



Baltimore County Public Schools

Focused on Quality: Committed to Excellence

2009-2011

Two-Year School Improvement Plan (MS)

For

Ridgely Middle

Submitted By:

Susan Evans

Signature of Principal

Signature of Area Assistant
Superintendent

DATE: September 24, 2009

Ridgely Middle School

<p>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.</p>
<p>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)</p>
<p>Reading Targets: (Annual Measurable Objective (AMO) 80.8 percent)</p> <p>By June 2010, 6th grade students at or above the proficient level on the reading MSA will increase from 95.0 to 96.7 percent. By June 2010, 7th grade students at or above the proficient level on the reading MSA will increase from 96.8 to 97.9 percent. By June 2010, 8th grade students at or above the proficient level on the reading MSA will increase from 94.8 to 96.5 percent.</p>
<p>By June 2010, 6th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 80.8 to 87.2 percent. By June 2010, 6th grade FARMS students at or above the proficient level on the reading MSA will increase from 88.6 to 92.4 percent. By June 2010, 6th grade Afram students at or above the proficient level on the reading MSA will increase from 87.1 to 91.4 percent. By June 2010, 6th grade Hispanic students at or above the proficient level on the reading MSA will increase from 90.0 to 93.3 percent. By June 2010, 6th grade Asian students at or above the proficient level on the reading MSA will increase from 96.0 to 97.3 percent.</p>
<p>By June 2010, 7th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 By June 2010, 7th grade FARMS students at or above the proficient level on the reading MSA will increase from 79.3 to 86.2 percent. By June 2010, 7th grade Afram students at or above the proficient level on the reading MSA will increase from 72.2 to 81.5 percent. By June 2010, 7th grade Hispanic students at or above the proficient level on the reading MSA will increase from 75.0 to 83.3percent. By June 2010, 7th grade Asian students at or above the proficient level on the reading MSA will remain at 100 percent.</p>
<p>By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8percent. By June 2010, 8th grade Afram students at or above the proficient level on the reading MSA will increase from 86.4 to 90.9 percent. By June 2010, 8th grade Hispanic students at or above the proficient level on the reading MSA will increase from 83.3 to 88.9 percent. By June 2010, 8th grade Asian students at or above the proficient level on the reading MSA will increase from 98.0 to 92.4 percent.</p>

Ridgely 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)				
Targets:				
By June 2010, 7th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 percent				
By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 percent.				
By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8 percent.				
Strategies:				
<ol style="list-style-type: none"> 1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students. 2. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies. 				
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 differentiated professional development according to the needs of the teachers new to RMS	New Teacher Committee Chairperson	1 Chairperson will develop and implement a professional development needs assessment for all new teachers by October 1 2 Chairperson will schedule identified professional development at least 2 x's in 1 st semester and at least 1 x in 2 nd semester 3Mid-year and end of year	An evaluation will be completed by new teachers after each professional development. The Chairperson will share and discuss evaluations with the Principal	
Provide support to teachers new to RMS regarding on-going questions and answers / information	Teacher Mentors New Teacher Committee Chairperson	1 Teacher Mentors will provide Chairperson with updates monthly 2Chairperson will share and discuss with Principal at mid-year and end of year	Committee Chair will seek feedback from mentors and new teachers monthly	
Provide differentiated professional development according to teacher needs	Administration Core Department Chairs Faculty Council	1 Professional Development Needs Survey distributed to teachers by May 2009 2 Develop and distribute PD calendar by October 15 3Professional Development Needs Survey distributed to teachers during May 2010		Completed

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Provide peer coaching/lesson study opportunities to teachers	Administration Teachers	1 Administration seeks teacher interest by September 10 2 Teachers implement and complete peer coaching/lesson study during the 1 st , 2 nd , and 3 rd Marking Periods 3 Participating teachers submit final paper work to administration no later than the last day of the 3 rd marking period		Completed
Implement the Language! Program for identified students	Language Arts Chair Language! Teachers	Monthly→Quarterly	LA DC will review assessments contained in program and data populated from Easy Grade Pro	
Conduct formal and informal observations focusing on the implementation of the Essential Curriculum.	Administration Core Department Chairs	Bi-monthly meetings with the Principal	Core DC will share and discuss with the Principal measurements of student attainment of lesson objectives using examples of student work	
Implement Learning Styles Inventory with 6 th grade students	6 th Grade Coordinator 6 th Grade Teachers	No later than September 30 th		
Share initial results with 6 th grade teachers	6 th Grade Coordinator 6 th Grade Teachers	Results will be shared no later than October 15 th At weekly grade level meeting		
Share Learning style inventory access information to 7 th and 8 th grade teachers	7 th and 8 th Grade Teachers	Teachers will add information to seating charts/grade books and plan lessons designed to meet multiple learning styles	Core DC will share and discuss with the Principal learning style strategies incorporated into lessons	
Incorporate Learning Style strategies into lessons	All Teachers	Bi-monthly meetings with the Principal		

