

Mt. Airy Middle School

School Improvement Plan 2022-2023

Carroll County Public Schools: Strategic Planning Pillars
<p>I. Provide multiple pathways opportunities for student success.</p> <p>Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.</p>
<p>II. Strengthen productive family and community partnerships.</p> <p>Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.</p>
<p>III. Develop and Support a successful workforce.</p> <p>Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.</p>
<p>IV. Establish safe, secure, health and modern learning environments.</p> <p>Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy life style choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.</p>
School Needs Assessment
<p>During the summer leadership meeting in August of 2022, school year feedback from staff and leadership focus groups reflected a desire to continue to improve upon many of our school's instructional practices. Specifically, feedback indicated the importance of club activities, relationship/community building, improvement on instructional rigor, and targeted specialized instruction for students meeting FARMS criteria. As a whole, our community greatly values student achievement and strives to promote students to more advanced courses when appropriate.</p>



School Vision / Mission

The Mt. Airy Middle School community will continue our established Tradition of Excellence through character, academics, and citizenship.

Character

- Acknowledge responsibility for personal choices while maintaining self-control
- Interact with others while recognizing boundaries, rights, and rules
- Respect and appreciate diversity

Academics

- Utilize problem solving, time management and goal setting skills, to become independent lifelong learners
- Persevere through challenges and recognize making mistakes as part of the learning process
- Establish the connection between academic achievement and future career success

Citizenship

- Cultivate the virtues of honesty, integrity, and commitment to the well-being of society
- Create experiences which provide perspective to help gain a global outlook
- Participate in service and leadership opportunities within the school and community

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the percentage of students achieving a proficient or distinguished score from 56.3% to 60% on the Math MCAP by the end of the 2022-23 school year.

(Math)

2. Increase the percentage of students achieving a proficient or distinguished score from 62.41% to 65% on the ELA MCAP by the end of the 2022-23 school year.

(ELA)

3. With the influx of students meeting the Free and Reduced Meals (FARMS) criteria (number of students increased by 55), we will maintain the average percentage of students meeting the Free and Reduced Meals (FARMS) criteria who earned D's or F's at the end of a quarter at 14.5% by the end of the 2022-23 school year.

(Underperforming)



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Strategic Actions	Timeline	Measures of Success												
1.1 After collaborating as a department and hosting professional developments of best instructional practices, we will provide targeted before, after and FLEX support through support staff and tutoring outlined in the math/reading intervention plan to prepare students for MCAP testing.	2022-2023	<ul style="list-style-type: none"> Provide opportunities for before school, after school, or flex support each week. Utilize instructional staff to provide reteaching opportunities after formative assessments in each unit. 												
1.2 Focus on differentiating mathematics instruction to meet all students where they are academically and emotionally through collaboration, professional development, and additional support.	2022-2023	<ul style="list-style-type: none"> Utilize IXL once a week in math instruction. All math and resource teachers participate in collaborative teaching training to improve instructional practices. Math Interventionist and math resource teacher will provide in class support in math classes at least three times a week. Utilize Delta Math to reinforce concepts, provide individualized assignments, and provide both student and teacher feedback weekly. 												
1.3 Utilize math benchmarks to inform instruction in Math classes and increase the math benchmark scores.	2022-2023	<table border="1"> <thead> <tr> <th></th> <th>Baseline (2021-22)</th> <th>Target (2022-23)</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>7th Grade</td> <td>46%</td> <td>60%</td> </tr> <tr> <td>8th Grade</td> <td>47%</td> <td>60%</td> </tr> </tbody> </table>		Baseline (2021-22)	Target (2022-23)	6th Grade	73%	75%	7th Grade	46%	60%	8th Grade	47%	60%
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2.1 Social Studies teachers will utilize the same writing organizer from the ELA department throughout the school year.	2022-2023	<ul style="list-style-type: none"> Social Studies teachers will use the writing organizer from the ELA department 4 times by the end of the school year. 																								
2.2 Utilize new fall and spring writing/reading benchmarks to inform writing instruction in ELA classes and increase scores by <u>5%</u> .	2022-2023	<table border="1"> <thead> <tr> <th>Writing</th> <th>Baseline (Fall)</th> <th>Target (Spring)</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>7th Grade</td> <td>64%</td> <td>69%</td> </tr> <tr> <td>8th Grade</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading</th> <th>Baseline (Fall)</th> <th>Target (Spring)</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>69%</td> <td>74%</td> </tr> <tr> <td>7th Grade</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>8th Grade</td> <td>76%</td> <td>81%</td> </tr> </tbody> </table>	Writing	Baseline (Fall)	Target (Spring)	6 th Grade	70%	75%	7 th Grade	64%	69%	8 th Grade	70%	75%	Reading	Baseline (Fall)	Target (Spring)	6th Grade	69%	74%	7th Grade	73%	78%	8th Grade	76%	81%
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2.3 Teachers in ELA will receive ongoing professional development to support intervention resources.	2022-2023	<ul style="list-style-type: none"> Administer Star Reading once a quarter. Students will work in Freckle at least twice a month. 6th grade ELA teachers will use Report Form weekly. 																								



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Strategic Actions	Timeline	Measures of Success
3.1 Identify students in the 7th week of each quarter with D's or F's. Then, implement reward-based incentives, tutoring, and extra support.	2022-2023	<ul style="list-style-type: none">At least 85.5% of students meeting the Free and Reduced Meals (FARMS) criteria will not have D's or F's.
3.2 Provide additional targeted in-class support from the specialists, interventionists, aides, and other student support staff to students meeting Free and Reduced Meals (FARMS) criteria to increase summative scores.	2022-2023	<ul style="list-style-type: none">10% of students that meet the criteria for Free and Reduced Meals (FARMS) will show an increase in summative scores from quarter 2 to quarter 3.