

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

SCHOOL: Westmar Middle School

PRINCIPAL: Mr. John Logsdon

SCHOOL PROGRESS INDEX: 0.8865

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

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

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	1	1	2
Teachers	3	24	27
Itinerant staff	2		2
Paraprofessionals		2	2
Support Staff		5	5
Other	10	7	17
Total Staff	16	39	55

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Highly qualified to teach in assigned area(s) • Not highly qualified to teach in assigned area(s) 	100% 0%	100% 0%	100% 0%	100% 0%
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	Acting Principal (1)	8	7	6
Teacher Average Daily Attendance		94.6%	95%	95.5%

Data from prior year's SIP

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B. Student Demographics

Table 3

SUBGROUP DATA

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	N/A	N/A	N/A
Hawaiian/Pacific Islander	N/A	≤10	≤10
African American	≤10	≤10	≤10
White	278	256	274
Asian	N/A	≤10	N/A
Two or More Races	≤10	≤10	≤10
Special Education	44	38	40
LEP	N/A	N/A	N/A
Males	147	125	130
Females	135	134	154
Total Enrollment (Males + Females)	282	259	284

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014: 58.75%**

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	N/A
02 Hard of Hearing	≤10
03 Deaf	N/A
04 Speech/Language Impaired	≤10
05 Visual Impairment	N/A
06 Emotional Disturbance	N/A
07 Orthopedic Impairment	N/A
08 Other Health Impaired	≤10
09 Specific Learning Disability	20
10 Multiple Disabilities	N/A
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
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.

Westmar strives to provide a safe learning environment that nurtures academic achievement and an atmosphere free of harassment in any form.

Both morning arrivals and afternoon dismissal procedures are monitored by administrators, teachers, and school resource officers. A resource officer is visible during the day monitoring hallways, bathrooms, and the cafeteria along with teachers and administrators. Cameras located throughout the building monitor activity as well. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student safety in the event of an emergency. The fire drill in October is coordinated with the Goodwill Fire Company and includes a presentation by its volunteers. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed.

The school’s physical setting is spacious, with ample room for student movement within the classrooms and hallways. Varied arrangements within the classrooms of desks and tables allows for large/small group and independent instruction across the curriculum. There are two full science labs, computer labs, and laptop carts available to further engage students. The use of smartboards is incorporated in most classrooms. Finally, the last three letters in Westmar’s PBIS “ROAR” accentuate a culture of organization, achievement, and responsibility with positive reinforcement with the issuance of “wildcat” rewards.

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The first “R” in Westmar’s ROAR is respect—of one’s self, peers, and adults. Daily reminders of a bully free zone are given during the morning announcements. Internet safety lessons are taught at each grade level by the media specialist addressing the topics of cyberbullying, personal safety, and social media. Resource officers teach the DARE program to seventh graders, and Project Yes meets weekly with students. The guidance counselor and administrators are available to deal with any student concerns that arise.

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
<p><i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Direct Instruction <ul style="list-style-type: none"> ○ Teacher-led whole class lesson appeals to verbal/linguistic students ● Cooperative Learning <ul style="list-style-type: none"> ○ Teamwork actively engages students and provides many ways to learn; Jigsaw, Think-Pair-Share, Pairs Check, etc. ● Centers/Stations <ul style="list-style-type: none"> ○ Students visit or rotate to different centers to accomplish varied learning tasks; Literature Circles, science stations, text on CDs, short clips from the Internet related to the topic, etc. ● Inquiry-Based Instruction <ul style="list-style-type: none"> ○ Students work at their own pace at the appropriate level of difficulty; Read 180 Scholastic computer program, Math 180 Scholastic computer program, etc. ● Multiple Intelligences <ul style="list-style-type: none"> ○ Multimodality lessons and activities address students’ multiple intelligences and learning styles; SPARK.

