

PART I - ELIGIBILITY CERTIFICATION

11MD4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11MD4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 40 Elementary schools
 (per district designation) 18 Middle/Junior high schools
12 High schools
2 K-12 schools
72 Total schools in district
2. District per-pupil expenditure: 13710

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	87	87	174
K	0	0	0		7	100	107	207
1	0	0	0		8	112	130	242
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								623

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
17 % Asian
10 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	654
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 4

Specify languages:

Urdu, Hindi, Spanish, Igbo

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>21</u>	<u>5</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>73</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	95%	95%
Teacher turnover rate	7%	0%	4%	7%	9%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The turnover rate includes leaves, retirements, and resignations.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Lime Kiln Middle School is a partnership of students, teachers, parents and community that fosters a safe and nurturing atmosphere to promote educational excellence and lifelong learning. This collaborative effort is the driving force behind our success to be ranked among the top performing schools in Maryland. The Administration along with the School Improvement Team, Grade Level Team Leaders and Content Team Leaders continually strive to make decisions, implement change, and evaluate practices to improve the quality of instruction in every classroom. The staff is also participating in the PBIS (Positive Behavioral Intervention Supports) program. Here at Lime Kiln “Leopards ROAR!” We are responsible, organized, achieving, and respectful.

Lime Kiln is also a regional center for an Academic Life Skills (ALS) program for non-diploma-seeking students. In addition, we are directly connected to Cedar Lane School, a special school for profoundly disabled students. This opportunity enables our students to work directly with these students as “peer buddies,” and Cedar Lane middle school students can attend some of classes here. We also have developed a unique, collaborative program with staff from Cedar Lane that provides a continuum of instruction for autistic students.

Lime Kiln is a recognized green school. Because our waterways lead to the Chesapeake Bay, our students are active participants in environmental stewardship. They plant rain gardens to control run-off from our neighboring turkey farm, raise and release fish and terrapins, grow and plant spartina grasses along the shores of the Bay, monitor our electrical usage, and educate members of our community. In addition, our students teach about the Bay to our younger neighbors, Fulton Elementary School.

A Gifted and Talented Program offers students creative enrichment opportunities such as television and film production, Barnes and Noble Book Club discussions, writers groups, National History Day Competition, a computer programming seminar sponsored by a mentor from the Johns Hopkins Applied Physics Laboratory, and a Debate Team sponsored by Capitol Debate.

Lime Kiln is recognized as a “National PTA School of Excellence.” A strong Parent Teacher Association (PTA) and partnership with local businesses in our community has also contributed to our success. A parent night for Internet Safety was held this year, over 300 participants in attendance this year. Other programs serving our community include our annual Hoops for Heart campaign for the American Heart Association, Harvest for the Hungry drive at Thanksgiving in which Lime Kiln has consistently been in the top 5 schools in the state for the number of canned goods collected, and a Holiday Food Drive, which assists the families of needy students in our own community. Our students have participated in a “Walk for Hope” for breast cancer research

Adding to our many community and business partnerships is our Maryland Professional Development School affiliation with Howard Community College, Johns Hopkins University, the University of Maryland, and Towson University.

Other recent school accomplishments include the Maryland School Performance Program Award for Outstanding Performance on the Maryland School Assessments, 2006-2007; the NAACP Certificate of Excellence in Reading, Math and Attendance, 2005-2010; Green School since 2008.

Each year since 2005, Lime Kiln students have won the Maryland History Day Competition at the local and state level. For the past three years, our students have competed at the national level. In the past six years Lime Kiln has placed first five times at the Maryland Junior Envirothon Competition. In 2009, a student received the Dr. Ben Carson Scholarship and another student won the National Junior Forensics League Public Forum Debate. In 2010, this same student was named the top middle school speaker in the

nation in the National Junior Forensics League Policy Debate. Our debate team continues to win local and national competitions. Our Science Olympiad team placed first in regionals and came in 4th in the state last year. In 2007—2008 the Rocket Club placed eighth in the nation at the TARC Nationals. 100 teams qualified and 15 were middle schools. One of our students is the first Howard County middle school student to be recognized by the Maryland GT Council this year. Lime Kiln Students have had multiple winners and finalists for the last five years in Maryland's *Young Author's Contest*. This year, one LKMS student won second place among all middle and high school students in Maryland's *Champions of Courage Contest* in honor of Dr. Martin Luther King. Most recently, a seventh grade student won Arena Stage's *2011 Student Playwright Project*. Her play was selected out of 800 submissions in the Washington Metropolitan region for grades 5-12. Our music program is also very strong. Students consistently earn recognition at annual competitions.

