Dorchester County Public Schools

School Improvement Plan

Mace's Lane Middle School

2025-2026

School Designation **(Check All that Apply)**	Title I CSI **X ATSI** TSI **n/a**

TEAM		
Name	**Job Title**	**Email**
Kesha Cook	Principal	cookk@dcpsmd.org
Jessica Dulin	Assistant Principal	dulinj@dcpsmd.org
Willie Giddens	Assistant Principal	giddensw@dcpsmd.org
Bobbie Matthews	Assistant Principal	matthewsb@dcpsmd.org
Emily Walter	Math Coach	waltere@dcpsmd.org
Monique Giddens	Supervisor of Academics	giddensm@dcpsmd.org
Jeffrey Thompson	Social Studies Teacher	thompsonje@dcpsmd.org
Leslie Payton	English Teacher	paytonle@dcpsmd.org
Bethany Stevens	Math Teacher	stevensb@dcpsmd.org
Nicole Purnell	Special Education Teacher	englishe@dcpsmd.org
Rebecca Skinner	School Social Worker	skinnerr@dcpsmd.org
Jammie Dutton	School Counselor	duttonj@dcpsmd.org
Sarah Tomey	PLTW Teacher	tomeys@dcpsmd.org
Christopher Branch	Community Liaison	branchc@dcpsmd.org
Shay Lewis-Sisco	Career Coach	lewiss@dcpsmd.org

Parent Involvement/Community Stakeholder Team		
Parent	Ms. Major - Davis	majork@dcpsmd.org
Community Member	Mr. Monte Jenkins	mjenkins@cambridgepd.org

Middle Star Report Card Review (2 Stars) 23-24

(Input data from 2024-2025 when available)

Indicator	Possible Pts	Actual Pts
Academic Achievement In English Language Arts & Math	**20**	5.2
• % of students proficient or higher on ELA	5	0.9
• Average Performance Level on ELA	5	2.4
• % of students proficient or higher on Math	5	0.2
• Average Performance Level on Math	5	1.7
Academic Progress	**31.5**	14.0
Student Growth in ELA & Math - 20 Points		
• Growth in ELA	12.5	6
• Growth in Math	12.5	5.5
Credit for Completion of Well Rounded Curriculum - 10 Points		
• % of students proficient on science	3.5	0.1
• % of students proficient on Social Studies	3.5	0.4
• % of 8th graders earning credit in ELA, Math, SS, & Sci.	3	1.9
English Language Proficiency	**10 or 0**	0.6
• % of ELL on track to attaining EL proficiency	10	0.6
Student Quality & Student Success	**35**	13.7
Chronic Absenteeism - 15 Points		
• % of students NOT chronically absent	15	1
School Survey - 10 Points		
• Educator	7	0.8
• Student	3	1.9
Access to Well Rounded Curriculum - 10 Points		
• % of 8th graders enrolled in fine arts, PE, health, & comp. learning	10	10
Totals (20 + 31.5 + 10 + 35)	100/33.5	33.5%

Other Data Sources 24-25										
	Total	SWD	White	African American	Am. Indian or Alaska Native	Asian	Hispanic	Two or More	EL	FARMS
Discipline Data (by Consequence)	1566		117	1244 79%	3	0	0	202	0	1566
Attendance Data	463(EOY)		51	278	0	2	88	43		

ACCESS for EL *(score to test out = >4.5)						
All students (52)	<1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.5	
	0	11	16	16	9	

Other possible data sources...