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<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- Product</p> <ul style="list-style-type: none"> ● Verbal/Linguistic Student <ul style="list-style-type: none"> ○ Written reports, books, articles, poems - present through speech or readings ● Logical/Mathematical Student <ul style="list-style-type: none"> ○ Surveys, graphs, experiments - present through analysis, conclusions, or debates ● Musical/Rhythmic Student <ul style="list-style-type: none"> ○ Songs, poems ● Bodily/Kinesthetic Student <ul style="list-style-type: none"> ○ Model, invention, video - present through skit or role play ● Naturalist Student <ul style="list-style-type: none"> ○ Classifications system, observations, collections - present through slide show, exhibit, display, or experiment results ● Interpersonal Student <ul style="list-style-type: none"> ○ Team projects, cooperative groups - present through team presentations ● Intrapersonal Student <ul style="list-style-type: none"> ○ Diary, journal, essay - present through speech, or written format ● Various forms of assessment <ul style="list-style-type: none"> ○ Engrade tests/quizzes (online) ○ Engrade flashcards (online) ○ Paper/Pencil tests/quizzes ○ Enter/Exit Slips
<p>Means for Engagement: <i>tap into learners</i></p>	<p>Multiple Options for Engagement</p>

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<p><i>interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none">● Differentiate the Level of Content<ul style="list-style-type: none">○ Increase the Difficulty - Create higher levels for lessons and projects, develop a wide array of thinking skills, ask open-ended questions○ Decrease the Difficulty - Divide the learning into smaller tasks, reteach concepts, provide more modeling, and teach the concept in a different way● Differentiate the Amount of Time<ul style="list-style-type: none">○ For Slow or Reflective Students - Provide more time, assign less work, fewer problems, use “Think Time” liberally○ For Fast Students - Provide less time, tighter deadlines, assign more work, more problems, assign “challenge” problems.● I Do, We Do, You Do● STEM lessons embedded in the curriculum● Choice Boards
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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)

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	238	177	74.4	252	210	83.3	282	214	83.3
Hispanic/Latino of any race	N/A	N/A	N/A	≤10	≤10	≤10	≤10	≤10	≤10
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	N/A	N/A	N/A	≤10	≤10	≤10	≤10	≤10	≤10
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	230	171	74.3	241	201	83.4	273	113	68.1
Two or more races	N/A	N/A	N/A	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	27	12	44.4	31	21	67.7	44	28	63.6
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)	128	88	68.8	151	119	78.8	166	113	68.1

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	278	184	66.2	252	216	85.7	282	240	85.1
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	268	179	66.8	241	206	85.5	273	231	84.6
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	35	11	31.4	31	13	41.9	44	29	65.9
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)	161	94	58.4	151	121	80.1	166	137	82.5

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.

In a review of academic data, the priority in terms of student achievement is the reduction in the gap between all students and special education students. In addition to receiving instructional support within the classroom from inclusion teachers and assistants, identified students will participate in intervention programs during co-curricular.

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Identified students, including all sixth graders, are screened using SAM (Scholastic Achievement Manager). The SRI (Scholastic Reading Inventory) and SMI (Scholastic Math Inventory) for College and Career are administered to determine qualifying students—those two years or more below grade level in reading and math. Qualifying students are then placed in either a READ 180 or MATH 180 intervention class. Students who struggle with phonic skills and sight word vocabularies are administered the SPI (Scholastic Phonics Inventory) and placed accordingly in an SRA Decoding intervention at the appropriate level.

These intervention programs are implemented with fidelity in addition to the language arts and math programs. Student progress is monitored throughout the year with students reevaluated quarterly to determine retention or dismissal from the program.

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.

With the need to close the gap between our lowest achieving subgroup, Special Education, and our highest achieving subgroup, all students, Special Education students will be receiving reading intervention during co-curricular. The SRA Corrective Reading program is the evidence-based practice that we choose to give to our students. The decoding strand of SRA was chosen because it provides various decoding levels that meet the goals of our students' IEPs. These students are placed at a decoding level based on the SRA Decoding screening test. Throughout the decoding intervention, several mastery tests are given. If the student is performing at or above mastery, they are reevaluated for the chance to move up in a level or to be dismissed altogether. During their daily schedule, Special Education students are receiving special education services through instructional support.