Jinny Bae was named the Maryland Art Education's Teacher of the Year for Howard County 2009-2010 and Tracy Spillman was the recipient of the 2009 *Washington Post Agnes Meyer Outstanding Teacher Award* Winner for Howard County.

1. Assessment Results:

Lime Kiln Middle School ranks among the top performing schools in the Howard County Public School System. Over the past five years, Lime Kiln students have demonstrated successful progress with significant gains in subgroups as measured by the Maryland School Assessments (MSA). The MSA, a criterion-referenced test, assesses individual student progress in mathematics and reading in grades 3 through 8. Scores are reported as *basic*, *proficient*, and *advanced*. The Maryland Department of Education establishes annual standards to measure progress towards Annual Yearly Progress (AYP), with the goal that 100% of all students will achieve either proficient or advanced levels by 2014.

Over the past five years, Lime Kiln Middle School students have consistently met and exceeded AYP standards and raised the performance of subgroups. In mathematics, the percentage of all students scoring proficient or advanced grew from 92% to 94.8% in five years. Reading scores also reflect similar growth over five years, moving from 92% in 2006 to 95.9% in 2010.

In addition to the MSA, all students enrolled in Algebra I take the Maryland High School Assessment (HSA) for Algebra and Data Analysis. The Algebra HSA is one of four assessments required by the Maryland High School Diploma. Every year, 100% of our Algebra students score proficient or advanced.

In 2010, we are very proud of two students who had perfect scores on the Algebra HSA—the first time this has occurred in Howard County.

From 2006 to 2010, the students at Lime Kiln Middle School have consistently demonstrated excellence. These successes can be attributed to teacher placement, co-taught classes, data driven supports for math and reading interventions, annual attendance rates of 96%, and high standards for all students. With the continued commitment to excellence, our teachers, staff, and administrators are dedicated to learning success for all students.

2. Using Assessment Results:

Lime Kiln utilizes data to design and drive instruction as well as to plan staff development. Over the past five years, the effective use of data analysis has been a primary focus to meet the varied needs of our students and move students forward. Each summer, our School Improvement Team reviews local and state assessment results to create a yearly and workable plan that will best meet the needs of all learners, addressing areas in need of improvement. This year, we redesigned our master schedule, moving from an “A/B Block” to a design that allows students to have their core courses every day. We offer extra math and reading support classes for those in need, while still providing daily opportunities for all students to participate in all of their regular classes. In addition, the new schedule offers more flexibility to provide interventions and co-taught classes for our special education students as well as offer numerous opportunities for enrichment for our advanced learners.

Our teachers use formative and summative assessments to design instruction and increase rigor so that all students can improve. Content teachers meet regularly to plan and develop grade level instruction and assessments. In addition, analysis of individual student data allows content teachers to collaborate with special educators to provide for the individual needs of all in an inclusion model. Teachers meet with their discipline teams to conduct item analyses as they examine students’ progress towards curricular goals as established by Howard County. Grade level teams have weekly “Kid Talk” meetings in which they use formative and summative assessment data to develop intervention strategies to address individual needs. Strategies include mentoring, extended day interventions, the use of tutorials, and technology supports. Administration, Guidance Counselors, School Psychologists, Reading Specialist, and our Special Education Team Leader make up our Instructional Intervention Team (IIT) that meets bi monthly to review student data and develop intervention strategies and supports.

Finally, data are also used to create worthwhile staff development that targets areas of need, both for staff and students’ learning. To increase student success, we have created a 3-year professional development plan to address brain theory, differentiation, and engaging teaching strategies. Other professional development workshops include initiatives to explore current educational research, co-teaching in an

inclusion setting, and increase the use of technology in the classroom such as computer simulations, Wiki's, Blogs, e.g.

