School Improvement Plan

22-23 School Year

School	Kent County Middle School
Title I School	__X__ YES ____ NO
School Status	CSI ____X____ NO TSI ____ YES __X___ NO

TEAM

Name	Job Title	Email
Dr. Angela Holocker	Principal	aholocker@kent.k12.md.us
Mr. Rondell Sorrell	Assistant Principal	rsorrell@kent.k12.md.us
Mr. Michael Jones	ELA/SS Instructional Coach	mjones@kent.k12.md.us
Mrs. Christine Clark	Science/Math Instructional Coach	cclark@kent.k12.md.us
Mrs. Cheryl Fracassi	Special Education Transition Teacher Specialist	cfracassi@kent.k12.md.us
Mr. Gilbert Clampitt	School Counselor Last Names A-K	gclampitt@kent.k12.md.us
Mrs. Monica Sipes	School Counselor Last Names L-Z	msipes@kent.k12.md.us
Meredith Henry	6th Grade Teacher - ELA	mhenry@kent.k12.md.us
Kaitlyn Wright	7th Grade Teacher - ELA	kwright@kent.k12.md.us
DeLia Shoge	8th Grade Special Education Teacher	dshoge@kent.k12.md.us
Mrs. Nicole Boyce	Math Coordinator – Central office	nboyce@kent.k12.md.us
Mrs. Francoise Sullivan	Parent/Community Stakeholder	fsullivan@kent.k12.md.us
Mr. Tyray Johnson	Instructional Assistant	tjohnson@kent.k12.md.us

ANALYZE/ROOT CAUSE ANALYSIS			
Problem Statements	**Root Cause Analysis** **(Include supporting and impeding factors)**		**Prioritize for Intervention** **(leads goals and indicators)**
	WHAT'S WORKING	**WHAT'S NOT WORKING**	
ELA DATA:	Students have been identified by 2021 - 2022 MAP data and placed in Reading intervention during the day.	Teachers were not trained in goal setting and progress monitoring and it was inconsistent across the building.	4.42% of students will move from a level 3 to a level 4 or above by the Spring Reading MAP growth assessment.
MATH DATA:	Students have been identified by 2021 - 2022 MAP data and placed in Reading intervention during the day.	Teachers were not trained in goal setting and progress monitoring and it was inconsistent across the building.	4.96% of students will move from a level 3 to a level 4 or above by the spring Math MAP growth assessment.
SPECIAL EDUCATION DATA:	Due to an increase in teacher absences, special education teachers were inconsistently delivering services in the classroom.	Students were hand placed into classes to equally divide the caseload based on special needs and accommodations.	7% of students with IEPs will move to proficient levels on the MAP assessment.
EL DATA:	We have a small population which receives services. Last school year, the services delivered were inconsistent due to teacher absences.	We now have at least one teacher on each grade level who is fluent in Spanish who can assist in communication with parents and in the classroom. We have also secured Spanish versions of novels through our new curriculum.	Increase ELL students scoring 4 - 4.5 on WIDA by 50%.

DISCIPLINE DATA:	There was a large influx of referrals the last part of 2021 - 2022 school year, especially for African American students.	Expectations have been set at the beginning of this school year, including cell phone usage and students are responding. Teachers are reporting less discipline issues in the classroom.	Decrease the number of discipline referrals, ISS and OSS by 50%.
ATTENDANCE DATA:	Attendance data was affected by several student suspensions, especially the 8th grade.	New procedures for calling home have been put in place and guidance is meeting with students who are starting to show an absentee pattern.	Improve school wide attendance each quarter from 89.6% to 93% of students attending everyday.