Elem: ARC Levels, ARC Growth, IM Unit Assessment Data, Lexia, DIBELS, KRA

High: graduation rates, on-track by EOY for 9th graders

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:	• Celebrating success • Systemic approach to increasing reading comprehension and it is prescriptive • Multiple years of using the iReady and first year of IXL • Working on Spring testing schedule to have less impact on instruction	• Core Support • Recognize the benefits of the program with fidelity • Need complete staff buy-in • Student motivation • Not having shared planning	• Afterschool tutoring/transportation • Cross-curricular writing supported in all disciplines • Implementing MCAP/testing strategies
MATH DATA:	• Appropriate testing locations (testing with Math teachers, intervention teachers if necessary) • Working on Spring testing schedule	• Core Support • Recognize the benefits of the program with fidelity • Need to complete staff buy-in • Not having shared planning	• Afterschool tutoring/transportation • Cross-curricular writing supported in all disciplines • Creating posters for classrooms breaking down the MCAP rubrics • Implementing MCAP/testing strategies
SPECIAL EDUCATION DATA:	• SPED Intervention classes for Reading and Math	• Student motivation • Teachers not utilizing co-planning with SPED teachers	• Using the program with fidelity for both staff and students • Increasing student motivation
EL DATA:	• EL training with staff monthly	• Student motivation • Teachers not utilizing co-planning with EL teacher	• Increase student motivation to help improve WIDA scores to exit the EL program

DISCIPLINE DATA:	• PBIS • Ron Clark Academy House System	• Revamp our in-house interventions (Up2U, RISE) and the implementation of "Tiger Way" • Suspensions • Increase our PBIS incentives & House System	• High suspension rates/hours • PD for Classroom Management
ATTENDANCE DATA:	• Attendance Incentives	• Tardies and chronic absenteeism	• Targeted intervention for chronically absent/tardy students

PLAN

Focus Area # 1: Academic Achievement and Progress in ELA

GOAL # 1	Improve Academic Achievement outcomes for ALL students as shown by meeting the 2026 AMO target of 2% growth of students in grades 6-8 being proficient on ELA MCAP.
	Indicators: During the SY2024-2025 22% of 6th-8th grade students scored proficient on ELA MCAP. In June 2025, 22 % of 6-8 students scored proficient on ELA MCAP. • 6rd ELA -19 % (31 of 165 students) • 7 th ELA - 20% (29 of 144 students) • 8 th ELA - 27% (36 of 131 students) Improve outcomes for Students with Disabilities based on 2024 baseline data by 1%. Improve outcomes for English Learners based on 2024 baseline data by 1%. Improve outcomes for Black/African Americans based on 2024 baseline data by 1%. Improve outcomes for all students based on 2024-2025 MCAP data by 2%.
GOAL # 2	Improve Academic Progress for ALL Students as shown by the MAP Growth Assessment.
	Indicators: Improve outcomes for Students with Disabilities by a 5% decrease in students identified as "low achievement." Improve outcomes for English Learners by a 5% decrease in students identified as "low achievement." Improve outcomes for African American/Black students by a 5% decrease in students identified as "low achievement." Improve outcomes for all students by a 10% decrease in students identified as "low achievement."
Strategy #1	**Provide intervention to all students as needed.**

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Participate in PLC (Instruction and content)	Admin Supervisor of Academics Content Supervisors		SY 2025-2026

	Reading Intervention	Admin	Master Schedule	SY 2025-2026
	Implement MTSS (Monitor student growth)	Admin Intervention teachers Classroom teachers School Counselors	MTSS process, Progress monitoring data collection (HMH, IXL, etc)	SY 25 - 26 Ongoing (at least monthly)
	Specially Designed Instruction	DCPS Special Ed Department SPED Coaches		Sy 25-26 Quarterly
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** Adding HMH(English test) to the testing calendar and sending out notifications to families. *(HMH: assesses student language and reading comprehension)* October 14, 2025 - Reading Intervention with Ms. Weber is going well, looking ahead to next year asking for another staff member to help or looking at how UA teachers are implementing interventions as well - suggestion to have UA teachers teach one intervention lesson a week			
Strategy #2	**Implement writing instruction**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Sentence Starters for ELA classes	ELA teachers	Supervisor of Academics ELA Supervisor	Sept-June 26
	Implement writing strategies to promote achievement in reading comprehension, writing and student engagement in all content areas.	All instructional staff ELA Supervisor	PD Materials	SY 25-26
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** Oct 14, 2025 - Try to implement word walls in all classrooms, sentence starter cheat sheet, etc. for all students and staff to have in classrooms, Mrs. Giddens looking at printing out things for lunch to put on the tables, etc.			