3. Communicating Assessment Results:

Lime Kiln Middle School communicates student performance and assessment results in numerous ways to our students, parents and community. Students and parents receive quarterly Interim Progress Reports and Report Cards that include information about academic progress, attendance, and comments about strengths and areas of improvement or need. Twice a year, Parent-Teacher conferences provide opportunities for communication, and our teachers meet weekly with parents as needed. Assessment data determine goals and objectives that are presented at Individual Education Plan (IEP) meetings.

Our weekly *Leopard's Tale* is available on our website which also includes our school profile, School Improvement Plan, and links to Maryland State Department of Education. In addition, our teachers communicate daily through e-mails and phone contacts. Teachers maintain individual web pages to communicate course objectives, assignments, notes, and handouts. They also use *TeacherEase*, an on-line grading program that allows parents and students to view daily "live" academic progress. Several parents are members of our School Improvement Team as well, and serve to communicate assessment results and school progress to the community through our PTA. We use several of our teachers or Howard County's Office of International Student and Family Services and Special Education Departments to interpret and communicate results to our non-English speaking families, and/or the deaf community as needed.

Parents visit the school during our annual American Education Week, Back-to-School Night, and various orientation evenings. Results from the Maryland School Assessment (MSA) and High School Assessment results are mailed to parents. They are also reported on the Howard County Public School and Maryland Department of Education websites and are published in local newspapers.

4. Sharing Lessons Learned:

Lime Kiln teachers find many ways to share our successes with others. Our teacher leaders take pride in sharing tenets of best practices through collaboration with peers, the development of our professional development courses, presenting a variety of school wide workshops, designing quality inclusive education, and presenting at various local, national, and international conferences as well as to our community. Topics include "twice gifted students", brain-friendly strategies, and science literacy. Teachers work with teaching interns from various universities. In addition, teachers work with freshmen observers through a partnership with the Howard Community College. Our teachers routinely participate in writing curriculum and assessments for Howard County, including Reading, Mathematics, and Social Studies, Mathematics. One of our Reading teachers has written *The Advanced Reader* curriculum with a humanities emphasis. Another English teacher wrote a *Research* unit and a *Careers* unit for middle school learners. Our Reading specialist and one of our special education teachers created an intervention curriculum for struggling readers. Our gifted and talented resource teacher wrote the *Debate* curriculum as well as *Gifted and Talented Independent Research* unit. In addition, she presents best strategies to middle school resource teachers in Howard County.

Teachers conduct workshops for Lime Kiln staff and other Howard County teachers to increase teacher knowledge, differentiate instruction, interpret data, and use current technologies in the classroom. In addition, several science teachers have conducted workshops for the Smithsonian Institute for the past four years. In 2009 and 2010, two science teachers presented elements of science literacy and instruction to Hispanic teachers in Panama. Members of our staff have developed workshops for Howard County, including hands-on science instruction and gifted and talented differentiation. One staff member teaches Science instructional strategies at Johns Hopkins University. Several teachers have presented a co-teaching model in an inclusive math classroom. Most important, our teachers inspire our students to present their research projects to the "real world" audiences of scientists, historians, and other community members.

1. Curriculum:

LKMS teachers adapt teaching methods to enhance and accommodate students' individual learning styles, diverse skills, and abilities in rigorous classes. Varied and engaging approaches include simulations, inquiry-based projects, collaborative group work, and dialogue. In addition, our core subject teachers and special educators participate in a co-teaching model, which has improved the success of our special education students.

Language Arts: At Lime Kiln, we provide separate instruction in **Reading** and **English**. The **Reading** curriculum develops critical skills necessary for success in college and careers. The regular Reading curriculum, designed for on grade level or at-risk students, develops strategic skills to read literary and informational text critically. The *Advanced Reader* curriculum challenges students to look at literary text through a scientific or social scientist lens. Both courses employ a shared inquiry approach as students read historical and contemporary fiction. Furthermore, all students apply media literacy skills while conducting a research investigation. **English** classes at Lime Kiln MS are divided into on-grade and gifted level instruction where students receive differentiated and rigorous instruction in writing, reading, listening, and speaking skills as they explore literary genres, archetypes, and literary origins. Students analyze text, read critically, and maintain portfolios as they grow as strategic writers of persuasive, expository, and narrative texts.

