



# Baltimore County Public Schools

*Focused on Quality: Committed to Excellence*

**2007 – 2009**

***Two-Year  
School Improvement Plan (MS)  
Schools Identified for Improvement***

***For***

***(Arbutus Middle School)***

***Submitted By:***

***(Kendra Johnson)***

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Signature of Principal

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Signature of Area Assistant  
Superintendent

DATE: (DATE)

## Arbutus Middle School

<b>Performance Goal I - Reading</b>
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
<b>Performance Indicator 1.1</b>
All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)
<b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i> , (#1) <i>Incorporate strategies based on scientifically based research</i> , (#9) <i>Extended learning activities</i> , (#2) <i>Policies and practices concerning core academic subjects</i> , (#3) <i>High quality professional development</i> , (#4) <i>Specify how funds will be used to exit school improvement status</i> , (#7) <i>Responsibilities of the school, LEA, and State.</i>

## Arbutus Middle School

### **Performance Goal I - Reading**

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

### **Performance Indicator 1.1**

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

**Targeted Area Reading (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified reading subgroups using “from-to” language.**

### **Reading Target:**

By June 2009, the number of students performing at or above the proficient level on the Reading MSA will increase from 69.2 to 75.9%

By June 2009, the number of Grade 6 students performing at or above the proficient level on the Reading MSA will increase from 71.4 to 77.2 %

By June 2009, the number of Grade 6 Special Education students performing at or above the proficient level on the Reading MSA will increase from 32.0 to 75.9 %

By June 2009, the number of Grade 6 African-American students performing at or above the proficient level on the Reading MSA will increase from 61.0 to 75.9 %

By June 2009, the number of Grade 6 FARMS students performing at or above the proficient level on the Reading MSA will increase from 55.6 to 75.9 %

By June 2009, the number of Grade 7 students performing at or above the proficient level on the Reading MSA will increase from 70.4 to 76.4%

By June 2009, the number of Grade 7 Special Education students performing at or above the proficient level on the Reading MSA will increase from 26.2 to 75.9 %

By June 2009, the number of Grade 7 African-American students performing at or above the proficient level on the Reading MSA will increase from 57.5 to 66.0 %

By June 2009, the number of Grade 7 FARMS students performing at or above the proficient level on the Reading MSA will increase from 48.1 to 75.9 %

By June 2009, the number of Grade 8 students performing at or above the proficient level on the Reading MSA will increase from 64.7 to 75.9 %

**Arbutus Middle School**

<p><b>Performance Goal I - Reading</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>
<p><b>Performance Indicator 1.1</b>                  All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)</p>
<p>By June 2009, the number of Grade 8 Special Education students performing at or above the proficient level on the Reading MSA will increase from 20.4 to 75.9 %</p>
<p>By June 2009, the number of Grade 8 African American students performing at or above the proficient level on the Reading MSA will increase from 48.8 to 75.9 %</p>
<p>By June 2009, the number of Grade 8 FARMS students performing at or above the proficient level on the Reading MSA will increase from 54.2 to 75.9 %</p>
<p><b>Strategies:</b></p>

<b>Key Actions                      (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures                      Formative &amp; Summative:                      To ensure desired results                      have been met.</b>	<b>Implementation Status</b>

## Arbutus Middle School

### **Performance Goal I - Mathematics**

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

### **Performance Indicator 1.1**

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

**NCLB School Improvement Requirement(s):** *(#5) Annual measurable objectives, (#1) Incorporate strategies based on scientifically based research, (#9) Extended learning activities, (#2) Policies and Practices concerning core academic subjects, (#3) High quality professional development, (#4) Specify how funds will be used to exit school improvement status, (#7) Responsibilities of the school, LEA, and State.*

## Arbutus Middle School

### Performance Goal I - Mathematics

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

#### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

**Targeted Area Mathematics (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified mathematics subgroups using “from-to” language.**

#### Mathematics Target:

By June 2009, the number of students performing at or above the proficient level on the Math MSA will increase 61.8 to 70.0 %
By June 2009, the number of 6 <sup>th</sup> grade students performing at or above the proficient level on the Math MSA will increase 62.8 to 75.0 %
By June 2009, the number of 6 <sup>th</sup> grade Special Education students performing at or above the proficient level on the Math MSA will increase from 26.0 to 64.3 %
By June 2009, the number of 6 <sup>th</sup> grade African-American students performing at or above the proficient level on the Math MSA will increase from 61.0 to 68.8 %
By June 2009, the number of 6 <sup>th</sup> grade FARMS students performing at or above the proficient level on the Math MSA will increase from 52.2 to 64.3 %
By June 2009, the number of 7 <sup>th</sup> grade students performing at or above the proficient level on the Math MSA will increase 68.4 to 74.8 %
By June 2009, the number of 7 <sup>th</sup> grade Special Education students performing at or above the proficient level on the Math MSA will increase from 38.1 to 64.3 %
By June 2009, the number of 7 <sup>th</sup> grade African-American students performing at or above the proficient level on the Math MSA will increase from 52.8 to 64.3 %
By June 2009, the number of 7 <sup>th</sup> grade FARMS students performing at or above the proficient level on the Math MSA will increase from 43.6 to 64.3 %
By June 2009, the number of 8 <sup>th</sup> grade students performing at or above the proficient level on the Math MSA will increase 56.0 to 64.8 %

