

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

School: Washington Middle School

Principal: Kendra Kenney

Facilitating the Development of a School Vision

Mission Statement

Washington Middle School is a positive and supportive student-centered learning environment. We want our students to have fun, love learning, achieve their individual potential, and care about each other. Therefore, we emphasize enthusiasm for learning, respect for others, and responsibility for our actions. At Washington, we strive to provide a safe, orderly, and respectful environment where students experience academic success through challenging, diverse, and engaging learning experiences.

Beliefs

We, at Washington Middle School, believe that our Commanders should “Go **RED**” by:

- Respecting themselves and others
- Exhibiting responsibility
- Displaying positive attitudes

Vision

Washington Middle School strives to promote lifelong learners in a respectful, responsible, positive environment to foster intellectual and productive citizens.

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1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

Washington staff helped create the vision, which has been shared at Parent Teacher Organization meetings, professional learning opportunities, and can be found on our school website.

2. When did the last periodic, collaborative review of the vision by stakeholders occur?

2015-2016 school year

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I. Local Planning Team Members

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Kendra Kenney <i>Kendra Kenney</i>	Principal
Julie Kostovick <i>Julie Kostovick</i>	ELA Grade 6 Teacher
Beth Harper <i>Beth Harper</i>	ELA Grade 8 Teacher
Trina McGregor <i>Trina M. McGregor</i>	Math SIS
Mary Anne Gilles <i>Mary Anne Gilles</i>	ELA SIS
Linda Shields <i>Linda Shields</i>	Math Grade 6 Teacher
Greg Broadwater <i>Greg Broadwater</i>	Math Grade 8 Teacher
Jennifer Knotts <i>Jennifer Knotts</i>	Science Grade 7 Teacher
Autumn Livengood <i>A Livengood</i>	School Counselor
Jeffrey Sturtz <i>Jeffrey Sturtz</i>	Social Studies Grade 7 Teacher
Scott Van Vlack <i>Scott Van Vlack</i>	Tech Ed Jr 6-7-8 Teacher
Charissa Bishop <i>Charissa Bishop</i>	PTO Representative

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	2	47	49
Itinerant staff	4	0	4
Paraprofessionals	2	10	12
Support Staff	0	5	5
Other	9	0	9
Total Staff	17	65	82

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2012 Official Data
Percentage of faculty who are:	98% certified	98% certified	100%	100%
• Certified to teach in assigned area(s)				
• Not certified to teach in assigned area(s)	2% uncertif.	2% uncertif.		
For those not certified, list name, grade level course	Boor gr. 6 & 7 World Cultures	Boor gr. 6 & 7 World Cultures		
Number of years principal has been in the building	4	3	2	1
Teacher Average Daily Attendance		94.7%	94.4%	95.4%

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**B. Student Demographics
Table 3**

SUBGROUP DATA

	2016 – 2017	2015 – 2016	2014-2015
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	n/a	≤10	≤10
Hawaiian/Pacific Islander	n/a	≤10	n/a
African American	32	34	25
White	508	542	582
Asian	≤10	≤10	≤10
Two or More Races	43	46	52
Special Education	113	125	115
LEP	n/a	n/a	n/a
Males	309	316	350
Females	275	310	330
Total Enrollment (Males + Females)	584	626	680

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: 62.4%

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C. Special Education Data 2016-2017 School Year Table 4

Disability	TOTAL
01 Intellectual Disability	13
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	12
05 Visual Impairment	n/a
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	n/a
08 Other Health Impaired	40
09 Specific Learning Disability	31
10 Multiple Disabilities	≤10
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	≤10
14 Autism	≤10
15 Developmental Delay	n/a

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III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

Washington Middle School welcomes all students, and our staff works diligently to prepare pupils for their academic futures. We embrace the fact that we teach a diverse middle school population in Allegany County.

Regarding office discipline referrals there were 667 referrals in the 2015-2016 school year.

Overall, Washington’s office referrals decreased by 31% from the previous year. There were seven different disciplinary codes where the number of office referrals decreased. The most significant decreases occurred in inappropriate use of personal electronics, threat to student, and cutting class. Classroom disruptions and disrespect are areas which we will continue to focus prevention, and decrease the number of incidents.

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There were 31 referrals for inappropriate use of personal electronics in 2015-2016 as compared to 54 referrals for the same offense in 2014-2015, and 59 referrals in 2013-2014.

There were 4 referrals for threat to student in 2015-2016 as compared to 19 referrals for the same offense in 2014-2015, and 18 referrals in 2013-2014.

There were 3 referrals for cutting class in 2015-2016 as compared to 9 referrals for the same offense in 2014-2015, and 17 referrals in 2013-2014.

There were 385 referrals for disruption in 2015-2016 which increased from 231 referrals for the same offense in 2014-2015, and 279 referrals in 2013-2014.

There were 105 referrals for disrespect in 2015-2016 which increased from 64 referrals for the same offense in 2014-2015, and 130 referrals in 2013-2014.

Regarding disciplinary actions at Washington Middle School, there were 82 suspensions (4 ISS & 78 OSS) in 2015-2016; 122 suspensions (17 ISS & 105 OSS) in 2014-2015, and 335 suspensions (201 ISS & 134 OSS) in 2013-2014.