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By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8 percent.				
Implement research-based practices for differentiating curriculum and instruction in order to maximize student achievement	All Teachers Multi Cultural Committee	Monthly	Multi Cultural Committee will present a learning style strategy/activity at monthly faculty meetings.	
Implement subject area vocabulary through drills, pre-reading strategies, word walls, departmentally developed activities, and subject area assessments written in MSA stem format	All Teachers All Department Chairs	Teachers and DCs will discuss at monthly department meetings Core DCs will share and discuss with Principal at bi-monthly meetings	Core DC's will share examples of teacher's materials/student work at bi-monthly meetings	
Consult and coordinate academic intervention strategies to assist teachers and parents in working toward academic achievement for all students. Such interventions could include organizational skills groups, daily progress reports, student contracts, etc.	School Counselors	Counselors will share actions / results with Guidance DC monthly Guidance DC will share and discuss with Principal monthly	Improved grades, increased assignment completion	
Implement Daily Grammar Practice (DGP) into daily instruction	English teachers Language Arts Department Chair	1 Daily 2 Teacher review of student progress after each Short Cycle Assessment 3 Language Arts DC will share and discuss with Principal at bi-monthly meetings	Increase in the number of students who successfully meet grammar objectives on short cycle assessments	
Offer peer support program to all students in need of academic organization	School Counselors NJHS and FEA Sponsors	1 Peer support will be provided twice a marking period 2 School Counselors will monitor quarterly and provide feedback to sponsors 3 Sponsors and Counselors will share and discuss with the Principal mid-year and end of year	Improved teacher comments and grades on interims and report cards	

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By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8 percent.				
Implement Adolescent Literacy initiatives focusing on vocabulary development	Language Arts Teachers All Teachers LA Department Chair	1 2x per year – E/R Dept will present vocabulary instruction and infusion strategies to faculty 2 Department Chairs will monitor literacy initiatives during formal and informal observations 3 DCs will share and discuss with the Principal at bi-monthly meetings	Improvement in Benchmark, Short Cycle and MSA scores	
Implement Vertical Teaming with Dulaney High to discuss observations of high school English teachers	All RMS GT LA Teachers, HS LA Teachers and LA DCs	1 st semester	Evaluation by participants	
Implement Classroom Focused Improvement Process (CFIP) data dialogue procedures to analyze AssessTrax data during content planning and department meetings to discuss strategies to maximize achievement	Core Teachers Core Department Chairs	1 Core Teachers – ongoing / weekly review of data 2 Core Teachers submit to DC data analysis after each SC and BM assessments 3 Core DC will share and discuss data results with Principal during bi-monthly meetings	Benchmark, Short Cycle and MSA score improvement	
Implement instruction and use of Cornel Note Taking and/or Learning Logs in classes	All Teachers All Department Chair	1 Teachers will share information with DC at monthly dept meetings 2 Core DC will share and discuss data with Principal during bi-monthly meetings	1 Notation during informal and formal observations to monitor implementation 2 Benchmark, Short Cycle and MSA score improvement	
Identify basic and proficient 'bubble' students, and special education students on class lists	Department Chairs All Teachers School Counselors	Student identification completed by 9/15 and as new students are enrolled	Improved achievement on Benchmark, Short Cycle and MSA assessments	

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<p>1 Conduct AIM Professional Development</p> <p>2 Implement AIM intervention strategies and rigorous instruction to increase student achievement</p>	<p>1a Administrators & Core DCs 1b Teachers</p> <p>2 All Teachers</p>	<p>1a Sept-Oct 1b 1st Semester-when training is available</p> <p>2 Daily</p> <p>3 During Parent/Guardian Teacher Conferences in 3rd and 4th Marking Pds., teachers will provide an AIM report to parents/guardians of students who receive special education and scored basic on MSA math and/or reading</p>	<p>Improved achievement on Benchmark, Short Cycle and MSA assessments</p>	
<p>Identification and implementation of co-teaching models with special education and general education teachers</p>	<p>All Teachers</p>	<p>Special Educators will report to SE DC monthly</p> <p>SE DC will share and discuss with Principal at bi-monthly meeting</p>	<p>Improved achievement on Benchmark, Short Cycle and MSA assessments</p> <p>Notation on formal and informal observations</p>	
<p>Incorporate weekly content meetings into master schedule to ensure consistent implementation of curriculum</p> <p>consistent grading practice</p> <p>identification of re-teaching and concepts in need of reinforcement</p>	<p>AP – Scheduler</p> <p>Identified Teachers</p>	<p>Implement by 1st day of school</p> <p>Attendance at Weekly Content Meetings will be monitored by DCs</p> <p>Core DCs will share and discuss with Principal at bi-monthly meetings</p>	<p>Improved achievement on Benchmark, Short Cycle and MSA assessments</p>	
<p>Provide coach/help sessions to students</p>	<p>All Teachers</p> <p>Department Chairs</p>	<p>Teachers will report to DCs student attendance at coach/help sessions monthly</p> <p>Core DCs will share and discuss with Principal at bi-monthly meetings</p>	<p>Decrease in amount of D and E students</p>	