Other Data Sources 22-23										
	All Students	SWD	White	African American	Am. Indian or Alaska Native	Asian	Hispanic	Two or More	EL	FARMS
Discipline Data	38%	23%	38%	44%	-	-	8%	10%	<1%	71%
Attendance Data	89.6%	90.7%	91%	89%	-	-	89%	92%	97%	89%

	ELA - % Proficiency			MATH - % Proficiency		
	BOY	MOY	EOY	BOY	MOY	EOY
MAP(6-8)	23%	22%	29%	16%	20%	23%
MAP– Grade 6	27%	29%	28%	13%	14%	16%
MAP– Grade 7	31%	26%	28%	18%	25%	19%
MAP– Grade 8	29%	29%	30	18%	21%	20%

ACCESS for EL

*(score to test out = >4.5)					
	<1.0	**1.0-1.9**	**2.0-2.9**	**3.0-3.9**	**4.0-4.5**
2022 WIDA	0	4	1	8	2
2021 WIDA	0	3	4	6	3
2020 WIDA	1	4	3	7	1

PLAN				
Focus Area # 1: Academic Achievement and Progress				
GOAL # 1	**Improve outcomes for Students with Disabilities**			
	Indicators: **7% of students with IEPs will move to proficient levels on the MAP assessment.**			
Strategy #1	**Developing PLC for all educational staff**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Survey Gen ed and Special Ed staff about their proficiency in educating special education students.	Cheryl Fracassi		Annually
	Participate in PLC developed based on survey data	Cheryl Fracassi Delia Shoge	Driven by survey	Quarterly
	Grade level data meetings to develop personalized action plans (progress monitoring)	Content team leads; coaches; special education teachers	iReady milestone data	Weekly

Check Points	Notes: (PLC updates; SIT review; adjustments to action steps)
	    - Aggregate collected data to inform PLC decisions
	    - Create PDs or find them through county level PDC			

Strategy #2	**Increase the impact of MAP through goal setting and awareness**			

Action Steps	Action	Staff Responsible	Resources	Timeline
	Participate in iReady Intervention with fidelity	**Teachers; students**		**Ongoing Daily**
	Provide Specially Designed Instruction as identified on student IEP	**Special Education teachers; students**		**Ongoing Daily**
	Personalized MAP goals for students	**Sp.Ed. teachers, and Gen. Ed teachers**		**Ongoing**
	Host a parent night to inform parents of MAP (and other tests) with info about levels	**Parents All KCMS Staff**		**October 2022**
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** - **Monitor weekly iReady**			

PLAN

Focus Area # 1: Academic Achievement and Progress

GOAL # 2	Improve outcomes in math (percentage of students scoring above _3__ on state mathematics assessment.
	Indicators: 4.96% of students will move from a level 3 to a level 4 or above by the spring Math MAP growth assessment

Strategy #1	Tier 1 instruction			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Implementation of new Open Up math curriculum	All Math Teachers and Math Co-teachers, Christine Clark	https://kent.ilclassroom.com/resources/4145907-welcome-to-il-classroom	Daily
	Imbedding technology into math instruction (online	All math teachers and co-teachers, Christine Clark	Desmos calculator www.mathigon.org	Weekly

	calculators, manipulatives, and formative and summative assessments)		https://kent.ilclassroom.com/resources/4145907-welcome-to-il-classroom	
	Parent involvement in MAP goals and progress	All Math Teachers and Math Co-teachers, Christine Clark	Math MAP family report	tri-annually
	In-building Math coach to provide additional curriculum support within math classrooms and progress monitoring	Christine Clark		daily
	Job embedded professional development to Math teachers	Instructional Coach		ongoing; 2022 - 2023 school year
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** - Common Unit Summatives on Edulastic - Progress Monitoring using MAP data through grade level meetings			
Strategy #2	**Targeted students at or below Performance level 3 will participate in daily math intervention**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Use of iReady online math program	All intervention classroom teachers and co-teachers	i-ready.com	daily
	Small group instruction for intervention	All intervention classroom teachers and co-teachers	i-ready.com data reports and small group lesson materials	daily
	In-building Math coach to provide additional curriculum support within math classrooms and progress monitoring	Christine Clark		daily
Check Points	Notes: (PLC updates; SIT review; adjustments to action steps) - Progress Monitoring using iReady and MAP data during grade level meetings and monthly CO instructional meetings			