Washington Middle School is in its fourth year of instruction based on Maryland's College and Career Ready Standards, as well as participating in PARCC, MSA Science, and Alternate MSA assessments. Our student population is socially and economically diverse. Staff at WMS have received multiple professional learning experiences and have access to a variety of resources that assist in delivering rich instruction which demonstrates our high expectations. We are beginning to shift the focus of our instruction to allow students the ability to take more responsibility for their education. Each day we encourage our students to strive to do their best by following our PBIS program. The overall goal of the PBIS program is to minimize discipline referrals by using a classroom behavior system which focuses on specific behaviors identified in a matrix of positive/negative behaviors and rewards/consequences. The PBIS system give teachers alternative ways to effectively manage their classrooms. Washington Middle staff and students focus on our **GO RED** theme: **R**espect yourself and others, **E**xhibit responsibility, and **D**isplay a positive attitude. We offer quality instruction and whole child development, not only through the regular school day, but also in our After School Program. We provide students Tier I and Tier II ELA and Math interventions. Washington Middle School students have additional opportunities to participate in beneficial activities and clubs in which they can hone their skills . We offer traditional programs such as band, orchestra, chorus, yearbook, and newspaper, as well as some recent offerings such as First Legos Club, Drama Club and Keyboarding/Computer skills.

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IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Our instructional staff utilizes a variety of ways to deliver lessons and encourage academic growth. This is accomplished by using multi-sensory approaches enriched by a variety of supporting activities. Technology also aids in enhancing students’ knowledge.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Students are given opportunities by choosing how they demonstrate their knowledge. This allows students the ability to be creative while taking ownership of their learning.
<i>Means for Engagement: tap into learners interests,</i>	Multiple Options for Engagement

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<i>challenge them appropriately, and motivate them to learn.</i>	There are ample opportunities for pupils to choose how to participate in assignments and activities. They will work independently as well as collaboratively with partners, small groups, and/or the entire classroom.
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- 1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.**

School staff have begun receiving professional learning on the Gradual Release of Responsibility model. Teachers are establishing and teaching students daily language, content, and social purposes of each lesson. As teachers design lesson plans they are giving students more input into the lessons which ultimately will increase their ownership and responsibility for learning.

V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegheny County are required to do the same.

In your analysis of **students requiring special education services**, please address the following special education issues for students in your school:

- 1. *Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

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All students are given opportunities to participate in general education classrooms; necessary modifications and accommodations are made to daily lesson plans.

2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

Grade level team planning as well as vertical team planning allow for co-planning.

3. ***Strategies used to address the Achievement Gap.*** When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

Both reading and math Tier I and Tier II interventions have been put in place to help “bridge” the academic gap.

4. ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

All students math and reading inventory scores are considered when determining which students will receive particular interventions. This is also determined by what the guidelines are for each of the interventions.

A. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

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Table 6

ELA Student Group Grade 3, 6 or English 10	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	202	31	15.3	61	30.2	64	31.7	46	22.8		≤5	190	28	14.7	64	33.7	59	31.1	38	20		≤5
American Indian or Alaska Native	n/a											n/a										
Asian	n/a											n/a										
Black or African American	n/a											≤10										
Hispanic/Latin o of any race	n/a											n/a										
Native Hawaiian or Other Pacific Islander	n/a											n/a										
White	173	26	15	52	30.1	39	22.5	56	32.4		≤5	167	24	14.4	55	32.9	33	19.8	54	32.3		≤5

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Two or more races	15	3	20	5	33.3	3	20	4	26.7		≤5	12	3	25	3	25	2	16.7	4	33.3		≤5
Special Education	34	17	50	12	35.3	2	5.9		≤5		≤5	37	18	48.6	15	40.5	3	8.1		≤5		≤5
Limited English Proficient (LEP)	n/a											n/a										
Free/Reduced Meals (FARMS)	116	23	19.8	48	41.4	31	26.7	14	21.1		≤5	126	26	20.6	48	38.1	36	28.6	15	11.9		≤5
Female	96	7	7.3	27	28.1	35	36.5	27	28.1		≤5	89	5	5.6	22	24.7	35	39.3	26	29.2		≤5
Male	106	24	22.6	34	32.1	29	27.4	19	17.9		≤5	101	23	22.8	42	41.6	24	23.8	12	11.9		≤5

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Table 7

ELA Student Group Grade 4, 7 or English 11	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	207	36	17.4	43	20.8	67	32.4	54	26.1		≤5	194	35	18.0	40	20.6	63	32.4	48	24.7		≤5
American Indian or Alaska Native	n/a											n/a										
Asian	n/a											n/a										
Black or African American	12	4	33.3	1	8.3	5	41.7	2	16.7		≤5	n/a										
Hispanic/Latino of any race	n/a											n/a										
Native Hawaiian or Other Pacific Islander	n/a											n/a										

