Allegany County Public Schools
2019-2020 School Improvement Plan

School: Mount Savage Middle **Principal: Martin Crump**

Allegany County Public Schools
2019-2020 School Improvement Plan

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Students and staff at Mount Savage School will strive for and attain excellence in all we say and do.

Vision

At Mount Savage School, we are committed to upholding an environment that fosters mutual respect among members of our learning community, which includes students, parents, teachers, administrators, and other stakeholders.

Our vision is that we will create a school environment that provides engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and learning risks in order to promote learning to a higher level.

As the facilitators of learning, we are prepared to collaborate with colleagues, administration, students, and parents to promote high levels of achievement. We believe that all students can learn and therefore we will hold them to high expectations.

Core Values and Goals

Excellence in Academics

I. Focused instruction will be consistently based on the Maryland State Standards and MCAP assessment items.
II. The GRRUDL instructional model will be implemented with fidelity in every classroom.
III. Effective planning and preparation will be evident in classroom instruction.
IV. The Growth Mindset Principles will be adopted for students and staff.

Excellence in Behavior

I. Staff will fairly and consistently enforce behavioral expectations.
II. Students will respect themselves, others, and the school facility.
III. Students will arrive to class on time and prepared to fully participate in instructional activities.

Excellence in Communication

I. Administration will meet with teams on a weekly basis.
II. Morning announcements will be delivered to all students in the auditorium.
III. A variety of communication tools will be utilized with teachers, parents, and the school community.

IV. Effective and consistent communication will occur between teachers and the administrative staff.

B. Culture, Climate, and Inclusive Community

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 climate refers to a school's social, physical, and academic environment. It refers to but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

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: Safe, Appropriate for academic achievement; and Free from any form of harassment.

A. **In narrative or bulleted form,** address your school's **climate**, **culture, and inclusive community**.

Climate:

The climate at Mount Savage Middle school is built upon the characteristics of positivity and compassion. School climate takes time to develop, and must be adopted by all individuals within the building. Upon entering Mount Savage all visitors are greeted in a friendly manner by the office secretaries, most often by their names. The secretaries always speak to all individuals (students, staff, family members, substitutes, central office personnel, etc.) on a personal level, and will attempt to help solve any and all problems. This demonstrates the kind of compassionate family atmosphere we strive to achieve at Mount Savage. The Mount Savage community is comprised of staff who provide warmth and empathy to all students, further developing a family style environment in school. Caring for each other and all individuals who enter the building is paramount within our school climate. Needs, concerns, and assistance is given the highest regard and attention, so we can assist all individuals in achieving excellence. As we proceed through the year, we will continue or adopt the following practices to aid in the development of school climate:

- Bi-weekly character advisory lessons teaching positive behaviors, mindset shifts, and positive response to challenges
- Positive communication sheet
- Increased communication between staff and administration through weekly calendars and team visits

- Weekly staff lunch options and social committee events
- Friday morning show via announcements
- Development of a climate PLC

Culture:

School culture builds on the idea of school climate, and encompasses the additional expectations of building goals and learning practices. At Mount Savage we strive to ensure that our building houses safe, responsible, and respectful staff and students. We aim to recognize all students for their positive academic achievements, as well as, personal achievements. We are in the second year of total PBIS implementation, so we have begun to develop Tier 1 and Tier 2 behavior intervention programs. School culture also involves making sure the staff feels respected and supported. The building at Mount Savage is also a reflection of our school progressive school culture. Attributed to the maintenance staff, the building is clean and well maintained. Below is a bulleted list of practices that Mount Savage employs to further develop our school culture.

- Development of behavioral expectations for all areas of the school building, and make these expectations visible to all students and staff
- Monthly PBIS behavior incentives to reward students who display positive behaviors
- Quarterly stars program for student recognition of academics and personal growth
- Weekly and monthly Top of the Totem Pole students who win weekly “spin the wheel for a prize” on the announcements, and monthly winners who get selected at the monthly PBIS incentive and win a prize of more value
- Weekly recognition of school sports teams via morning announcements
- 8th grade WEB Leaders delivering leadership lessons to 6th grade students
- Weekly recognition of teachers via morning announcements
- Employ restorative discipline practices when dealing with discipline issues in the classroom

Inclusive Community:

Building an inclusive school community begins with strong leadership. This leadership needs to be able to develop and increase building capacity, as well as, strengthen all building employees. This is accomplished by having an open door policy where staff feel free to bring

concerns, questions and celebrations to administrators. Positive relationships are an important aspect of leadership, as these relationships help an organization to grow. At Mount Savage leadership strives to involve staff in the decision making process, so they have a stake in changes made within the building. The bulleted lists below demonstrate how Mount Savage maintains an inclusive community.

- Grade level teams meet daily to discuss student services, student well-being, and school policies and changes
- Monthly meetings with grade level team leaders are held to disseminate county wide information, discuss the ongoings of the school building, and bring teacher concerns to the administration
- Monthly lunches with administration and student council members will be implemented for students to bring administration their ideas and concerns, and to help set student goals
- PBIS Student committee will be developed to gain input on PBIS incentives

C. Staff Engagement Action Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse, 6.79
Topic Description:	The degree to which the school has adequate resources and supports to address and prevent substance abuse.
Strategies: Steps that will be taken in order to obtain the desired outcome.	1. Use videos with students outlining the dangers of vaping. 2. Develop a monitoring plan for restrooms and other areas with high incidences of substance abuse. 3. Students will research the dangers of substance abuse when placed in ISS for substance abuse infractions.

