

**Mt. Airy Middle School
School Improvement Plan
2024 - 2025**

School Vision / Mission
<p>The Mt. Airy Middle School community will continue our established Tradition of Excellence through character, academics, and citizenship.</p> <p style="text-align: center;"><u>Character</u></p> <ul style="list-style-type: none"> • Acknowledge responsibility for personal choices while maintaining self-control • Interact with others while recognizing boundaries, rights, and rules • Respect and appreciate diversity <p style="text-align: center;"><u>Academics</u></p> <ul style="list-style-type: none"> • Utilize problem solving, time management and goal setting skills to become independent, lifelong learners • Persevere through challenges and recognize mistakes as part of the learning process • Establish the connection between academic achievement and future career success <p style="text-align: center;"><u>Citizenship</u></p> <ul style="list-style-type: none"> • Cultivate 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
Carroll County Public Schools Vision 2018-2023
<p>Prepare Globally Competitive Students</p> <ul style="list-style-type: none"> ➤ Fully implement a CCPS curriculum aligned with the Maryland State Standards. ➤ Partner with local institutions of higher education to ensure college readiness. ➤ Enhance programs to ensure career readiness for all students.
<p>Meet Each Student's Instructional Needs</p> <ul style="list-style-type: none"> ➤ Close the achievement gap between highest achieving and most struggling students. ➤ Provide appropriate education services for students identified with Autism Spectrum Disorder. ➤ Enhance alternative programs responsive to the needs of at-risk students. ➤ Implement a Gifted and Talented Program aligned with COMAR requirements. ➤ Enhance alternative learning opportunities through digital resources.
<p>Develop and Maintain an Effective Workforce</p> <ul style="list-style-type: none"> ➤ Attract and retain highly qualified, effective, and diverse employees. ➤ Promote a culture of diversity in the workplace. ➤ Develop an electronic observation, evaluation, feedback, and professional development system. ➤ Continuously monitor the organizational structure to support the Vision 2018 Plan.
<p>Provide a Secure, Orderly, Modern Environment</p> <ul style="list-style-type: none"> ➤ Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.



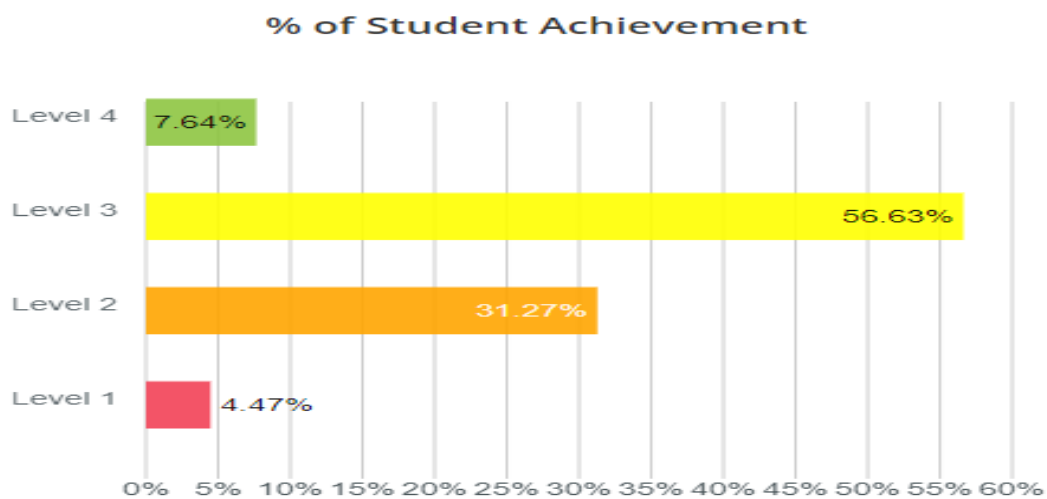
- Improve and modernize the environment within our facilities and buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