Westmar Middle school is also taking the initiative to be proactive with our second lowest performing subgroup, FARMS, by moving both the Scholastic Read 180 and Scholastic Math 180 programs from the daily schedule to an intervention during co-curricular. All students are now receiving Common Core curriculum at grade level during regular class time so they are college and career ready.

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.

The decoding strand of the SRA Corrective Reading program was chosen because it provides various decoding levels that meet the goals of our students' IEPs. These students are placed at a decoding level based on the SRA Decoding screening test. Throughout the

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decoding intervention, several mastery tests are given. If the student is performing at or above mastery, they are reevaluated for the chance to move up in a level or to be dismissed altogether.

Students placed in Read 180 are identified by using the Scholastic Reading Inventory (SRI) which will determine student growth. The SRI will be administered the first month of school for screening and placement. Then, the SRI will be given again in the middle of the school year to monitor progress towards grade level comprehension. Finally, SRI will be administered for the last time to track overall growth in reading comprehension.

Students placed in Math 180 are identified by using the Scholastic Math Inventory (SMI) which will determine student growth. The SMI will be administered the first month of school for screening and placement. Then, the SMI will be given again in the middle of the school year to monitor progress toward algebra. Finally, SMI will be administered for the last time to track overall growth in math understanding.

In all three areas, SRA, Read 180, and Math 180, teachers have been professionally trained to administer the program with fidelity. Teachers were trained to read the reports as well as the test results so they can identify placements accurately. This information helps determine whether a child needs to remain in a program or be dismissed.

D. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	109	68	62.4	77	58	75.3	96	64	66.7
Hispanic/Latino of any race	N/A	N/A	N/A	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	≤10	≤10	≤10	N/A	N/A	N/A	N/A	N/A	N/A

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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	106	65	61.3	75	56	74.7	93	61	66.6
Two or more races	≤10	≤10	≤10	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	15	4	26.7	≤10	≤10	≤10	12	7	55.6
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)	59	29	49.2	49	32	65.3	54	30	55.6

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.

The Special Education and FARMS subgroups performed below the total school performance.

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.

To support student achievement with our lowest performing subgroups, Special Education and FARMS, implementation of the following strategies have taken place.

- The implementation of the SPARK program in all grades will help link the science of exercise and the brain. The goal is to have healthier, fit students, who are anxious to do well in academic classes and in social situations.
- Science teachers will meet for vertical team planning.
- Discovery Education will be utilized.
- Science field trips throughout all grades promote hands on learning.
- Online Engrade benchmarks will be used for all grade levels to assess growth and to prepare students for PARCC.
- The Skills and Processes test will be given in Grade 6, Grade 7, and grade 8 at the predetermined time by the county.
- Classes will be taught through blended instruction.
- Instruction is differentiated - individual work, cooperative work, teacher-led instruction, teacher-facilitated activities, science labs, and station work.
- All IEPs are being met through instructional support which includes verbatim reading and scribes.

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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 0.8865

This SPI places our school in Strand 5

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.

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	85.71%	83.33%	74.36%	
2013(4) Achievement AMOs	91.585	84.66%	82.64%	
Measure Progress Scale Values	0.9360	0.9844	0.8998	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3120	0.3218	0.2999	
Achievement Contribution Value				0.2820

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

Math, Reading, and Science

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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.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 85.48%	White 83.40%	White 73.68%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 41.94%	Special Education 67.74%	FARMS 65.38%	
This Year's Gap (complement)	56.46%	84.34%	91.70%	
2013 Gap Reduction AMO (complement)	86.98%	95.18%	90.60%	
Measure Progress Scale Values	0.6491	0.8861	1.0122	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2164	0.2954	0.3374	

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Gap Reduction Value				0.3397
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List any content area where the Measure Progress Scale Value is less than 1.