	- Goal Tracking Sheets

Focus Area # 1: Academic Achievement and Progress	
GOAL # 3	Improve outcomes in English language arts (percentage of students scoring above __3_ on state ELA assessment.)
	Indicators: 4.42% of students will move from a level 3 to a level 4 or above by the Spring Reading MAP growth assessment.
Strategy #1	**Tier 1 instruction**

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Implementation of new Wit & Wisdom curriculum with online tools and assessment portal through Affirm	All ELA teachers, Co-teachers, Michael P. Jones	greatminds.org	daily; ongoing
	Parent involvement in MAP goals and progress	All ELA teachers, Co-teachers, Michael P. Jones	Reading MAP Family Report	tri-annually
	Job embedded professional development/support in ELA	Instructional Coach for ELA	greatminds.org, MAP data	daily; ongoing
	Administrators, teachers, and support staff trained in the Science of Reading (LETRS)	Instructional Coach for ELA	LETRS Manual	January 2023 PLC
Check Points	Notes: (PLC updates; SIT review; adjustments to action steps) Progress Monitoring with MAP growth reports, common formative assessments and end of module summative assessment on Affirm(wit & wisdom online assessment program) during grade level meetings and CO instructional meetings.			
Strategy #2	**Targeted students at or below Performance level 3 will participate in reading intervention**			

Action Steps	Action	Staff Responsible	Resources	Timeline
	Use iReady online reading program with small group support with intervention teacher	All intervention teachers, Co-teachers, Michael P. Jones	iReady.com data reports and small group lesson materials	daily
	Inbuilding ELA coach to provide guidance and small groups based on student needs and/or conducting other research-based reading intervention programs	Michael P. Jones		daily
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** **Progress Monitoring using MAP data, iReady data, and any other data collection conducted with other programs** **Goal tracking sheets**			

PLAN

Focus Area # 2:   Progress in Achieving English Language Proficiency

GOAL # 1	Improve outcomes for Identify Specific Student Group (s)
	Indicators: Increase ELL students scoring 4 - 4.5 on WIDA by 50%

Strategy #1	Develop PLC for all educational staff			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Implement EL proficiency Survey to general educators and Special Ed staff	Cheryl Fracassi	survey	Annually
	Participate in PLC developed based on survey data	Delia Shoge Cheryl Fracassi	Driven by survey	Quarterly
	Interpreting & Utilizing WIDA scores/information	ESOL Team	WIDA scores	Annually
Check Points	**Notes:** - Use collected data to inform PLC decisions - Create PDs or find them through PDC			

Strategy #2	Culture & community building			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Hispanic Heritage After school club	Iris Figueroa	Transportation	January 2023
	PLC on on Hispanic culture to better understand our changing demographics	KCMS Staff	Chesapeake Multicultural Resource Center Possible Teacher Grant to fund after school stipends ESOL Team	2022-2023
	Host a Hispanic Heritage Community Evening	KCMS Staff		November 2022

	Purchase Spanish versions of books to increase the KCMS Spanish Library	KCMS ELA department DeLia Shoge & Cheryl Fracassi	Friends of KCPL	October 2022
Check Points	Notes: (PLC updates; SIT review; adjustments to action steps) Reviewed Monthly at SIT			

Focus Area # 3: School Quality and Student Success	
GOAL # 1	**To improve the attendance of KCMS students.**
	Indicators: Improve school wide attendance each quarter from 89.6% to 93% of students attending everyday.
Strategy #1	**Create individual plans for students with chronic absenteeism.**