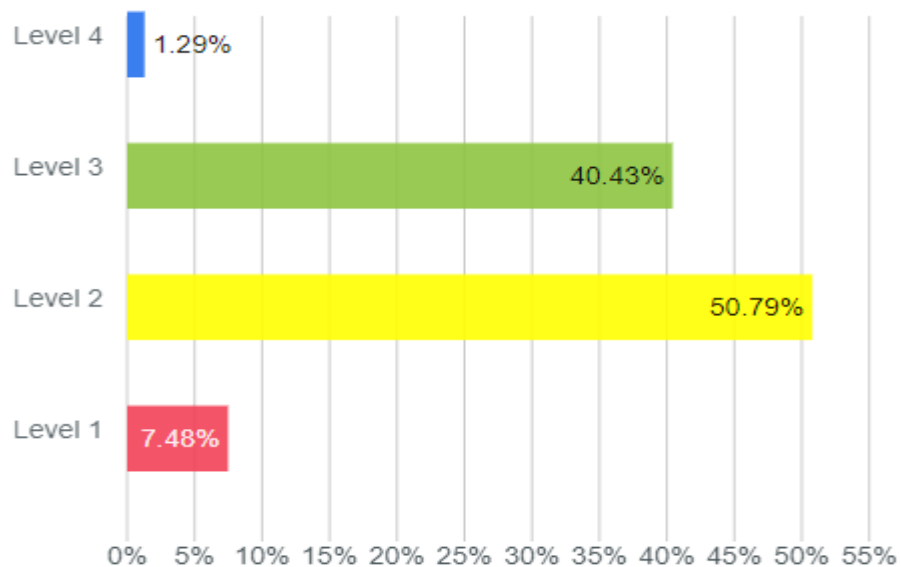
What data was used to determine school improvement goals?

- Student Achievement: Benchmarks, MCAP, Grades, Reading Inventory, STAR Math, Revision Assistant, etc.
- School Culture: Attendance, Discipline Data, MD School Surveys, etc.

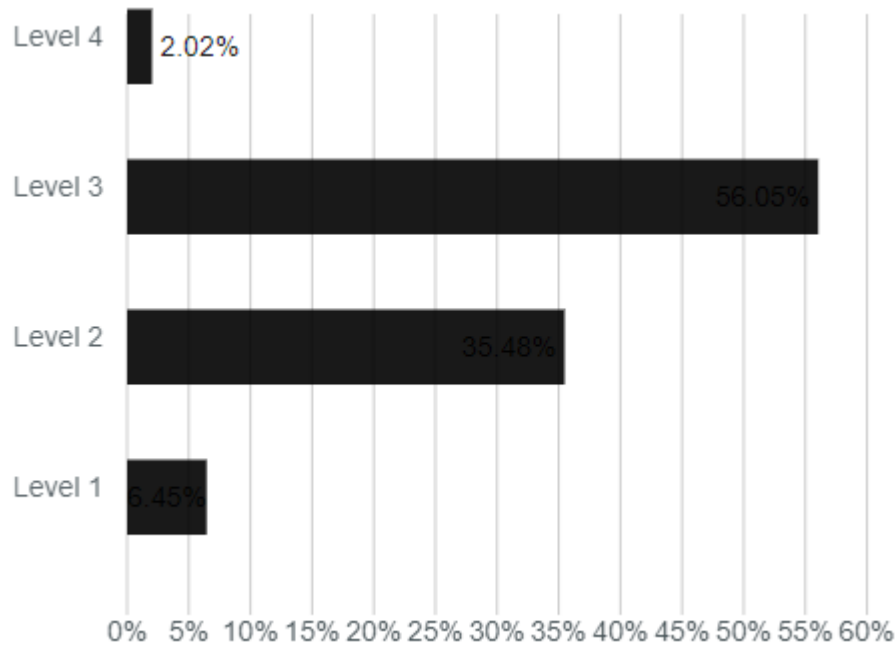
Academic- ELA



Academic- Math-



Academic Science-



Academic Social Studies- MAMS had 69% proficient (2024) compared to 52% proficient (2023)



Mount Airy Middle
2022 - 2023 School Report Card



Percentile Rank: 83 (Middle)