Math and Reading

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

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	53.11%	72.08%	
2013 Growth AMO	76.54%	67.28%	
Measure Progress Scale Values	0.6939	1.0713	
Proportional Significance	50%	50%	
Measure Contribution	0.3469	0.5357	
Growth Contribution			0.2648

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

Math and Reading

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

VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.5%	Yes
Grade 6	≥95%	Yes
Grade 7	94.8%	Yes
Grade 8	93.6%	No

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	94.2%	94.6%	94.3%	94.4%	94.4%
Hispanic/Latino of any race			N/A	N/A	≤10
American Indian or Alaska Native			N/A	N/A	N/A

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Asian			N/A	N/A	N/A
Black or African American			N/A	N/A	≤10
Native Hawaiian or Other Pacific Islander			N/A	N/A	≤10
White			N/A	N/A	94.5%
Two or more races			N/A	N/A	≤10
Special Education	93.8%	92.8%	92.5%	91.8%	92.7%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	93.7%	94.0%	93.3%	93.6%	93.3%

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

The 8th grade aggregate population is slightly below the state AMO of 94% with 93.6%.

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.

Students in these subgroups will be monitored through the PBIS program. Phone calls from the attendance office to homes of absent students will continue. Attendance incentives will be given throughout the school year, perfect attendance will be recognized with certificates at the awards assemblies, and photographs of students will be posted in the hallway.

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.

Adjustments were made to the PBIS program to include attendance.

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IX. 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.

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 students were identified as habitual truants.

- b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

Westmar utilizes a variety of techniques and resources to address our attendance issues, which includes monitoring of students in alternative programs. For all students, daily phone calls are made to notify/confirm with the parent absents.

For habitual truant students, attendance is discussed weekly at Pupil Service Team Meetings. The following plans of action are discussed:

- phone calls
- parent meetings
- home visits
- charges filed
- other resources needed to assist the family (school nurse, school psychologist, social services, health dept.)

Home visits are conducted by PPW, counselor, and resource officer on an as needed basis. These students are offered other support at school such as the After School Program or YES program. Attendance contracts are made between the student and the administration, and rewards are given through PBIS Program.

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XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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.

During the last two school years, Westmar Middle School has had a total of 134 in or out of school suspensions. During the 2013-14 school year, there were 100 suspensions, one due to harassment. In the year 2014-15, we suspended 34 students, none of which were a result of harassment or bullying.

The staff and administrators work diligently each day to prevent negative behaviors. The emphasis is safety as our number one rule followed by respect, organization, achievement, and responsibility. Each day on the morning announcements we have a “Thought of the Day” which relates to anti-bullying. Westmar Middle is fortunate to have two School Resource Officers, Tim Stevens and Deputy Darrell Wildeson, who are present and interact daily with students. During the first week of school, administrators conduct grade level orientations where rules are explicitly reviewed as well as consequences. In addition, the principal and assistant principal are visible in classrooms, cafeteria, and hallways throughout the day.

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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.

The staff at Westmar has created and implemented a positive behavior system called Wildcats. We have a slogan stating, “Westmar students ROAR” with Respect, Organization, Achievement, and Responsibility. Students earn a wildcat for being in attendance, on time, and following the rules. Students who display these characteristics, or go above and beyond them, receive an extra wildcat and their name and positive action is announced on the morning announcements as well as on the five televisions in the cafeteria.

Each quarter, an attainable number of wildcats earned is set and students strive to reach that goal (ex. 27/28) in order to participate in an incentive. However, if a student neglects to follow a school rule, staff members can take away a wildcat. In this case, an administrator conferences with students about what they did and how they can improve.

In order to make the PBIS incentives student favorable, the staff surveyed students to give suggested activities. The PBIS team is implementing the most popular student suggestions.