Mathematics: Students use problem solving, communications, connections, representations, reasoning, and writing skills to develop an intuitive understanding and appreciation for mathematics and its application to real-life and testing situations. Students receive extra support through daily and after school intervention programs. Advanced students receive instruction in Pre-Algebra, Algebra/Data Analysis, and Geometry. Advanced students also have additional opportunities including in-school and District level Gifted and Talented programs that provide small group instruction in advanced mathematics courses such as Algebra II.

Social Studies: LKMS provides a comprehensive Social Studies program taught in an active, student-centered approach to develop reading, writing, higher-order thinking, and research skills. The *World Cultures and United States History* curricula enable students to build mastery of state and national Social Studies standards. Processing assignments, technologies, and simulations challenge students to synthesize, analyze, and interpret document-based questions. These experiences enable our Gifted and Talented students to complete in-depth research investigations for the *National History Day Competition*.

Science: LKMS infuses two science methodologies; STEM and Inquiry Learning, to ensure 6th, 7th, and 8th grade students develop critical thinking skills through problem solving, effective communication, and peer collaboration as they study Earth Science in sixth grade, Life Science in seventh, and Physical Science in eighth. Instruction includes technology use (e.g. computer simulations, data collection tools, and video conferencing), original, student-driven experimentation, and real world communication to authentic connections in the science community. This three-pronged approach is the backbone of LKMS Science to successfully exceed local, state and national standards.

These STEM designed classrooms allow LKMS students to collaborate with professional and informal education organizations as they address energy usage through solar energy and conservation, raise grasses to change Chesapeake Bay shorelines, participate in Science Olympiad, and breed endangered fishes from Africa.

World Languages: Students have the option to take either French or Spanish beginning in seventh grade. Approximately sixty-three percent of students participate in this two-year program. The curriculum is

based on the *National World Language Teaching Standards* and promotes cultural awareness, authentic forms of communication to include listening, speaking and writing, as well as using the target language in the context of real life. Ninety nine percent of world language students at LKMS earn a high school elective credit for this class, and our students consistently place at the countywide World Language competitions.

Music: LKMS has an award-winning music program that has consistently received the highest ratings and rankings in County, State, and interstate competitions. LKMS was also the first school to offer both a String Orchestra and a Full Orchestra as part of the daily school curriculum. Students elect to take Concert Band, Jazz Band, Wind Ensemble, String Orchestra, or full Orchestra classes.

The General Music curriculum is also performance-based and teaches all students. Students study all areas of music including music history, theory and technology by listening, creating and performing. Our Chorus covers the same standards through choral music. In addition, our afterschool drama program presents an annual musical.

Physical Education & Health: The Lime Kiln **Physical Education** department offers a comprehensive, diversified program embracing four major areas of focus: learning to be fit, individual and dual sports, movement with a beat, and team games. Curriculum instruction includes sport history, fundamental skills, best practices, and individual goal setting.

The **Health Education** program is aligned with local, state, and national standards and designed to equip every student with the information and skills necessary to make health-promoting decisions. Additionally, assessing information, self-management, analyzing influences, interpersonal communication, decision-making, goal setting, and personal/community advocacy are incorporated throughout all goal areas (Mental Health, Drugs, Nutrition/Fitness, Safety/Injury Prevention), Disease Prevention/Control, Family Life/Human Sexuality.)

Art: The LKMS Art program provides hands-on experiences of drawing, painting, sculpting, and printmaking in each grade level. The curriculum begins with solving perceptual problems in grade 6, developing visual meaning in grade 7, and refining artistic judgment in grade 8. Student artwork is displayed each year at various community and state locations. Students have received awards at the county and state level as well. Our Art students have also beautified our building and the Cedar Lane School with a variety of media.

2. Reading/English:

English classes at Lime Kiln MS are divided into on-grade and GT level instruction. Some of classes are co-taught with special educators to enable special education students to succeed. Instruction is differentiated, meaningful, and rigorous. Our writing instruction is based on the *6 + 1 Writing Traits* system. We challenge our students with projects that follow the full writing process of drafting, editing, and revision as they explore the conventions of Standard English. Students' narrative, expository, and persuasive writings include poetry, autobiographies, folklore, epics, literary responses, mysteries, annotated posters, and thesis essays, among others. As an English team, we consistently share the basics of our writing instruction with staff members from other disciplines for the most effective reinforcement of its principles. Grammar instruction is intertwined with literature and writing in preparation for our countywide quarterly assessments on which we regularly score among the top 2 or 3 schools.