Mount Airy Middle (1306)
Grade Levels: Middle
County: Carroll County

102 Watersville Road
Mount Airy, MD 21771-5510
Phone: 410-751-3554

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

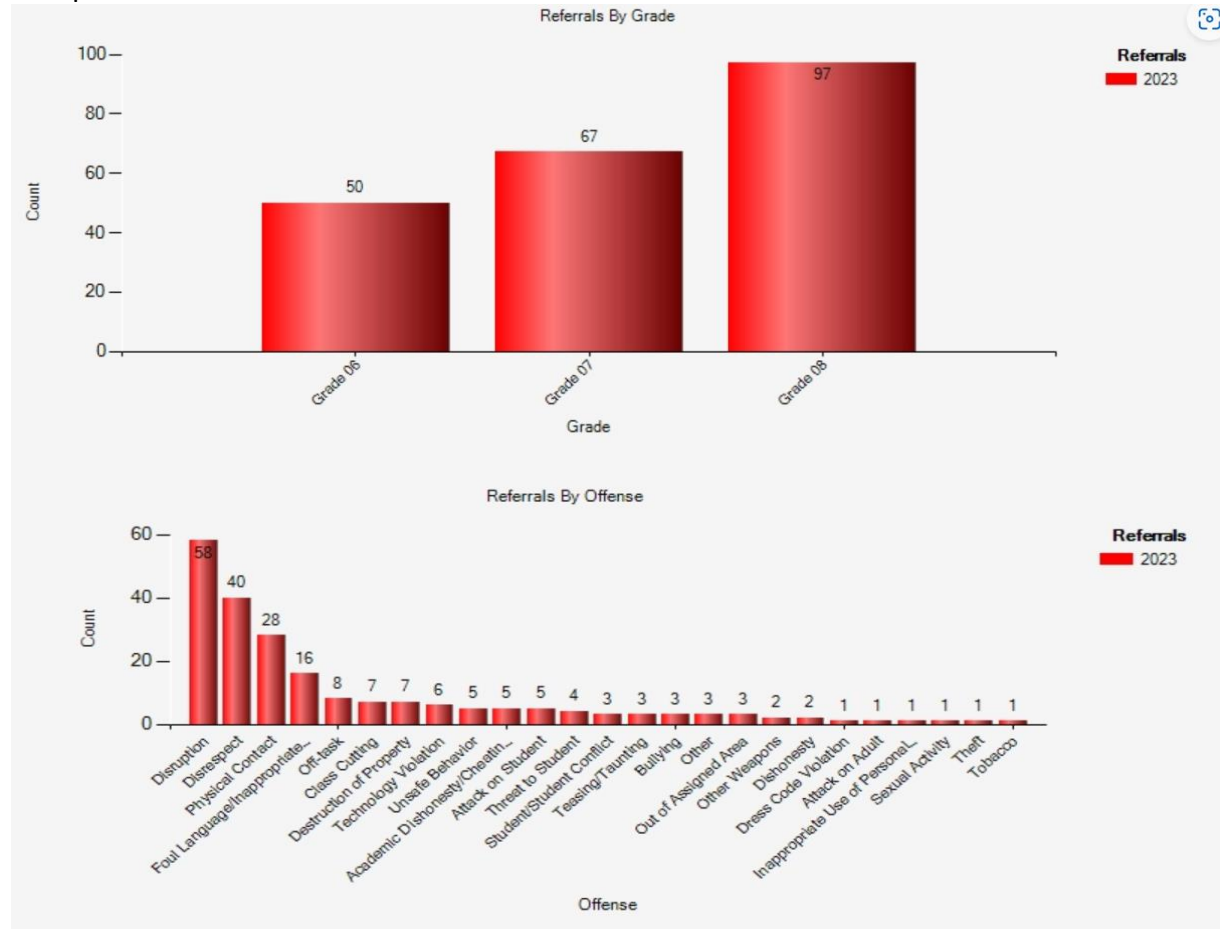
INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	10.8	✖	✖
Academic Progress	35.0	21.5	na	✖
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	24.5	na	✖
TOTAL POINTS:	90.0	56.8		

$$\frac{\text{Total Earned Points: } 56.8}{\text{Total Points Possible: } 90.0} = \mathbf{63.0\%}$$

TOTAL EARNED PERCENT



Discipline



Attendance

Building	Type	Grade	Absences	Enrollment	Percent
Mt. Airy Middle School	M	07	4539.00	48351.00	9.38 %
Mt. Airy Middle School	M	08	4857.50	41527.00	11.69 %
Mt. Airy Middle School	M	09	4619.50	42138.00	10.96 %

- Math MCAP data shows that Mt. Airy Middle placed 5th in the county at 23% proficient, slightly below the district average of 24%.
- ELA MCAP data shows that Mt. Airy Middle students were 66% proficient, which is slightly above the district proficiency (65%) and above the state proficiency (48%).

