5 & G6**		**34-97**			**Title I school wide** schools should indicate the page numbers where this information can be found within their Plans. Information not available in a Plan, must be addressed in the School Profile (SP) included as Attachment B. Place an "SP" in the corresponding cell to indicate that the information can be found in the School Profile.
3. Instruction by HQ teachers	**C 8**		**85-87**			
4. Professional development	**C 9 & 12**			**98-122**		
5. Attract HQ teachers	**C 8 & 10**	**14-16**	**85-87**	**98-122**		
6. Parent involvement	**C 13**	**13-14, 27-30, 32**	**90-97**			
7. Preschool transition plans		**26-27, 32**	**36, 45, 52, 61, 69**			
8. Teachers as decision makers	**C 6**	**13, 26-27**				
9. Timely assistance to students	**C 6**		**36, 40, 41, 45, 47-49, 55, 57, 58, 61-65, 69-73, 78-80**			
10 Coordination of services	**C 6**					

Attachment B
School Profile

School Name and Number: Woodlawn Middle School, 0253 LEA: Baltimore County Public Schools

Reference from Attach. A 2	Topic	2005-2006 Current Practices	2007 & 2008 School Years Proposed Two Year Initiatives / Activities
NCLB 1	Name of core reading program	Scott Foresman –grade 6 BCPS curriculum—grades 7 and 8	Scott Foresman –grade 6 BCPS curriculum—grades 7 and 8
NCLB 1	Name of supplemental reading interventions	Fast Track	Fast Track *Language!* program
NCLB 1	Name of core mathematics program	Transitions– G/T 6 BCPS curriculum– General 6 BCPS curriculum Algebra I– G/T 7 BCPS curriculum PreAlgebra – Honors 7 BCPS curriculum– General 7 BCPS curriculum Algebra II– G/T 8 Carnegie Algebra I– Honors 8 BCPS curriculum PreAlgebra– General 8	Transitions– G/T 6 Algebraic Foundations – General 6 BCPS curriculum Algebra I– G/T 7 BCPS curriculum PreAlgebra – Honors 7 Algebraic Thinking 1– General 7 BCPS curriculum Algebra II– G/T 8 BCPS Algebra I– Honors 8 Algebraic Thinking 1– General 8 (2006-2007) Algebraic Thinking 2– General 8 (2007-2008)
NCLB 1	Name of supplemental math interventions	Voyager and Moving with Math	Voyager, Moving with Math, and Carnegie
NCLB 1	Focus of the extended day program and the number of students served.	**Reading:** Main idea, Comprehension and Vocabulary Identified basic students according to MSA **Math:** Basic Computation of Whole Numbers, Fractions, and Decimals– Identified basic students according to the MSA	**Reading:** Comprehension skills, vocabulary, fluency (all students will participate in extended learning for enrichment or acceleration) **Math:** BCPS Curriculum Foundations of Mathematics Intro to PreAlgebra Intro to Algebra I (all students will participate in extended learning for enrichment or acceleration)

NCLB 1	Focus of summer program and the number of students served.	**Reading:** Reading/Writing—Scholastic Time for Kids Program (Total 50 students) **Math:** BCPS Curriculum (Total 85 students) Foundations of Mathematics (1Total 12 students) Intro to PreAlgebra (15 students) Intro to Algebra I (45 students) Intro to Algebra II (13 students)	**Reading:** Comprehension skills, vocabulary, fluency (Total 60 students) **Math:** BCPS Curriculum (Total 80 students) Foundations of Mathematics (Total 20 students) Intro to PreAlgebra (20 students) Intro to Algebra I (40 students)
NCLB 2	Description of instructional day highlighting blocks of time for reading and math, common planning time, professional development	**Reading:** Scott Foresman—grade 6 (45 min.) BCPS—grades 7 and 8 (45 min. for students below grade level) **Math:** Instructional Day (All students 45min) Comeback Math (45 students additional 45 min) Algebra With Assistance (20 students additional 45 min) Professional development occurred over the summer as well as monthly in department meetings Common Planning Time: 45 minutes Professional Development	**Reading:** New *Language!* program 90 min. blocks of time for grades 7 and 8 students below grade level **Math:** Transitions– G/T 6 (45 minutes) Algebraic Foundations – General 6 (90 minutes daily with 45minutes every other day) BCPS curriculum Algebra I– G/T 7 (45 minutes) BCPS curriculum PreAlgebra – Honors 7 (45 minutes) Algebraic Thinking 1– General 7 (90 minutes daily with 45minutes every other day) BCPS curriculum Algebra II– G&T 8 (45 minutes) BCPS Algebra I– Honors 8 (45 minutes) Algebraic Thinking 1– General 8 (2006-2007) (90 minutes daily with 45minutes every other day) Algebraic Thinking 2– General 8 (2007-2008) (90 minutes daily with 45minutes every other day)