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White	178	27	15.2	36	20.2	59	33.1	49	27.5		≤5	167	32	19.2	33	19.8	53	31.7	41	24.6		≤5
Two or more races	14	4	28.6	5	35.7	2	14.3	3	21.4		≤5	14	1	≤10	4	14.4	4	28.6	5	35.7		≤5
Special Education	33	19	57.6	11	33.3	3	9.1		≤5		≤5	31	18	58.1	10	32.3		≤5	2	6.5		≤5
Limited English Proficient (LEP)	n/a											n/a										
Free/Reduced Meals (FARMS)	137	27	19.7	27	19.7	43	31.4	39	28.5		≤5	112	31	27.7	26	23.3	36	32.1	19	17		≤5
Female	106	13	12.3	22	20.8	36	34	29	27.4	6	5.7	93	14	15.1	14	15.1	26	28	33	35.5	6	6.5
Male	101	23	22.8	21	20.8	31	30.7	25	24.8		≤5	101	21	20.8	26	25.7	37	36.6	15	14.9		≤5

Table 8

ELA Student Group Grade 5 or 8	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	

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		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	227	34	15	55	24.2	64	28.2	68	30		≤10	208	34	16.3	45	21.6	58	27.9	60	28.8		≤10
American Indian or Alaska Native	n/a											n/a										
Asian	n/a											n/a										
Black or African American	11	2	18.2	3	27.3	4	36.4	2	18.2		≤10	12	5	41.7	2	16.7	2	16.7	3	25		≤10
Hispanic/Latino of any race	n/a											n/a										
Native Hawaiian or Other Pacific Islander	n/a											n/a										
White	186	28	15.1	43	23.1	57	30.6	53	28.5		≤10	180	26	14.4	38	21.1	52	28.9	53	29.4	11	≤10
Two or more races	22	3	13.6	8	36.4		≤10	9	40.9		≤10	13	2	15.4	4	30.8	4	30.8	3	23.1		≤10
Special Education	23	13	15.6	6	26.1		≤10		≤10		≤10	33	14	42.4	14	42.4	4	12.1		≤10		≤10
Limited	n/a											n/a										

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English Proficient (LEP)																						
Free/Reduced Meals (FARMS)	147	28	19.0	36	24.5	41	27.9	39	26.5		≤10	129	25	19.4	29	22.4	38	29.5	34	26.4		≤10
Female	113		≤10	22	19.5	33	29.2	46	40.7		≤10	102	13	12.7	18	17.6	25	24.5	37	36.3		≤10
Male	114	26	22.8	33	28.9	31	27.2	22	19.3		≤10	106	21	19.8	27	25.5	33	31.1	23	21.7		≤10

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance s

An analysis of the 2016 Spring PARCC results reveal gaps in students’ performance levels in the following areas for all grade levels at Washington Middle School.

2016 Grade 6 ELA Results

Students who are economically disadvantaged:

- Include 126 students out of 190 students (66.3% of Grade 6 students)
- A 23.7% gap in students meeting or exceeding expectations exists among students with/without economic disadvantages (35.9% non-FARMS vs. 12.7% FARMS).
- A 30.5% gap in students approaching, meeting, or exceeding exists among students with/without economic disadvantages (71.8% non-FARMS vs. 41.3% FARMS).
- More students with economic disadvantages (58.7%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without economic disadvantages (28.1%).

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Students with Disabilities:

- Include 37 students (19.5% of Grade 6 students)
- A 22.1% gap in students meeting or exceeding expectations exists among students with/without disabilities (24.8% students without disabilities vs. 2.7% students with disabilities).
- A 50.7% gap in students approaching, meeting, or exceeding expectations exists among students with/without disabilities (61.5% students without disabilities vs. 10.8% students with disabilities).
- Significantly more students with disabilities (89.1%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without disabilities (38.5%).

Gender:

- Includes 89 females (46.8%) and 101 males (53.1%)
- An 18.4% gap in students meeting or exceeding expectations exists among students' gender (30.3% female students vs. 11.9% male students).
- A 33.9% gap in students approaching, meeting, or exceeding expectations exists among students' gender (69.6% female students vs. 35.7% male students).
- More male students (64.4%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than females (30.3%).

2016 Grade 7 ELA Results

Students who are economically disadvantaged:

- Include 112 students out of 194 students (57.7% of Grade 7 students)
- A 28.1% gap in students meeting or exceeding expectations exists among students with/without economic disadvantages (45.1% non-FARMS vs. 17.0% FARMS).
- A 28.9% gap in students approaching, meeting, or exceeding exists among students with/without economic disadvantages (78% non-FARMS vs. 49.1% FARMS).
- More students with economic disadvantages (50.9%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without economic disadvantages (22.0%).

Students with Disabilities:

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- Include 31 students out of 194 students (16.0% of Grade 7 students)
- A 22.8% gap in students meeting or exceeding expectations exists among students with/without disabilities (32.5% students without disabilities vs. 9.7% students with disabilities).
- A significant gap, 61.5%, in students approaching, meeting, or exceeding expectations exists among students with/without disabilities (71.2% students without disabilities vs. 9.7% students with disabilities).
- Significantly more students with disabilities (90.4%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without disabilities (28.8%).

Gender:

- Includes 93 females (47.9%) and 101 males (52.1%)
- A 25.1% gap in students meeting or exceeding expectations exists among students' gender (41.9% female students vs. 16.8% male students).
- A 16.5% gap in students approaching, meeting, or exceeding expectations exists among students' gender (69.9% female students vs. 53.4% male students).
- More male students (46.5%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than females (30.2%).