School Improvement Goals to Target Areas from Needs Assessment

1. Literacy Focused Goal: Increase the average score on the ELA MCAP from 2.64 to 2.80 by the end of the 2025-2026 school year.
2. Increase the average score on the Math MCAP from 2.04 to 2.10, and increase the average score on the Algebra 1 MCAP from 2.91 to 2.95 by the end of the 2025-2026 school year (Update: 2024 Math MCAP average 2.06, 2024 Algebra 1 MCAP average 2.66)



3. Increase the percentage of students Proficient on the Science MISA from 36% to 40% by the end of the 2025-2026 school year.
4. Increase the average Social Studies MCAP score from 2.74 to 2.80 by the end of the 2025-2026 school year.
5. Underperforming Populations: Increase the average score of students meeting the criteria for Free and Reduced Meals (FaRMs) on the ELA MCAP from 2.27 to 2.45 by the end of the 2025-2026 school year.

1. Increase the average score on the ELA MCAP from 2.64 to 2.80 by the end of the 2025-2026 school year (Update-2024 MCAP score-2.71)		
Strategic Actions	Measures of Success / Desired Performance Level	Timeline
1.1 ELA will meet bi-weekly within grade levels to collaborate to analyze student progress on the MAMS CER writing activities and determine instructional changes needed to improve student writing skills.	The number of students identified by Star Reading as needing “Intervention” or “Urgent Intervention” will decrease by 10%. (1.2)	’24 – ’25 school year
1.2 All content area teachers will implement the MAMS writing matrix for writing assignments.	At least 70% of students will achieve a score of 3 on writing assignments in ELA as measured by the MCAP writing rubric. (1.1, 1.2)	Spring 2025
1.3 Administration will work with department chairs and 4DX staff leaders to ensure implementation of the MAMS’s CER initiative (1st meeting- August 27 th).		
1.4 Academic teams will provide a.m./p.m. academic support to students who have less than a C as an overall grade and/or are missing major assignments to decrease D/F’s throughout the building.	All ELA, Math, Science, and SS 4DX teams will achieve their WIG’s related to writing. (1.3, 1.5)	Spring 2025
1.5 Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2024 and Winter of 2025. The presentation will focus on dignity and sense of belonging.	The number of D’s and F’s in academic classes will decrease from 141 (Q4 of 2023 – 2024 school year) to 115 by the end of the 2024 – 2025 school year (1.4).	’24 – ’25 school year

School Improvement Goal 2		
2. Increase the average score on the Math MCAP from 2.04 to 2.10, and increase the average score on the Algebra 1 MCAP from 2.91 to 2.95 by the end of the 2025-2026 school year (Update: 2024 Math MCAP average 2.06, 2024 Algebra 1 MCAP average 2.66)		
Strategic Actions There may be more than one action for each of the “topics” below.	Measures of Success / Desired Performance Level	Timeline
<p>2.1 Teachers will utilize Delta Math with all classes to provide individualized intervention and skill remediation for each topic taught.</p> <p>2.2 Math teachers will collaborate with the Math Specialist to analyze IXL data and identify areas of improvement and plan appropriate instructional strategies.</p> <p>2.3 Grade-level teachers will meet monthly to collaboratively plan MCAP-like questions and score student-constructed responses using the MCAP rubric to support student achievement in each unit of instruction.</p> <p>2.4 Academic teams will provide a.m./p.m. academic support to students who have less than a C as an overall grade and/or are missing major assignments to decrease D’s and F’s.</p> <p>2.5 Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2024 and Winter of 2025. The presentation will focus on dignity and sense of belonging.</p>	<p>Student scores on the math cumulative assessment will improve from 56% to 60% in 6th grade, 50% to 54% in 7th grade, and 68% to 72% in Pre-Algebra. (2.1, 2.3).</p> <p>Students in academic with support classes will improve their IXL diagnostic snapshot scores by 100 points by the end of the school year. (2.2).</p> <p>The number of D’s and F’s in academic classes will decrease from 141 (Q4 of 2023 – 2024 school year) to 115 by the end of the 2024 – 2025 school year. (2.4, 2.5)</p>	<p>Spring 2025</p> <p>‘24 – ‘25 school year</p> <p>‘24 – ‘25 school year</p> <p>‘24 – ‘25 school year</p>