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

By June 2009, the number of 8 <sup>th</sup> grade Special Education students performing at or above the proficient level on the Math MSA will increase from 16.3 to 64.3 %
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By June 2009, the number of 8 <sup>th</sup> grade African-American students performing at or above the proficient level on the Math MSA will increase from 30.5 to 64.3 %
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By June 2009, the number of 8 <sup>th</sup> grade FARMS students performing at or above the proficient level on the Math MSA will increase from 36.4 to 64.3 %
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### Strategies:

(Reading) Provide for the consistent and systematic implementation of *The Essential Curriculum* in reading by developing and implementing instructional strategies that include differentiated curriculum for special education students

(Reading) Develop, implement and monitor intervention programs for students who have not demonstrated proficiency in reading

Encourage reading by establishing a minimum goal of 25 books, from the recommended list, that will be read by/to each student during the academic school year

Support teachers in the implementation of reading and mathematics techniques through professional development opportunities

(Math) Provide for the consistent and systematic implementation of *The Essential Curriculum* in math by developing and implementing instructional strategies that include differentiated curriculum for special education students

(Math) Develop, implement and monitor intervention programs for students who have not demonstrated proficiency in math

Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to a rigorous curriculum for all students

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Analyze school-level AYP data and individual student level performance data to determine which students need to participate in school-wide initiatives	Assistant Principal (scheduler), reading specialist, grade-level teachers	September 2007 to June 2009	2007-2008 MSA Data	
Utilize regularly-scheduled contents meetings for data sharing and analysis (horizontal and vertical teaming)	Grade-level teachers, reading specialist, special educators	Weekly; September 2007 to June 2009	Content Mastery Tasks, Summative Tests, Progress Indicators	
Use central office instructional resource personnel, such as teacher mentors, resource teachers, and facilitators to provide ongoing, job-embedded professional development relative to implementing research-based reading instructional strategies in the classroom	School Leadership Team, Mentors, Professional Development Committee	Monthly; September 2007 to June 2009	Classroom Observations, Reading Benchmarks, Short-cycle data	
Implement countywide Language! Program	Language Arts Teachers	September 2007 to June 2009	Content Mastery Tasks, Summative Tests	

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Implement comprehensive Focus Plan (see Attachment C)	Math, English, Language! Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	
All staff will offer coach classes. The information will be published for parents via the school's website and student handouts.	All Teachers	September 2007 to June 2009	Benchmark Assessments, Short-Cycle Data	
Before and after-school programs for students who are in the fourth quartile of basic range	Select Staff	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Implement Extended-Day enrichment for all students	All Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Provide opportunities for students to practice, apply, and extend skills taught through whole-group and small-group instruction	Reading Teachers	September 2007 to June 2009	Benchmark Assessments, Short-Cycle Data	
Administer all assessments to provide students with information regarding baseline data and ongoing criterion referenced formative and summative data	All Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Provide instructional opportunities that focus on independence aligned with modeled instruction to demonstrate advanced performance on MSA assessment limits as indicated in the Voluntary State Curriculum.	All Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Utilize content meetings to share information regarding strategies related to teaching reading for secondary students	All Teachers	September 2007 to June 2009	Benchmark Assessments, Short-Cycle Data	
Provide grade-appropriate materials aligned with the BCPS Mathematics Essential Curriculum while integrating practice of necessary foundation skills for students who have demonstrated deficits in basic skills	Math Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	
Provide practice opportunities for Brief-Constructed Responses and/or Extended-Constructed Responses	All Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Provide meaningful feedback to students on ways to improve mathematics achievement that is aligned with the Voluntary State Curriculum using exemplars and the MSDE Mathematics Rubric	Math Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Provide opportunities for scoring anchor papers using the MSDE Rubric	Reading Teachers, Math Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Provide planning time for the collaboration of regular and special education resource teachers in mathematics classrooms that include special education students	Math Department Chairperson, Math Teachers, Special Education Resource Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	
Provide opportunities for students to use manipulatives (Algebra tiles, 3D models, simulation tools) to reinforce concepts	Math Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	