Initiative leader and team: Who is responsible and involved in the work?	Mr. Crump Mrs. Hartsfield Mr. Orndorff Brian Hughes
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Disciplinary actions for substance abuse will be monitored; a reduction in the number of disciplinary actions for substance abuse will determine if goal is met.
Timeline: Include dates for implementation of action steps.	1. Use videos with students outlining the dangers of vaping. (September 2019) 2. Develop a monitoring plan for restrooms and other areas with high incidences of substance abuse September. (Ongoing) 3. Students will research the dangers of substance abuse when placed in ISS for substance abuse infractions. (Ongoing)
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support - Instructional Feedback 7.28
Topic Description:	The degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: Steps that will be taken in order to obtain the desired outcome.	1. Staff will be made aware of access to walkthrough observation results.
Initiative leader and team: Who is responsible and involved in the work?	Mr. Crump

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	None
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Staff Interviews about walkthrough results will take place during observation conferences.
Timeline: Include dates for implementation of action steps.	September 2019 - Ongoing

D. Student Engagement Action Plan

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	Physical Safety 2.08
	The degree to which students feel safe at school and whether students at the school fight, threaten other students, and /or damage property.

Strategies: Steps that will be taken in order to obtain desired outcome.	1. There will be better teacher coverage during class changes. 2. Schedule of hall coverage will be developed for the school resource officer. 3. Restorative practice strategies will be utilized to address student conflicts.
Initiative leader and team: Who is responsible and involved in the work?	Mr. Crump Mr. Orndorff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Staff and student time will be given for training in circle strategies. Materials for training students will be needed.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	1. Students will be trained by the end of February. 2. Hall coverage by the resource officer will be in place by end of January. 3. Administrative observation of teacher coverage in hallways will be implemented.
Timeline: Include dates for implementation of action steps.	All items will be in place by February 29, 2020
Secondary Area of Need State the Domain, Topic, and Score	Relationships, Student to Student Relationships, 3.08
Topic Description:	The degree to which other students are friendly with, care about, get along with, and respect one another

Strategies: Steps that will be taken in order to obtain the desired outcome.	● Peer Circle Program ● Dance ● Kindness Board ● Positive Quotes
Initiative leader and team: Who is responsible and involved in the work?	Mr. Orndorff Mrs. Weisenmiller Student Government Mrs. Hartsfield
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Materials for kindness board ● Materials for dance ● Positive quotes resources
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	1. The dance will be initiated by the student council and the eighth grade team. 2. The Kindness Board will be set up by the student council. 3. Positive quotes will be shared weekly on the announcements 4. Students will be interviewed regarding effectiveness of circles.
Timeline: Include dates for implementation of action steps.	● Dance - February 19 ● Kindness Board - February 17 ● Positive Quotes weekly starting February 17 ● Circle Training completed by February 29

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	1	28	29
Itinerant staff	7	0	7
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	15	5	20
Total Staff	23	42	65

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	**2016-2017 Official Data**	**2017-2018 Official Data**	**2018-2019 Official Data**	**2019-2020 Official Data**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	 100 0	 100 0	 100 0	 100 0
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	4	5	6	7
Teacher Average Daily Attendance	92.7	93.5	94.7	

B. Student Demographics

Allegany County Public Schools
2019-2020 School Improvement Plan

Table 3			
	SUBGROUP DATA		
SUBGROUP	**2017-2018 TOTAL**	**2018-2019 TOTAL**	**2019-2020 TOTAL**
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	15	18	11
White	377	375	386
Asian	≤10	≤10	≤10
Two or More Races	≤10	≤10	≤10
Special Education	56	55	45
LEP	≤10	n/a	n/a
Males	210	202	206
Females	182	186	190
Total Enrollment (Males + Females)	392	388	396
Farms (Oct 31 data)	41.81%	44.99%	n/a

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	15	14 Autism	6
04 Speech/Language Impaired	1	09 Specific Learning Disability	20	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	1		

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All	94.1	Y
Grade 6	94.6	Y
Grade 7	94.4	Y
Grade 8	93.2	N

Table 6				
Attendance Rate				
Subgroups – School Level Data	**2016-2017**	**2017-2018**	**2018-2019**	**Indicate if current rate is less than 94%**
All Students	94.6	93.9	94.1	N
Hispanic/Latino of any race	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A
White	94.5	93.8	94.2	N
Two or more races	94.7	94.1	91.9	Y
Male			93.6	Y
Female			94.6	N
EL	N/A	N/A	N/A	N/A
Special Education	94.1	93.7	91.3	Y
Free/Reduced Meals (FARMS)	93.3	92.4	92.3	Y

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

   Attendance challenges are in the following subgroups: students of two or more races, males, special education, and FARMS. The special education subgroup has the lowest rate of attendance. These areas have traditionally been a struggle as seen in trend data. There is a slightly higher percentage of males who are in special education and this accounts for low attainment in those two areas. All of these subgroups need to develop an attitude of the importance of school, and they need to feel accepted when they are there.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

   - The PST will review student attendance and schedule home visits or parent conferences.
   - Students with excessive absences will not be permitted to participate in extracurricular activities.
   - Positive attendance announcements will be made by administration at dismissal each day.
   - The Check In Check Out program for students with poor attendance will be implemented.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is 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.

	2018	2019
Count Habitual Truant	2	3
Percent Habitual Truant		0.77%
Percent Chronically Absent	18.29%	15.75%

A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

The school plans to be more aggressive in pursuing students who are chronically absent through student and parent conferences, home visits, school attendance contracts, and use of the court system when deemed necessary.