School Improvement Goal 3		
3. Increase the percentage of students Proficient on the Science MISA from 36% proficient to 40% proficient by the end of the 2025-2026 school year.		
Strategic Actions There may be more than one action for each of the “topics” below.	Measures of Success / Desired Performance Level	Timeline



3.1 Teachers will identify target areas from unit CER scores to guide instructional approach in the classroom.	At least 70% of students will score a 3 or 4 on common unit CER's using MAMS rubric (3.1)	'24 – '25 school year
3.2 Academic teams will provide a.m./p.m. academic support to students who have less than a C as an overall grade and/or are missing major assignments.	The number of D's and F's in academic classes will decrease from 141 (Q4 of 2023 – 2024 school year) to 115 by the end of the 2024 – 2025 school year. (3.2, 3.3)	'24 – '25 school year
3.3 Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2024 and Winter of 2025. The presentation will focus on dignity and sense of belonging.		'24 – '25 school year

School Improvement Goal 4		
4. Increase the average Social Studies MCAP score from 2.74 to 2.80 by the end of the '24-'25 School Year.		
Strategic Actions There may be more than one action for each of the "topics" below.	Measures of Success / Desired Performance Level	Timeline
4.1 Teachers will assign weekly EBAS warm-ups for students to strengthen their writing skills.	Over the course of the year, at least 50% of students will increase their score on a writing assignment scored with the MAMS writing rubric (ex: 1-2, 2-3) or maintain a level 3 or 4 with	'24 – '25 school year



<p>4.2- Social Studies teachers will provide weekly opportunities for students to work with primary and secondary sources to improve evidence-based reasoning.</p> <p>4.3- Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2024 and Winter of 2025. The presentation will focus on our FARMS subgroup and building a sense of belonging to improve student attendance.</p> <p>4.4- Academic teams will provide a.m./p.m. academic support to students who have less than a C as an overall grade and/or are missing major assignments to decrease D's and F's.</p>	<p>a increased level of difficulty (4.1, 4.2).</p>	<p>'24 – '25 school year</p>
	<p>The number of D's and F's in academic classes will decrease from 141 (Q4 of 2023 – 2024 school year) to 115 by the end of the 2024 – 2025 school year. (4.3, 4.4)</p>	<p>'24 – '25 school year</p>

School Improvement Goal 5		
5. Increase the average score of students meeting the criteria Free and Reduced Meals (FaRMs) on the ELA MCAP from 2.27 to 2.45 by the end of the 2025-2026.		
Strategic Actions	Measures of Success / Desired Performance Level	Timeline
There may be more than one action for each of the "topics" below.		



<p>5.1 During bi-weekly meetings, progress for students identified as FaRMs will be discussed, including attendance, grades, and discipline. Once identified, teachers will communicate with students/parents to increase attendance.</p> <p>5.2 Academic teams will prioritize FaRMs students for specific intervention opportunities (am/pm support during weekly team meetings).</p> <p>5.3 Teachers will emphasize positive communication with students/families through parent conferences, phone calls, and email to promote student buy-in.</p> <p>5.4 School staff will host diverse student focus groups to seek student input that focuses on creating a sense of belonging as part of the culture at MAMS</p> <p>5.5 Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2024 and Winter of 2025. The presentation will focus on dignity and sense of belonging.</p> <p>5.6 Starting in October, numerous student clubs will begin to meet to promote socialization, interests, and sense of belonging.</p>	<p>The number of D's and F's in academic classes will decrease from 141 (Q4 of 2023 – 2024 school year) to 115 by the end of the 2024 – 2025 school year. (5.1, 5.2, 5.3, 5.4, 5.6)</p>	<p>'24 – '25 school year</p>
	<p>The attendance rate of students meeting the criteria for Free and Reduced Meals (FaRMs) will increase from 74% to 80%. (*74% taken from '23-'24 attendance data for FARMS students).</p>	<p>'24 – '25 school year</p>
	<p>Each academic quarter, 75 students will participate in a student focus group session, providing feedback on how to improve the culture of belonging at MAMS. (5.4)</p>	<p>'24 – '25 school year</p>
	<p>Teachers will deploy strategies/concepts from the Dignity presentation and makes changes based on student feedback related to school belonging (5.5)</p>	<p>'24 – '25 school year</p>
	<p>The majority of staff members will serve as a club advisor to student clubs. At least 70% of students will participate in a club of their choice (5.6).</p>	