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By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8 percent.				
Implement meetings between principal and core department chairs to discuss department achievement data, teacher and department plans and implementation plans to increase student achievement	Principal Core DCs Core Teachers	Bi-Monthly Meetings between Principal and Core DCs	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Implement practice mod-MSA on-line tutorials for eligible students	IEP team members Technology Liaison AP in charge of testing program	Quarterly report to Principal by AP	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Case Manager review appropriate test placement for MSA, ALT-MSA, or Mod-MSA	Case Manager IEP Team AP in charge of testing program	Quarterly review by case managers to AP Quarterly report to Principal by AP	Improved achievement on Benchmark, Short Cycle and MSA assessments	

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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)

Mathematics Target: (Annual Measurable Objective (AMO) 71.4 percent)

By June 2010, 6th grade students at or above the proficient level on the math MSA will increase from 89.1 to 92.7 percent.
By June 2010, 7th grade students at or above the proficient level on the math MSA will increase from 95.4 to 96.9 percent.
By June 2010, 8th grade students at or above the proficient level on the math MSA will increase from 92.7 to 95.1 percent.

By June 2010, 6th grade Spec'l Educ. students at or above the proficient level on the math MSA will increase from 73.1 to 82.1 percent.
By June 2010, 6th grade FARMS students at or above the proficient level on the math MSA will increase from 62.9 to 75.3 percent.
By June 2010, 6th grade Afram students at or above the proficient level on the math MSA will increase from 71.0 to 80.7 percent.
By June 2010, 6th grade Hispanic students at or above the proficient level on the math MSA will increase from 80.0 to 86.7 percent.
By June 2010, 6th grade Asian students at or above the proficient level on the math MSA will increase from 90.0 to 93.3 percent.

By June 2010, 7th grade Spec'l Educ. students at or above the proficient level on the math MSA will increase from 77.8 to 85.2 percent.
By June 2010, 7th grade FARMS students at or above the proficient level on the math MSA will increase from 82.8 to 88.5 percent.
By June 2010, 7th grade Afram students at or above the proficient level on the math MSA will increase from 83.3 to 88.9 percent.
By June 2010, 7th grade Hispanic students at or above the proficient level on the math MSA remain from 87.5 to 91.7 percent.
By June 2010, 7th grade Asian students at or above the proficient level on the math MSA will remain at 100 percent.

By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the math MSA will increase from 64.7 to 76.5 percent.
By June 2010, 8th grade FARMS students at or above the proficient level on the math MSA will increase from 72.7 to 81.8 percent.
By June 2010, 8th grade Afram students at or above the proficient level on the math MSA will increase from 68.1 to 78.7 percent.
By June 2010, 8th grade Hispanic students at or above the proficient level on the math MSA will increase from 90.9 to 93.9 percent.
By June 2010, 8th grade Asian students at or above the proficient level on the math MSA will increase from 98.0 to 98.6 percent.

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<p>Strategies:</p> <ul style="list-style-type: none"> • Provide consistent implementation of the Mathematics Essential Curriculum. • Implement and monitor intervention programs for students who have not demonstrated proficiency in mathematics. • Implement diagnostic assessments for the Algebraic Thinking curriculum. • Support teachers in the implementation of mathematics techniques through professional development opportunities. • Provide opportunities for planning with the Special Educators. 				
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 differentiated professional development according to teacher needs	Administration Core Department Chairs Faculty Council	1 Professional Development Needs Survey distributed to teachers by May 2009 2 Develop and distribute PD calendar by October 15 3 Professional Development Needs Survey distributed to teachers during May 2010		1 Completed
Provide peer coaching/lesson study opportunities to teachers	Administration Teachers	1 Administration seeks teacher interest by September 10 2 Teachers implement and complete peer coaching/lesson study during the 1 st , 2 nd , and 3 rd Marking Periods 3 Participating teachers submit final paper work to administration no later than the last day of the 3 rd marking period		1 Completed

