

**Allegheny County Public Schools  
2015 – 2016 School Improvement Plan**

SCHOOL: Washington Middle

PRINCIPAL: Kendra Kenney

SCHOOL PROGRESS INDEX: 1.0201

(Please Check)	STRAND	2014 Criteria
	<b>1</b>	<ul style="list-style-type: none"> <li>➤ Meets and/or exceeds academic standards</li> <li>➤ Minimal subgroups missing AMOs</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>➤ Meets academic standards</li> <li>➤ Some subgroups missing AMOs</li> </ul>
<b>X</b>	<b>3</b>	<ul style="list-style-type: none"> <li>➤ Minimally meets or does not meet academic standards</li> <li>➤ Multiple groups missing AMOs</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>➤ Usually does not meet academic standards</li> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>
	<b>5</b>	<ul style="list-style-type: none"> <li>➤ Does not meet academic standards</li> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>

Are you a Title I school?  Yes  No

Have you ever been a Blue Ribbon School?  Yes  No

Are you a High Poverty School?  Yes  No

Please check if your school is identified in one of the Title I categories.

(Please check )	Category	Description
	<b>Reward</b>	<ul style="list-style-type: none"> <li>➤ Meets and/or exceeds academic standards</li> <li>➤ Closing the achievement gap</li> </ul>
	<b>Focus</b>	<ul style="list-style-type: none"> <li>➤ Need to focus on subgroups not meeting AMOs</li> <li>➤ Need to focus on the gap in subgroup performance</li> </ul>
	<b>Priority</b>	<ul style="list-style-type: none"> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

Part	Table of Contents	Page
<b>I</b>	<b>Title Page</b>	1
<b>II</b>	<b>School Demographics</b>	3
<b>III</b>	<b>Culture and Climate Narrative</b>	6
<b>IV</b>	<b>Universal Design for Learning</b>	8
<b>V</b>	<b>Progress Towards Meeting Academic Targets</b>	9
<b>VI</b>	<b>Early Learning</b>	n/a
<b>VII</b>	<b>SPI – School Progress Index</b>	14
<b>VIII</b>	<b>Attendance</b>	17
<b>IX</b>	<b>Habitual Truancy</b>	19
<b>X</b>	<b>Graduation and Dropout Rates</b>	n/a
<b>XI</b>	<b>School Safety/Suspensions</b>	19
<b>XII</b>	<b>PBIS or Behavior Management Systems</b>	20
<b>XIII</b>	<b>Principal’s SLOs</b>	21
<b>XIV</b>	<b>Parent Involvement, Title I or Non-Title I</b>	23
<b>XV</b>	<b>Professional Development Plan</b>	27
<b>XVI</b>	<b>TELL Survey Evaluation</b>	29
<b>XVII</b>	<b>Management Plan</b>	31
<b>XVIII</b>	<b>SIP Roster</b>	33
<b>XIX</b>	<b>Title I Components (Title I Schools Only) – Separate Document</b>	n/a

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2015-2016 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		48	48
Itinerant staff	6		6
Paraprofessionals	0	11	11
Support Staff	0	7	7
Other	5	15	20
<b>Total Staff</b>	<b>11</b>	<b>84</b>	<b>95</b>

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	<b>2015 – 2016 Official Data</b>	<b>2014 – 2015 Official Data</b>	<b>2013 – 2014 Official Data</b>	<b>2012 – 2013 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Highly qualified to teach in assigned area(s)</li> <li>• Not highly qualified to teach in assigned area(s)</li> </ul>	98% 2%	100%	100%	100%
For those not highly qualified, list name, grade level course	C.Boor 6&7 World Cultures			
Number of years principal has been in the building	3	2	1	0
Teacher Average Daily Attendance		94.4%	94.7%	95.4%

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**B. Student Demographics**

**Table 3**

**SUBGROUP DATA**

Data from prior year's SIP
----------------------------

	<b>2015 – 2016</b>	<b>2014 – 2015</b>	<b>2013-2014</b>
	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
American Indian/Alaskan Native	<b>≤10</b>	<b>≤10</b>	<b>≤10</b>
Hawaiian/Pacific Islander	<b>≤10</b>	<b>n/a</b>	<b>n/a</b>
African American	<b>34</b>	<b>25</b>	<b>39</b>
White	<b>542</b>	<b>582</b>	<b>604</b>
Asian	<b>≤10</b>	<b>≤10</b>	<b>≤10</b>
Two or More Races	<b>46</b>	<b>52</b>	<b>47</b>
Special Education	<b>125</b>	<b>115</b>	<b>106</b>
LEP	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Males	<b>316</b>	<b>350</b>	<b>352</b>
Females	<b>310</b>	<b>330</b>	<b>344</b>
Total Enrollment (Males + Females)	<b>626</b>	<b>680</b>	<b>696</b>