2016 Grade 8 ELA Results

Students who are economically disadvantaged:

- Include 129 students out of 208 students (62.0% of Grade 8 students)
- A 14.3% gap in students meeting or exceeding expectations exists among students with/without economic disadvantages (43.0% non-FARMS vs. 28.7% FARMS).
- A 10.1% gap in students approaching, meeting, or exceeding exists among students with/without economic disadvantages (68.3% non-FARMS vs. 58.2% FARMS).
- More students with economic disadvantages (41.9%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without economic disadvantages (31.7%).

Students with Disabilities:

- Include 33 students out of 208 students (15.9% of Grade 8 students)
- A 37.0% gap in students meeting or exceeding expectations exists among students with/without disabilities (40.0% students without disabilities vs. 3.0% students with disabilities).

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- A significant gap, 55.8%, in students approaching, meeting, or exceeding expectations exists among students with/without disabilities (70.9% students without disabilities vs. 15.1% students with disabilities).
- Significantly more students with disabilities (84.8%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than those without disabilities (29.1%).

Gender:

- Includes 102 females (49.0%) and 106 males (51.0%)
- A 21.5% gap in students meeting or exceeding expectations exists among students' gender (45.1% female students vs.23.6% male students).
- A 14.9% gap in students approaching, meeting, or exceeding expectations exists among students' gender (69.6% female students vs. 54.7% male students).
- More male students (45.3%) scored at the lowest levels, partially met expectations and did not yet meet expectations, than females (30.3%).

Comparison of results from Grades 6-8

Students who are economically disadvantaged:

Gaps exists in students' performance levels for all grade levels with the largest gaps between students in Grades 6 and 7. A significant decline in this gap occurred at the 8th grade level. The gap in Grade 6 and 7 needs addressed.

Students with Disabilities:

Gaps exists in students' performance levels for all grade levels with the largest gap occurring in Grades 8 for students meeting and exceeding expectation. The higher the grade level, the greater the gap for students with disabilities.

Gender

Gender gaps exist for all grades. The gap is significantly higher for 6th grade students approaching, meeting, and exceeding expectations. The gap decreases with years of experience.

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Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Tier 1 Instructions:

Curriculum:

The curriculum for Tier 1 instruction is based on standards and is revised as needed to prepare students to be college- and career-ready. Curriculum is based on high interest fiction and nonfiction novels. Benchmarks are given three times a year to monitor students' growth and the need for additional instruction.

GRRUDL:

Teachers' are incorporating the principles of GRRUDL, Gradual Release of Responsibility and Universal Design for Learning, gradually in the tier 1 curriculum and instruction. The goal is to provide students with quality focused instruction or modeled instruction, so they can move toward independent learning.

Co-teaching:

The co-teaching model is in place for several inclusion classes. Teachers co-planning to prepare and later implement lessons following the UDL strategies to meet the needs of all students.

Universal Screener:

All students are assessed by the Reading Inventory, universal screener, three times a year to: identify students in need of intervention, assist in student placement, and monitor students' growth.

Teams (Vertical and Grade Level):

All English Language Arts teachers meet monthly in vertical teams to align curriculum, review students' assessment results, and share teaching strategies to best serve the students. Grade level teams (ELA) meet to review student data and placement of students in/out of interventions.

Tier 2/3 Interventions:

Tier 2 intervention:

READ 180 program is in place to assist 15 students at each grade level who are reading between 400 and 750 Lexiles at the beginning of the school years. The goal is to increase students' reading level by approximately 200 Lexiles a year. Students' progress is monitored weekly.

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Tier 3 Intervention:

Students in need of phonetic instruction participate in SRA Corrective Reading classes to improve students’ decoding and fluency skills. Multi-Sensory Reading Instruction is provided to a small group of students in need of extensive intervention. Students’ progress is frequently monitored.

B. Mathematics Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Table 9

Math Student Group Grade 3, 6 or Algebra II	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%
		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	% Pro	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	202	28	13.9	53	26.2	50	24.8	67	33.2	4	2	188	33	17.6	58	30.9	45	23.9	46	24.5	6	3.2
American Indian or Alaska Native	na											na										
Asian	<											na										
Black or African	<											10	2	20	3	30	2	20	3	30	0	0

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American																										
Hispanic/Latino of any race	<											na														
Native Hawaiian or Other Pacific Islander	na											na														
White	173	23	13.3	46	26.6	41	23.7	59	34.1	4	2.3	165	28	17	51	30.9	41	24.8	40	24.4	5	5.7				
Two or more races	15	2	13.3	5	33.3	5	33.3	3	20	0	0	12	3	25	4	33.3	1	8.3	3	25	1	2.7				
Special Education	34	15	44.1	10	29.4	5	14.7	4	11.8	0	0	37	19	51.4	13	35.1	3	8.1	1	2.7	1	2.7				
Limited English Proficient (LEP)	na											na														
Free/Reduced Meals (FARMS)	116	19	16.4	39	33.6	28	24.1	28	24.1	2	1.7	125	29	23.2	45	36	24	19.2	25	20	2	1.6				
Female	96	10	10.4	22	22.9	27	28.1	33	34.4	4	4.2	88	11	12.5	29	33	19	21.6	24	27.3	5	5.7				
Male	106	18	17	31	29.2	23	21.7	34	32.1	0	0	100	22	22	29	29	26	26	22	22	1	1				