Our English teachers regularly provide wide variety of challenging and engaging writing, reading, oral, and listening activities. Students research and write persuasive speeches, create and present trials of literary characters such as Victor Frankenstein, present original "poetry slams," discuss modern topics suggested by our study of *The Odyssey*, design resumes and cover letters to replace Zeus, costume and reenact scenes from *Romeo and Juliet*. The Increased use of technology, such as blogging and Google interactive websites, use of programs such as *Comic Life*® and *Wordles*®, as well as our investment in interactive wands for students to electronically register their individual responses have increased students'

writing skills and sparked imaginations. An original drama written by one of our 7th graders was recently chosen from among over 400 entries for enactment by a professional group, the Arena Stage in Washington D.C. Our students have also entered and won the *Word Up Poetry Contest* sponsored by the Howard County Library. We run a yearly school-wide spelling bee, and we have offered a Shakespeare Club to our 8th graders for the past several years. Our sixth grade teachers also developed an engaging method to teach strong study skills via a lesson on multiple intelligences.

Students struggling with the English curriculum are targeted for help via our grade-level Kidtalk programs, through our after school homework and skills enhancement program called Block 5, and through supervised study and work time on Friday afternoons.

3. Mathematics:

Our school's mathematics program is built upon the National Council of Teachers of Mathematics Principles and Standards for School Mathematics and the Maryland Mathematics Voluntary State Curriculum and Core Learning Goals. Students use problem solving, communications, connections, representations, and reasoning skills to develop an intuitive understanding and appreciation for mathematics and its application to real-life and testing situations. Teachers plan collaboratively to differentiate instruction for all levels using online and text-based resources. A heavy emphasis is placed on the use of technology and manipulatives.

Extensive support is provided to students performing below grade-level through in-school and after school intervention programs. Students are identified for intervention programs using instruction and test-driven data. The intervention programs are used to supplement the on-grade-level curriculum, identify and fill learning gaps, and give students support for standardized tests. Teachers employ a variety of instructional strategies including computer-based programs and tutorials like Math Odyssey and First In Math. Students are encouraged to use hands-on learning to develop a deeper understanding of all concepts. Furthermore, students have opportunities to develop test-taking strategies and skills. Students have additional opportunities through in-school Gifted and Talented seminars and District-level Gifted and Talented programs that provide small group instruction in advanced mathematics courses.

4. Additional Curriculum Area:

Service Learning and Environmental Education Curriculum Program

Lime Kiln Middle School (LKMS) has been recognized by the Maryland State Department of Education for its exemplary integration of education objectives with Service Learning opportunities. With special emphasis on environmental literacy, community outreach and STEM integrations, LKMS is a State of Maryland Green School awarded locally, regionally and nationally as a school with a special environmental emphasis. The building of this Green School program respected the required curriculum while finding new ways to enrich the school's mission of educational excellence and lifelong learning first, by integrating environmental objectives and service learning goals into required academic science classes, second, by promoting environmental and service learning specialized CORE+ classes and finally, by building an afterschool program dedicated to the maintenance of school grounds and the agreements with school/community partners. LKMS is known for its rain gardens addressing runoff issues, the raising of endangered African freshwater fish, the restoration of Chesapeake shoreline with Bay grasses raised on school property, student activism, and the development of a "Chesapeake Celebrations" Learning Trail for students to teach fellow student visitors through a student run nature center entitled "**P.I.N.E.S.**" (**P**artnerships **I**n **N**atural and **E**nvironmental **S**tudies) The full program prepares students to be future citizens and stewards of their environment.

STEM Curriculum Initiatives

The success of the Environmental Education/Service Learning integration has propelled LKMS to begin to address the local, regional and national priority of **STEM** Education. (Science, Technology,

Engineering and Science). Collaborations with the National Aquarium in Baltimore, the Chesapeake Bay Foundation (CBF), the Blacks of the Chesapeake Foundation, National Geographic, Maryland Sea Grant and divisions of the Smithsonian Institution has opened the doors for students to work with professionals and professional tools. Students use NOVA 5000 computer “probeware” to monitor closed aquatic environments, Google Earth and the CBF/National Geographic satellite “Fieldscope” website to complete stream studies, motion detection cameras for wildlife mapping, MIT designed submersibles with camera to monitor Bay Grasses and videoconferencing software to connect to experts. Each allows students to conduct authentic STEM projects through professional technology tool use. The STEM curriculum initiatives allows LKMS to address such critical youth development factors as providing leadership opportunities, making real world connections, conducting research, contributing globally and locally as young citizens in meaningful ways and thereby, preparing themselves for living in the 21st Century.