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **66.13%**

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**C. Special Education Data 2015-2016 School Year**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	11
05 Visual Impairment	n/a
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	n/a
08 Other Health Impaired	46
09 Specific Learning Disability	38
10 Multiple Disabilities	≤10
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	n/a

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**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.**

There were 968 office referrals in the 2014-2015 school year at Washington Middle School.

Overall, Washington’s office referrals decreased by 22% from the previous year. There were fourteen different disciplinary codes, where the number of office referrals decreased. The most significant decreases occurred in disrespect, insubordination, and classroom disruptions. Physical attacks and fighting are behaviors which we will continue to focus prevention, and reducing the number of incidents.

There were 64 referrals for disrespect in 2014-2015; 130 referrals in 2013-2014, and 74 referrals in 2012-2013.

There were 102 office referrals for insubordination in 2014-2015; 166 referrals in 2013-2014, and 96 referrals on 2012-2013.

There were 231 office referrals for classroom disruptions in 2014-2015; 279 referrals in 2013-2014, and 150 referrals in 2012-2013.

There were 45 office referrals for physical attacks and fighting in 2014-2015. This increased from 2013-2014’s 37 referrals. In 2012-2013 there were 30 office referrals for these same types of behaviors.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

There were 122 suspensions (17 ISS & 105 OSS) in 2014-2015. Washington Middle experienced 335 suspensions (201 ISS & 134 OSS) in 2013-2014. There were 214 suspensions (118 ISS & 96 OSS) in 2012-2013.

Washington Middle School is in its third year of instruction using Maryland's College and Career Readiness Standards, as well as participating in PARCC assessments. We educate an extensive economic and socially diverse population in Allegany County. Our staff is comprised of individuals who have empathy for our students, but most importantly high expectations. 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 classroom referrals by using a classroom behavior system that focuses on specific behaviors identified in a matrix of positive/negative behaviors and rewards/consequences. The PBIS system gives 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 also offer students Tier I and Tier II ELA interventions. Washington Middle School students have opportunities to participate in many 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 of our latest offerings of First Legos Club, Drama Club, and Keyboarding/Computer skills.

Washington Middle School staff and community recently crafted a new school vision. It is:

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

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**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.

**Table 5**

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	We offer students a variety of ways of acquiring information through a wide array of modifications and accommodations. This is enhanced by the use of technology, and team planning. We often use multi-sensory approaches to learning.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Students' creativity is encouraged in demonstrating what they have learned by allowing them to choose how they want to demonstrate their knowledge.
<i>Means for Engagement: tap into learners</i>	Multiple Options for Engagement



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<i>interests, challenge them appropriately, and motive them to learn.</i>	Students are given choices of how to participate in assignments and activities. They will have opportunities to be involved in individual assignments, small group work, and entire classroom discussions.
---	--

**V. PROGRESS TOWARD MEETING ACADEMIC TARGETS**

**With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.**

**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 percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 6: ELA (Reading) MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	615	460	74.8	631	521	82.6	598	464	77.6
Hispanic/Latino of any race	12	11	91.7	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	33	25	75.8	31	21	67.7	23	16	69.6
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	523	393	75.1	548	457	83.4	544	426	78.3
Two or more races	41	26	63.4	36	27	75.0	21	12	57.1
Special Education	76	32	42.1	81	58	71.6	79	42	53.2
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	399	281	70.4	391	319	81.6	355	250	70.4

**Growth in students’ reading levels will be demonstrated as follows:**

Students will be educated in Tier 1 level classes with support from co-teachers and with adaptations and modifications using strategies of Universal Design for Learning. Reading interventions at Tier 2 and 3 levels will be in place for selected students reading below or well below grade level. Students will be placed in reading intervention groups depending upon their needs. Students needing basic decoding skills will be placed by their level into the SRA Corrective Reading groups. Students who possess limited decoding and fluency skills but struggle with comprehension will be placed into the Scholastic READ 180 program.