This is the ninth year the PBIS program has been in place at Westmar Middle School as it was initiated in the school year 2006-2007. The following chart summarizes the office referrals since the beginning of our PBIS program.

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Office Referrals at Westmar Middle

School Year	# of Referrals
2006-2007	292
2007-2008	247
2008-2009	222
2009-2010	265
2010-2011	259
2011-2012	338
2012-2013	253
2013-2014	246
2014-2015	220

Summary of the 2014-15 data:

- The number of suspensions decreased significantly dropping from 100 in 2013-14 to 34 in 2014-15.
- There were a total of 207 office referrals accounting for 81 students.
- 78 students acquired six or more referrals. 94 students had two to five referrals. 35 students had just one referral.
- Of the 207 referrals, 68 were due to disruption, followed by 43 for disrespect, and 38 for disobeying.
- By location, of the 207 referrals, 115 occurred in the classroom, 32 in hallways, 22 on a bus, 14 in the cafeteria, and 12 in the gymnasium.

In an attempt to eliminate many of the inappropriate behaviors, the following strategies have been implemented:

- Assigned seating in the auditorium and cafeteria
- Staff walking students from Point A to Point B
- Monitoring hallways at the beginning and end of the school day
- Staff presence in hallways during class changes
- Classroom monitoring by Mr. Logsdon and Mrs. Imes to reinforce rules and ensure learning

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XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1 - ELA

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

The specific content is the Common Core 6th-8th grade ELA curriculum with the focus on key ideas and details of literary and informational texts and integration of knowledge of literary and informational texts.

All students at Westmar Middle School (278) will participate in this SLO. They will be monitored for reading vocabulary development and comprehension throughout the year. The GMRT pretest for baseline data was given in September 2015. Students will take the posttest in April 2016.

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

According to the GMRT, the following can be stated:

- The average reading level for 6th grade is 5th grade 4 mo.
- The average reading level for 7th grade is 6th grade 5 mo.
- The average reading level for 8th grade is 6th grade 6 mo.
- In 6th grade, 46/99 students or 46% are reading below 5th grade level.
- In 7th grade, 41/92 students or 45% are reading below 6th grade level.
- In 8th grade, 35/87 students or 40% are reading below 6th grade level.
- 44/278 students at Westmar Middle School or 16% are reading above a 9th grade level.

According to the SRI administered to all 6th graders, 21% have a lexile score in the Advanced/Proficient range; 33% have a lexile score of Basic; and 45% have a lexile score of Below Basic.

ELA benchmark data for Westmar in 2014-2015 showed 6th grade with a test average of 72%, 7th grade with a test average of 64%, and 8th grade with an average of 75%.

According to the 2014-15 School Improvement Plan, 74.4% of students at Westmar were proficient in reading on the MSA.

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PARCC--this data point has not been released

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

The SLO for ELA supports the School Improvement needs by addressing the gap between the lowest performing subgroup and the highest performing subgroup. The concentration to increase the overall reading level of students reading below grade level and maintenance of students reading above grade level will prepare students to be college and career ready.

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

The Gates-MacGinite Reading Test will determine student growth. The pretest will be given in September 2015, and the posttest will be administered in April to track overall growth in reading.

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PRINCIPAL SLO 2 - Math

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

The content focus of the SLO is the 6th grade Common Core curriculum. The domains that will be addressed are Ratios & Proportions, the Number System, Expressions & Equations, Geometry, and Statistics & Probability.

Westmar Middle School's sixth grade students who are currently taking the Common Core Math 6 curriculum are targeted for this SLO. All 99 students will be participating and will be monitored through the Scholastic Math Inventory (SMI). The 6th grade class is a cross section of all subgroups which includes our lowest performing groups, FARMS and Special Education.