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Conduct formal and informal observations focusing on the implementation of the Essential Curriculum.	Administration Core Department Chairs	Bi-monthly meetings with the Principal	Core DC will share and discuss with the Principal measurements of student attainment of lesson objectives using examples of student work	
Implement Learning Styles Inventory with 6 th grade students Share initial results with 6 th grade teachers Incorporate Learning Style strategies into lessons	6 th Grade Coordinator 6 th Grade Teachers 6 th Grade Coordinator 6 th Grade Teachers	No later than September 30 th Results will be shared no later than October 15 th At weekly grade level meeting Bi-monthly meetings with the Principal	Core DC will share and discuss with the Principal learning style strategies incorporated into lessons	
Implement research-based practices for differentiating curriculum and instruction in order to maximize student achievement	All Teachers Multi Cultural Committee	Monthly	Multi Cultural Committee will present a learning style strategy/activity at monthly faculty meetings.	
Implement subject area vocabulary through drills, pre-reading strategies, word walls, departmentally developed activities, and subject area assessments written in MSA stem format	All Teachers All Department Chairs	Teachers and DCs will discuss at monthly department meetings Core DCs will share and discuss with Principal at bi-monthly meetings	Core DC's will share examples of teacher's materials/student work at bi-monthly meetings	

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<p>Consult and coordinate academic intervention strategies to assist teachers and parents in working toward academic achievement for all students. Such interventions could include organizational skills groups, daily progress reports, student contracts, etc.</p>	<p>School Counselors</p>	<p>Counselors will share actions / results with Guidance DC monthly</p> <p>Guidance DC will share and discuss with Principal monthly</p>	<p>Improved grades, increased assignment completion</p>	
<p>Offer peer support program to all students in need of academic organization</p>	<p>School Counselors NJHS and FEA Sponsors</p>	<p>Peer support will be provided twice a marking period</p> <p>School Counselors will monitor quarterly and provide feedback to sponsors</p> <p>Sponsors and Counselors will share and discuss with the Principal mid-year and end of year</p>	<p>Improved teacher comments and grades on interims and report cards</p>	

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<p>Implement Adolescent Literacy initiatives focusing on vocabulary development</p>	<p>Language Arts Teachers All Teachers LA Department Chair</p>	<p>2x per year – E/R Dept will present vocabulary instruction and infusion strategies to faculty</p> <p>Department Chairs will monitor literacy initiatives during formal and informal observations</p> <p>DCs will share and discuss with the Principal at bi-monthly meetings</p>	<p>Improvement in Benchmark, Short Cycle and MSA scores</p>	
<p>Implement Classroom Focused Improvement Process (CFIP) data dialogue procedures to analyze AssessTrax data during content planning and department meetings to discuss strategies to maximize achievement</p>	<p>Core Teachers Core Department Chairs</p>	<p>Core Teachers – ongoing / weekly review of data</p> <p>Core Teachers submit to DC data analysis after each SC and BM assessments</p> <p>Core DC will share and discuss data results with Principal during bi-monthly meetings</p>	<p>Benchmark, Short Cycle and MSA score improvement</p>	
<p>Implement instruction and use of Cornell Note Taking and/or Learning Logs in classes</p>	<p>All Teachers All Department Chair</p>	<p>Teachers will share information with DC at monthly dept meetings</p> <p>Core DC will share and discuss data with Principal during bi-monthly meetings</p>	<p>Notation during informal and formal observations to monitor implementation</p> <p>Benchmark, Short Cycle and MSA score improvement</p>	

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Identify basic and proficient 'bubble' students, and special education students on class lists	Department Chairs All Teachers School Counselors	Student identification completed by 9/15 and as new students are enrolled	Improved achievement on Benchmark, Short Cycle and MSA assessments	
1 Conduct AIM Professional Development 2 Implement AIM intervention strategies and rigorous instruction to increase student achievement	1a Administrators & Core DCs 1b Teachers 2 All Teachers	1a Sept-Oct 1b 1st Semester-when training is available 2 Daily 3 During Parent/Guardian Teacher Conferences in 3 rd and 4 rd Marking Pds., teachers will provide an AIM report to parents/guardians of students who receive special education and scored basic on MSA math and/or reading	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Identification and implementation of co-teaching models with special education and general education teachers	All Teachers	Special Educators will report to SE DC monthly SE DC will share and discuss with Principal at bi-monthly meeting	Improved achievement on Benchmark, Short Cycle and MSA assessments Notation on formal and informal observations	