## Arbutus Middle School

### Performance Goal I - Mathematics

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

### Performance Indicator 1.1

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Provide consistent development of mathematics VSC vocabulary that focuses on the relationship of the definition with its concept representation. Use word walls, vocabulary charts, student glossary or other visual means to integrate the use of vocabulary into instruction.	Math Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	
Display VSC vocabulary throughout the school and in appropriate classrooms	Math Teachers	September 2007 to June 2009	NA	
Provide for collaboration of regular and special educators in mathematics classrooms which include special education students	Math Teachers, Special Education Teachers	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	
Pace instructional units by using a common planning for teachers, backward mapping, and differentiated instruction. Include special educators in mapping opportunities. Monitor the pacing schedule through the appraisal process.	Math Department Chairperson, All Teachers, Administrative Team	September 2007 to June 2009	Content Mastery Tasks, Benchmark Assessments, Short-Cycle Data	

**Arbutus Middle School**

**Performance Goal I - Mathematics**

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

**Performance Indicator 1.1**

All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

Conduct school-wide MSA mathematics and reading simulations	All Teachers	January 2008	MSA Simulation	
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**Arbutus Middle School**

<p><b>Performance Goal 1</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.5</b>                  All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> <i>(#5) Annual measurable objectives, (#1) Incorporate strategies based on scientifically based research, (#9) Extended learning activities, (#2) Policies and practices concerning core academic subjects, (#3) High quality professional development, (#4) Specify how funds will be used to exit school improvement status, (#7) Responsibilities of the school, LEA, and State.</i></p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status

## Arbutus Middle School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.8</b> Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i>, (#1) <i>Incorporate strategies based on scientifically based research</i>, (#9) <i>Extended learning activities</i>, (#2) <i>Policies and Practices concerning core academic subjects</i>, (#3) <i>High quality professional development</i>, (#4) <i>Specify how funds will be used to exit school improvement status</i>, (#7) <i>Responsibilities of the school, LEA, and State</i>.</p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p> <p>By the June 2009 administration of the Scott Foresman Benchmark Progress Tests, 80% of the grade 6 students will score on or above grade level</p>				
<p><b>Strategies:</b></p> <p>Implement the Scott Foresman reading program in grade six</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Administer grade-appropriate diagnostic assessments for reading	Grade 6 Reading Teachers	September 2007 to June 2009	Grade-level Diagnostic Assessments	
Administer the countywide approved reading assessments to all grade 6 students	Grade 6 Reading Teachers	September 2007 to June 2009	Reading Benchmarks	

## Arbutus Middle School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.8</b> Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
Collect data from each administration of the benchmark tests to determine progress toward attaining the target of 80% of grade 6 students reading on grade level	Reading Team Leader, Grade 6 Reading Teachers	September 2007 to June 2009	Benchmark Assessments	
Review data to identify students who score near or below grade level	Reading Team Leader, Grade 6 Reading Teachers	September 2007 to June 2009	Benchmark Assessments	
Examine student-testing profiles to determine if more errors occur in short answer responses or in multiple choice responses and make instructional decisions based on that information	Reading Team Leader, Grade 6 Reading Teachers	September 2007 to June 2009	Benchmark Assessments	
Provide students with classroom instruction that reflects information gleaned from analysis of benchmark test data	Grade 6 Reading Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments	

## Arbutus Middle School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.9</b> Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i>, (#1) <i>Incorporate strategies based on scientifically based research</i>, (#9) <i>Extended learning activities</i>, (#2) <i>Policies and practices concerning core academic subjects</i>, (#3) <i>High quality professional development</i>, (#4) <i>Specify how funds will be used to exit school improvement status</i>, (#7) <i>Responsibilities of the school, LEA, and State</i>.</p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p> <p>By June 2009, the number of eighth graders enrolled in Algebra I will increase from 38.0 to 50.0 %</p>				
<p><b>Strategies:</b></p> <p>Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in math</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Offer coach classes after school and/or during the day that provide additional instructional time and one-on-one interaction with students who are having difficulty understanding content	Math Department Chair, Math Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Offer authentic review exams to provide students with real-world experience with the assessment	Math Department Chair, Math Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	

## Arbutus Middle School

<p><b>Performance Goal 1</b>          By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.9</b>          Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)</p>				
Incorporate both Selected Response and Brief-Constructed Response items similar to those found on the HSA into drills, classwork, lesson assessments, and teacher-constructed tests and quizzes	Algebra Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	
Provide students with opportunities to learn the appropriate use of the graphing calculator	Algebra Teachers	September 2007 to June 2009	Benchmark Assessments	
Utilize the released tasks on the website, <a href="http://www.mdk12.org">www.mdk12.org</a> , to provide additional practice opportunities for students on HSA Algebra and Data Analysis	Algebra Teachers	September 2007 to June 2009	MSA Scores, Benchmark Assessments, Short-Cycle Data	