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

According to the 2015-2016 Scholastic Math Inventory:

- 10/99 students are performing at or above grade level
- 8/99 students are performing on a 5th grade level
- 18/99 students are performing on a 4th grade level
- 17/99 students are performing on a 3rd grade level
- 22/99 students are performing on a 2nd grade level
- 17/99 students are performing on a 1st grade level
- 7/99 students are performing on a kindergarten level

According to 2014-2015 6th grade County Benchmarks:

- Benchmark 1 - 68% of the students at Westmar Middle School were proficient
- Benchmark 2 - 82% of the students at Westmar Middle School were proficient
- Benchmark 3 - 77% of the students at Westmar Middle School were proficient

According to the 2014-2015 School Improvement Plan:

- MSA Math - 66.2% of the students at Westmar Middle School were proficient

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PARCC - this data point has not been released

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

The SLO for Math supports the School Improvement needs by addressing the gap between the lowest performing subgroup and the highest performing subgroup. The concentration to increase Westmar Middle School Math 6 students' overall mathematics comprehension will prepare the sixth grade students to be algebra and college and career ready.

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

The Scholastic Math Inventory (SMI) will determine student growth. The SMI will be administered the first month of school for screening and placement. Then, the SMI will be given again in the middle of the school year to monitor progress toward algebra. Finally, SMI will be administered for the last time to track overall growth in math understanding.

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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.).

Activity	# of Parents Involved	Approx Hrs for each Parent	Total Hours
Volleyball Coaches	3	150	450
Volleyball Referees/Concession	12	4	48
Basketball Coaches	9	150	1350
Basketball Referees	14	12	168
Basketball Concession	16	4	64
Dance/Chaperone	10	4	40
Band Field Trip	26	11	286
8th Grade Field Trip	35	10	350
8th Grade Parent Meetings	22	2	44
Total	147		2800

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Parent Advisory Committee 2015 – 2016

Name	Position
Jennifer Sticklely	PAC
Amy Smith	Parent
Khrista Brown	Teacher

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.**

WESTMAR MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Westmar 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

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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

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>I - Shared Decision Making</p> <ul style="list-style-type: none"> The parent involvement plan is developed with input from parents. 	<p align="center">SIT Parent Advisory Committee</p>	<p align="center">Ongoing</p>	<p align="center">Mr.Logsdon</p>
<p>II- Building Parental Capacity</p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.</p>	<p align="center">Parent Conferences School System Website Emails and phone calls to parents and guardians School handbook reviewed</p>	<p align="center">Oct. 2015 Feb. 2016 Ongoing Ongoing Aug. 2014</p>	<p align="center">Grade level teachers BOE Teachers/Administrators Mr. Logsdon/Mrs. Imes</p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p align="center">All teachers post grades online using ASPEN Parents are notified by ASPEN that interim reports are posted a paper copy is issued to those who request it.</p>	<p align="center">Weekly</p>	<p align="center">Classroom teachers</p>

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3) Ensure information is presented in a format and/or language parents can understand.	The School Messenger system is used to communicate with parents about upcoming events	As Needed	Administration
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	Pupil Service Worker/Special invitation	As needed	Administration

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness <ul style="list-style-type: none"> The effectiveness of the school's parental involvement activities will be reviewed. 	County Parent evaluation	Spring 2016	BOE
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents actively volunteer in many ways throughout the school year: <ul style="list-style-type: none"> ❖ Chaperones for school dances ❖ Attend and chaperone field trips ❖ Work with youth sports ❖ Help students organize food drives for local food pantries in conjunction with service learning hours 	Ongoing	School Office

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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

74.1 **2015%** **Factor:** The average percent of teachers' favorable responses will increase from 70.8% in 2013 to 72.9 % in 2015.

MET? YES

ACTUAL Percent

85.2 **2015%** **Item:** The average percent for teachers' favorable responses will increase from 79.2 % in 2013 to 81 % in 2015.

MET? YES

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

As a school, we followed through with vertical team meetings and team meetings which help provide time for teachers to work together to help alleviate some of the routine tasks associated with collecting data, common core activities, SLO's and STEM lessons. Also, the office interruptions were kept at a minimum.