**Allegheny County Public Schools  
2015 – 2016 School Improvement Plan**

**Reading Interventions Goals:**

**READ 180**

Students in READ 180 will be assessed quarterly using the Scholastic Reading Inventory to monitor growth. Eighty percent of the students will achieve their recommended student growth from September to May as measured by the Scholastic Student Growth Goals tool.

**SRA**

Eighty percent of the students in the SRA Corrective Reading will increase their Lexile Scores from September to May by 70 Lexile points as measured by the Scholastic Reading Inventory. Eighty percent of the students in the SRA reading intervention groups will also score an average of 75% or higher on the SRA Corrective Reading Mastery tests.

**All Students:**

All students will be assessed at the beginning, middle, and end of the school year to monitor student growth in reading. Seventy percent of the students will achieve their recommended growth level from September to May as measured by the Scholastic Reading Inventory.

Sixty percent of the students will increase their benchmark scores from one quarter to the next. Students' scores will increase as they become familiar with benchmarks aligned with the CCSS and the PARCC assessments that require students to closely read and directly refer to the text. Students' scores will be tracked on the Assessment Management System.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)**

<b>Table 9 : Mathematics MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
	All Students	666	431	64.7	629	498	79.2	600	490
Hispanic/Latino of any race	12	8	66.7	11	10	90.9	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	35	15	44.1	30	22	73.3	22	16	72.7
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	570	383	67.2	543	436	80.3	546	448	82.1
Two or more races	44	22	50	39	25	64.1	21	16	76.2
Special Education	76	27	35.5	68	40	58.8	67	42	62.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	434	254	58.5	389	290	74.6	360	270	75

**Academic Data Review**

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

## **Allegany County Public Schools 2015 – 2016 School Improvement Plan**

Priorities for us at Washington Middle will be trying to increase all students' performances, especially since there was a 17% decrease in all students' performance from 2012 to 2014. Emphasis will also be placed on the subgroups of African Americans, and Special Education. They were subgroups that showed the most significant decreases in performance over the last couple of years.

We will continue to incorporate Universal Design for Learning strategies in our daily lessons to help reduce the existing academic gaps. School specialists, as well as administrators, will help monitor progress through the use of data from quarterly and semester benchmark assessments.

### **Moving Forward**

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.  
Review of our historical data will be what helps "drive" many of our decisions for Washington Middle. Administration and the math specialist will analyze a multitude of data including benchmark, MSA/PARCC scores, classroom quizzes, tests, daily activities, teacher, student, and parent input.
2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.  
We have implemented Math 180 to help students who have difficulties with Math. We are currently using this program with selected sixth and seventh grade students during their universal math classes. We also offer math assistance and tutoring during co-curricular class, and in the After School Program. Scheduled ongoing professional development and vertical team meeting will continue to assist in successful implementation of the above educational opportunities.
3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.  
We are planning to integrate at least one Active Learning Lab at Washington Middle School by 2016-2017 school year if not sooner. We are hoping to do this as funding becomes available.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**C. Science**

<b>Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	214	132	61.7	200	128	64.0	192	119	62.0
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
White	194	120	61.9	177	114	64.4	179	111	62.0
Two or more races	≤10	≤10	≤10	11	8	72.7	≤10	≤10	≤10
Special Education	16	4	25	27	11	40.7	20	3	15
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Free/Reduced Meals (FARMS)	126	69	54.8	119	68	57.1	113	54	47.81

**VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools**

The 2014 (2013) School Progress Index is 1.0201

This SPI places our school in Strand 3

**A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school’s performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school’s targets.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Table 17**

<b>2013(4) Achievement Calculation</b>	<b>Math (MSA or Algebra/Data Analysis)</b>	<b>Reading (MSA or English 2)</b>	<b>Science (MSA or Biology)</b>	<b>Combined Indicator</b>
<b>% of students who scored Advanced or Proficient</b>	<b>79.1</b>	<b>83.6</b>	<b>64</b>	
<b>2013(4) Achievement AMOs</b>	<b>76.19</b>	<b>79.17</b>	<b>73.14</b>	
<b>Measure Progress Scale Values</b>	<b>1.0382</b>	<b>1.0560</b>	<b>.8750</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3460</b>	<b>0.3520</b>	<b>0.2916</b>	
<b>Achievement Contribution Value</b>				<b>0.9896</b>

List any content area where the Measure Progress Scale Value is less than 1. Science  
Any content area listed should be addressed in the AMO Progress section of the plan.

- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Table 18**

<b>2013 Gap Reduction Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Combined Indicator</b>
<b>2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>83.12</b>	<b>83.88</b>	<b>63.69</b>	
<b>2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>56.96</b>	<b>70.97</b>	<b>40.74</b>	
<b>This Year's Gap (complement)</b>	<b>26.15</b>	<b>12.92</b>	<b>22.95</b>	
<b>2013 Gap Reduction AMO (complement)</b>	<b>73.21</b>	<b>73.94</b>	<b>60.78</b>	
<b>Measure Progress Scale Values</b>	<b>1.0086</b>	<b>1.1778</b>	<b>1.2678</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3362</b>	<b>0.3926</b>	<b>0.4226</b>	
<b>Gap Reduction Value</b>				<b>0.4606</b>

List any content area where the Measure Progress Scale Value is less than 1. n/a

Any area listed should be addressed in the AMO Progress section of the plan.

- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

**Table 20**



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>2013 Student Growth Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Combined Indicator</b>
<b>2013 Growth Rate</b>	<b>66.16</b>	<b>66.61</b>	
<b>2013 Growth AMO</b>	<b>81.29</b>	<b>69.52</b>	
<b>Measure Progress Scale Values</b>	<b>0.8139</b>	<b>0.9582</b>	
<b>Proportional Significance</b>	<b>50%</b>	<b>50%</b>	
<b>Measure Contribution</b>	<b>0.4069</b>	<b>0.4791</b>	
<b>Growth Contribution Value</b>			<b>0.2658</b>

List any content area where the Measure Progress Scale Value is less than 1. Math & Reading  
Any content area listed should be addressed in the AMO Progress section of the plan

**VIII. ATTENDANCE – Elementary and Middle Schools Data**

<b>Table 22: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	94.1%	Y
Grade 6	94.4%	Y
Grade 7	94.4%	Y
Grade 8	93.4%	N

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 23: Attendance Rate</b>	<b>All Students</b>				
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>90%*</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
All Students			93.6	94.2	94.1
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American			92.6	94.7	94.7
Native Hawaiian or Other Pacific Islander					
White			94.0	94.0	94.0
Two or more races			91.3	94.7	94.7
Special Education			94.1	93.0	93.0
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)			93.1	93.1	93.1

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.  
The Hispanic/Latino subgroup needs to improve, as well as Special Education, and FARMS. The 8<sup>th</sup> grade has presented challenges across all areas.
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.  
The Truancy prevention officer will send letters to parents who miss 5 or more unexcused absences and schedule conferences with parents and students who miss more than 12 days of school. In addition, administration, truancy prevention officer, and school counselors will schedule parent meetings throughout the year 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. The school resource officer, PPW worker, and SEF will also be utilized to contact parents/students in the subgroups that present the most challenges to meeting the AMO of 94% or higher.

**Allegheny County Public Schools  
2015 – 2016 School Improvement Plan**

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 are the same as last year.**

**IX. HABITUAL TRUANCY**

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is a 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.

2. Based on the Examination of the Habitual Truancy Data, respond to the following:
- a. How many students were identified as habitual truants? Less than 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 Truancy Officer are working closely with these families.

**XI. SCHOOL SAFETY – SUSPENSIONS**

Suspension – In school and out of school suspensions

2013-2014 = 335 total suspensions (134 Out of School & 201 In School)

2014-2015 = 122 total suspensions (105 Out of School & 17 In School)

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

2013-2014 = Less than 10 for bullying, sexual harassment, & harassment

2014-2015= Less than 10 for bullying, sexual harassment, & harassment

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 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.

We had a significant decrease in the number of total suspensions from 2013-2014 to 2014-2015; especially the number of In School Suspensions. This is due in part to the emphasis of PBIS, and also finding more therapeutic methods to deal with students' negative behaviors.

We will continue to use the above methods since we are experiencing success with them.

**XII. 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.

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 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.

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

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

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.

**XIII. PRINCIPAL'S SLOs**

**PRINCIPAL SLO 1**

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

The content focus for this SLO is seventh grade reading, 173 students total (90 females and 83 males).

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

Seventh grade students were given the Scholastic Reading Inventory at the end of August/beginning of September.

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

This SLO helps staff and students monitor students' progress at increasing students' lexile levels. When lexile levels increase, reading abilities will as well. This will then help students prepare for more challenging studies while preparing for the world of college and careers.