5. Instructional Methods:

Lime Kiln Middle School promotes educational excellence and lifelong learning for our students with engaging instruction that emphasizes rigorous standards and technology use. Our teachers design instruction that reflects real-world experiences and applications to enable our students to be college and career ready. LKMS supports each individual learner through the use of advanced learning strategies, differentiated instruction, brain-based learning, and intervention programs. Students are introduced to computer programs, websites, interactive educational communities, and web-based research through the use of classroom computers, two computer labs, and three mobile labs. Our resources enable us to provide assistive technology to support the instructional needs of every student in a classroom. Additionally, teachers differentiate their instruction with technology and accommodate student needs by offering various technological media and applications students can choose from to produce unique products.

The Gifted and Talented (GT) courses are rigorous and challenge our students. In addition, instructional seminars are available to students participating in above level/GT classes. The middle school G/T Research course is designed for advanced-level learners who participate in one or more sixth-grade G/T classes. Other seminars include the Writer’s Guild, which provides talented writers with the opportunity to produce authentic writing. In the Maryland History Day Seminar, students engage in extensive research of historical materials to prepare original exhibits, dramatic performances, documentaries, and papers related to a national theme, as part of National History Day. Our GT Program also provides all students with many opportunities to investigate areas of interest such as film production, journalism, debate, television production, and a book club.

LKMS has several interventions to provide daily, additional supports for students who are below grade level in Math and Reading. We use web-based programs to provide remediation such as Odyssey Math® and First in Math®. Another program, Moving with Math®, is also used. We have noticed students demonstrating new confidence with the process of math, improving quarterly assessments scores, and applying new skills to higher-level thinking. We use the Wilson Reading System®, a systematic program developed to address severe delays in decoding/encoding words. Lime Kiln also addresses the needs of students whose comprehension is below grade level through the Strategic Instruction Model® (SIM), a research based intervention. Students attend a daily session that is co-taught with a special educator and the reading specialist. As a result of implementing consistent interventions in reading and test taking, the students in these pull out groups have attained higher informal reading inventory scores as measured from beginning to end of year growth and progress. Additionally, most students in interventions increased MSA scores and scores on the Degrees of Reading Progress.

We utilize an Instructional Intervention Team (IIT) and grade-level Kid Talk teams to identify students with academic and behavioral needs. Weekly meetings include data discussions for students targeted for intervention and the development of individual student action plans. Our Student Services Department, administrators, teachers, and other support staff collaborate at these meetings to ensure classroom instruction is differentiated and modified to meet each targeted student’s needs. To support positive behaviors, we publicly recognize Students of the Week who demonstrate Leopard Pride: Respect, Organization, Achievement, and Responsibility. (ROAR)

6. Professional Development:

The LKMS professional development program centers around three specific strands: brain-based learning, differentiation, and advanced learning strategies. This current three-year plan was rooted in a year's worth of ongoing discussion and staff surveys pertaining to best practices in teaching, student needs and achievement, and meeting rigorous academic standards. After identifying the three strands, our leadership team developed research-based and applicable lessons to effectively introduce and teach the professional development strands to the teachers. Each strand is taught concurrently to a portion of the staff through eight after-school sessions during the school year. Consequently, over a three-year period, all teachers will actively participate in the eight-session program with each strand of the professional development and be better equipped to support student learning in the classroom. Already, administrative formal and informal observations reflect increased student engagement.

The professional development plan assesses teacher progress and achievement in a number of ways. Teachers align their annual professional development goals with the program strand they are participating in each school year. Administrators perform informal and formal observations to assess that teachers are incorporating the various strategies into daily class lessons in an effective manner. A LKMS Professional Development website was created to serve as a learning community resource for each strand. Teachers post successful lesson plans, videos, and other resources that can be utilized by others in the building at any time. Additionally, an educational blog has been created on the website for everyone to use as an avenue to share their progress with the program. To date, approximately 50% of staff makes use of the site to share ideas.