B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

Mount Savage maintains a positive and supportive learning environment where students feel accepted and want to be in school. The classroom environment is engaging with students active in the learning experience. The staff genuinely cares for students. We plan to continue this environment that supports our positive attendance rate in terms of chronically absent students.

V. GRADUATION AND DROPOUT RATE – N/A for Middle Schools

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	174	148	117	-21%
All Suspensions	35	24	17	-29%
In School	2	0	2	+ N/A
Out of School	33	24	15	-38%
Sexual Harassment Offenses	3	0	3	+N/A
Harassment/Bullying Offenses	1	5	4	-20%

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The discipline numbers reflect a continual trend of decreasing incidents taking place the last three years. The school has enforced a progressive discipline policy including proactive steps taken by the administration and classroom teachers before an office referral is initiated for minor offenses. The school maintains a practice of consistent home-school communication for discipline offenses resulting in a partnership between home and school to solve issues students are facing. The school has always maintained a proactive approach to discipline and will continue to improve on those practices in the future. Finally, school administrators at Mount Savage maintain a positive and respectful relationship when dealing with students who commit disciplinary offenses.

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Allegany County Public Schools

2019-2020 School Improvement Plan

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 12a ELA Grade 6	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	136	38	28.0	42	30.9	56	41.2	115	32	27.9	31	27.0	52	45.2	136	22	16.2	30	22.1	84	61.8	+16.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
White	124	32	25.8	38	30.6	54	43.5	107	28	26.2	31	29.0	48	44.9	125	22	17.6	29	23.2	74	59.2	+14.3
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	22	13	59.1	8	36.4	1	4.5	17	15	88.2	2	11.8	0	0.0	17	11	64.7	6	35.3	0	0.0	0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Free/Reduced Meals (FARMS)	66	29	43.9	20	30.3	17	25.8	59	20	33.9	20	33.9	19	32.2	61	14	23.0	13	21.3	34	55.7	+23.5
Female	66	12	18.2	20	30.3	34	51.5	54	12	22.2	12	2.2	30	55.6	61	6	9.8	10	16.4	45	73.8	+18.2
Male	70	26	37.1	22	31.4	22	31.4	61	20	32.8	19	31.1	22	36.1	75	16	21.3	20	26.7	39	52.0	+15.9

TABLE 12b ELA Grade 7	**2017**							**2018**							**2019**							**2018 to 2019 change in prof. rate**
	Total #	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**	
All Students	134	38	28.3	39	29.1	57	42.5	143	31	21.7	42	29.4	70	49.0	123	28	22.8	23	18.7	72	58.5	+9.5
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	120	34	28.3	36	30.0	50	41.7	129	27	20.9	35	27.1	67	51.9	115	24	20.8	23	20.0	68	59.1	+7.2
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	14	12	85.8	1	7.1	1	7.1	20	15	75.0	5	25.0	0	0.0	16	13	81.3	3	18.8	0	0.0	0.0
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Free/Reduced Meals (FARMS)	49	15	30.6	17	34.7	17	34.7	75	23	30.6	27	36.0	25	33.3	59	18	30.5	12	20.3	29	49.2	+15.9
Female	60	11	18.3	13	21.7	36	60.0	72	13	18.0	16	22.2	43	59.7	59	7	11.9	9	15.3	43	72.9	+13.2
Male	74	27	36.5	26	35.1	21	28.4	71	18	25.4	26	36.6	27	38.0	64	21	32.8	14	21.9	29	45.3	+7.3

TABLE 12c ELA Grade 8	**2017**							**2018**							**2019**							**2018 to 2019 change in prof. rate**
	Total #	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**	
All Students	140	57	40.7	28	20.0	55	39.3	128	48	37.5	30	23.4	50	39.1	133	30	22.6	24	18.0	79	59.4	+20.3
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	128	53	41.4	26	20.3	49	38.2	115	45	39.1	27	23.5	43	37.4	119	26	21.8	21	17.6	72	60.5	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	16	16	100.0	0	0.0	0	0.0	12	11	91.7	0	0.0	1	8.3	16	12	75.1	3	18.8	1	6.3	-2.0
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Free/Reduced Meals (FARMS)	57	28	49.2	12	21.1	17	29.9	45	18	40.0	11	24.4	16	35.6	63	18	28.6	14	22.2	31	49.2	+13.6
Female	72	17	23.6	18	25.0	37	51.4	59	15	25.4	14	23.7	30	50.9	68	9	13.3	16	23.5	43	63.2	+12.3
Male	68	40	58.8	10	14.7	18	26.4	69	33	47.8	16	23.2	20	29.0	65	21	32.3	8	12.3	36	55.4	+26.4

Table 13:	**Cohort Growth (Middle Cohort 2024 Only)**		
Percent Proficient	**Grade 6 2017-2018**	**Grade 7 2018-2019**	**Growth from Grade 6 (2018) to Grade 7 (2019)**
All Students	45.2%	58.5%	+13.3%
Economically Disadvantaged	32.2%	49.2%	+17.0%
Special Education	0.0%	0.0%	0.0%
Male	36.1%	45.3%	+9.2%
Female	55.6%	72.9%	+17.3%

Table 14:	**Cohort Growth (Middle Cohort 2023 ONLY)**				
Percent Proficient	**Grade 6 2016-**	**Grade 7 2017-**	**Grade 8 2018-**	**Growth from Grade 7**	**Growth from**

	2017	2018	2019	(2018) to Grade 8 (2019)	Grade 6 (2017) to Grade 8 (2019)
All Students	41.2%	49.0%	59.4%	+10.4%	+18.2%
Economically Disadvantaged	25.8%	33.3%	49.2%	+15.9%	+23.4%
Special Education	4.5%	0.0%	6.3%	+6.3%	+1.8%
Male	31.4%	38.0%	55.4%	+17.4%	+24.0%
Female	51.5%	59.7%	63.2%	+3.5%	+11.7%

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Overall, Mount Savage Middle School scored above both the state and district at all grade levels by an average of 15.4% (state) and 11.7% (district). ELA scores in all writing categories and PCRs were also above the state and district at all grade levels.