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<p>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)</p>				
<p>Targets: By June 2010, 6th grade FARMS students at or above the proficient level on the math MSA will increase from 62.9 to 75.3 percent. By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the math MSA will increase from 64.7 to 76.5 percent. By June 2010, 8th grade Afram students at or above the proficient level on the math MSA will increase from 68.1 to 78.7 percent.</p>				
Incorporate weekly content meetings into master schedule to ensure consistent implementation of curriculum consistent grading practice identification of re-teaching and concepts in need of reinforcement	AP – Scheduler Identified Teachers	Implement by 1 st day of school Attendance at Weekly Content Meetings will be monitored by DCs Core DCs will share and discuss with Principal at bi-monthly meetings	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Provide coach/help sessions to students	All Teachers Department Chairs	Teachers will report to DCs student attendance at coach/help sessions monthly Core DCs will share and discuss with Principal at bi-monthly meetings	Decrease in amount of D and E students	
Implement meetings between principal and core department chairs to discuss department achievement data, teacher and department plans and implementation plans to increase student achievement	Principal Core DCs Core Teachers	Bi-Monthly Meetings between Principal and Core DCs	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Implement practice mod-MSA on-line tutorials for eligible students	IEP team members Technology Liaison AP in charge of testing program	Quarterly report to Principal by AP	Improved achievement on Benchmark, Short Cycle and MSA assessments	

Ridgely Middle School

<p>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.</p>				
<p>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)</p>				
<p>Targets: By June 2010, 6th grade FARMS students at or above the proficient level on the math MSA will increase from 62.9 to 75.3 percent. By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the math MSA will increase from 64.7 to 76.5 percent. By June 2010, 8th grade Afram students at or above the proficient level on the math MSA will increase from 68.1 to 78.7 percent.</p>				
Case Manager review appropriate test placement for MSA, ALT-MSA, or Mod-MSA	Case Manager IEP Team AP in charge of testing program	Quarterly review by case managers to AP Quarterly report to Principal by AP	Improved achievement on Benchmark, Short Cycle and MSA assessments	
Incorporation of ECR and BCR questions on a regular basis	Math Teachers	Daily Math teachers will report to DC at monthly meetings their progress Math DC will report to Principal at bi-monthly meetings	MSA style rubrics and exemplary papers for student debriefing after assessments involving application of real world problems	
Provide students with on-line access to textbook and tutorials where available	Math Teachers	No later an September 15		Completed

Ridgely Middle School

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 English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.5 All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (ALT-MSA). (State standard)				
Target: By June 2010, Certificate of Attendance students at or above the state standards for ALT-MSA in both math and reading remain at 100%				
Strategies: <ul style="list-style-type: none"> • Individual, full-group, and small group instruction. • Modified curriculum, extra processing time, VAKT (visual, auditory, kinesthetic, tactile); repetition, relearning, functional/community/survival reading/language/math concepts and materials 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Touch Point Math	FALS teacher and support personnel	Ongoing	Pre- and Post- testing of skills	
Language! Program will be instituted	FALS teacher and support personnel	Ongoing	Pre- and Post- testing of skills	
Instructional pairings with general education classroom	FALS teacher and support personnel General education teachers	Ongoing	ALT-MSA mastery objectives	
Community Based Instruction	FALS teacher and support personnel	Ongoing	Documentation of link to curriculum	
Informal assessments for Reading and Math using indicators on VSC lists	FALS teacher and support personnel	10/09	ALT-MSA mastery objectives	

Ridgely Middle School

<p>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 English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.8 Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)</p>				
<p>Target: By June 2010, 7th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 percent. By June 2010, 8th grade Spec'l Educ. students at or above the proficient level on the reading MSA will increase from 61.1 to 80.8 percent. By June 2010, 8th grade FARMS students at or above the proficient level on the reading MSA will increase from 70.7 to 80.8 percent.</p>				
<p>Strategies: Implement grade-appropriate diagnostic assessments for reading.</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
Conduct formal and informal observations focusing on the implementation of the Essential Curriculum.	Administration Department Chairs	Ongoing	Measurement of student attainment of lesson objectives using examples of student work during bi monthly meetings with administration	
Teachers will use Data Dialogue procedures to analyze AssessTrax data and use common planning time and department meetings to discuss strategies to maximize achievement	All teachers	Ongoing	Submission of teacher data analysis submitted after each Short Cycle and Benchmark assessments Review data during weekly content meetings, bi-monthly data review sessions with administration and monthly department meetings	

Ridgely Middle School

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 English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.8 Students in grades 2 – 6 will achieve grade level standards on reading assessments. (BCPS standard)				
Implement bi-monthly meetings between principal and Core Department Chairs to discuss department achievement data	Principal Core Department Chairs	Bi-monthly	Reduction in unsatisfactory grades Improvement in AssessTrax achievement Increased numbers of students scoring in the advanced range of MSA	