Connecting student achievement to the professional development program involves pre- and post-unit student surveys in which students are asked whether certain strategies, lessons, and resources were more or less effective than before. Students provide responses that serve as data as to the effectiveness of the newly incorporated professional development. Furthermore, student improvement on local and state assessments and other high-stakes tests can indicate the effectiveness of the professional development strategies that teachers infuse their lessons with day to day.

Ongoing professional development occurs in other formats at LKMS as well. Teachers participate in technology workshops on a bi-monthly basis to focus on a chosen technology objective they are utilizing in the classroom. Disciplinary team leaders provide on-going, course-specific professional development opportunities to their teams, and all teachers participate in the countywide professional development days scheduled through the school year.

7. School Leadership:

At Lime Kiln, the role of our leadership can be summarized with our principal Scott Conroy's philosophy: "Kids first." He believes that all students can learn, achieve academic excellence, and develop into caring, contributing citizens as they become college and career ready. To do this, we must be a collaborative and focused community of learners to ensure that we provide engaging instruction that is relevant, rigorous, and challenging for all students. We have the responsibility to understand the varied needs of young adolescents "in the middle." We have the responsibility to build relationships, know the learner, to use data analysis, and use best, research-based instructional practice.

Mr. Conroy demonstrates many positive leadership qualities every day. He possesses excellent knowledge of curricular instruction and assessments. He uses all available resources, technology, and personnel, focusing on their strengths and talents to ensure that our students are engaged. He has established processes to ensure that all staff members have a voice—an open door policy offers ready access. He schedules meetings with every staff member and parent to seek out suggestions on how the school might be run more efficiently. When we decided to change our schedule this year, Mr. Conroy made use of numerous on-line surveys and interviews to give staff input. He is visible to students, staff, and parents; it is not unusual to see him working with students in our classrooms, playing basketball, attending afterschool events, meeting with parents.

We have strong leadership teams committed to the school. Our teams work together to address learning and practice, incorporate new technologies, provide support and guidance for students, Mr. Conroy also believes in growing leadership. Using surveys, the administrative team determined that areas of interest for staff fell into three areas: differentiation, engaging teaching strategies, and brain based research. A new team was established, and these teachers developed curricula and resources for a three-year professional development plan. At the end of three years, every teacher will have set professional goals in all areas.

We are proud of our collaborative environment where our principal communicates high expectations, models best practices, creates strong relationships, and continues to grow a positive, nurturing environment for our students, staff, and families.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Maryland School Assessment
 Edition/Publication Year: Publisher: Pearson (2008-2010), Harcourt (2007), CTB McGraw Hill
 NA (2006)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	96	96	95	91
Advanced	48	51	61	58	35
Number of students tested	197	229	206	215	188
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	1	3	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	93	89	95	100	82
Advanced	20	26	37	55	30
Number of students tested	15	27	19	11	17
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced		73		68	29
Advanced		20		16	12
Number of students tested		15		19	17
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	94	100	100	98	96
Advanced	69	65	79	82	50
Number of students tested	36	40	38	44	24
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Maryland School Assessment

Edition/Publication Year: NA Publisher: Pearson (2008-2010), Harcourt (2006, 2007)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	96	97	94	92
Advanced	83	68	74	68	66
Number of students tested	197	228	204	213	188
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	1	3	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	100	96	95	100	82
Advanced	73	69	79	82	59
Number of students tested	15	26	19	11	17
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced		73		58	41
Advanced		33		26	18
Number of students tested		15		19	17
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	94				
Advanced	83				
Number of students tested	36				
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Maryland School Assessment
 Edition/Publication Year: Publisher: Pearson (2008-2010), Harcourt (2007), CTB McGraw Hill
 NA (2006)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	95	95	95	85	92
Advanced	43	48	54	37	38
Number of students tested	234	212	223	199	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	9
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	96	95	100	74	89
Advanced	25	25	55	32	6
Number of students tested	24	20	11	19	18
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	60		50	24	64
Advanced	7		14	18	10
Number of students tested	15		14	17	11
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	95	100	98	96	92
Advanced	63	68	61	60	39
Number of students tested	41	40	46	25	36
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Maryland School Assessment

