



School Improvement Snapshot 2011-2012

System Goals

Each child, regardless of race, ethnicity, socio-economic status or gender, will meet the rigorous performance standards that have been established.

All diploma-bound students will perform on or above grade level in all measured content areas.

Each school will meet state standards and eliminate all achievement gaps by ensuring that all student groups meet state.

Each school will provide a safe and nurturing school environment that values our diversity and commonality.

A Proven Set of Agreements

Be fully present.

If you wonder, ask. Ask the tough questions. Be willing to have a Courageous Conversation.

Listen to understand.

Support one another's learning.

Speak your truth knowing it is only part of the truth.

Be mindful of your airtime and be equitable. Respect time.



2012

Burleigh Manor Middle School: *College and Career Ready, Responsible, and Respectful for Success*

Maryland Common Core Curriculum Standards: Reading and Writing Across the Curriculum, Critical Thinking/Math Practices, STEM, Universal Design by Learning, and Maryland State Assessments.



Area: Mathematics

Needs Assessment: All 6th, 7th and 8th grade students will take the Maryland School Assessment in the early spring of each school year. The school improvement planning report shows that 94.0% of Burleigh Manor Middle School students from the 2010-2011 school year scored proficient or advanced on the MSA. Patterns that are evident in the disaggregated data indicate student groups in need of acceleration are special education (16.2% are advanced, 54.1.5% are proficient, 29.7% are basic), FARMS(23.4% are advanced,55.3% are proficient, 21.3% are basic),African-Americans(27.7% are advanced, 51.1% are proficient, 21.3% are basic), and ELL (48.1% are advanced, 33.3% are proficient,18.5% are Basic). All students will be assessed during the fall of this school year and math placement data will be reviewed to ensure appropriate curriculum readiness. On, Above, and Below grade level data will be shared with parents quarterly. There are 5 sixth graders are Basic on the MSA, 15 seventh graders who are Basic on the MSA and 18 eighth graders who are Basic on the MSA. Students who are identified as above grade level in math, we should expect 100% to perform at the advanced level on the MSA (93.9% are advanced on the MSA and 6.1% are proficient on the MSA).

Area: Reading

Needs Assessment: All 6th, 7th and 8th grade students will take the Maryland School Assessment in the early spring of each school year. The school improvement planning report shows that 96.3% of Burleigh Manor Middle School students from the 2011-2012 school year scored proficient or advanced on the MSA. Patterns that are evident in the disaggregated data indicate student groups in need of acceleration are special education (29.7% are advanced, 45.9% are proficient,42.3% are basic), FARMS(44.7% are advanced,48.9% are proficient, 21.3% are basic),African-Americans(27.7% are advanced, 51.1% are proficient, 6.4% are basic), and ELL (56% are advanced, 28% are proficient,16% are Basic). All students will be assessed during the fall of this school year and reading placement data will be reviewed to ensure appropriate curriculum readiness. On, Above, and Below grade level data will be shared with parents quarterly. There are 5 sixth graders are Basic on the MSA, 9 seventh graders who are Basic on the MSA and 9 eighth graders who are Basic on the MSA. Students who are identified as above grade level in English, we should expect 100% to perform at the advanced level on the MSA.



Area: Goal 2

Needs Assessment

Student Suspensions: In the 2009 - 2010 SY, BMMS had 62 office referrals for bullying and unsafe behaviors. In June, 2011, there were only 22 office referrals for the same offenses, decreasing incidents by 64%. This year, BMMS wants to maintain last school year's significant reduction of bullying referrals and reduce by at least an additional 1%.

Additionally, administrators and guidance counselors will keep track of the BMMS Bullying Referral Forms generated by students about other students. This baseline data collected for the 2011-2012 SY will help to identify students who need the extra support of interventions and strategies that can be discussed at the weekly C-FIP meetings.

Attendance: In June 2011 the overall attendance rate for the special education student group increased from 95.5% during the 2009-2010 SY to 95.88% in the 2010-2011 SY. Our goal for the 2011-2012 SY is for the special education group attendance rate will increase to 97.2%.

Additionally, in 2011-2012 SY, attendance plans will be created for those with excessive absences of 15% or more in the special education population.

Environment: Over the past three years at BMMS, our trend on the SAPE survey has shown an increase in the area of a Welcoming and Nurturing Environment. Additionally, during the first week to school for the 2011-2012 SY, BMMS has had an Open House that 92% of the parents attended, a BTSN, Town Hall meetings with each grade level, and parent meetings to discuss the new parking lot and traffic flow. Our goal for the 2011-2012 SY is to continue to increase in each area on the SAPE survey, and scoring at least a three (3) or better in each area.