Focus Area # 2: Academic Achievement and Progress in Math

GOAL # 1	Improve Academic Achievement outcomes for ALL students as shown by meeting the 2026 AMO target of 2% growth of students in grades 6-8 being proficient on Math MCAP. **(MCAP scores/AMO)**			
	Indicators: During the 2024- 2025 SY, 0.02% of grades 6-8 students scored proficient on Math MCAP. In June 2025, 0 .02% of 6-8 students scored proficient on Math MCAP. • 6th Math -0% (1 of 162 students) • 7th Math - .03% (4 of 141 students) • 8th Math - 0 % (0 of 111 students) Improve outcomes for Students with Disabilities based on 2024 baseline data by 1%. Improve outcomes for English Learners based on 2024 baseline data by 1%. Improve outcomes for Black/African Americans based on 2024 baseline data by 1%. Improve outcomes for all students based on 2024-2025 MCAP data by 2%.			
GOAL # 2	Improve Academic Achievement outcomes for ALL students as shown by meeting the 2026 AMO target of 2% growth of students in grade 8 being proficient on Algebra MCAP.			
	Indicators: In June 2025, 0 .26% of 8th grade Algebra 1 students scored proficient on MCAP. • Alg 1 - 0.26% (5 of 19 students) Improve MCAP outcomes for all students in Algebra 1.			
Strategy #1	**Strategic scheduling for Math Intervention**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Math Intervention	Admin Mrs. Walter	Master Schedule	SY 2025-2026
	Participate in PLC (Instruction and content)	Admin Supervisor of Academics Content Supervisors		SY 2025-2026
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)**			

<table>
<tr><td></td><td colspan="4">Oct 14, 2025 - Math Intervention with Mr. Myrick seems to be going well, how can we build in more Math Intervention classes into the schedule next year</td></tr>
<tr><td>Strategy #2</td><td colspan="4">Using Math teachers for various activities to build math skills (I.E. testing strategies, iReady, understanding rubrics, etc.)</td></tr>
<tr><td rowspan="3">Action Steps</td><td>Action</td><td>Staff Responsible</td><td>Resources</td><td>Timeline</td></tr>
<tr><td>Creating a list of activities for teachers to pick from to implement in their classrooms</td><td>Admin
Mrs. Walter
Math Supervisor</td><td>Created materials</td><td>SY 2025-2026</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Check Points</td><td colspan="4">Notes: (PLC updates; SIT review; adjustments to action steps)

Oct 14, 2025 - Printing out posters, handing out manipulatives like multiplication sheets, create data sheets and data walls, going back to word walls, numberlines</td></tr>
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Focus Area # 3: Progress in Achieving English Language Proficiency

GOAL # 1	Improve outcomes for English Language Learners 50% of 6th - 8th grade students who have been enrolled show growth on ACCESS 2.0.			
	Indicators: During the 2024-2025 out of 52 students: 11 scored 1.0-1.9 (Entering) 16 scored 2.0-2.9(Emerging) 16 scored 3.0-.39 (Developing) 9 scored 4.0-4.5 (Expanding)			
Strategy #1	**Increase instructional capacity and awareness of WIDA and instructing EL students.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Review WIDA data	Supervisor of EL EL teacher MLMS teachers	ELLevation: EL Program Management & Teacher Tools	SY 25-26
	EL Professional development	EL teacher/Supervisor Admin	Elevation Program MLMS information for staff	SY 25-26
	Strategic scheduling of EL students to facilitate EL teacher access to students.	Admin EL Supervisor		SY 25-26
	With the increase in EL numbers, we will need more staff.	Admin EL Supervisor		SY 25-26
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** Translators for groups during after-school family activities.			
Strategy #2	**Increase English Language Learners' test taking capacity.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	WIDA practice tests and exposure	EL Teacher Classroom Teacher	WIDA site, practice test, strategy instruction resources	SY 25-26

	Explicit test instruction/strategies	EL Teacher Classroom Teacher	WIDA site, practice test, strategy instruction resources	SY 25-26
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** October 14, 2025 - Mr. Kahl has been working with our EL students while Mr. Wernick has been out.			