**Arbutus Middle School**

<p><b>Performance Goal 1</b>                  By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.10</b>                  All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i>, (#1) <i>Incorporate strategies based on scientifically based research</i>, (#9) <i>Extended learning activities</i>, (#2) <i>Policies and practices concerning core academic subjects</i>, (#3) <i>High quality professional development</i>, (#4) <i>Specify how funds will be used to exit school improvement status</i>, (#7) <i>Responsibilities of the school, LEA, and State</i>.</p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status

## Arbutus Middle School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.21</b> All schools will achieve an attendance rate of at least 94%. (State standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p>				
<p><b>Target:</b></p> <p>By June 2009, the attendance rate for all students will increase from 94.3% to 95.5%</p> <p>By June 2009, the attendance rate for grade eight will increase from 93.7% to 94.9%</p> <p>By June 2009, the attendance rate for special education students will increase from 92.2% to 94.0%</p> <p>By June 2009, the attendance rate for FARMS students will increase from 93.0% to 94.0%</p> <p>By June 2009, the number of students with absences that exceed 20 days will decrease from 7.1% to 4.4%</p>				
<p><b>Strategies:</b></p> <p>Promote excellent and perfect attendance for all students</p> <p>Provide parents/guardians with strategies that can be implemented with children to improve student attendance</p> <p>Identify and decrease number of students with excessive absences</p>				
<p><b>Key Actions</b> (Address by targeted subgroups, as appropriate)</p>	<p><b>Person(s) Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Measures Formative &amp; Summative:</b> To ensure desired results have been met.</p>	<p><b>Implementation Status</b></p>

## Arbutus Middle School

<b>Performance Goal 1</b>				
By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.				
<b>Performance Indicator 1.21</b>				
All schools will achieve an attendance rate of at least 94%. (State standard)				
Send parents and students a “congratulations” letter each quarter for their commitment to excellent attendance (1 or fewer days absent per quarter)	Public Relations Committee	September 2007 to June 2009	Parent Letters	
Monitor students with 20+ days absent last year	Interdisciplinary teams, Counselors	September 2007 to June 2009	Parent Letters	
Monitor and meet with students that have missed more than 2 days per month	Interdisciplinary teams, Counselors	September 2007 to June 2009	Documentation of Meetings	
Calculate attendance percentages by grade level and homeroom for daily recognition	Guidance Secretary	September 2007 to June 2009	School Announcements	
Verify accuracy of student attendance data on attendance cards and in computer database	Homeroom Teachers	September 2007 to June 2009	Attendance Reports	
Display names and provide recognition for students who have maintained perfect attendance	Public Relations Committee, PRIDE Committee	September 2007 to June 2009	School Announcements, School Newsletters, Bulletin Boards	
Recognize students for achieving quarterly attendance of less than or equal to one day absent	PRIDE Committee	September 2007 to June 2009	School Announcements, School Newsletters, Bulletin Boards	

## Arbutus Middle School

<p><b>Performance Goal 1</b> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 1.21</b> All schools will achieve an attendance rate of at least 94%. (State standard)</p>				
Provide a section in the newsletter to recognize perfect student attendance, while thanking parents/guardians for their support	Public Relations Committee	September 2007 to June 2009	School Newsletters	
Recognize students achieving an improved quarterly attendance rating	Interdisciplinary Teams	September 2007 to June 2009	Bulletin Boards, Certificates	
Review monthly attendance and identify students with unsatisfactory attendance in order to provide assistance and support for parents/guardians	Principal, Counselors	September 2007 to June 2009	Parent Letters	
Send letter to parent/guardian of student(s) with chronic (greater than 20%) absences	Principal	September 2007 to June 2009	Parent Letters	
Meet with parents/guardians of students who have high absenteeism to determine strategies for improving attendance	Administration	September 2007 to June 2009	Documentation of Meetings	

## Arbutus Middle School

<p><b>Performance Goal 2</b> By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 2.1</b> All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i>, (#1) <i>Incorporate strategies based on scientifically based research</i>, (#9) <i>Extended learning activities</i>, (#2) <i>Policies and practices concerning core academic subjects</i>, (#3) <i>High quality professional development</i>, (#4) <i>Specify how funds will be used to exit school improvement status</i>, (#7) <i>Responsibilities of the school, LEA, and State</i>.</p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p> <p>There are no ELL students currently receiving ESOL services at AMS</p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status