Special Needs Population:

Last year's SIP goal of increasing the percentage of special needs students meeting or exceeding MCAP expectations was not met. However, there was a decrease of 4 students at levels 1 or 2 and an increase of 4 students at level 3. In Grade 6, 50% of students showed an average growth of 19.8 in scaled scores; in Grade 7, 67% showed an average growth of 10 in scaled scores; and in Grade 8, 67% showed an average growth of 17 in scaled scores.

MCAP reading data indicates the following:

Students with special needs in Grades 6-8 have a significant gap in reading achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8
Students with IEPs	0%	0%	6%
Students without IEPs	70%	67%	67%
PERFORMANCE GAP	**70%**	**67%**	**61%**

- When examining PCR (prose constructed response scores) on the DMRS, the following % of students with special needs scored "0" on the LAT (Literary Analysis Task), RST (Research Simulation Task), and NWT (Narrative Writing Task):
  - 37% of incoming 6th graders (49% in 2018)
  - 60% of current 7th graders (76% in 2018)
  - 58% of current 8th graders (65% in 2018)
  - 54% of last year's 8th graders (85% in 2018)
- *The fall administration of the Reading Inventory in Grades 6-8 showed the following:*

  33 out of 43 (77%) special needs students scored Below Basic; 8 out of 43 (19%) scored Basic
- *The fall administration of the Gates-MacGinitie in Grades 6-8 showed the following:*

  29 out of 43 (67%) special needs students are reading 2+ years below grade level.

Economically Disadvantaged Population:

The goal to increase the overall percentage of economically disadvantaged students meeting or exceeding MCAP expectation was met. Overall, In Grade 6, there was a growth of 23.5%, in Grade 7 (15.9%), and in Grade 8 (13.6%). The gap in this subgroup continues to close--Grade 6 (6.1%--down 6.9% from 2018 and Grade 7 (9.3%--down 6.4%). In Grade 8, although the gap increased by 6.7%, the overall increase in scores with all students (20.3%) and FARMs (13.6%) was significant.

In the chart below, although economically disadvantaged students in Grades 6-8 show deficits when reading both literary and informational texts and writing overall, the achievement gap is decreasing in Grades 6 and 7. In Grade 8 where the gap is greater, the overall increase in proficiency by both groups is noteworthy.

	Grade 6						Grade 7						Grade 8					
% at LEVELS 4 and 5	**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
FARMs	27	**38**	36	**43**	35	**63**	39	**39**	32	**42**	36	**52**	31%	**46**	36%	**43**	28%	**51**

FARMs--no	58	**55**	55	**52**	61	**67**	60	**62**	67	**69**	64	**71**	31%	**58**	39%	**64**	40%	**70**
PERFORMANCE GAP	28	**17**	19	**9**	26	**4**	21	**23**	35	**27**	28	**19**	0%	**12**	3%	**21**	12%	**19**

Male Population:

The goal to increase the overall percentage of male students meeting or exceeding MCAP expectations was also met. Overall, in Grade 6, there was a growth of 15.9%, in Grade 7 (7.3%), and in Grade 8 (26.4%). Although there is still a 21.8% gap in Grade 6, both males and females saw increases of 18.2% and 15.9% respectively. The gap in Grade 7 is 27.6% with males and females increasing 13.2% and 7.3%. In Grade 8, the gap is 7.8% with males showing a significant increase of 26.4% growth and females 12.3% growth.

In the chart below, the highest gap with male students in Grades 6-8 is in Writing. However, the increase in male performance from 2018 to 2019 is noteworthy. The male population will continue to be an area of focus.

	Grade 6						**Grade 7**						**Grade 8**					
% at LEVELS 4 and 5	**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
MALES	34	**43**	43	**42**	31	**51**	45	**39**	38	**47**	31	**48**	26	**49**	30	**49**	21	**48**

FEMALES	48	**52**	48	**56**	67	**83**	53	**64**	60	**66**	67	**76**	37	**56**	42	**59**	52	**74**
PERFORMANCE GAP	14	**9**	5	**14**	36	**32**	8	**25**	22	**19**	36	**28**	11	**7**	12	**10**	21	**26**

Writing Overall:

An additional area of focus for Mount Savage was Writing, specifically increasing the scores on the students' prose constructed responses (PCRs). The goal to decrease the number of "0%" in the three PCR categories and monitor the impact on overall writing scores was met.

- In Grade 6, there was a decrease of **44%** in "0%" scores on PCRs from 100 in 2018 to 56 in 2019.
- In Grade 7, there was a decrease of **32%** in "0%" scores on PCRs from 96 in 2018 to 65 in 2019.
- In Grade 8, there was a decrease in **39%** in "0%" scores on PCRs from 100 in 2018 to 56 in 2019.

Overall writing scores at Levels 4 or 5 increased **19%** from 44% in 2018 to 63% in 2019.

