

**Mt. Airy Middle School**  
**School Improvement Plan**  
**2025 - 2026**

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



- 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.

### MCAP Average Raw Scores

	2023 - 2024	2024 - 2025	2025 - 2026
Algebra 1	754	750	Goal: 755
Math	739	740.31	Goal: 745
ELA	756	754.77	Goal: 760
SS	760	757.27	Goal: 762
Sci	744	744.92	Goal: 750

2023 – 2024 Maryland School Report Card (All Students):



## Mount Airy Middle

### 2023 - 2024 School Report Card

#### HOW DID THIS 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	11.1	⊗	✓
Academic Progress	35.0	19.7	na	⊗
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	25.1	na	✓
<b>TOTAL POINTS:</b>	<b>90.0</b>	<b>56.0</b>		

$$\frac{\text{Total Earned Points: } 56.0}{\text{Total Points Possible: } 90.0} = 62.1\%$$

**TOTAL EARNED PERCENT**

2023 – 2024 Maryland School Report Card (Students with Disabilities):



## Mount Airy Middle 2023 - 2024 School Report Card

### HOW DID THIS 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	5.1	✘	✘
Academic Progress	35.0	12.9	na	✘
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	32.0	21.1	na	✔
<b>TOTAL POINTS:</b>	<b>87.0</b>	<b>39.0</b>		

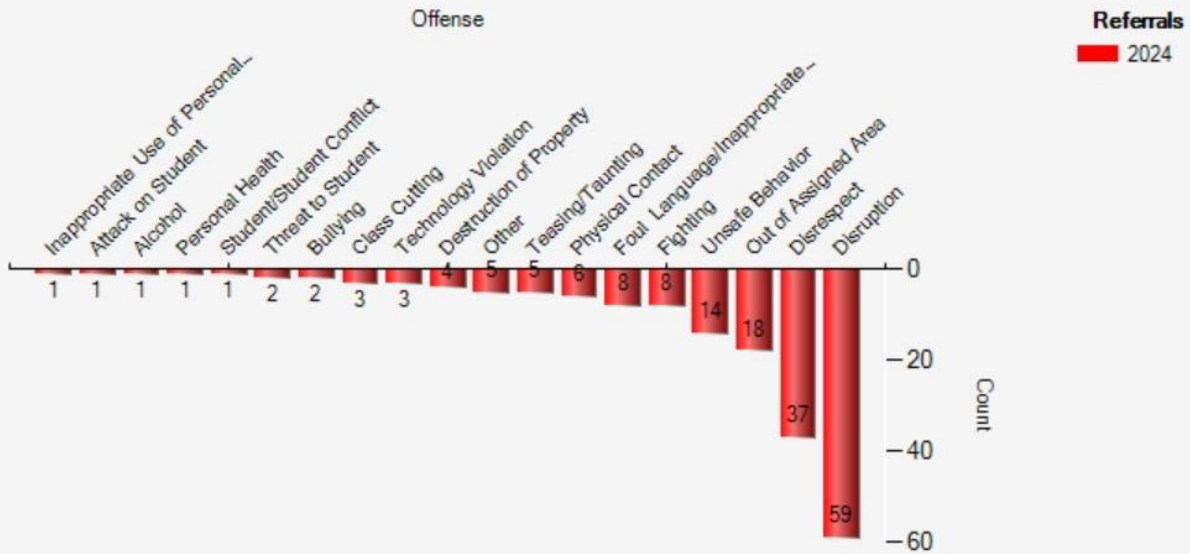
Total Earned Points: **39.0**  
Total Points Possible: **87.0**