## Arbutus Middle School

<p><b>Performance Goal 2</b> By 2012, all English Language Learners will become proficient in English and reach high academic standards in English reading/writing, mathematics, science, and social studies.</p>				
<p><b>Performance Indicator 2.2</b> All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> (#5) <i>Annual measurable objectives</i>, (#1) <i>Incorporate strategies based on scientifically based research</i>, (#9) <i>Extended learning activities</i>, (#2) <i>Policies and practices concerning core academic subjects</i>, (#3) <i>High quality professional development</i>, (#4) <i>Specify how funds will be used to exit school improvement status</i>, (#7) <i>Responsibilities of the school, LEA, and State</i>.</p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b></p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Provide students with access to bilingual dictionaries	Guidance Counselor	September 2007 to June 2009	Student Sign-Outs	
Provide students with and implement services as outlined by the Office of World Languages	Guidance Counselor	September 2007 to June 2009	Documentation of Services	
Monitor and meet with students to assess progress	Guidance Counselor	September 2007 to June 2009	Documentation of Meetings	

## Arbutus Middle School

<p><b>Performance Goal 3</b> By 2005-2006, all students will be taught by highly qualified teachers.</p>				
<p><b>Performance Indicator 3.2</b> All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> <i>(#3) High quality professional development, (#10) Teacher mentoring programs, (#7) Responsibilities of the school, LEA, and State, (#4) Specify how the funds will be used to exit school improvement status.</i></p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</p>				
<p><b>Target:</b>  By June 2009, all teachers and paraprofessionals will participate in one “high quality” differentiated professional development program</p>				
<p><b>Strategies:</b>  Provide a variety of “high quality” professional development opportunities that focus on teachers and paraprofessionals’ assessed needs to ensure that they meet “highly qualified” status by 2005-2006</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Use status as PDS school to facilitate staff development (see Attachment D)	PDS Site Coordinator, Principal	September 2007 to June 2009	Staff Development Opportunities	
Per a staff survey, identify professional development needs of teachers and paraprofessionals	Principal	September 2007 to June 2009	Staff Surveys	
Provide varied professional development activities	Principal	September 2007 to June 2009	Professional Development Opportunities	

**Arbutus Middle School**

<b>Performance Goal 3</b>				
By 2005-2006, all students will be taught by highly qualified teachers.				
<b>Performance Indicator 3.2</b>				
All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind. (State standard)				
Encourage and facilitate the participation of teachers and paraprofessionals in professional development programs offered by BCPS	Principal	September 2007 to June 2009	Professional Development Programs	
Provide a new teacher/staff induction program that includes a mentor component	Principal	September 2007 to June 2009	New Teacher Induction Program	
Encourage all teachers to meet the highly qualified standards by publishing information related to community college partnerships, testing options, and college partnership/resident teacher certification	Principal	September 2007 to June 2009	Faculty Bulletins	
Meet with individual teachers and paraprofessionals to develop plans for becoming highly qualified	Principal	September 2007 to June 2009	Documentation of Meetings	

## Arbutus Middle School

<b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.1</b> All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
By June 2009, the suspension rate for students will decrease from 22.9% to 10.0%				
By June 2009, all fire drills and other emergency drills will be recorded on the school Emergency Plan to demonstrate competency in all safety areas				
<b>Strategies:</b>				
Provide attractive, clean, caring, and secure learning environments				
Implement an active character ethics education program				
Utilize the Student Support Services Team to address the needs of students				
Continue inter-department and inter-agency teams to implement school-wide Safety and Emergency Plans and the county-wide Critical Response Plan and Emergency Safety Management Guide				
<b>Key Actions (Address by targeted subgroups, as appropriate)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Measures Formative &amp; Summative: To ensure desired results have been met.</b>	<b>Implementation Status</b>
Create and implement a series of booster lessons to re-teach expected behaviors to students throughout the school year	PBIS Committee	September 2007 to June 2009	PBIS Lessons	
Use morning announcements to highlight values and student role models	Principal	September 2007 to June 2009	Morning Announcements	

## Arbutus Middle School

<b>Performance Goal 4</b>				
All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.1</b>				
All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)				
Include strategies in the school newsletter, identifying ways families and community members can support character education and ethics in the school community	Principal	September 2007 to June 2009	School Newsletters	
Utilize the School Resource Officer to review/monitor changes in the school that may impact Safety and Emergency Plans	Assistant Principal	September 2007 to June 2009	Documentation of Meetings	
Develop and implement a school wide behavior plan that includes the PBIS model.	PBIS Committee, Administration	September 2007 to June 2009	PBIS Behavior Plan	
Implement peer helper programs to train students to assist other students in the school	Guidance Counselors	September 2007 to June 2009	Documentation of Meetings	
Develop and implement small group guidance groups in identified areas of need, such as interpersonal skills, dealing with aggressive behaviors, notebook clinics, etc ...	Guidance Counselors	September 2007 to June 2009	Documentation of Meetings	