Focus Area # 4: School Quality and Student Success

GOAL # 1	By the end of the 2025-2026 school year, the average daily attendance for 6-8 grade will be 90%.			
	Indicators: During the 2024 - 2025 school year, the average daily attendance for MLMS (6-8) was 88%			
Strategy #1	**Create and implement individual plans for students with chronic absenteeism.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	During the first month of school, meetings will be held with stakeholders to ensure students are attending school.	School Counselors/ COL Concentric Solutions Admin	PowerSchool Concentric App Tracking System	SY25-26
	Beginning of year PD for all staff on DCPS Attendance Policy.	Admin ALL staff (attendance secretary)	DCPS Attendance Policy	SY 25 - 26
	Review student data; create list to support	Admin SEL Team	PowerSchool	SY 25-26
	Utilize MTSS process/plans for attendance	SEL Team Admin Classroom Teachers	MTSS process	SY 25-26
	Automated phone calls home daily when a student is absent	Attendance Secretary	School Messenger	SY 25-26
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)** Target chronically absent students. Incentivize attendance weekly and monthly. Contact families before the beginning of the year.			
Strategy #2	**Incentivize Student Attendance**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Provide students with perfect attendance each month PBIS points.(#of points TBD)	SEL Team Classroom Teachers	PowerSchool	Weekly/Monthly SY 25 - 26
	PBIS quarterly awards	PBIS Team SEL Team Classroom Teachers	PowerSchool	Quarterly SY 25-26

Check Points	Notes: (PLC updates; SIT review; adjustments to action steps)
	Dates: awards/certificates/incentives- TBD. The community liaison will collaborate with counselors/teachers to plan incentive events. October 14, 2025 - the September ice cream incentive went really well, students were really excited to get the ice cream; and then looking to do a quarterly incentive as well as the monthly incentives - an attenDANCE - we have 170 students right now that fall under chronic absenteeism - could this be our tardy students? Overall September rate was 89.1%

Focus Area # 4: School Quality and Student Success

GOAL # 2

Improve students' and staff perception of school climate and culture.

Indicators: .
School survey results (SY 2024 - 2025)

Questions pertain to four domains; [redacted]

	2024-2025	
Domain/Topic	**Student Score**	**Educator Score**
Safety/Bullying	1.0	1.8
Safety/Emotional Safety	3.0	4.0
Safety/Physical Safety	1.0	1.0
Safety/Substance Abuse	1.0	1.7
Community/Respect for Diversity	3.5	3.3
Community/Participation and Engagement	4.9	3.7
Environment/Behavior and Academic Supports	4.9	2.4
Environment/Physical Environment	1.0	3.3
Relationships/Student-Student	1.0	1.0
Relationships/Student-Staff	4.9	6.6
Quality Instructional Feedback		3.1

Increase student results to 5 and educators to 5 on the MD School Survey.