Ridgely Middle School

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 English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.9 Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)				
Target: Strategies: <ul style="list-style-type: none"> • Administer BCPS short-cycle assessments and benchmarks for mathematics courses. • Implement and monitor intervention programs for students who have not demonstrated proficiency in mathematics. • Offer additional support for students scoring consistently low on the Math short-cycle and benchmark assessments. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Continue the Algebra with Assistance program to support 8 th grade students enrolled in Algebra I who need additional instructional time.	Assistant Principal in charge of scheduling AWA Teachers Math Department Chair	Identify students by May 2009 Identify students by May 2010	Measurement of student attainment of lesson objectives using examples of student work Analysis of classroom grades and Assesstrax and Assesstrax data	

Ridgely Middle School

<p>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 English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.10 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)</p>				
<p>Target:</p>				
<p>Strategies:</p> <ul style="list-style-type: none"> • Monitor intervention programs for students who have not demonstrated proficiency in mathematics. • Integrate technology into the teaching/learning process, instructional practices resulting in more purposeful and engaging work for students. 				
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 on-going diagnostic assessments to ensure most rigorous placement for all math students	Math DC Administration Guidance	As needed throughout the summer and as new students enroll	Students placed according to assessment results and teacher recommendation	
Provide additional HSA review sessions	Algebra I Teachers AWA Teachers	3rd and 4 th Marking Pds.	Increase in Algebra I students passing HSA Algebra I assessments for the first time	

Ridgely Middle School

<p>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 English/reading/writing, mathematics, science, and social studies.</p>				
<p>Performance Indicator 1.12 All students successfully completing Algebra I, Biology, English 10, and Government courses will pass the Maryland High School Assessments on their first attempt. (BCPS standard)</p>				
<p>Target:</p>				
<p>Strategies:</p> <ul style="list-style-type: none"> • Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students. • 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Review of Science MSA data to recommend students for GT science classes.	Science Teachers Science DC GT Committee	When Science MSA data becomes available GT Committee will share and discuss with Principal recommendations		

Ridgely Middle School

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 English/reading/writing, mathematics, science, and social studies.				
Performance Indicator 1.21				
All schools will achieve an attendance rate of at least 94%. (State standard)				
Target: By June 2011, the attendance rate for all subgroups will be maintained at or above 94%.				
Strategies: Develop and implement procedures to identify and assist students experiencing attendance problems.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Identify students develop and implement strategies to reduce chronic student lateness and absence from school.	Administrators Attendance Committee Pupil Personnel Worker School Nurse	Monthly	Achieving AYP based upon attendance	
Implement meetings to discuss behaviors and learning differences which affect student and classroom achievement and school attendance	Special Ed Teachers SE Department Chair Behavior Intervention Teachers Administrator	Twice Weekly	Improved achievement on Benchmark, Short Cycle and MSA assessments Achievement of AYP based upon attendance	
Implement 30 day review process for students new to Ridgely	SE Teachers SE DC IEP Chair Behavior Intervention Teachers Administration	As scheduled	Improved achievement on Benchmark, Short Cycle and MSA assessments Achieving AYP based upon attendance	
Morning check-in procedures with all Behavior Learning Support students to ensure readiness for the day	Behavior Interventionists	Daily	Achieving AYP based upon attendance	

Ridgely Middle School

<p>Performance Goal 2 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>Performance Indicator 2.1 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>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.</p>				
<p>Target:</p>				
<p>Strategies:</p>				
<p>Key Actions (Address by targeted subgroups, as appropriate)</p>	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Measures Formative & Summative: To ensure desired results have been met.</p>	<p>Implementation Status</p>

Ridgely Middle School

<p>Performance Goal 2 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>Performance Indicator 2.2 All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)</p>				
<p>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.</p> <p>Target:</p>				
<p>Strategies:</p>				
<p>Key Actions (Address by targeted subgroups, as appropriate)</p>	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Measures Formative & Summative: To ensure desired results have been met.</p>	<p>Implementation Status</p>

Ridgely Middle School

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:				
<ul style="list-style-type: none"> By 2010, parents/guardians will show increased satisfaction as measured on the parent satisfaction survey by at least 5 %. 				
Strategies:				
<ul style="list-style-type: none"> Provide a caring and secure learning environment. Utilize the Student Support Services Team to address the needs of students. Record all fire drills and other emergency drills on the school Emergency Plan to demonstrate competency in all safety areas. Implement a needs-based counseling program to provide a variety of counseling interventions to assist students in making healthy, ethical choices, develop problem solving skills, and foster healthy prevention strategies in order to facilitate a safe school environment. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Implement anti-bullying programs for all grade levels to include activities for National Bullying Prevention Awareness Week, and No Name Calling Week, as well as handbook presentations.	Guidance Administration PBIS Committee	1 st semester	Reduction in bullying referrals and suspensions	
Conduct groups with selected girls/boys to decrease Relational Aggression	Guidance Department	2 nd quarter	Pre/Post Evaluation	
Continue to ensure that all medications are administered in accordance with BCPS procedures.	Nurse	Daily	Accurate records maintained by nurse.	
Ensure that one person other than the school nurse and health assistant are trained in CPR and first aid. (State regulation)	Nurse	identify no later than first day of school	Certificate of training on file	Completed