3. FOCUS AREAS

FOCUS AREA 1:	Special Needs Population, 6-8
Focus Area Goal	By the end of the 2019-2020 school year, within the special needs population, the percentage of students who increase by one performance level will be 5%
Root Cause(s):	Students struggle with comprehending complex, longer passages (above their independent and instructional reading levels) requiring analysis and written responses supported by text evidence.
Focus Content Standard(s):	**Grades 6-8** **RL/RI 1.1**: Provide textual evidence to support analysis of what the text says explicitly and inferences drawn from the text. **W 9**: Apply grade 6-8 Reading Standards to literary and informational texts..
Barriers:	● Grade level text requirements are above the independent and instructional reading level of students. ● Students lack background knowledge and basic reading skills.
Needed Resources:	● Chromebooks/laptops in ELA classrooms

	● Intervention for students between parameters of SRA and READ 180
Strategies and/or evidence-based interventions:	● Emphasize R.A.C.E. strategy to provide text support and cite evidence in written responses. ● Implement SDI (Specially Designed Instruction) through flexible grouping. ● Introduce Literacy and Learning Centers modeling Dr. Katie McKnight workshops. ● Introduce CommonLit and EdCite resources to increase online experiences. ● Use SIM (Strategic Instruction Model): In GR 6, *Fundamentals* (developmental writing curriculum); GR 7, *Proficiency* (advance sentence writing skills); GR 8, *Sentence Composing* (Killgallon). ● Provide SRA Corrective Reading (phonics/fluency); Orton Gillingham; and READ 180 (when appropriate).
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will continue to be used to improve written responses to selections/passages in the curriculum. SDI will be coordinated with the special education and classroom teachers as the year progresses. The DBQ projects will be ongoing in ELA and social studies classes. Literacy and Learning Centers will be developed and implemented with at least one experience each quarter. CommonLit and EdCite resources will be added to the scope and sequence for each "group". Intervention with SRA, Orton Gillingham, and READ 180 occurs daily during co-curricular.
Monitoring Procedure:	**Reading Inventory** September 2019, January 2020, May 2020 **Phonics Inventory** Quarterly (to those students with phonics/fluency goals) **Intervention Data** Quarterly or End of Workshop **ELA Benchmarks** End of Group within scope and sequence of curriculum **MCAP Assessment** May 2020

FOCUS AREA 2:	Males, Grades 6-8
Focus Area Goal	By the end of the 2019-2020 school year, within the male populations, the number/percentage of students meeting or exceeding expectations (levels 4 & 5) will increase by 5% to 56%.
Root Cause(s):	Male students struggle with maintaining focus and effort in language arts activities. They resist reading and responding in writing to longer, more complex texts with little opportunity for physical movement in the classroom.
Focus Content Standard(s):	**Grades 6-8** **RL/RI 1.1**: Provide textual evidence to support analysis of what the text says explicitly and inferences drawn from the text. **W 2**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W 9**: Apply grade 7-8 Reading Standards to literary and informational texts.

Barriers:	● Developmental barriers with males v. females (professional development topic) ● Need to build upon classroom libraries with books of high interest and varied levels for boys ● Need to design lessons to include movement
Needed Resources:	● Chromebooks/laptops in ELA classrooms ● Additional reading material of high interest and varied levels for boys
Strategies and/or evidence-based interventions:	● Emphasize R.A.C.E. strategy to provide text support in written responses. ● Introduce Literacy and Learning Centers modeling Katie McKnight training. ● Introduce flexible grouping within the ELA classroom. ● Introduce CommonLit and EdCite resources to practice online using reading material of interest to males. ● SIM (Strategic Instruction Model): In GR 6, *Fundamentals* (developmental writing curriculum); GR 7, *Proficiency* (advance sentence writing skills); GR 8, *Sentence Composing* (Killgallon). ● SRA (GR 6-8: 13/19 males); Orton Gillingham (4 males); READ 180 (13/24 males) during co-curricular
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will be used to improve written responses to selections/passages in the curriculum. Flex grouping will be used to promote movement and collaboration. Literacy and Learning Centers will be developed and implemented as the year progresses with at least one experience each quarter. CommonLit and EdCite resources will be added to the scope and sequence for each "group". Intervention with SRA, Orton Gillingham, and READ 180 occurs daily during co-curricular.
Monitoring Procedure:	● **Reading Inventory** September 2019, January 2020, May 2020 ● **Phonics Inventory** Quarterly (to those students with phonics/fluency goals) ● **Intervention Data** Quarterly or End of Workshop ● **ELA Benchmarks** End of Group within scope and sequence ● **MCAP Assessment** May 2020

FOCUS AREA 3:	Reading: Informational Text, History/Social Studies, and Science and Technical Subjects, 6-8 (*Based on Evidence Statements*)
Focus Area Goal	By the end of the 2019-2020 school year, students in Grades 6-8 will increase proficiency scores in the areas of Reading Informational Text, History/Social Studies, and Science and Technical Subjects by 5% to 57%.
Root Cause(s):	Students struggle with reading and responding to informational texts (ELA, social studies, science classes) requiring analysis supported by text evidence.
Focus Content Standard(s):	**GR 6-8** **RI 1.3**: Cite specific textual evidence to support analysis of primary and secondary sources. **RI 2.1/RST 2.4:** Determine a central idea of a text- conveyed through details; provide a summary of the text distinct from