**Arbutus Middle School**

<p><b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.</p>				
<p><b>Performance Indicator 4.1</b> All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)</p>				
Continue to use Keypoint as a site-based community service for parents/guardians requesting counseling services	Guidance Counselors, Keypoint Representatives, Principal	September 2007 to June 2009	Documentation of Meetings	

## Arbutus Middle School

<p><b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.</p>				
<p><b>Performance Indicator 4.3</b> Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)</p>				
<p><b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b></p> <p><b>Target:</b></p> <p>By June of 2008 all parents/guardians and community members will be given the opportunity to express satisfaction stakeholder survey</p>				
<p><b>Strategies:</b></p> <p>Survey parents/guardians, students, and community members about AMS’ learning environment, climate and facilities</p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Complete the school safety assessment forms to help determine the effectiveness of the School Resource Officer’s Program (staff)	Principal	September 2007 to June 2009	Staff Surveys	
Conduct quarterly open forums for students and parents/guardians with the administration. The series is called the Community Unification Series: Beyond the Fields	Administration	September 2007 to June 2009	Documentation of Meetings	

## Arbutus Middle School

<b>Performance Goal 4</b> All students will be educated in school environments that are safe and conducive to learning.				
<b>Performance Indicator 4.3</b> Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)				
Conduct written surveys, Arbutus Middle School and BCPS, for parents/guardians during the school year	School Improvement Team	September 2007 to June 2009	AMS and BCPS Surveys	
Encourage parents/guardians, community, and staff members to provide feedback concerning the learning environment, climate, and school facilities	Administration	September 2007 to June 2009	Documentation of Feedback	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.1</b> All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
<b>Performance Indicator 6.2</b> Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
<b>NCLB School Improvement Requirement(s): (#8) Promoting effective parent involvement, (#6) Written notice about the identification to parents, (#7) Responsibilities of the school, LEA, and State, (#4) Specify how funds will be used to exit school improvement status.</b>				
<b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.				
<b>Target:</b>  By June 2009, AMS parents and/or legal guardians will be informed of all PTA activities, conferences nights, and school-wide activities  By June 2009 all AMS parents and/or legal guardians will receive one or more communication(s) from an AMS staff member				
<b>Strategies:</b>  Provide guidelines and strategies for student-parent-teacher conferences				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Send required notification to parents of students enrolled in the school of school improvement status	Principal	September 2007 to June 2009	Parent Letters	
Purchase student planning agendas to facilitate teacher/parent communication	PTA	September 2007 to June 2009	Agenda Purchase	

**Arbutus Middle School**

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.1</b> All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
<b>Performance Indicator 6.2</b> Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
Use Connect-Ed as a communication tool to keep parent/guardians appraised of upcoming school events	Principal	September 2007 to June 2009	Documentation of Connect-Ed Calls	
Incorporate information related to effective student-parent-teacher communication and conferences as a reference in faculty handbook	Principal	September 2007 to June 2009	Faculty Handbook	
Provide staff development and support to assist teachers in effective student-parent-teacher communication	Principal	September 2007 to June 2009	Staff Development Opportunities	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.1</b> All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)				
<b>Performance Indicator 6.2</b> Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
Provide information on how to prepare for student-parent-teacher conferences, providing sample questions to assist parents/guardians in partnering with the school	Guidance Counselor	September 2007 to June 2009	School Newsletters, Website	
Develop a regular schedule of communications to inform parents/guardians of conferences	Principal	September 2007 to June 2009	School Newsletters, Website, Connect-Ed, Letters Home	
Utilize team planning time to meet with parents/guardians	Interdisciplinary Teams	September 2007 to June 2009	Documentation of Meetings	

