

**RICA Middle School 08-09  
ACADEMIC**

**STUDENT AND  
STAKEHOLDER FOCUS**

Based on 2008 data analysis including MSA, MAP-R, and curriculum-based assessments, academic priorities include:

- Improvement in math and reading MSA scores

Based on 09/09 stakeholder survey, priorities include:

- Improvement in reading:
  - Remember what was read: 27% of respondents
  - Enjoy reading for pleasure: 19.6% of respondents

**FACULTY AND STAFF FOCUS**

Staff development needs are to be met through:

- Collaboration with school, clinical and residential colleagues
- Collaboration with special ed and general ed peers including peer visits within and outside RICA
- Consultation with MCPS Equity Team
- Direct training in:

Academic:

- accessing the curriculum (MCPS and VSC)
- giving specific feedback to students
- writing mastery objectives
- data analysis & monitoring tools
- preparing students for MSA
- planning for rigor
- equitable classroom practices
- equitable instruction across racial/ethnic groups

(See Action Plan, including Professional Development Plan)

**LEADERSHIP**

JLG-RICA Leadership Council (RLC) are committed to ensuring that:

- The school's goals, mission, vision, core values, and expectations are communicated to all stakeholders and provide the basis for decision-making at every level.
- Progress toward academic goals is monitored and analyzed regularly through monthly data teams, interim and report card grades, use of data monitoring tools, and unit assessments
- Professional development opportunities are available for all school staff members, focusing on needs related to the SIP and personal professional growth.
- Programs are regularly reviewed and adjusted based on available data.
- Stakeholder input is valued and solicited when plans or decisions are made.

**STRATEGIC PLANNING**

**Increased academic proficiency:**

By June, 2009, students at RICA Middle School will demonstrate an improvement in academic achievement, as measured by:

- Meeting or exceeding MSA standards for all students through an overall increase of 29.7 %age points in math , from 34.6% to the AMO of 64.3% proficient or advanced.
- Increasing the percentage of students in the Proficient or Advanced category in math for the following groups: African-American, 39.3 point increase, from 25% to the AMO of 64.3% proficient or advanced; White, not of Hispanic origin, 33.5 point increase, from 30.8% to the AMO of 64.3% proficient or advanced.; Hispanic, 31 point increase, from 33.3% to the AMO of 64.3% proficient or advanced; Special Ed, 29.7 point increase, from 34.6% to the AMO of 64.3% proficient or advanced; FARMS, 39.3 point t increase, from 25% to the AMO of 64.3% proficient or advanced.
- Meeting or exceeding MSA standards for all students through an overall increase of 24.3% age points in reading, from 51.6% to the AMO of 75.9% proficient or advanced.
- Increasing the percentage of students in the Proficient or Advanced category in reading for the following groups: African-American, 53.7 point increase, from 22.2% to the AMO of 75.9% proficient or advanced.; White, not of Hispanic origin, 13.4 point increase, from 62.5% to the AMO of 75.9% proficient or advanced. Hispanic, 25.9 point increase, from 50% to the AMO of 75.9% proficient or advanced; Special Ed, 25.9 point increase, from 50% to the AMO of 75.9% proficient or advanced. FARMS, 21.4%; point increase, from 54.5% to the AMO of 75.9% proficient or advanced.

**PROCESS MANAGEMENT**

- Spring and fall surveys of stakeholders to staff, students, parents, clinicians
- Quarterly meetings of School Improvement Team to review progress.
- Quarterly data collection to determine whether use of quality monitoring tools is occurring regularly to guide instructional decisions.
- Ongoing staff development to enhance teacher skills and use of best practices, based on test scores and perceptual data (e.g. survey results).
- Monitor student achievement through identification of needs, curriculum based assessments, formal tests such as MSA and MAP-R.
- Opportunities for stakeholder involvement through student meetings; faculty, team, department and "GAT" meetings; data team and strategic data monitoring meetings; parent information events; strategy meetings with state stakeholders; and ongoing collaboration.

**ORGANIZATIONAL  
PERFORMANCE RESULTS**

All	Math	Reading
2008	34.6%	51.6%*
2007	20%	33.3%
2006	(18%)	(27.9%)

Asian	Math	Reading
2008	100%	100%

Af. Amer.	Math	Reading
2008	25.0%*	22.2%*
2007	13.3%	26.6%
2006	(6.3%)	(5.6%)

White	Math	Reading
2008	30.8%*	62.5%*
2007	18.7%	37.5%
2006	(25.8%*)	(38.5%*)

Hispanic	Math	Reading
2008	33.3%*	50%*

SpEd	Math	Reading
2008	34.6%*	50%*
2007	22.6%*	27.5%*
2006	(18.8%)	(29.1%)

FARMS	Math	Reading
2008	25%*	54.5%*
2007	25%*	25%*
2006	(0.0%)	(7.7%*)

\*meeting standard within confidence interval

MS AMOs	Math	Reading
2009	64.3%	75.9%

NOTE THAT:

- '06 & '09 scores aggregated, grades 5-12.
- '07 & '08 scores, Middle School only.

**MEASUREMENT, ANALYSIS, &  
KNOWLEDGE MANAGEMENT**

- Quarterly review of SIP
- Unit assessments
- Scores on BCR rubric; reading, math, science
- Eligibility data
- Walk-throughs, once per semester