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# 44.8%

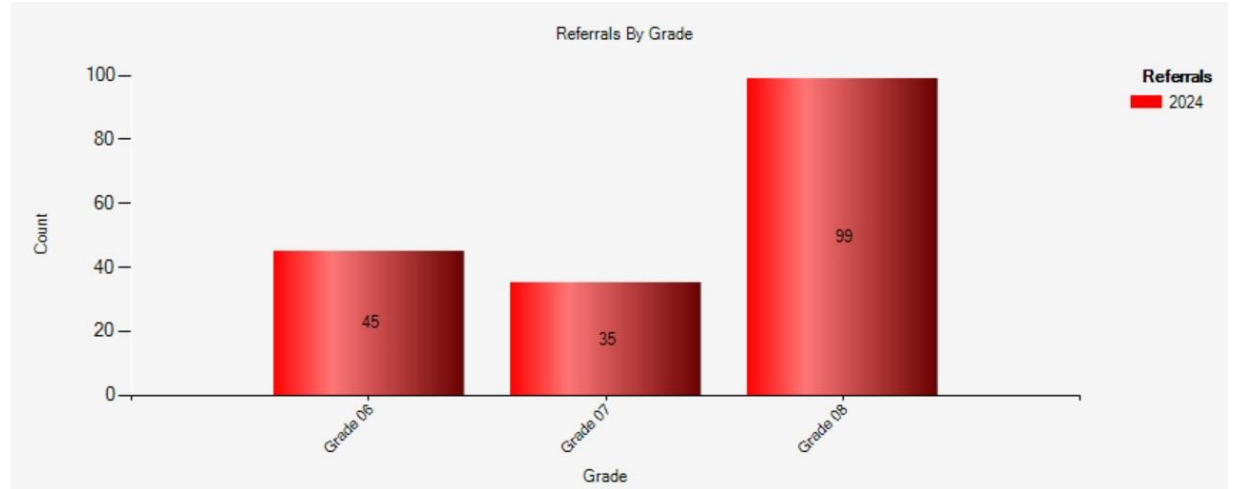
TOTAL EARNED PERCENT

### Referrals By Offense





## Discipline



### School Improvement Goals to Target Areas from Needs Assessment

1. Literacy Focused Goal: Increase the average raw score on the ELA MCAP from 755 to 760 by the end of the 2025-2026 school year.
2. Increase the average raw score on the Math MCAP from 740 to 745 and increase the average raw score on the Algebra 1 MCAP from 750 to 755 by the end of the 2025-2026 school year.
3. Increase the average raw score on the Science MISA from 745 to 750 by the end of the 2025 – 2026 school year.
4. Increase the average raw score on the Social Studies MCAP from 745 – 750 by the end of the 2025-2026 school year.
5. Underperforming Populations: Increase the average raw score of students with IEPs on the ELA MCAP from 737 to 742 by the end of the 2025 – 2026 school year.



<b>School Improvement Goal 1</b>		
1. Increase the average raw score on the ELA MCAP from 755 to 760 by the end of the 2025-2026 school year.		
<b>Strategic Actions</b>	<b>Measures of Success / Desired Performance Level</b>	<b>Timeline</b>
<p>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.</p> <p>1.2 All content area teachers will implement the MAMS writing matrix for writing assignments.</p> <p>1.3 Administration/Student Achievement Coordinators will work with content teams and 4DX staff leaders to ensure implementation of the MAMS CER initiative, including planned collaborative time between ELA, Science and SS teachers in November, January and March.</p> <p>1.4 Teachers will participate in school-based professional learning on the Science of Learning during September and October Professional Learning sessions to improve effectiveness of first-pass instruction.</p>	<p>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, 1.4)</p> <p>All ELA, Science, and SS 4DX teams will achieve their WIGs related to writing. (1.3, 1.4)</p> <p>The number of D's and F's in academic classes will decrease from 164 (Q4 of 2024 – 2025 school year) to 135 by the end of the 2025 – 2026 school year. (1.3, 1.4)</p>	<p>'25 – '26 school year</p> <p>Spring 2026</p> <p>Spring 2026</p>
<b>School Improvement Goal 2</b>		
2. Increase the average raw score on the Math MCAP from 740 to 745 and increase the average raw score on the Algebra 1 MCAP from 750 to 755 by the end of the 2025-2026 school year.		
<b>Strategic Actions</b>	<b>Measures of Success / Desired Performance Level</b>	<b>Timeline</b>
There may be more than one action for each of the "topics" below.		



<p>2.1 Teachers will utilize Delta Math on a weekly basis 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 monthly to analyze IXL data and identify areas of improvement and plan appropriate instructional strategies to be implemented before the next meeting.</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 Teachers will participate in school-based professional learning on the Science of Learning during September and October Professional Learning sessions to improve effectiveness of first-pass instruction.</p>	<p>The percentage of students proficient on the cumulative math assessments will increase from 49% to 55% in 6<sup>th</sup> grade, 40% to 50% in 7<sup>th</sup> grade, 67% to 75% in Pre-Algebra, and remain at or above 90% in Algebra 1 . (2.1, 2.3, 2.6).</p> <p>All students will achieve an average of at least 2 skills proficient per week in IXL. (2.2).</p> <p>The number of D’s and F’s in academic classes will decrease from 164 (Q4 of 2024 – 2025 school year) to 135 by the end of the 2025 – 2026 school year. (2.4, 2.5, 2.6)</p>	<p>Spring 2026</p> <p>‘25 – ‘26 school year</p> <p>‘25 – ‘26 school year</p>
<p><b>School Improvement Goal 3</b></p>		
<p>3. Increase the average raw score on the Science MISA from 745 to 750 by the end of the 2025 – 2026 school year.</p>		
<p style="text-align: center;"><b>Strategic Actions</b></p> <p>There may be more than one action for each of the “topics” below.</p>	<p style="text-align: center;"><b>Measures of Success / Desired Performance Level</b></p>	<p style="text-align: center;"><b>Timeline</b></p>