**Arbutus Middle School**

<p><b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.</p>				
<p><b>Performance Indicator 6.3</b> Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)</p>				
<p><b>NCLB School Improvement Requirement(s):</b> <i>(#8) Promoting effective parent involvement, (#6) Written notice about the identification to parents, (#7) Responsibilities of the school, LEA, and State, (#4) Specify how funds will be used to exit school improvement status.</i></p>				
<p><b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using "from-to" language.</p>				
<p><b>Target:</b></p> <p>By June 2009, there will be a baseline for the number of school-wide activities at AMS</p> <p>By June 2009, the number of volunteers in the school will increase from 160 to 175</p>				
<p><b>Strategies:</b></p>				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Utilize newsletter and Connect-Ed to disseminate pertinent information to parents regarding applicable middle school topics	Administrative Team, Guidance Counselors	September 2007 to June 2009	Newsletters, Documentation of Connect-Ed Calls	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.4</b> Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
<b>NCLB School Improvement Requirement(s):</b> <i>(#8) Promoting effective parent involvement, (#6) Written notice about the identification to parents, (#7) Responsibilities of the school, LEA, and State, (#4) Specify how funds will be used to exit school improvement status.</i>				
<b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.				
<b>Target:</b>  By June 2009, the number of parents/guardians attending Back-To-School Night will increase from 401 to 441  By June 2009, the number of parents/guardians attending student events will increase from 3,240 to 3,510				
<b>Strategies:</b>  Provide media and planning services to schools to promote Back-To-School Night, American Education Week and other student events				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Distribute a schedule of school events through notices, memos, telephone calls, and newsletters and Connect-Ed	Principal, Public Relations Committee	September 2007 to June 2009	Letters and Memos Home, Phone Contacts, Newsletters, Connect-Ed Calls	

**Arbutus Middle School**

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.4</b>				
Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
Implement strategies to increase the number of students whose parent/guardian attends the school's student activities	Principal, Leadership Team	September 2007 to June 2009	Documentation of Strategies and Parent/Guardian Attendance	
Maintain regular communication via school website posts and sending home monthly calendars highlighting specific events	Webmaster, Principal	September 2007 to June 2009	Website	
Contact local newspapers and media sources to include reminders of upcoming events	Public Relations Committee, Special Events Committee	September 2007 to June 2009	Newspaper Articles, News Releases	
Provide information related to the importance and impact of parent involvement on student success	Principal	September 2007 to June 2009	Letters Home, Newsletters, Connect-Ed	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.5</b> Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
<b>NCLB School Improvement Requirement(s): (#8) Promoting effective parent involvement, (#4) Specify how funds will be used to exit school improvement status.</b>				
<b>Targeted Area (include all targeted subgroups): Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.</b>				
<b>Target:</b>  By June 2009, there will be a baseline for participation of parents/legal guardians in school, business, and community partnerships				
<b>Strategies:</b>  Expand recognition opportunities for students, parents, community, and business partners  Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Host volunteer appreciation events	Volunteer Committee	September 2007 to June 2009	Volunteer Appreciation Events	
Highlight volunteers in the school newsletter	Volunteer Committee	September 2007 to June 2009	School Newsletters	
Send thank-you notes to volunteers and tutors	Volunteer Committee	September 2007 to June 2009	Thank-you Notes	

**Arbutus Middle School**

<b>Performance Goal 6</b>				
Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.5</b>				
Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
Identify a variety of school needs and tasks volunteers can do. Provide opportunities for volunteering during the school day or for making materials at home	Volunteer Committee	September 2007 to June 2009	Newsletters, Letters Home	
Create a sign-in sheet for all school-wide events	Leadership Team	September 2007 to June 2009	Sign-in Sheets	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.6</b> Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
<b>NCLB School Improvement Requirement(s):</b> <i>(#8) Promoting effective parent involvement, (#6) Written notice about the identification to parents, (#7) Responsibilities of the school, LEA, and State, (#4) Specify how funds will be used to exit school improvement status.</i>				
<b>Targeted Area (include all targeted subgroups):</b> Use the disaggregated subgroup data (grades, gender, race/ethnicity, Special Education, English Language Learners, Gifted and Talented, and FARMS) from the needs assessment to determine the targets that need to be set on an annual basis. Insert appropriate targets for identified subgroups using “from-to” language.				
<b>Target:</b>  By 2009, there will be baseline data relation to communication efforts				
<b>Strategies:</b>  Expand recognition opportunities for students, parents, community, and business partners				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Utilize student Agenda Books, Connect-Ed, and school newsletter to share information and increase positive communications	Administrative Team, All Teachers	September 2007 to June 2009	Agenda Books, Connect-Ed, School Newsletters	
Use monitoring tool to record the participation in school-wide events	Administration, Leadership Team	September 2007 to June 2009	Documentation of Participation	
Monitor implementation of school improvement process (see Attachment E)	School Improvement Team	September 2007 to June 2009	Documentation of Implementation	

## Arbutus Middle School

<b>Performance Goal 6</b> Engage parents/guardians, business, and community members in the educational process.				
<b>Performance Indicator 6.6</b> Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
Administer Arbutus Middle School perception survey	School Improvement Team	September 2007 to June 2009	Staff Surveys	