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Table 10

Math Student Group Grade 4, 7 or Geometry	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	206	27	13.1	79	38.3	71	34.5	28	13.6	1	.5	194	20	10.3	42	21.6	64	33	63	32.5	5	2.6
American Indian or Alaska Native	na											na										
Asian	<											na										
Black or African American	12	2	16.7	5	41.7	4	33.3	1	8.3	0	0	<										
Hispanic/Latino of any race	<											<										
Native Hawaiian or Other Pacific Islander	na											na										
White	177	20	11.3	67	37.9	63	35.6	26	14.7	1	.6	167	17	10.2	34	20.4	56	33.5	56	33.5	4	2.4

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Two or more races	14	4	28.6	6	42.9	3	21.4	1	7.1	0	0	14	1	7.1	4	28.6	5	35.7	4	28.6	0	0
Special Education	32	11	34.4	17	53.1	4	12.5	0	0	0	0	31	12	38.7	13	41.9	2	6.5	3	9.7	1	3.2
Limited English Proficient (LEP)	na											na										
Free/Reduced Meals (FARMS)	135	20	14.8	56	41.5	41	30.4	17	12.6	1	.7	112	17	15.2	33	29.5	34	30.4	26	23.2	2	1.8
Female	106	11	10.4	45	42.5	36	34	14	13.2	0	0	93	7	7.5	15	16.1	31	33.3	36	38.7	4	4.3
Male	100	16	16	34	34	35	35	14	14	1	1	101	13	12.9	27	26.7	33	32.7	27	26.7	1	1

Table 11

Math Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	169	28	16.6	38	22.5	51	30.2	52	30.8	0	0	156	38	24.4	27	17.3	40	25.6	49	31.4	2	1.3

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American Indian or Alaska Native	na											na										
Asian	<											<										
Black or African American	10	2	20	4	40	1	10	3	30	0	0	11	3	27.3	2	18.2	3	27.3	3	27.3	0	0
Hispanic/Latino of any race	<											<										
Native Hawaiian or Other Pacific Islander	na											na										
White	137	24	17.5	29	21.2	42	30.7	42	30.7	0	0	132	31	23.5	21	15.9	35	26.5	43	32.6	2	1.5
Two or more races	17	2	11.8	5	29.4	5	29.4	5	29.4	0	0	10	3	30	3	30	2	20	2	20	0	0
Special Education	22	10	45.5	6	27.3	3	13.6	3	13.6	0	0	32	12	37.5	11	34.4	5	15.6	4	12.5	0	0
Limited English Proficient (LEP)	na											na										
Free/Reduced Meals (FARMS)	115	23	20	27	23.5	32	27.8	33	28.7	0	0	103	27	26.2	18	17.5	29	28.2	28	27.2	1	1
Female	81	10	12.3	13	16	33	40.7	25	30.9	0	0	76	13	17.1	14	18.4	18	23.7	29	38.2	2	2.6

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Male	88	18	20.5	25	28.4	18	20.5	27	30.7	0	0	80	25	31.3	13	16.3	22	27.5	20	25	0	0
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Table 12

Math Student Group Algebra I	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	58	0	0	1	1.7	7	12.1	45	77.6	5	8.6	52	0	0	1	1.9	2	3.8	42	80.8	7	13.5
American Indian or Alaska Native	<											na										
Asian	<											na										
Black or African American	<											<										
Hispanic/Latino of any race	<											na										
Native Hawaiian or	na											na										

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Other Pacific Islander																							
White	49	0	0	0	0	7	14.3	39	79.6	3	6.1	48	0	0	0	0	2	4.2	39	81.3	7	14.6	
Two or more races	5	0	0	1	20	0	0	4	80	0	0	3	0	0	1	33.3	0	0	2	66.7	0	0	
Special Education	1	0	0	0	0	0	0	1	100	0	0	1	0	0	0	0	0	0	1	100	0	0	
Limited English Proficient (LEP)	na											na											
Free/Reduced Meals (FARMS)	30	0	0	1	3.3	4	13.3	20	66.7	5	16.7	26	0	0	1	3.8	2	7.7	19	73.1	4	15.4	
Female	32	0	0	1	3.1	5	15.6	23	71.9	3	9.4	26	0	0	1	3.8	1	3.8	22	84.6	2	7.7	
Male	26	0	0	0	0	2	7.7	22	84.6	2	7.7	26	0	0	0	0	1	3.8	20	76.9	5	19.2	

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

All grade levels, 6 through 8, face the challenge of increasing performance levels and closing the gaps between students that are economically disadvantaged and students that are not. We face the same challenge between students in general education and students with disabilities.