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Review attendance student data; create list to support	School Counselors	Powerschool reports run every two weeks to review students who have 2 or more unexcused absences. Additional support offered for students in need.	2022-2023
	Utilize MTSS process	Counseling Secretary SST Team School Counselors Teachers	Set protocols for attendance monitoring with MTSS. Robo calls home for daily absenteeism. Staff phone calls home to students who are absent 2 more days unexcused in a quarter (teachers, counselors,community liaison, counseling secretary). Letters home to students who have three or more absences via counseling secretary. Parent Conferences around attendance. Identify students with chronic absences and set individual goals and interventions with students	2022-2023

			and families. Work with the County Truancy Reduction Program.	
	Implement Rewards and quarterly Incentives	KCMS Administration School Counselors PBIS Committee	Rewards to be determined at the end of each quarter based on community and resource involvement. Students who are present for 93% of the quarter or above will receive the incentive. Certificates or other incentives additionally added for students who attend at 100% for a quarter.	2022-2023
Check Points	**Notes:** • SST Meeting Notes • Truancy Meeting Notes / Truancy Reduction • Powerschool Reports			

Focus Area # 3:   School Quality and Student Success
GOAL # 2	**Decrease number of discipline referrals**

	Indicators: Decrease the number of discipline referrals, ISS and OSS by at least 50%.			
Strategy #1	**Staff will participate in restorative justice training and practices and align school practices to improve climate.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	CPI training for all Staff	Dr. Holocker Rondell Sorrell Dan Hushion	CPI workbook	November 2022
	Provide teachers and students with Mindfulness Practices so they can identify and articulate their feelings so they can participate in restorative practices.	Dr. Holocker Rondell Sorrell	Polly Bath workbooks	Beginning in Q2 and ongoing
	Initiate time in PE/Health where students can practice mindfulness techniques.	PE Department	Mindfulness materials	Beginning in Q2 and ongoing
	Initiate Peer-lead mindfulness practices through morning meetings	KCMS Staff Student leaders	Mindfulness materials	
Check Points	Notes: Quarterly Meetings through SIT and Wellness Committee.			
Strategy #2	**Consistency/Transparency - have posters in each classroom/common area of behavior expectations**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Create Positive Peer Posters demonstrating the Pillars of Character	Dr. Holocker Rondell Sorrell		Beginning in September 2022 and will be ongoing
	Initiate students created posters that demonstrate	Dr. Holocker Rondell Sorrell		Beginning in September 2022 and will be ongoing

	KCMS behavior expectations.			
	Pilot a student leader group in 7th grade to provide student voice in positive behavior incentives and to act as advocates for student voice.	7th grade Team		Beginning in September 2022 and will be ongoing
Check Points	Notes: (PBIS updates; SIT review; adjustments to action steps) Will check quarterly			

Focus Area # 3:   School Quality and Student Success

GOAL # 3	Ensure that all students (students of color, students with disabilities and any under-represented group) are provided and have access to educational opportunities that are fair, safe, diverse and inclusive.
	Indicators: The School Quality and Student Success points will increase from 19.9 pts to 25 pts as measured on the 2022 - 2023 State Report Card, which would increase the rating from 57% to 71%.
Strategy #1	Provide tailored and differentiated professional development to build capacity for cultural responsiveness to address areas of inequity and improve school climate.

Action Steps	Action	Staff Responsible	Resources	Timeline
	SE/Trauma Training	School Counselors	SE/Trauma training will be provided to staff by School Counselors	November PLC
	ACES Training	Dr. Holocker	ACES training will be provided by Dr. Holocker	January PLC
	Wellness Room	Wellness Committee, Mr. Sorrel, Dr. Holocker	Leeds Grant	January 2023
	Provide SE support to Staff via Social Worker	Wellness Committee, Mr. Sorrel, Dr. Holocker	Leeds Grant	January 2023

Check Points	Notes: **Progress will be checked quarterly through the SIT Review.**

Strategy #2	Provide incentives to students to increase students not chronically absent from 71.8% to 80%