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.

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Table 26

Survey Factor (Domain)	Time
Item Number	2.1b
Item Statement	Efforts are made to minimize the amount of routine paperwork teachers are required to do.
School %	74.1
County %	56.4
State %	52.3

Strategy: To enhance the school environment and improve teaching conditions related to the <u>TIME</u> factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	<ul style="list-style-type: none"> ● Vertical team meetings and team meetings ● Benchmark Scoring - utilize Engrade ● STEM lessons embedded into the curriculum 	<p style="text-align: center;">Principal Assistant Principal SIS Teachers</p>	Ongoing

New Goal:

The average percent for teachers' favorable responses will increase from 74.1 % in 2015 to 76 % in 2017.

Section XVII. MANAGEMENT PLAN

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

The plan will be initially shared with all staff members during team meetings. Additionally, the plan will be shared with each department to discuss areas that need to be addressed by those teachers. Follow up of the plan will occur during team meetings and with individual staff members as needed. The plan will also be shared to all faculty and staff through Google Docs as view only.

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

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Quarterly Benchmarks will be given and evaluated. Principal and District SLO's will be monitored for student growth. Data from benchmarks and SLO's will be disaggregated by the SIS and reviewed during vertical or team meetings as needed.

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

Once the data has been reviewed, the following questions will guide the SIT in regards to revising the plan.

1. *Does data indicate a need for change?*
2. *Why is it necessary?*
3. *Who will implement the change?*
4. *What staff development is needed to implement the change?*

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

Classroom teachers will be implementing the strategies designated for their content area. During the quarterly review of the SIP, classroom teachers will give suggestions on the strategies to determine if they are working or need to be changed.

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

The plan is available online for parents and community members to access. It will also be available in the school office for any interested parent or community member. A copy of the plan will be placed in the local libraries.

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

Revisions to the plan will be shared with staff during team meetings. Revisions will be shared with parents and community members at public events such as parent conferences, winter and spring concerts, etc.

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

Central Office personnel will be contacted on an as needed basis.

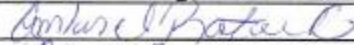
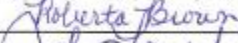
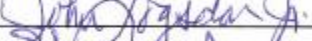
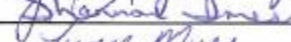



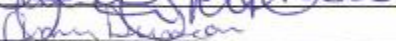

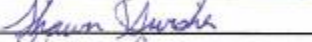
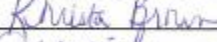
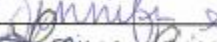


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8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

<i>Sharing the Plan:</i>	
<i>Staff</i>	<i>On going</i>
<i>Parents/Community</i>	<i>February through May</i>
<i>Monitoring the Plan:</i>	
<i>Academic data</i>	<i>Quarterly</i>
<i>Attendance data</i>	<i>Quarterly</i>
<i>Revising the Plan:</i>	
<i>SIT Meeting</i>	<i>Quarterly</i>

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Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Amber Rotruck	Co-Chair (SIS Math)		10/28/15
Roberta Brown	Co-Chair (SIS Reading)		10/28/15
John Logsdon, Jr.	Principal		10/28/15
Shannon Imes	Assistant Principal		10-28-15
Lynn Muir	Guidance Counselor		10/28/15
Julie Laffey	Teacher - Family Consumer Science		10/28/15
Margie Rawlings	Teacher - Math		10/28/15
Jennifer Ritchie	Teacher - ELA		10/28/15
Amy Duncan	Teacher - Special Education		10/28/15
Tracy Leonard	Teacher - Physical Education		10/28/15
Shawn Swisher	Parent/Teacher - Social Studies		10/28/15
Khrista Brown	Parent/Teacher - ELA		10/28/15
Jennifer Stickley	Parent		10/28/15
Laura Biser	Parent		10/28/15

Principal



(Signature)

11-4-2015

(Date)