Specifically, grade 6 Math shows the following:

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Economic Disadvantage:

- category includes 125 6th grade students (66.5% of grade level)
- Shows an 18.1% gap in students scoring 4 or above (meeting or exceeding expectations) (39.7% vs. 21.6%)
- Shows a 32.1% gap in students scoring 3 or above (approaching expectations or above) (72.9% vs. 40.8%)
- 59.2% of students in this category scored a 1 or 2

Students with Disabilities:

- category includes 37 6th grade students (19.7% of grade level)
- Shows a 27.7% gap in students scoring 4 or above (meeting or exceeding expectations) (33.1% vs. 5.4%)
- Shows a 47.4% gap in students scoring 3 or above (approaching expectations or above) (60.9% vs. 13.5%)
- 86.5% of students in this category scored a 1 or 2

Specifically, grade 7 Math shows the following:

Economic Disadvantaged:

- Category includes 112 7th grade students (57.7% of grade level)
- Shows a 23.8% gap in students scoring 4 or above (meeting or exceeding expectations) (48.8% vs. 25%)
- Shows a 30% gap in students scoring 3 or above (approaching expectations or above) (85.4% vs. 55.4%)
- 44.6% of students in this category scored a 1 or 2

Students with Disabilities:

- Category includes 31 7th grade students (16% of grade level)
- Shows a 26.4% gap in students scoring 4 or above (meeting or exceeding expectations) (39.3% vs. 12.9%)
- Shows a 57.9% gap in students scoring 3 or above (approaching expectations or above) (77.3% vs. 19.4)
- 80.6% of students in this category scored a 1 or 2

Specifically, grade 8 Math shows the following:

Economic Disadvantage:

- Category includes 53 8th grade Math students (34% of grade level Math 8, non Algebra I)
- Shows a 13.3% gap in students scoring 4 or above (meeting or exceeding expectations) (41.5% vs. 28.2)
- Shows a 5.9% gap in students scoring 3 or above (approaching expectations or above) (62.3% vs. 56.4%)
- 43.6% of students in this category scored a 1 or 2

Students with Disabilities:

- Category includes 32 8th grade Math students (20% of grade level Math 8, non Algebra I)
- Shows a 25.4% gap in students scoring 4 or above (meeting or exceeding expectations) (37.9% vs. 12.5%)

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- Shows a 38% gap in students scoring 3 or above (approaching expectations or above) (66.1% vs. 28.1%)
- 71.9% of student in this category scored a 1 or 2

Specifically, Algebra I does not show gaps in these categories.

- Category includes 52 students (21.7% of entire grade 8 student population)

In addition, passing rate (4 or above) of female students outperformed male students at all 3 grade levels.

Grade 6 females outperformed males by 10%

Grade 7 females outperformed males by 15.3%

Grade 8 females outperformed males by 15.8%

There seems to be a need to strategize for the male population. The male population make up a greater percentage of our referrals and major behavioral issues which could correlate to decreased instructional time.

Students that are economically disadvantaged, face many obstacles in academic achievement. They sometimes lack basic nutritional needs. Sometimes their basic life needs are not met which affects their thoughts and mindset. They often lack real life experiences. Limited income keeps families from experiences that stimulate the brain and give students anchor examples in which to relate. The families sometimes struggle to provide academic support at home. The academic gap continues to widen with age. These factors often pick away at the student's self esteem and confidence. Therefore, the middle school student struggles in comparison to his/her non-disadvantaged peers.

Students with disabilities face a separate set of academic obstacles. They most often have an academic deficit which only increases at each grade level. Curriculum moves forward and they often feel farther and farther behind. The pacing of lessons is a struggle for students with disabilities. They most often need more absorption time before proceeding. The material is often too much for them to process at one time. These students struggle with confidence and lack self-esteem. Therefore, they seldom ask for help when it's needed as they don't like to shed attention to their academic struggles. Therefore, large groups often keep these students from proactively engaging in their learning environment.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Strategies being implemented include but are not limited to:

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- UDL - Teachers are using Universal Design for Learning in creating and delivering instruction to provide multiple means of representation. This gives students various ways of acquiring, processing, and integrating information and knowledge. Representing lessons in different ways lends gain to students that do not learn in a traditional manner. They are also using multiple means of action and expression to provide students with options for navigating and demonstrating learning. Middle school students are at an age of fighting for independence. The options give them control of their learning and builds confidence in their work. It allows them to take ownership of it and transition to independent learning.
- GRR - Teachers are embedding the Gradual Release of Responsibility into their lessons. Teachers model skills, strategies, and techniques (they show) before moving to shared responsibility with students and then among peers (help me) and finally transfer ownership to the students (let me). This gradual method allows students to feel supported which encourages effort and risk taking.
- CRA - Concrete, Representational, Abstract Approach is being utilized within appropriate lessons. This strategy helps deepen conceptual understanding before moving to traditional algorithmic approaches.
- Math 180 - Students in 6th and 7th grade were selected to participate in a tier 2 intervention that occurs in addition to their regular math class. The Math Inventory assessment was used as one of the data pieces in the selection of students and is given several times throughout the year to track progress.
- Co-curricular Tier 2 Math Support - Students were selected based on multiple means of data. I.e Math Inventory data, PARCC data, Module data, and teacher recommendation. Tier 2 support is offered at each grade level during co -curricular. This Math Support allows time to remediate gaps and weak skills that hinder current progress. Ongoing assessing will allow students to move in and out of this tier 2 support.
- Back -to-Basics Tier 3 - A small group of 6th grade students receive deep intervention during co-curricular time. Selection was data driven and group is less than 10.
- General educators collaborate with Special Educators to identify and strategize techniques for remediation in hopes to meet specific needs of students and close gaps.
- Co-teach model is being utilized in classrooms with high population of students with disabilities. Teachers are using parallel teaching and torch teaching to optimize the student’s learning experience and give specific instruction.