Burleigh Manor's School Improvement 2011-2012

Safe School	Reading	Math	Science
<p>Data</p> <ul style="list-style-type: none"> • 92% of students, staff, and parents report satisfaction with nurturing learning environment. • Areas indicated for improvement include: welcoming atmosphere, physical structure, and bullying. <p>Objectives</p> <ul style="list-style-type: none"> • Survey trend will indicate increased satisfaction with welcoming environment and safe behaviors. • Less than 2% of student discipline will be for unsafe behaviors. • Students will meet or exceed the 97% attendance rate. <p>Strategies (School-wide implementation)</p> <ul style="list-style-type: none"> • Student Leadership (Ambassadors, Mentors, Mediators) • Student Council • Teacher WEB pages & Aspen Family Portal • Electronic News, BMMS WEB page and newsletter • Intramurals • Events • BMMS Anti-Bullying Referral Forms • Civility Week • B.I.G Event 	<p>Data</p> <ul style="list-style-type: none"> • 96.3% Advanced/Proficient on MSA • 3.7% BASIC Level Readers • 75.7% Special Education Advanced/Proficient • 84% ELL Advanced/Proficient <p>Objectives</p> <ul style="list-style-type: none"> • 97% Advanced/Proficient on MSA • 95% of all students reading on or above grade level. • Monitor FARMS • Special Education and ELL student groups 90.4% will be Proficient/Advanced on the MSA • 100% of GT English students Advanced on MSA <p>Strategies (All content classes)</p> <ul style="list-style-type: none"> • C-FIP • Interventions and ongoing assessments • Co-planning and teaching • Graphic organizers • Content Vocabulary • Data Discussions • 6 C's • Study Island • HOT • Reading & Writing Across the Curriculum(Focus on argumentative) • Integrating Technology • Differentiation 	<p>Data</p> <ul style="list-style-type: none"> • 94.0% Advanced/Proficient on MSA • 6.0% BASIC Level Math Students • 70.3% Special Education Advanced/Proficient • 81.5% ELL Advanced/Proficient <p>Objectives</p> <ul style="list-style-type: none"> • 95% of all student groups Advanced/Proficient on MSA • 95% of all students performing on or above grade level. • Monitor FARMS and Special Education students • Special Education Student group 85.7% Proficient/Advanced on the MSA • 100% of Geometry and Algebra students Advanced on MSA <p>Strategies (All content classes)</p> <ul style="list-style-type: none"> • Use of manipulatives • Seminar math classes • Grade Level skill mastery • Co-planning and teaching • Differentiated instruction (UDL) • Odyssey Math, First in Math, and Coach books • Math mentors • Data Discussions • 6 C's • HOT • Habits of the Mind • C-FIP 	<p>Data</p> <ul style="list-style-type: none"> •91.5% Advanced/Proficient on MSA <p>Objectives</p> <ul style="list-style-type: none"> • 95% Advanced/Proficient on MSA • Monitor Student Groups • 100% of GT students to score Advanced on the MSA <p>Strategies (All content classes)</p> <ul style="list-style-type: none"> • Lab Experiences • Reading Strategies • Writing Strategies • Use of graphs and other organizers • Content Vocabulary • Study Island • 6 C's • HOT • Integrating Technology • Differentiation (UDL)

Burleigh Manor Middle School



Our Mission Statement:

Burleigh Manor Middle School provides a quality instructional program that supports and respects the diverse needs of lifelong learners in a safe and nurturing academic community.

A Vision inspires, challenges, empowers, and exists into the future.

- ✓ Burleigh Manor Middle School is **committed to academic excellence** as we work to provide the knowledge, skills, and experiences necessary for **all students to succeed in a globally dynamic 21st century**.
- ✓ Our highly qualified staff will be **responsive to middle school learners** as they establish identities and realize their potential. **Innovative resources, technology, and character/asset development** will support the achievement of our goals.
- ✓ Burleigh Manor Middle School will **embrace the cultural diversity** of our students. Our school community will **value a safe, nurturing, and supportive learning environment** that provides exemplary teaching and learning.

HCPSS Expectations:

Student Engagement

Motivation and engagement go hand in hand with substantive learning. Common sense tells us that curiosity drives motivation. Students need to be interested and see relevance in order to be engaged.

Rigor

Students like a good challenge; they like to think. Rigor is a cycle of challenge; with practice success grows and students are drawn to new challenges, which require new skills. This is a dynamic and rigorous cycle of teaching and learning

College and Career Readiness

HCPSS expects each student to graduate ready "to participate responsibly in diverse and changing world." Critical factors include academic achievement, academic learning behaviors, extracurricular and community involvement, attendance, and punctuality, and responsible behavior and positive attitude.