Action Steps	Action	Staff Responsible	Resources	Timeline
	Student of the Month Celebrations	Leadership Team, teachers	Students will be chosen by grade level teams based on the Pillars of Character Counts.	Monthly beginning in October 2022.
	Quarterly Perfect Attendance Celebrations	Leadership Team, teachers, attendance secretary	Perfect attendance will be determined by monthly attendance reports	At the end of each quarter

	Positive Postcards sent home to celebrate accomplishments	Whole School	Positive Postcards are purchased through Title I. Staff will be encouraged to send postcards home as appropriate.	On-going
	Weekly phone calls to students are absent more than 2 days per week, 3 days in a quarter	Guidance secretary, Family Liaison	Prior to bi-weekly attendance meetings with Student Services, families will be called that approaching truancy.	bi-weekly, ongoing through the school year.
Check Points	Notes: ● Monitored quarterly at SIT and Leadership Meetings. ● Every two weeks at attendance meeting			

Focus Area # 3:   Parent Engagement

GOAL # 1	Increase parent involvement by 10-20%
	Indicators: Increase the parent involvement in the school by 20% (lunch duty, chaperoning, riding on bus etc.).
Strategy #1	**Create a community based volunteer group- The PIC!**

Action Steps	Action	Staff Responsible	Resources	Timeline
	Initiate an Online survey/interview form to collect feedback from parents regarding where they would like to be involved. Create incentive for homerooms that return the form.	HR Teachers; Johnson	Facebook, School App	October 2023
	Provide incentives for PIC (Parent Involvement Club) members, including PIC shirts, membership cards, etc. that would allow involved parents KCMS perks	Tyray Johnson	Facebook, word of mouth, emails	Beginning in October and ongoing.
	Initiate Volunteer of the Month program for parent volunteers	Sara Moore, Parent Liaison Tyray Johnson Administration	Facebook, School App	Beginning in October and ongoing.
	Hold a Parent Involvement Night to introduce the PIC to parents, install SchoolApp, PowerSchool access	Sara Moore, Parent Liaison Tyray Johnson Administration	Facebook, School App	Beginning in October and ongoing.
Check Points	**Notes:** Use collected data to reach out to parents; possibly open up new clubs with parent volunteers Track membership in the PIC- number of volunteers per quarter			
Strategy #2	**Increase the wrap-around supports offered by the Title I funded Family Liaison.**			

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Create brochure to advertise to families the services offered to families	Sara Moore, Parent Liaison	Title I checklist	January 2023
	Hold quarterly family engagement nights to increase parent participation	Sara Moore, Parent Liaison Instructional Coaches	Title I checklist Needs Assessment	quarterly; 2022 - 2023 school year
Check Points	**Notes:** SIT review; adjustments to action steps			

APPENDICES

2022 - 2023 NWEA MAP Student Outcome Projections

Student Group	Spring 2022 Math (% Proficient)	Spring 2023 Math Projection (% Proficient)	Spring 2022 ELA (% Proficient)	Spring 2023 ELA Projection (% Proficient)
Aggregate	19%	23.96% (+4.96)	29%	33.42% (+4.42)
Black/African American	12%	16.96 % (+4.96)	14%	19.64% (+5.64)
English Learner	5%	11.46% (+6.46)	0%	6.6% (+6.6)
Students with Disabilities	10%	16.86% (+6.86)	3%	9.92% (+6.92)
Economically Disadvantaged	13%	19.34% (+6.34)	16%	21.88% (+5.88)

2022 - 2023 Discipline Outcome Projections
(2021 - 2022 Discipline Data)

Student Group	# Referrals	# OSS	Projected # OSS	# ISS	Projected # ISS
African American	371	113	< 185	92	< 46
English Learners	22	9	< 4	7	< 4
Students with Disabilities	180	51	< 25	51	< 25
FARMS	524	160	< 80	122	< 61
Aggregate	653	198	< 99	161	< 80