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C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	208	121	58.2	226	128	56.6	214	132	61.7
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	12	≤10		11	≤10		≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
White	178	109	61.2	186	108	58.1	194	120	61.9
Two or more races	15	≤10		21	11	52.4	≤10	≤10	≤10
Special Education	32	≤10		22	≤10		16	4	25
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Free/Reduced Meals (FARMS)	132	68	51.5	145	73	50.3	126	69	54.8

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1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Overall, our students’ Science MSA scores improved almost two percent from the previous year. However, the subgroups of two or more races, and special education scores’ declined. Our science teachers have participated in multiple professional development sessions to help them be better prepared to teach the new integrated curriculum.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

We have adjusted our master schedule for 8th grade so they receive science instruction on alternate days throughout the school year, rather than on a semester schedule. Students are being taught based on the Gradual Release of Responsibility model, where student project based learning is encouraged. This allows for more self expression and creativity compared to traditional learning. Technology is being incorporated into many lessons as well.

VI. EARLY LEARNING - N/A

VII. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.2%	N
Grade 6	94.0%	Y
Grade 7	93.2%	N
Grade 8	92.4%	N

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Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students			93.9%	93.8%	93.3%
Hispanic/Latino of any race			93.7%	≤95%	≤10
American Indian or Alaska Native			n/a	n/a	n/a
Asian			≤10	≤10	≤10
Black or African American			93.1%	93.2%	89.9%
Native Hawaiian or Other Pacific Islander			n/a	n/a	n/a
White			94%	93.8%	93.6%
Two or more races			93.2%	93.2%	91.8%
Special Education			91.4%	91.0%	91.9%
Limited English Proficient (LEP)			n/a	n/a	n/a
Free/Reduced Meals (FARMS)			92.9%	92.6%	91.9%

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

Challenges are evident for our overall population, especially in the subgroups of Black or African American, Two or more races, and FARMS.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

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- a. We will continue the process of make daily attendance phone calls, working with our school’s Pupil Personnel Worker and the Pupil Service Team. Our school counselors will schedule parent conferences to address attendance concerns. The school will also recognize students through school-wide incentive and recognition programs for students who show attendance progress as well as exemplary attendance.
3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.
These adjustments differ from previous years.

VIII. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants? ≤ 10
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
Some reasons for the habitual truancy include health issues and alternative educational placements. The school’s Pupil Personnel Worker and school administration and counselors are working closely with these families.

IX. GRADUATION AND DROPOUT RATES N/A

X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

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Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

2014-2015 = 122 total suspensions (105 Out of School & 17 In School), ≤10 suspensions for harassment, and ≤10 for sexual harassment and bullying

2015-2016 = 82 total suspensions (78 Out of School & 4 In School), ≤10 suspensions for harassment and bullying, and ≤10 for sexual harassment and bullying

Our school's PBIS, Project Wisdom, and Character Counts programs have had significant impacts on decreasing the number of harassment and bullying incidents. We are focusing on finding more therapeutic methods to deal with students' negative behaviors, and due to the positive results plan to continue utilizing the aforementioned programs.

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Washington Middle utilizes a three tier system of behavior support. Tier I supports are imbedded into the school day. Students follow the Commander's Go RED school wide rules, Respect yourself and others, Exhibit responsibility, and Display a positive attitude. Students try to earn school cash (commander's cash) for good deeds, attendance, academic achievement, and behavior achievement daily. Commander's cash may be spent on

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nine week rewards, school based drawings, and other incentives. The PBIS team and guidance also provide/teach monthly character lessons. The school has an established student recognition program. Each semester students are recognized for attendance, DARE, community award, Character Counts, behavior achievement, and academic achievements. Students are also recognized through a Rising and Shining Stars ceremony each fall and spring. Students are often recognized on the morning announcements by administration for positive deeds.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Students in need of Tier II and Tier III supports are referred to the pupil services team, school counselors, school psychologist, pupil personnel worker, school resource officer, SEF, health department, project YES (Youth Experiencing Success), school intervention center and alternative programs. Tutoring for math and reading is available for students experiencing difficulties academically, or have missed instruction due to suspension. The school recently received training and has begun implementing the Check-in Check-out support system. The school also houses the regional Emotional/Behavior support program, as well as the Structured Learning Environment program.

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XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
One hundred ninety-seven 8th grade students (89 female & 108 males) are in the target group to improve reading skills.
- 2. Describe the information and/or data that was collected or used to create the SLO.**
Pre-test and Post test Reading Inventory results will be used.
- 3. How does the SLO support School Improvement Needs and/or Goals?**
Improving reading skills and lexile levels will enhance overall academic abilities of our students plus help prepare them for high school and post- secondary educational opportunities.
- 4. Describe what evidence will be used to determine student growth for the SLO.**
The same group of 8th grade students will be given a reading inventory at the end of first semester (January 2017) and those results will be compared to reading inventory assessment results that were obtained at the beginning of the school year.