	personal opinions or judgments. **RH 6.5**: Provide an identification of aspects of a text that reveal an author's point of view. **RH 6.6**: Provide an identification of aspects of a text that reveal an author's purpose. **W 9**: Apply grade 6-8 Reading Standards to literary and informational texts.
Barriers:	● Need to design activities in ELA, social studies and science classes that model assessment passages/questions ● Limited use of technology to practice questions
Needed Resources:	● Chrome books/laptops in ELA classrooms
Strategies and/or evidence-based interventions:	● R.A.C.E. strategy to provide text support in written responses ● Introduce Literacy and Learning Centers modeling Katie McKnight training with a focus on informational text skills ● Introduce flexible grouping within the ELA classroom ● Introduce CommonLit and EdCite resources with a focus on identified skills for online experiences. ● DBQ projects in ELA/social studies lessons to increase student engagement while addressing both content and literacy standards ● SIM (Strategic Instruction Model): In GR 6, *Fundamentals* (developmental writing curriculum); GR 7, *Proficiency* (advance sentence writing skills); GR 8, *Sentence Composing* (Killgallon)
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will be used to improve written responses to selections/passages in the curriculum. Flex grouping will be used to promote collaboration. The DBQ projects will be ongoing in ELA and social studies classes throughout the year. Literacy and Learning Centers will be developed and implemented as the year progresses with at least one experience each quarter. CommonLit and EdCite resources will be added to the scope and sequence for each "group" as the year progresses.
Monitoring Procedure:	● **Reading Inventory** September 2019, January 2020, May 2020 ● **Intervention Data** READ 180 End of Workshop r-Skills test (Informational Text) ● **ELA/SS/Sci Benchmarks** As scheduled throughout the year ● **MCAP Assessment** May 2020

Table 15	**UDL for English Language Arts**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**

Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Use interactive notebooks for note-taking/learning new concepts (templates, drawings, diagrams, foldables, etc.). ● Use R.A.C.E. strategy to thoroughly answer a constructed response with text support and evidence citation (includes templates, checklists, rubrics). ● Develop literacy/learning center-based activities to engage students.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Use interactive notebooks where students make choices to personalize the content and develop ownership. ● Use highlighting and post-it notes to identify key points and create questions for discussion. ● Use assessment checklists and rubrics (R.A.C.E., MCAP).
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Create a supportive environment. ● Use GRR model to create collaborative culture. ● Use flexible grouping to meet student needs. ● Emphasize process, effort and improvement. ● Provide feedback--frequently and specific

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 16a	2017	2018	2019	2018 to 2019

Allegany County Public Schools
2019-2020 School Improvement Plan

MATH Grade 6	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		change in prof. Rate
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	136	38	27.9	48	35.3	50	36.8	115	23	20	22	19.1	70	60.9	136	37	27.2	36	26.5	63	46.3	-14.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤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	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
White	124	34	27.4	42	33.9	48	38.7	107	20	18.7	21	19.6	66	61.7	125	37	29.6	35	28.0	53	42.4	-19.3
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	22	17	77.3	3	13.6	2	9.1	17	13	76.4	2	11.8	2	11.8	17	16	94.1	1	5.9	0	0	-11.8
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	66	24	36.4	26	39.4	16	24.2	59	16	27.1	17	28.8	26	44.1	61	20	32.8	19	31.1	22	36.1	-8.0
Female	66	17	25.6	21	31.8	28	42.4	54	8	14.8	12	22.2	34	63	61	14	23.0	16	26.2	31	50.8	-12.2
Male	70	21	30	27	38.6	22	31.4	61	15	24.6	10	16.4	36	59	75	23	30.6	20	26.7	32	42.7	-16.3

Allegany County Public Schools
2019-2020 School Improvement Plan

TABLE 16b MATH Grade 7	2017							2018							2019							2018 to 2019 change in prof. Rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	134	45	33.6	54	40.3	35	26.1	143	40	28	52	36.4	51	35.7	122	28	22.9	41	33.6	53	43.4	+7.7
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	120	40	33.3	51	42.5	29	24.2	129	36	27.9	43	33.3	50	38.8	114	25	22.0	37	32.5	52	45.6	+6.8
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	14	13	92.9	0	0.0	1	7.1	20	16	84.2	4	15.8	0	0	16	10	62.5	5	31.1	1	6.3	+6.3
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	49	18	36.7	21	42.9	10	20.4	75	27	36	35	46.7	13	17.3	58	17	29.3	24	41.4	17	29.3	+12.0
Female	60	18	30.0	29	48.3	13	21.7	72	23	31.9	18	25	31	43.1	59	9	15.3	22	37.3	28	47.5	+4.4
Male	74	27	36.5	25	33.8	22	29.7	71	17	23.9	34	47.9	20	28.2	63	19	30.2	19	30.2	25	39.7	+1.5

Allegany County Public Schools
2019-2020 School Improvement Plan

TABLE 16c MATH Grade 8	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	84	56	66.7	26	31.0	2	2.4	66	46	69.7	18	27.3	2	3.0	77	39	50.7	28	36.4	10	13.0	+10.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	78	51	65.4	25	32.1	2	2.6	60	43	71.6	15	25.0	2	3.3	66	33	50.0	25	37.9	8	12.1	+8.8
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	16	16	100.0	0	0.0	0	0.0	11	9	81.8	2	18.2	0	0	15	13	86.7	2	13.3	0	0	0.0
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	41	27	65.9	12	29.3	2	4.9	28	17	60.8	10	35.7	1	3.6	49	24	49.0	19	38.8	6	12.2	+8.6
Female	42	24	57.1	16	38.1	2	4.8	29	22	75.8	5	17.2	2	6.9	40	23	57.5	12	30.0	5	12.5	+5.6
Male	42	32	76.2	10	23.8	0	0.0	37	24	64.8	13	35.1	0	0	37	16	43.2	16	43.2	5	13.5	+13.5