**Attachment A  
(School Improvement Team Membership)**

Name	Title	Signature of Stakeholder
<b>Kendra Johnson</b>	<b>Principal</b>	
<b>William Atkins</b>	<b>Assistant Principal</b>	
<b>Matthew Bayne</b>	<b>Assistant Principal</b>	
<b>Vanessa Fahey</b>	<b>Parent</b>	
<b>Jamira Fahey</b>	<b>Student</b>	
<b>Colleen Adair</b>	<b>Math Department Chairperson</b>	
<b>Stephanie Bohn</b>	<b>Social Studies Department Chairperson</b>	
<b>Lynn Elliott</b>	<b>English Department Chairperson</b>	
<b>Elizabeth Piel</b>	<b>IEP Department Chairperson</b>	
<b>Heather Williams</b>	<b>PDS Site Coordinator</b>	
<b>Tracy Youngman</b>	<b>Science Department Chairperson</b>	

**Attachment B  
(Data Sheet from Research, Testing, and Accountability)**

**Attachment C  
(Focus Plan)**

**ARBUTUS MIDDLE SCHOOL**



**STAFF DEVELOPMENT SCHEDULE 2007-2008<sup>1</sup>**

<b>DATE</b>	<b>TOPIC</b>	<b>PERSON IN CHARGE</b>
August 2007	A. Understanding MSA/ How MSA is Aligned to the VSC (Leadership Team) B. ARE Program	A. Kendra Johnson B. Select Staff
September 2007	A. Focus Plan and Its Role to Move Student Instruction B. How to use Bloom’s Taxonomy to Promote Higher Level Thinking C. STARS Training D. Student Electronic Folders	A. Kendra Johnson B. Kendra Johnson C. William Atkins D. Michael Fort
October 2007	A. Students’ Learning Styles—Surveys Revisited B. ARE and The Focus Plan and Its Role to Move Student Instruction	A. Kendra Johnson B. Select Staff
November 2007	A. Student Support Team: Understanding its Role within AMS B. How to use PowerPoint to extend student learning C. How to use small group instruction to enhance student achievement	A. Matthew Bayne, Christina Kluckowski B. Select Staff C. Select Staff
December 2007	A. Effective Parent-Teacher Conferences	A. Select Staff
January 2008	BCR Revisited	Language Arts Department Chair and/or Select Staff
February 2008	Best Instructional Practices Revisited	Select Staff
March 2008	Technology as a Motivational Tool	Select Staff
April 2008	Differentiated Staff Development (staff can choose one of the following activities:) 1. Understanding the Dynamics of Bullying and How to Effectively Address Aggressive Behavior 2. Making my life easier (creative and helpful organization tips from teachers/helpful documentation logs)	Select Staff
May 2008	Assessing our School Improvement Process Phase Planning	Administration
June 2008	Forward Goal Setting: 2008-2009 School Year	Administration

<sup>1</sup> Our staff development plan will be refined and modified per the needs of the staff and students.

**Attachment E**  
**(School Improvement Process and Phase Planning)**

**School Improvement Plan 2007-2008**  
**Monitoring Success**  
**Matthew Bayne – SIT Chair**

<b>EVENT</b>	<b>TIMEFRAME</b>	<b>MODE OF ANALYSIS</b>
Review plan with staff	Sept. 2007	Staff feedback survey and other sources of data
Evaluation of goals #1, #2, & #3	Sept. 2007	Staff feedback survey & interims (team leaders will report students with D/Es)
Evaluation of goals #4 & #6	Oct. 2007	Staff survey & review of suspension data
Evaluation of the entire plan (areas of concern)	Nov. 2007	Staff feedback survey, review of first 1 <sup>st</sup> quarter report cards, and evaluation of the entire plan- assess, modify, and/or refine
Revisit plan with all stakeholders	Dec. 2007	Staff feedback survey and interims (team leaders will report students with D/Es)
Evaluation of goals #1, #2, & #3	Jan. 2008	Staff feedback survey and other sources of data
Evaluation of goals #4 & #6	Feb. 2008	Staff feedback survey, review of suspension data, and review of 2 <sup>nd</sup> quarter report cards
Evaluation of the entire plan (areas of concern)	March 2008	Staff feedback survey, interims (team leaders will report students with D/Es), and other sources of data
Revisit plan with staff	April 2008	Staff feedback survey, review of 3 <sup>rd</sup> quarter report cards, and evaluation of the entire plan – assess, modify, and/or refine
Evaluation of goals #1, #2, & #3	May 2008	Staff feedback survey, interims (team leaders will report students with D/Es), review of suspension data, and other sources of data
Revisit plan with all stakeholders to assess areas of strengths and weakness. Refine and/or modify for the upcoming academic year.	June 2008	Staff feedback survey and other sources of data