NCLB 7	Description of current and future local technical assistance to this school.	MSDE representative Reading/Language Arts Office Office of Mathematics	Office of School Improvement College Board College Preparatory Strategies Office of Curriculum and Instruction Human Resources ANS
NCLB 10	Pairing of teachers (teacher mentors) – Describe how this is accomplished in your school building.	First and second year teachers paired with mentor (weekly meetings with mentor)	First and second year teachers paired with mentor (weekly meetings with mentor) Bi-weekly meetings with department chair
Title I-3	Instruction by high quality (HQ) staff – Provide current and anticipated numbers of HQ staff for reading, math, special education, and ESOL.	Reading-HQ 4 of 8 teachers Mathematics − HQ 10 of 10 teachers Special Education –HQ 6 of 9 teachers	Goal is 100% highly qualified (HQ) staff
Title I-5	Describe school level activities to attract and retain HQ staff.	Emphasized varied resources, special support staff and extra curricular activities	Emphasized varied resources, special support staff, extra curricular activities, monetary incentive, zero-based staffing, collaborative teaching teams, a series of Professional Development
Title I-8	Describe the involvement of teachers as decision makers during the school improvement planning and implementation process.	Serving on School Improvement Team; Leadership Team; active participant on selected committees	Serving on School Improvement Team; Leadership Team; Action Teams; Community Task Force
Title I-10	Describe the coordination of services available at the school.	School coordinates services with other state and federal programs currently operating within the school.	School coordinated the development of the Alternative Governance and the School Improvement Plan in coordination with other state and federal programs currently within the school.

Attachment C

General Statements of Identified Needs in Priority Order	Needs Assessment Identify the source of supporting data.	Pg. #	Action Plan List proposed activities that will address this need.	Pg. #	Professional Development List professional development topics that will support implementation of the Action Plan.	Pg. #
STUDENT NEEDS						
Priority: High Expectations Resulting in High Student Achievement *Priority: Instruction and Assessment* 1. Develop a culture of high expectations for student achievement by: ➢ focusing on acquisition of skills in reading in mathematics as outlined in the VSC; ➢ infusing college preparatory strategies into the curriculum; and, ➢ using A.I.M in parent-student-teacher conferences.	▪ MSA data by subgroup ▪ DRP (Degree of Reading Proficiency) ▪ End-of-Unit assessments for mathematics	16-18 20-22 24-25 20 16	▪ Pre AP/Vertical Teaming ▪ College Preparatory Strategies ▪ PSAT ▪ STEM (Interdisciplinary projects) ▪ A.I.M. (Acceleration-Instructional-Mastery) Student Progress Report ▪ BCPS Language Arts/Reading/Writing Curriculum ▪ *Language!* – (Grades 6-8) ▪ BCPS Mathematics Curriculum ▪ *Algebraic Foundations* (Grade 6) *Algebraic Thinking Part 1* (Grade 7) *Algebraic Thinking Part 2* (Grade 8)	35, 44, 51, 52, 60, 68, 76, 82 51, 78 66, 74, 81 40, 48, 56, 63, 71, 78, 92 34-58 37, 46, 53 59-81 61, 69, 77	▪ Pre-AP/Vertical Teaming ▪ College Preparatory Strategies ▪ STEM ▪ Culturally Relevant and Responsive Pedagogy ▪ PSAT (All professional development is aligned with the VSC and supports the core curriculum) (All professional development is aligned with the VSC and supports the core curriculum) ▪ Information Power-Using Digital Content to Enhance Student Achievement ▪ Interdisciplinary Projects	98, 101, 106, 109, 113, 117 98, 101, 105, 109, 113, 117, 119 102, 110 100, 103, 107, 110, 116 100, 104, 108, 111, 116, 118, 120 99, 104, 107, 111, 116 99, 102, 106, 111, 115, 120