Allegany County Public Schools
2019-2020 School Improvement Plan

TABLE 16d MATH ALGEBRA I	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	56	1	1.2	10	17.9	45	80.4	62	1	1.6	22	35.5	39	62.9	56	3	5.4	11	19.6	42	75.0	+12.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	50	0	0.0	10	20.0	40	80.0	55	1	1.8	21	38.2	33	60.0	53	2	3.8	11	20.8	40	75.5	+15.5
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	16	0	0.0	3	18.8	13	81.3	17	1	5.9	5	29.4	11	64.7	14	1	7.1	4	28.6	9	64.3	-0.4
Female	30	1	3.3	7	23.3	22	73.3	30	0	0	14	46.7	16	53.3	28	0	0.0	6	21.4	22	78.6	+25.3

Male	26	0	0.0	3	11.5	23	88.5	32	1	3.1	8	25.0	23	71.9	28	3	10.7	5	17.9	20	71.4	-0.5

Table 17:	**Cohort Growth (Middle Cohort 2024 Only)**		
Percent Proficient	**Grade 6 2017-2018**	**Grade 7 2018-2019**	**Growth from Grade 6 (2018) to Grade 7 (2019)**
All Students	61%	43%	-18%
Economically Disadvantaged	44%	29%	-15%
Special Education	12%	6%	-6%
Male	59%	41%	-18%
Female	63%	47%	-16%
Other subgroup	N/A	N/A	N/A

Table 18:	**Cohort Growth (Middle Cohort 2023 ONLY)**				
Percent Proficient	**Grade 6 2016-2017**	**Grade 7 2017-2018**	**Grade 8 2018-2019**	**Growth from Grade 7 (2018) to Grade 8 (2019)**	**Growth from Grade 6 (2017) to Grade 8 (2019)**
All Students	37%	36%	39%	+3%	+2%
Economically Disadvantaged	24%	17%	23%	+6%	-1%
Special Education	9%	0%	6%	+6%	-3%
Male	31%	28%	38%	+10%	+7%

Female	42%	43%	49%	+6%	+7%
Other subgroup	N/A	N/A	N/A	N/A	N/A

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Mount Savage Middle School scored above both the state and district at all grade levels by an average of 2.45% (state) and 1.5% (district). Math scores in all categories were also above the state and district in grades 6, 7, and Algebra 1. In addition, grade 8 scores were at or above the state and district in major content, reasoning, and modeling areas.

Special Needs Population

Last year's SIP goal of 50% of special needs students increasing by one or more performance levels fell short by 28%. Within this population, 22% of students increased by one or more performance levels. In addition, the percentage of students approaching expectations increased by 3% and the percentage not meeting or partially meeting expectations fell by 1%.

MCAP Mathematics data indicate the following:
Students with special needs show a significant gap in mathematics achievement in grades 6-8.

% at LEVELS 4 and 5	**Grade 6**	**Grade 7**	**Grade 8**	**Algebra**
Students with IEPs	0%	6%	0%	Subgroup too small for accurate data representation.
Students without IEPs	53%	49%	16%	
PERFORMANCE GAP	**53%**	**43%**	**16%**	

When examining Modeling and Reasoning scores on the DMRS, the following chart shows the average percent of points earned by students with special needs on the OGL (On Grade Level) and SHK(Securely Held Knowledge) tasks.

Performance	**Grade 6**	**Grade 7**	**Grade 8**	**Algebra**

Task	2018	2019	2018	2019	2018	2019	Subgroup too small for accurate data representation.
OGL	17%	10%	11%	14%	4%	6%	
SHK	8%	1%	4%	13%	5%	0%	

- *The fall administration of the Math Inventory in grades 6-8 indicates the following:*
  15 out of 18 (83%) special needs students scored Below Basic; 2 out of 18 (11%) scored Basic

Economically Disadvantaged Population

The goal to increase the percentage of economically disadvantaged students meeting or exceeding MCAP expectations fell short by 3%. Within this population, the percentage of students meeting or exceeding expectations fell by 8% for grade 6 and by 1% for Algebra I. Students meeting or exceeding expectations in grades 7 and 8 increased by 12% and 8%, respectively. The proficiency gap between economically disadvantaged students and non-economically disadvantaged students decreased by 1%.

The goal to decrease the percentage of economically disadvantaged students not meeting or partially meeting expectations fell short by 10%. Within this population, the percentage of students not meeting or partially meeting expectations increased by 6% for grade 6 and 1% for Algebra I. Students not meeting or partially meeting expectations in grades 7 and 8 fell by 7% and 11%, respectively. However, the overall percentage of economically disadvantaged students not meeting or partially meeting expectations remains at 34%.

In the chart below, although economically disadvantaged students in Grades 6 and 7 show significant achievement gaps when compared to their peers, the gaps have closed significantly. Of note is the minimal achievement gap at grade 8 and the increased percentages of students meeting or exceeding expectations. A concern is the increased gap in Algebra achievement coupled with the stagnation of proficient scores for students with economic disadvantages.