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PRINCIPAL SLO 2

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**

One hundred ninety-seven 8th grade students (89 female & 108 males) are in the target group to improve math skills.

- 2. Describe the information and/or data that was collected or used to create the SLO.**

Pre-tests and post tests will be given based on modules two and three for the 2016-2017 school year.

- 3. How does the SLO support School Improvement Needs and/or Goals?**

This SLO will help by improving math scores on school, district, and state assignments and assessments.

- 4. Describe what evidence will be used to determine student growth for the SLO.**

A comparison of modules two and three pre-tests and post tests will be used to determine the amount of student growth.

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XIII. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe in a narrative your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

Parents are welcome at Washington Middle School. We keep parents informed of school activities, events, and volunteering opportunities through our monthly PTO meetings, school website, school marquee, and monthly calendars that are sent home. Parents volunteer various hours each month chaperoning dances, assisting with musicals and concerts, and helping teachers inside and outside of classrooms.

Parent Advisory Committee 2016 – 2017

Name	Position
Kendra Kenney	Principal
Lora Puffenberger	Assistant Principal
Chris Cassell	Assistant Principal
Beth Harper	Teacher

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Tacie Heavner	Teacher
Charissa Bishop	Chairperson/PAC Rep.
Alice McCullough	Parent
Chris Fraley	School Resource Officer

Non Title I Parent Involvement Plan

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

_____ **PARENT INVOLVEMENT PLAN**

Expectations

Washington Middle School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will increase test scores in the 2016-2017 school year

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Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	PTO Meetings	Monthly	Principal
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State’s academic content standards and students’ academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement ➤ Ensure information is presented	PTO Meetings MSDE Website Parent conferences PTO Meetings Emails or phone calls School Website	Monthly As needed Monthly	Administration Administration School Counselors

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<p>in a format and/or language parents can understand.</p> <p>➤ Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	Face to face conferences or phone calls	As needed	Administration
	PTO Meetings		School Counselors
	Volunteering	Monthly	Administration
		As needed	

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <p>➤ The effectiveness of the school’s parental involvement activities will be reviewed.</p>	PTO Meetings	Each semester	Principal
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein’s Third Type of Involvement: Volunteering</p>	Administration Conferences	As needed	Principal

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Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

- 1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?**
 - a. Screening & Progress Monitoring - Trained school personnel use reliable and valid universal screening tools to identify students with at-risk social behavior.**
 - b. Tier II - Qualified personnel use research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.**

- 2. How will these priorities be addressed?**

Our SWIFT Leadership Team will research and decide which universal behavior screener would best suit our students' needs.

Section XVI. MANAGEMENT PLAN

- 1. How will the plan be shared with the faculty and staff?**

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The plan will be shared with faculty and staff during team meetings in November, and revisited in March.

2. How will student progress data be collected, reported to, and evaluated by the SIT?

School Administration and School Specialists will share with the SIT

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?

By the School Improvement Team as needed throughout the school year.

4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?

Washington Middle uses a Team Leader model in place of the Action Team framework. Administration and School Improvement Specialists will work with grade level team leaders and content-area teachers to create, implement, communicate, monitor, and modify the plan. The administration meets with team leaders and teams on a weekly basis. School Improvement Specialists, team leaders, PBIS members, Conflict Resolution members, and the SIT will meet with administration on a monthly basis. School Improvement Specialists and team leaders also supervise the teacher mentoring program for new staff members. They provide guidance for new staff unfamiliar with school improvement plans, and they help them by ensuring that strategies and activities indicated in the plan are implemented in classrooms.

5. How will the initial plan be shared with parents and community members?

The SIP will be shared with parents at a scheduled PAC meeting in January 2017. Invitations to the meeting will be handled through the school calendars that are sent home, and notification will be placed on the school's marquee and school's website. The plan will be

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posted on the ACPS website with a link to the Middle website. Updates will be shared via meetings throughout the year.

6. How will revisions to the SIP be presented to the staff, parents, and community?

Revisions to the SIP will be presented to staff during team meetings, and to parents at PTO meetings.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

The LEA will provide oversight to address the specific needs of the students in the areas where WA Middle didn't show adequate achievement. The LEA will assist WA Middle in the development of a comprehensive plan that includes strategies to address the curriculum, instruction, assessment, professional development, leadership, structure, and school climate/culture. The LEA will work with the SIS and administration to answer questions and concerns related to data, demographic information, and state requirements. The Central Office will provide staff development to enable the monitoring and assessing of the SIP through the ASPEN system. Dr. George Brown, Supervisor of Professional Development and LEA support, will provide professional development support to the school during the implementation and evaluation phases of the plan. The LEA will insure that the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals.

8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

Faculty - December through March – Weekly Team Meetings

Parents/Community – January - TBA –PAC Meeting

Monitoring the Plan-

Academic Data- Quarterly

Attendance Data- Monthly

Discipline Data- Monthly