Ridgely Middle School

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)				
Develop a peer mediation/helper program to train students to assist other students to solve interpersonal problems.	Guidance	Student Training – to begin during 2nd Marking Period Peer Mediations – as needed during lunch sessions	Student evaluation Maintain a log of training and mediations	
Review of discipline policy procedures	Administration Faculty Council All Teachers	Faculty Professional Development – 2x per year Student Presentation and Review – 2x per year	Reduction of referrals and suspensions	
Update Critical Response and School Emergency Safety Management Plan	Administration Safety Committee	August 2009	Current, updated Emergency Safety Plan is distributed to faculty	Completed
Conduct Critical Response and School Emergency Safety Management Plan practice drills	Administration Safety Committee	As identified in Safety Plan	Satisfactory ratings on drill	
Continue Implementation of the Student Assistance Program	RSAP committee School Counselors	As needed	Confidential data; provide resources for families in need	
Develop and implement a school-wide positive behavior plan using the Positive Behavior Planning Guide	PBIS Committee	Monthly initiatives and review of data	Achieve award status with PBIS	
Conduct Bullying Parent Focus Group	Guest Facilitator	September 2009 Guest Facilitator will provide a report to the SIT	Pre and Post Parent Evaluation	
Schedule assembly designed around anti-bullying	School Counselors	As needed	Reduction in bullying referrals and suspensions	

Ridgely Middle School

<p>Performance Goal 4 All students will be educated in school environments that are safe and conducive to learning.</p>				
<p>Performance Indicator 4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)</p>				
<p>Publish list of School Extra Curricular activities on school website</p>	<p>Guidance Webmaster Club Advisors Administrators</p>	<p>Publish by Oct 1</p> <p>As identified by activity</p> <p>Club advisors will report attendance to Principal quarterly</p>	<p>Student Participation</p>	

Ridgely Middle School

Performance Goal 4				
All students will be educated in school environments that are safe and conducive to learning.				
Performance Indicator 4.3				
Staff, students, parents, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)				
Target: By 2010, parents/guardians will show increased satisfaction as measured on the parent satisfaction survey by at least 5 %.				
Strategies: Provide an attractive, clean, caring, and secure learning environment.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Parents will be asked to complete an online survey of satisfaction with the learning environment, school, facilities, and academic program.	SIT	February/March 2010 Principal will provide a summary of the report to teachers and parents/guardians by the end of the school year	Survey respondents will increase by 10%.	
Establish and implement a plan to gain Green School status	Green School Committee and Green School Student Club Sponsors	Monthly Committee and Club Meetings	Attainment of Green School status	