Edition/Publication Year: NA Publisher: Pearson (2008-2010), Harcourt (2006, 2007)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	97	98	96	91	94
Advanced	81	75	75	51	53
Number of students tested	234	212	221	199	223
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	0	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	100	100	100	74	94
Advanced	79	70	73	42	39
Number of students tested	24	20	11	19	18
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	67		71	47	91
Advanced	27		21	24	18
Number of students tested	15		14	17	11
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	98	98	96	96	89
Advanced	85	83	80	68	44
Number of students tested	41	40	44	25	36
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Maryland School Assessment
 Edition/Publication Year: Publisher: Pearson (2008-2010), Harcourt (2007), CTB McGraw Hill
 NA (2006)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	94	97	89	94	93
Advanced	64	75	62	61	54
Number of students tested	217	226	209	230	189
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	0	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	90	100	82	94	91
Advanced	30	82	36	41	36
Number of students tested	20	11	22	17	11
3. Hispanic or Latino Students					
Proficient and Advanced	70				
Advanced	20				
Number of students tested	10				
4. Special Education Students					
Proficient and Advanced		55	24	80	80
Advanced		18	12	7	30
Number of students tested		11	17	15	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	100	100	93	93	100
Advanced	86	81	86	71	75
Number of students tested	41	47	28	41	35
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Maryland School Assessment

Edition/Publication Year: NA Publisher: Pearson (2008-2010), Harcourt (2006, 2007)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	94	95	89	95	91
Advanced	74	67	63	60	48
Number of students tested	216	224	209	229	189
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	1	9
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced	100	100	82	100	91
Advanced	60	73	59	47	36
Number of students tested	20	11	22	17	11
3. Hispanic or Latino Students					
Proficient and Advanced	70				
Advanced	40				
Number of students tested	10				
4. Special Education Students					
Proficient and Advanced		64	41	67	70
Advanced		0	12	20	30
Number of students tested		11	17	15	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	100	93	93	93	94
Advanced	85	73	68	59	43
Number of students tested	41	45	28	41	35
NOTES:					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	95	96	92	92	91
Advanced	24	26	28	24	21
Number of students tested	651	669	637	640	601
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	7	4	4	10
Percent of students alternatively assessed	7	7	4	4	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	73	100	62		30
Advanced					
Number of students tested	15	11	13		10
2. African American Students					
Proficient and Advanced	91	93	91	88	87
Advanced	24	35	39	39	85
Number of students tested	63	60	54	49	46
3. Hispanic or Latino Students					
Proficient and Advanced	84	100	65	60	
Advanced	16				
Number of students tested	19	14	17	10	
4. Special Education Students					
Proficient and Advanced	54	63	51	62	47
Advanced	10	12	9	12	12
Number of students tested	39	41	53	58	49
5. English Language Learner Students					
Proficient and Advanced		100	83	60	
Advanced					
Number of students tested		12	12	10	
6. Asian					
Proficient and Advanced	97	100	97	95	96
Advanced	73	73	75	73	57
Number of students tested	118	125	110	109	91
NOTES: The overall percent of students scoring advanced in subgroups, Free/Reduced Meals, Hispanic and ELL is not available because there are fewer than 5 students in at least one of the grade-levels.					

11MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	96	94	94	91
Advanced	37	31	33	28	28
Number of students tested	650	667	633	638	601
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	7	4	4	10
Percent of students alternatively assessed	7	7	4	4	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	93	72	62		70
Advanced					
Number of students tested	15	11	13		10
2. African American Students					
Proficient and Advanced	100	98	91	92	89
Advanced	67	68	67	51	46
Number of students tested	68	59	54	49	46
3. Hispanic or Latino Students					
Proficient and Advanced	84	86	65	60	
Advanced	63				
Number of students tested	19	14	17	10	
4. Special Education Students					
Proficient and Advanced	69	78	68	62	59
Advanced	23	17	8	21	16
Number of students tested	39	41	53	58	49
5. English Language Learner Students					
Proficient and Advanced		46			
Advanced					
Number of students tested		11			
6. Asian					
Proficient and Advanced	98	96	96	95	92
Advanced	53	76	79	69	52
Number of students tested	118	125	106	108	91
NOTES: The overall percent of students scoring advanced in subgroups, Free/Reduced Meals, Hispanic and ELL is not available because there are fewer than 5 students in at least one of the grade-levels.					

11MD4