Priority: High Expectations Resulting in High Student Achievement *Priority: Instruction and Assessment* 2. Implement a process for teachers to adjust instruction to meet individual student needs by use of assessments, analysis of data, and monitoring student performance.	▪ MSA data by subgroup ▪ End-of-Unit assessments for mathematics ▪ DRP (Degree of Reading Proficiency)	16-18 20-22 24-25 20 16	▪ Teachers will input data, generate reports, analyze the data, and inform parents of student performance every three to four weeks for short-cycle assessments and semi-annually for benchmark assessments.	39, 47, 55, 62, 70, 77	▪ Data warehousing	121-122	
Priority: High Expectations Resulting in High Student Achievement *Priority: Instruction and Assessment* 3. Implement scheduling flexibility to allow for extended time to provide accelerated intervention, re-teaching, tutorial support, and enrichment to meet individual student needs.	▪ MSA data by subgroup ▪ End-of-Unit assessments for mathematics ▪ DRP (Degree of Reading Proficiency)	16-18 20-22 24-25 20 16	▪ Extended time will be provided for students based on their degree of skill acquisition for reading and mathematics as identified by short-cycle and benchmark assessments. The extended time will be built into the master schedule. ▪ Increased daily reading and mathematics time, Summer Bridge programs, after-school programs, and Saturday school will be implemented.	39, 47, 55, 62, 70, 78 41, 49, 58, 65, 73, 80	▪ Pre-AP/Vertical Teaming ▪ College Preparatory Strategies ▪ STEM ▪ Culturally Relevant and Responsive Pedagogy ▪ PSAT ▪ Information Power-Using Digital Content to Enhance Student Achievement ▪ Interdisciplinary Projects ▪ *Language!* program ▪ *Algebraic Foundations and Algebraic Thinking*	98, 101, 106, 109,113, 117 98, 101, 105, 109, 113, 117, 119 102, 110 100, 103, 107, 110, 116 100,104,108, 111, 116, 118, 120 99, 104, 107, 111, 116 99, 102, 106, 111, 115, 120 98 101	

Priority: High Expectations Resulting in High Student Achievement	▪ MSA data by subgroup	16-18 20-22 24-25	▪ Teachers will receive follow-up professional development on best inclusive practices.	36, 45, 54, 63, 71, 80	▪ Pre-AP/Vertical Teaming	98, 101, 106, 109,113, 117
Priority: Instruction and Assessment	▪ LRE data	25	▪ Students will receive accelerated interventions in reading and mathematics.	37, 46, 53, 61, 69, 77	▪ College Preparatory Strategies	98, 101, 105, 109, 113, 117, 119
4. Develop a climate that fosters inclusion of students receiving special education services to increase academic achievement.					▪ STEM	102, 110
			▪ Extended time will be provided for students based on their degree of skill acquisition for reading and mathematics as identified by short-cycle and benchmark assessments. The extended time will be built into the master schedule.	39, 47, 55, 62, 70, 78	▪ Culturally Relevant and Responsive Pedagogy	100, 103, 107, 110, 116
					▪ PSAT	100,104,108, 111,116,118, 120
			▪ Increased daily reading and mathematics time, Summer Bridge programs, after-school programs, and Saturday will be implemented.	41, 49, 58, 65, 73, 80	▪ Information Power-Using Digital Content to Enhance Student Achievement	99, 104, 107, 111, 116
					▪ Interdisciplinary Projects	99, 102, 106, 111,115, 120
					▪ Language! program	98
					▪ Algebraic Foundations and Algebraic Thinking	101
					▪ Best Inclusive Practices	113

Priority: High Expectations Resulting in High Student Achievement *Priority: Safe and Orderly Environment* 1. Develop a culture that is conducive to teaching and learning by: ➢ zero-basing the staff; ➢ providing differentiated professional development; and, ➢ continuing the PBIS program.	▪ Referral data ▪ Suspension data ▪ Attendance data ▪ Teacher vacancy data ▪ Teacher absenteeism data ▪ Teacher turnover data	30 30 31 14 15 14	▪ Zero-basing the staff ensures that the newly hired WMCPA staff will consist of those individuals with content knowledge and pedagogical skills who are committed, sensitive, caring, and hold high expectations for all students. ▪ Differentiated professional development plan will be implemented over two years. ▪ Mentor teachers will provide support in instructional planning on culturally relevant and responsive pedagogies and the delivery of curriculum and classroom management with first and second year teachers. ▪ PBIS model will continue to be implemented.	85 86 89 88	▪ Pre-AP/Vertical Teaming ▪ College Preparatory Strategies ▪ STEM ▪ Culturally Relevant and Responsive Pedagogy ▪ PSAT ▪ Information Power-Using Digital Content to Enhance Student Achievement ▪ Interdisciplinary Projects ▪ *Language!* program ▪ *Algebraic Foundations and Algebraic Thinking* ▪ PBIS	98,101,106, 109,113,117 98,101,105, 109,113, 117,119 102, 110 100, 103, 107, 110, 116 100,104,108, 111,116,118, 120 99, 104, 107, 111, 116 99,102,106 111,115, 120 98 101 119
	Needs Assessment Maximum score = 3	Score	Action Plan Maximum score = 3	Score	Professional Development Maximum score = 3	Score
Reviewer comments:						Strand Score __ out of 9