Strategy #1 — **Training on and implementation of strategies and practices to improve climate and culture.**

Action Steps

Action	**Staff Responsible**	**Resources**	**Timeline**
PBIS Implementation	PBIS Team/Admin	PBIS System	SY 2025-2026
Midshore mediation training	Midshore staff/Admin		SY 2025-2026
7 Mindsets	Supervisor of School Counseling	Materials provided by the School Counseling department.	SY 25-26

		School Counselors All Staff		
	Using the Mindfulness Room to promote SEL strategies	Mindfulness Staff	SEL PD	SY 25-26
Check Points	**Notes: (PBIS updates; SIT review; adjustments to action steps)** Oct 14, 2025 - PBIS trying to implement Tiger Time - Feel like there are still lots of people that aren't giving points, so we have to keep adjusting measures because teachers aren't putting in points. PBIS committee has been trying to figure out ways to incentivize - can we take a look at who is actually giving points and then have those staff members share how they are doing it in their classrooms			

Focus Area # 4: School Quality and Student Success

GOAL # 3	Improve discipline data by decreasing suspension days by 10% during the 2025–2026 school year.			
	Indicators: 2024-2025 - Suspension days 1644			
Strategy #1	**Staff/student training/clarification of expectations to improve school discipline.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Mindfulness Room	Behavioral Ed Specialist		SY2025-2026
	School-wide discussion/ clarification of expectations.	Admin/ALL Staff	Code of Conduct Referral Protocol	Initial - BOY Follow- up as needed
	SEL training- 7 Mindsets	Counselors/Social Workers	7 Mindsets program	SY 2025-2026
	Conscious Discipline	Staff PD- Mrs Wheeler/ Karla Wilkins		SY 2025-2026
	Ukeru- De-escalation/blocking	Trained Staff	County Cert. Trainers	SY 2025-2026
	Boys & Girls Club, Minary's Dream Alliance, PRIDE Group (DCS)	County Service Providers	County Service Providers	SY 25-26
Check Points	**Notes: (PBIS updates; SIT review; adjustments to action steps)** Highest number of referrals category for 24-25 was classroom disruption. March and October were the highest months in terms of numbers of referrals. October 14, 2025 - Discipline committee sent out form for discipline concerns and solutions			

Strategy #2	**Improve implementation of PBIS.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Review PBIS program	Admin/PBIS team		BOY 25 - 26; review as needed

	Improve communication and advertising for PBIS events. Utilize classroom walkthroughs to monitor implementation	PBIS team Admin		Monthly: on going as events are scheduled SY 25-26
Check Points	**Notes: (PBIS updates; SIT review; adjustments to action steps)** Oct 14, 2025 - See note from above under Focus Area #4 for PBIS implementation comments.			

Focus Area #5: Parent/Community Engagement

GOAL # 1	**Increase parent engagement in school-based events SY 2025-2026.**			
	Indicators: Parent/Guardian survey Improve attendance at events. Increase # of teacher-parent contacts.			
Strategy #1	**Streamline communication with families.**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Use S'mores to communicate with families.	Principal	S'mores platform	SY 2025-2026
	Re- establish PAC meetings - Utilize PEP	Pac Team/Principal	School information/data	SY 2025-2026 Monthly/Quarterly
	Social media advertising for events	Admin CSL	Facebook	SY 25-26
	Promote Thrillshare/Rooms/Robo Calls	Admin CSL	Thrillshare/Apptegy	SY 25-26
Check Points	**Notes: (PBIS updates; SIT review; adjustments to action steps)** Promote PAC at the beginning of year events for parent interest. Mental Health Nights Oct 14, 2025 - working hard with each other to streamline communication through Thrillshare, sending out constant reminders for events			
Strategy #2	**Increase volunteerism and parent involvement both during and after school hours**			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Create a parent/guardian event/school volunteer form. Use Raptor system to confirm viability as a volunteer	Mrs. Miller CSL	**Raptor Background Check** **Thrillshare/Facebook/Paper flyers**	SY 25-26

	Create Calendar of events and solicit support based on volunteer availability Promote events calendar with parents, guardians and community organizations	CSL		SY 25-26
Check Points	**Notes: (PBIS updates; SIT review; adjustments to action steps)** Monitor volunteer activity monthly and quarterly at all school events. Promote school fundraisers at McDonalds, Chick Fil A and Chipotle. Reading/Math Nights Multicultural Night Paint and chew Activity fair Basketball events Health and wellness night Trunk or Treat - with Choptank Mother's Day/Father's Day Sports Field Day 5K Family Fun Run Grandparents Day			