Ridgely Middle School

<p>Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.</p>				
<p>Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home/school communication. (BCPS standard)</p>				
<p>Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)</p>				
<p>Target: All parents/guardians will continue to have the opportunity to meet with or communicate with their child’s teachers.</p>				
<p>Strategies:</p> <ul style="list-style-type: none"> • Provide guidelines and strategies for student-parent-teacher conferences to all teachers. • Provide parents with information about communication opportunities and teachers with strategies for home-school communication. 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Homework email will be offered to all parents/guardians who provide an email address.	Grade level coordinators	Daily	Homework email is sent daily. A question is included in the yearly parent survey to determine success.	
Provide professional development on 2-5 key elements of successful home/school communication during a faculty meeting.	To be identified	1 st semester	Staff reflection following staff development.	
Provide parent-centered presentation to address transition to middle school and developmental characteristics of the middle school child	Guidance	1 st semester	Satisfaction survey	
Inform parents/guardians of multiple opportunities that exist for home/school communication via the Ridgely Reporter.	Administration	Monthly	A question is included in the yearly parent survey to determine success.	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.1 All parents/guardians will have multiple opportunities to participate in home/school communication. (BCPS standard)				
Performance Indicator 6.2 Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)				
Provide home/school communication regarding academic concerns and methods for parental assistance	All Teachers	As needed	Parents will share satisfaction of communication through the parent survey	
Discuss best practices to improve home/school communication during department meetings	Department Chairs	Monthly	Parents will share satisfaction of communication through the parent survey	
Through email, invite parents/guardians to participate in a meeting with the Administration to discuss school topics of interest to them. Ten to fifteen parents/guardians will be selected to attend and pre-submit questions to allow time to gather information to thoroughly answer questions	Administration Others as required	Spring	Participant Survey	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.3 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)				
Target: All parents/guardians will continue to have the opportunity to meet with or communicate with their child's teachers to learn about student academic achievement.				
Strategies: Promote and design parent initiatives that support student achievement.				
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 information/tips about ways to improve student achievement on the school website.	Guidance Webmaster	Post on website by December	Parents will share satisfaction of communication through the parent survey	
Provide positive decision-making, social emotional, and career resources to parents through a school-wide Guidance Newsletter posted on the school website.	School Counselors	Fall/Spring	Parents will share satisfaction of communication through the parent survey	
Provide incoming 6 th grade parents/guardians with an evening orientation to RMS.	Administration Core Department Chairs School Counselors 6 th Gr Teachers	April 2010	Registration at the Welcome table	
Publicize opportunities to attend HELPS programs.	Nurse	As required	Registration numbers at each activity	
Provide informational support to discuss parental strategies for improving student achievement	Guidance	Fall/Spring	newsletter	
Schedule three school-wide conferences	Administration	First, second, third quarter	Teacher attendance records	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.3 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)				
Advertise HELPS Coalition program throughout the year	Guidance	As scheduled	Registration sign-in from activity or course	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.4 Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)				
Target: By 2012, the parent participation at Back-to-School night will increase from 79% to 100%.				
Strategies: Provide communication concerning Back-to-School night.				
Key Actions	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Mail information about Sneak a Peek Night, Back-To-School Night, and American Education Week to parents/guardians. In addition, post same information on school sign and the school website.	Administration	August 2009	Registration at the Welcome Table	
Utilize the homework email and ConnectEd mass phone call system for important information.	Administration Email Coordinator	Daily and as needed	Parents will share satisfaction of communication through the parent survey	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.5 Increase parent/guardian, school, business, and community partnerships. (BCPS standard)				
Target: All parents/guardians/students will have the opportunity to participate in partnering with the community through donating time and other resources.				
Strategies: <ul style="list-style-type: none"> • Increase awareness of community programs offered by Giant, Campbell's, Target, Office Depot, Box Top for Education, Chick-fil-A, Boardwalk Fries, etc • Continue participation in the contributions to Unicef and Salvation Army 				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Develop business and community partnerships	Fund Raising Committee	Monthly	Agenda from SIT meetings	
Increase awareness of community programs offered by Giant, Campbell's, Target, Office Depot, Box Tops for Education, Chick-fil-A, and Boardwalk Fries, etc by posting information on homework email and school website.	Technology Liaison School Counselors Webmaster Email Coordinator	As needed and daily Community Program School Sponsors will present a donation report to the Fund Raising Committee yearly	Compare year to year contributions received	

Ridgely Middle School

Performance Goal 6 Engage parents/guardians, business, and community members in the educational process.				
Performance Indicator 6.6 Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)				
Target: Evaluation of 2010 SIT Parent/Guardian Satisfaction Survey will increase from 77.4% to 80% approval in the area of communication and relationships with parents/guardians and community.				
Strategies: Increase parental involvement by offering volunteer and committee service opportunities to parents/guardians.				
Key Actions (Address by targeted subgroups, as appropriate)	Person(s) Responsible	Timeline	Measures Formative & Summative: To ensure desired results have been met.	Implementation Status
Recognize volunteers in the school newsletter. Send thank you notes to those who volunteer.	Activity Leader	Monthly – as needed Activity leader will submit to the administrative volunteer names for recognition in the school newsletter.	School newsletter archives	
Provide information to parents about “How You Can Volunteer in the Middle School”. Grade level teams will follow-up with interested parent volunteers utilizing the PTA Volunteer List	Volunteer Committee	Fall 2009	Parents will share satisfaction through parent survey	
Make volunteer applications available during Back to School night.	Administration	Fall 2009	Increased volunteer participation	Completed

School Improvement Team Membership

Name	Title	Signature of Stakeholder
Susan Evans	Principal	
Laurie Phillips	Assistant Principal	
Allison Myers	Assistant Principal	
Charles O'Connor	Science Department Chair	
Carol Schneider	Special Education Department Chair	
Judi Grewell	Special Education IEP Chair	
Sandra Eades	Social Department Chairs	
Bev Lawson	Math Department Chair	
Michaela Koch	Language Arts Department Chair	
Sue Wilson	Music Department Chair	
Lisa Frey	Administrative Facilitator	
Lori Bures	Guidance Department Chair	
Nancy Peper	Parent Representative	
Mary Baskar	Parent Representative	
Jane Davis	Parent Representative	
Tom Melito	Parent Representative	
Greg Saga	Parent Representative	
Susan Strassman	Parent Representative	