<p>3.1 Teachers will engage in grade-level collaboration to identify target areas from unit CER scores, as scored by the CCPS Science adapted MISA rubric, to guide instructional approach in the classroom at least monthly.</p>	<p>Average student CER scores will increase by 25% from beginning of the year teacher baselines to the fourth common CER assessment (3.1, 3.2, 3.3).</p>	<p>'25 – '26 school year</p>
<p>3.2 Administration/Student Achievement Coordinators will work with content teams and 4DX staff leaders to ensure implementation of the MAMS CER initiative, including planned collaborative time between ELA, Science and SS teachers in November, January and March.</p>	<p>At least 70% of students will score at least a 75% on unit assessments (3.1, 3.2, 3.3).</p>	<p>'25 – '26 school year</p>
<p>3.3 Teachers will participate in school-based professional learning on the Science of Learning during September and October Professional Learning sessions to improve effectiveness of first-pass instruction.</p>	<p>The number of D's and F's in academic classes will decrease from 164 (Q4 of 2024 – 2025 school year) to 135 by the end of the 2025 – 2026 school year. (3.1, 3.2, 3.3)</p>	<p>'25 – '26 school year</p>
<p><b>School Improvement Goal 4</b></p>		
<p>4. Increase the average raw score on the Social Studies MCAP from 745 – 750 by the end of the 2025-2026 school year.</p>		
<p style="text-align: center;"><b>Strategic Actions</b></p> <p>There may be more than one action for each of the “topics” below.</p>	<p style="text-align: center;"><b>Measures of Success / Desired Performance Level</b></p>	<p style="text-align: center;"><b>Timeline</b></p>
<p>4.1 Teachers will assign weekly EBAS warm-ups for students to strengthen their writing skills.</p>	<p>At least 70% of students will score an average of 2.5 or higher on EBAS assessments as measured by the MCAP writing rubric. (4.1, 4.2, 4.4)</p>	<p>'25 – '26 school year</p>
<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>At least 70% of 8<sup>th</sup> grade students will score an average of at least 70%</p>	<p>'25 – '26 school year</p>



<p>4.3 Administration/Student Achievement Coordinators will work with content teams and 4DX staff leaders to ensure implementation of the MAMS CER initiative, including planned collaborative time between ELA, Science and SS teachers in November, January and March.</p> <p>4.4 Teachers will participate in school-based professional learning on the Science of Learning during September and October Professional Learning sessions to improve effectiveness of first-pass instruction.</p>	<p>on common unit assessments. (4.1, 4.2, 4.4)</p> <p>The number of D's and F's in academic classes will decrease from 164 (Q4 of 2024 – 2025 school year) to 115 by the end of the 2025 – 2026 school year. (4.3, 4.4)</p>	<p>'25 – '26 school year</p>
<p><b>School Improvement Goal 5</b></p>		
<p>5. Underperforming Populations: Increase the average raw score of students with IEPs on the ELA MCAP from 737 to 742 by the end of the 2025 – 2026 school year.</p>		
<p style="text-align: center;"><b>Strategic Actions</b></p> <p>There may be more than one action for each of the “topics” below.</p>	<p style="text-align: center;"><b>Measures of Success / Desired Performance Level</b></p>	<p style="text-align: center;"><b>Timeline</b></p>



<p>5.1 During bi-weekly Team meetings, staff will dedicate a portion of the meeting to discuss students with an IEP, analyze progress, and plan interventions accordingly.</p>	<p>The number of students with an IEP with D's and F's in academic classes will decrease from 35 (Q4 of 2024 – 2025 school year) to 25 by the end of the 2025 – 2026 school year. (5.1, 5.2, 5.3, 5.4, 5.6)</p>	<p>'25 – '26 school year</p>
<p>5.2 Academic teams and Special Educators will offer specific intervention opportunities for students with IEPs that are failing an academic class. (Ex: Wilson Reading Intervention, CER writing Support, etc.)</p>	<p>The attendance rate of students with an IEP will increase from 87% (2024- 2025 school year) to 90% for the 2025 – 2026 school year. (5.1, 5.3, 5.4, 5.5, 5.6)</p>	<p>'25 – '26 school year</p>
<p>5.3 Teachers will emphasize and prioritize positive communication with parents/families of students with historically high absence rates through parent conferences, phone calls, and emails to promote student buy-in.</p>	<p>Each academic quarter, 75 students will participate in a student focus group session, a portion of students will have an IEP. (5.4)</p>	<p>'25 – '26 school year</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>A majority of staff members will serve as club advisors to student clubs. At least 70% of students will participate in a club of their choice (5.4, 5.6).</p>	<p>'25 – '26 school year</p>
<p>5.5 Teachers will participate in school-based professional development provided by the Equity Liaison in the Fall of 2025 and Winter of 2026. 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>		