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

The same group of students (7<sup>th</sup> grade) will be given the Scholastic Reading Inventory at the end of first semester (January 2016) and those results will be compared to SRI assessment results that were obtained at the beginning of the school year. These results will also be compared to each student's scores from SRI assessments given to them in 6<sup>th</sup> grade as well.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**PRINCIPAL SLO 2**

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

The content focus for this SLO is mathematics. The target group is the seventh grade which totals 173 students (90 females & 83 males).

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

Seventh grade students will be given quarterly benchmark exams which will be used to determine a baseline. This will help determine areas of need for each 7<sup>th</sup> grade student.

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

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

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

A comparison of benchmark 3 pre test and post test scores will be used to determine the level of student growth.

**Allegheny County Public Schools  
2015 – 2016 School Improvement Plan**

**XIV. NON-TITLE I PARENT INVOLVEMENT**

**Parent/Community Involvement Needs**

Describe 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.).

**Parent Advisory Committee 2015 – 2016**

<b>Name</b>	<b>Position</b>
Kendra Kenney	Principal
Lora Puffenberger	Assistant Principal
Tessa Fairall	Acting Assistant Principal
Beth Harper	Teacher
Tacie Heavner	Teacher
Charissa Bishop	Chairperson/PAC Rep.
Tangela Wilson	Parent

**Non Title I Parent Involvement Plan**

**Allegany County Public Schools  
2015 – 2016 School Improvement 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.**

**WASHINGTON MIDDLE SCHOOL 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 meet the AMO target for 2015-2016.

**Action Plan**



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>I - Shared Decision Making</b>  ♦ The parent involvement plan is developed with input from parents.	School PTO meetings	Monthly	Administration
<b>II- Building Parental Capacity</b>  1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.	School PTO meetings  School calendars/notes sent home  School Website	Monthly  Monthly  As needed	Administration
2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.	School PTO meetings  School Website	Monthly  As needed	Administration
3) Ensure information is presented in a format and/or language parents can understand.	School PTO meetings  School Calendars/notes sent home	Monthly  Monthly	Administration
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	School PTO meetings  Parent/Team Conferences	Monthly  As needed	Administration

**Allegheny County Public Schools  
2015 – 2016 School Improvement Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>III- Review the Effectiveness</b>  ♦ The effectiveness of the school's parental involvement activities will be reviewed.	Analysis of number of parents participating	Monthly	Administration
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</b>	Assisting students in reading and math programs	Needed  Weekly	Administration

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**XV. PROFESSIONAL DEVELOPMENT PLAN**



**Professional Development Planning Form**

**Professional Development Title:** Introduction of book “Better Learning Through Structured Teaching”

**Date (s):** June 2015

**Location and Time:** Washington Middle School – End of 2014-2015 school year professional development

**Intended Audience:** WMS Staff

1. Indicate the student data information that identified a need for change in student achievement and/or behavior that this professional development will address. (Consider MSA trend data, county benchmarks, school based assessments, and other data) The need to have our students invest in their own learning by taking on more responsibility for it. Our students need to be transformed into independent learners. This will prepare them for higher education, or entering the military, or workforce.
  
2. What changes will occur in the classroom as a result of this professional development? (What will students experience?) Students will gradually take on the responsibility of their own learning with guidance from their teachers who will be facilitators. They will understand they must be active participants in their education. Students will also be taught methods and strategies for how they can achieve that.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

3. What knowledge and skills will the participants attain in this professional development to make these changes happen? (What will staff know and be able to do as a result of this activity?) They will know, and be able to recognize each of the 4 steps of the gradual release of responsibility model. They will also begin sharing ideas as to how to go about implementing this framework. Staff will discuss and plan how students can benefit from the gradual release of responsibility model in each subject area.
  
4. What activities will occur to provide the required knowledge and skills? (Provide a detailed agenda) We will utilize days Professional Development sessions that are “built into” the calendar. Administration will visit team meetings, and vertical team meetings, along with our school reading and math specialists to discuss strategies and receive staff feedback. We will also seek feedback from parents and students. Support will be provided by visiting other classrooms where the gradual release of responsibility is already in use.
  