Place SIP Meeting Schedule Below

SIP Plan Review Record

Required Upload for Title 1, CSI & ATSI Schools:
(every meeting-Sign in Sheet, Agenda, Meeting notes to your SIP Folder)

Date	Summary
Quarterly Reviews	Central Office Team- scheduled to be provided in the Fall
8/18/2025	**MLMS - Summer Meeting** Attendees: Jessica Dulin, Bobbie Matthews, Emily Walter, Monique Giddens, Jeffrey Thompson, Leslie Payton, Bethany Stevens, Rebecca Skinner, Jammie Dutton, Christopher Branch
10/14/2025	**MLMS Q1 Meeting** Attendees: Jessica Dulin, Monique Giddens, Willie Giddens, Bethany Stevens, Sarah Tomey, Rebecca Skinner
12/11/2025	**MLMS Q2 Meeting** Attendees: Emily Walter, Nicole Purnell, Sarah Tomey, Jammie Dutton, Willie Giddens, Ron Lee, Jon Fitzsimmons, Bobbie Matthews, Kesha Cook, Monique Giddens, Christopher Branch, Bethany Stevens
3/10/2026	MLMS Q3 Meeting Attendees:
5/12/2026	MLMS Q4 Meeting Attendees:

Parent and Community Engagement Calendar - Dates are tentative

September 9th - Community Chat and Chew (Service Providers)
September 15th - Parent and Family Engagement with CSD - Globetrotters (At CSD) -41 in attendance (MLMS,Choptank,CSD)
September 18th - Community Chat and Chew (Parent/Guardian)
September 23rd - MLMS/Chick-fil-A Mobile Spirit Night Fundraiser
September 25th - 3v3 Basketball Game (*Reschedule*)
October 14th - MLMS/Chick-fil-A Mobile Spirit Night Fundraiser
October 21- BTSN 4-5:30pm (4 families attended- more signed up to participate)
October 16th - PBIS Event
October 30th - Trunk or Treat
November 12th - Community Chat and Chew (Parent/Guardian)
December 6th - Cambridge Parade
December 11th - MLMS Pit Beef Fundraiser
December 18th - PBIS Event
December 19th - Paint and Chew
January 8th - Community Chat and Chew (Service Providers)
January 15th - 3v3 Basketball Game
February 6th - Paint and Chew
March 5th - Community Chat and Chew (Service Providers and Parents)
March 12th - PBIS Event
March 20th - 3v3 March Madness Basketball Event
March 31st - Career Event
April 15th - 5k and Fun Run
May 13th - Community Chat and Chew Summer Activity Fair (Service Providers and Parents)
June 5th - PBIS Olympics

Coordination and Integration of Federal, State, and Local Services and Programs

Required for Title 1, TSI, ATSI & CSI Schools

Using the budget, describe how resources are being coordinated and integrated below.

Information: Coordination and integration of services and programs across federal, state, and local levels is essential for effective governance and public service delivery. It involves sharing information, resources, and expertise to address complex issues and ensure services reach those who need them most. This integration can take many forms, including collaborative funding, information sharing, and joint programs. Describe how federal, state, and local resources are used to maximize impact:
[Include strategies for coordination with other programs like Head Start, nutrition services, homeless services, etc. Include funding alignment.]

Program	Information	List any funding
Tutoring		$
Nutrition Services - Food Pantry		$
SSW small groups		$

Attestation
Due 9/30

- This page and supporting evidence are not to be made public. This for central office use only.
- Attached Stakeholder input evidence (i.e. Sign in sheets, Meeting notes, agendas etc…)

Required By All Schools

School Level Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school.					
Principal Name:	Kesha Cook	Principal Signature:	Kesha Cook	Date: 9/30	

Local Education Agency (LEA) Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the local education agency.					
LEA Rep Name & Title:		LEA Rep Signature:		Date:	