TEACHER / ADMINISTRATOR NEEDS						
Priority: High Expectations Resulting in High Student Achievement *Priority: Teaching Teams* 1. Develop a culture of instructional collaboration to increase student achievement by: ➢ establishing collaborative teaching teams (looping), vertical teams, and horizontal teams, and ➢ involving teachers on the Action Teams and on the School Improvement Team.	▪ Teacher vacancy data ▪ Teacher absenteeism data ▪ Teacher turnover data ▪ MSA data by subgroup	14 15 14 16-18 20-22 24-25	▪ Collaborative teaching teams (looping) will be implemented. Teachers and students will move together from grade 6 to grade 7 and then grade 7 to grade 8 allowing for immediate instruction to begin on the first day with focus on curricula. ▪ Vertical teams will be implemented in grades 6-8 for core and non-core subjects. Teachers will be involved in content-specific articulation and instructional planning across grade levels. ▪ Horizontal teams are a team of teachers in the same grade who meet weekly and are assigned to the same group students. Every teacher is expected to analyze student data from short-cycle and benchmark assessments, adjust instruction based on student performance, collaborate on lesson planning, and pace instruction. ▪ School Improvement Team and Action Teams will include teachers.	36, 45, 52, 61, 69, 79 36, 45, 52, 61, 69, 79 36, 45, 52, 61, 69, 79 95	▪ Collaborative Teaching Teams (looping) ▪ Pre-AP/Vertical Teaming ▪ Conducting Effective Horizontal Teams	104, 108, 112, 116 98, 101, 106, 109, 113, 117 100, 103, 108, 112
	Needs Assessment Maximum score = 3	Score	Action Plan Maximum score = 3	Score	Professional Development Maximum score = 3	Score
Reviewer comments:						Strand Score __ out of 9

PARENT / COMMUNITY NEEDS

Priority: High Expectations Resulting in High Student Achievement *Priority: Parent Involvement* Develop an environment that welcomes and provides opportunities for increased parent involvement in the educational process and in instructional decision-making.	▪ Parent Involvement Data ▪ MSA data by subgroup	27-28 16-18 20-22 24-25	▪ Communication to parents regarding the college preparatory academy model. ▪ Information will be provided regarding their student's reading and mathematics skills mastery and/or needs. ▪ Description of the VSC for reading and mathematics will be provided and scope and sequence timeline will be shared at Back-to-School Night to delineate the prerequisite skills students must acquire by the end of the year. ▪ Meetings will be held semi-annually to review school programs, student performance, and school progress. ▪ Survey to assess parents' needs and satisfaction will be conducted semi-annually. ▪ Parent nights will be held monthly by the principal to discuss the School Improvement Plan and review progress. ▪ School Improvement Team, Community Taskforce, and Action Committees will include parents.	91 40, 48, 56, 63, 71, 78 40, 48, 57, 64, 72, 79 92 96 96 95	▪ Workshop on Pre-AP/Vertical Teaming and College Preparatory Strategies. ▪ PSAT ▪ Training the stakeholders on the school's transformation ▪ Workshop on HSA and Graduation Requirements ▪ Workshop on Intervention Strategies	117 118 118 118 118
	Needs Assessment Maximum score = 3	Score	Action Plan Maximum score = 3	Score	Professional Development Maximum score = 3	Score
Reviewer comments:						Strand Score __ out of 9

2006 Mapping a Strand Rubric to Review a
School Improvement Plan with Alternative Governance

MSDE Cover Page

School Name and Number: Woodlawn Middle School, 0253
School Address: 3033 St. Lukes Lane, Baltimore, MD 21207

School Principal: Brian Scriven

- **Phone Number: 410-887-1304**
- **Email: bscriven@bcps.org**
- **FAX: 410-887-4352**
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Local Educational Agency (LEA): Baltimore County Public Schools
LEA Contact Person Name and Title: Dr. Manuel Rodriguez, Area Assistant Superintendent, Southwest Region

- **Phone Number: 410-887-8760**
- **Email: mrodriguez@bcps.org**
- **FAX: 410-887-8763**

B. Local Board of Education Approval

Board Approval Date: _____

Superintendent: _____
                                                                              (Please print)

_____
                                                                              (Signature)

BALTIMORE COUNTY PUBLIC SCHOOLS

Focused on Quality: Committed to Excellence

2006-2008

SCHOOL IMPROVEMENT PLAN

FOR

Woodlawn Middle College Preparatory Academy

SUBMITTED BY:

Brian Scriven

_____   _____
Signature of Principal   Signature of Area Assistant Superintendent