5. What will you do to measure the effective implementation of the new knowledge and skills in the classroom? (Discuss HOW you will evaluate the following: 1.The participants achieved the measurable objectives. 2. How will you know there is implementation at the classroom level?) If you use observation and evaluation – What will you be looking for? School administration will use classroom walk throughs, and observations to determine if students are in the process of gradually taking responsibility for learning. When we visit classrooms, we will be looking for students’ levels of participation in daily lessons and activities, and the quality of their participation. We will be looking for how organized lessons are, and how much communication is taking place between students and staff. We will also be interviewing staff and students and asking for their feedback.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**XVI. TELL SURVEY**

**2015 EVALUATION**

*Teaching Empowering Leading & Learning Survey - (TELL Maryland)*

*The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.*

**2013 to 2015 Evaluation:**

**ACTUAL Percent**

**\_\_\_41.9\_\_\_2015%** **TimeFactor Item 2.1d** : The average percent of teachers' favorable responses will increase from 44.4% in 2013 to 48% in 2015.

MET? (Yes/No) No

**ACTUAL Percent**

**\_\_\_75.8\_\_\_2015%** **Time Factor Item 2.1c** : The average percent for teachers' favorable responses will increase from 55.6% in 2013 to 60% in 2015.

MET? (Yes/No) Yes

**Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?**

**Time Factor Item 2.1d decreased 6.1%. This factor pertains to the amount of paperwork teachers were required to do. Some of the contributing factors of the increase is the fact that teachers were not only giving quarterly and semester benchmarks but also preparing for PBA and EOY PARCC exams in addition to regular lesson planning, checking classwork and homework. Teachers were also busy working on obtaining data for district and principal SLOs during the time this survey was administered. Another possible contributing factor is that teachers were given multiple surveys to complete all close to the end of the year.**

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

Time Factor Item 2.1c increased 20.2%. This factor pertains to the amount of non-instructional time provided being sufficient for teachers. WMS teachers have planning time one block each day with team planning twice a week. Teachers utilize this time to plan individually as well as collaboratively, hold parent conferences, team meetings. We also schedule vertical team planning time once per month.

**2015 TELL Survey**

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

**Table 26**

<b>Survey Factor (Domain)</b>	<b>Time</b>
<b>Item Number</b>	<b>2.1d</b>
<b>Item Statement</b>	<b>Efforts are made to reduce the amount of routine paperwork teachers are required to do</b>
<b>School %</b>	<b>41.9%</b>
<b>County %</b>	<b>56.4%</b>
<b>State %</b>	<b>52.3%</b>

<b>Strategy: To enhance the school environment and improve teaching conditions related to the Managing Student Conduct factor.</b>			
<b>Item to be Addressed</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>SLOs</b>	<b>Automated process</b>	<b>IT/Central Office</b>	<b>2015-16 school year</b>

**New Goal:**

The average percent for teachers' favorable responses will increase from 41.9 % in 2015 to 46 % in 2017.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Section XVII. MANAGEMENT PLAN**

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

*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?**

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

*The SIP will be shared with parents at a scheduled PAC meeting in January 2016. Invitations to the meeting will be handled through the school calendars that are sent home, and notification will be placed on the school’s marquise and school’s website. The plan will be 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



### Allegany County Public Schools 2015 – 2016 School Improvement Plan

**Section XVIII. SIP ROSTER**

Name	Position	Signature	Date
Kyle Martz	SIT Chairman	Kyle Martz	11-19-15
Mary Gilles	Reading Specialist	Mary Anne Gilles	11-19-15
Trina McGregor	Math Specialist	Trina M. McGregor	11-19-15
Julie Kostovick	Teacher	Julie Kostovick	11-19-15
Greg Broadwater	Teacher	Greg Broadwater	11-19-15
Beth Harper	Teacher	Beth M. Harper	11-19-15
Jennifer Knotts	Teacher	Jennifer Knotts	11-19-15
Jeffrey Sturtz	Teacher	Jeffrey Sturtz	11-19-15
Brian Raines	Teacher	Brian Raines	11-19-15
Scott VanVlack	Teacher	Scott VanVlack	11-19-15
Thomas Kutcher	Teacher	Thomas Kutcher	11/19/15
Chris Fraley	Teacher	Chris Fraley	11/19/15
Autumn Livengood	Counselor	Autumn Livengood	11/19/15
Shawnee McElfish	Counselor	Shawnee McElfish	11/20/15
Jennifer Rice	Special Ed. Facilitator	Jennifer Rice	11/20/15
Charissa Bishop	Parent	Charissa Bishop	1/14/15
Tessa Fairall	Acting Assist. Principal	Tessa Fairall	11/19/15
Lora Puffenberger	Assistant Principal	Lora Puffenberger	11-19-15

Principal:


11/19/15

(Signature)

(Date)