% at LEVELS 4	**Grade 6**	**Grade 7**	**Grade 8**	**Algebra**

and 5	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
FARMS- YES	44%	**36%**	17%	**29%**	4%	**12%**	65%	**64%**
FARMS- No	79%	**55%**	56%	**56%**	3%	**14%**	62%	**79%**
PERFORMANCE GAP	**35%**	**19%**	**39%**	**17%**	**Inverse gap of 1%**	**2%**	**3%**	**15%**

3. FOCUS AREAS

FOCUS AREA 1:	Special Education, 6-8
Focus Area Goal	**Overall:** By the end of the 2019-2020 school year, the percentage of students not meeting or partially meeting expectations will decrease by 5%.
Root Cause(s):	**Overall:** Students are not adequately grasping grade-level concepts within the designated time frame.
Focus Content Standard(s):	**Grade 6:** ● **6.G.A.2:** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas *V = l w h* and *V = b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. ● **6.SP.A.3:** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

	Grade 7: ● **7.NS.A.2A:** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **Grade 8:** ● **8.NS.A.1:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. ● **8.G.A.2:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. ● **8.EE.A.3:** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.
Barriers:	● Grade level problems are above students' actual ability level. ● Students lack time to adequately reflect on personal learning. ● Students lack concrete, foundational mathematics skills. ● Students lack reading comprehension skills necessary for determining information needed to solve a given problem.
Needed Resources:	● Chromebooks, Laptops, or iPads ● A foundations course for grades 6-8 ● A math teacher ● Math intervention for 8th grade students ● Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	● Introduction of problem solving template for modeling/reasoning problems ● Co-Curricular Math lessons to review grade level material ● Interactive notebook note taking templates ● Math 180 (when appropriate) ● Introduction of SDI (Specially Designed Instruction) through flexible grouping for classes with students having IEP goals to reteach and spiral weak skills (grade 8) ● Use of online textbook resources for additional practice and help ● Use of textbook adoption's Skills Review Handbook for SDI
How will it be funded?	N/A

Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. Flexible grouping of 8th grade classes with students having IEP goals will take place once a week beginning in the first quarter. Use of Big Ideas Math's Skills Review Handbook for SDI (Specially Designed Instruction) will take place as needed throughout the year. The Math Inventory will be administered to all students biannually--fall and early spring to monitor student growth goals. Intervention with Math 180 will occur daily during co-curricular.
Monitoring Procedure:	**Math Inventory** September 2019, February 2020 (quarterly for Math 180) **Math Benchmarks** October 2019, January 2020, March 2020 **Intervention Data** Quarterly or End of Workshop **MCAP Assessment** May 2020

FOCUS AREA 2:	Math 308 Students
Focus Area Goal	**Overall:** By the end of the 2019-2020 school year, the percentage of students at performance levels 1 or 2 will decrease by 10% and the percentage of students at performance levels 4 or 5 will increase by 10%.
Root Cause(s):	**Grade 8:** Students are not retaining information presented throughout the year.
Focus Content Standard(s):	● **8.NS.A.1:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. ● **8.G.A.2:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

	● **8.EE.A.3:** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.
Barriers:	● Students lack time to adequately reflect on personal learning. ● Students lack concrete, foundational mathematics skills. ● There is a lack of spiral review throughout the year.
Needed Resources:	● Chromebooks, Laptops, or iPads ● A foundations course for grades 6-8 ● A math teacher ● Math intervention for 8th grade students ● Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	● Introduction of problem solving template for modeling/reasoning problems ● Co-Curricular Math lessons to review grade level material ● Interactive notebook note taking templates ● Use of online textbook resources for additional practice and help ● Introduction of SDI (Specially Designed Instruction) through flexible grouping for classes with students having IEP goals to reteach and spiral weak skills (grade 8) ● Use of textbook adoption's Skills Review Handbook for SDI
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. Flexible grouping of 8th grade classes with students having IEP goals will take place once a week beginning in the first quarter. Use of Big Ideas Math's Skills Review Handbook for SDI (Specially Designed Instruction) will take place as needed throughout the year. The Math Inventory will be administered to all students biannually--fall and early spring to monitor student growth goals.
Monitoring Procedure:	● **Math Inventory** September 2019, February 2020 ● **Math Benchmarks** October 2019, January 2020, March 2020 ● **MCAP Assessment** May 2020

Allegany County Public Schools
2019-2020 School Improvement Plan

FOCUS AREA 3:	**Content Focus:** Mathematical modeling
Focus Area Goal	By the end of the 2019-2020 school year, the percent of students meeting or exceeding expectations in the area of mathematical modeling will increase by 5%.
Root Cause(s):	**Overall:** Students find rigorous questions difficult to deconstruct in order to begin the process of answering
Focus Content Standard(s):	**Grade 6:** ● **6.D.3:** On Grade Level Modeling and Reasoning: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. **Grade 7:** ● **7.NS.A.2A:** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **Grade 8:** ● **8.NS.A.1:** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. ● **8.G.A.2:** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. ● **8.EE.A.3:** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.
Barriers:	● Students lack skills in how to determine the information needed to solve a given problem ● Students lack skills in how to interpret lengthy problems involving mathematical modeling
Needed Resources:	● Chromebooks, Laptops, or iPads ● A foundations course for grades 6 -8 ● A math teacher ● Math intervention for 8th grade students ● Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	● Introduction of problem solving template for modeling/reasoning problems ● Co-Curricular Math lessons to review grade level material ● Interactive notebook note taking templates ● Use of online textbook resources for additional practice and help ● Presentation of more rigorous/challenging MCAP type problems as part of cumulative review

How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. Flexible grouping of 8th grade classes with students having IEP goals will take place once a week beginning in the first quarter. The Math Inventory will be administered to all students biannually--fall and early spring to monitor student growth goals. Intervention with Math180 will occur daily during co-curricular.
Monitoring Procedure:	● **Math Inventory** September 2019, February 2020 (quarterly for Math180) ● **Math Benchmarks** October 2019, January 2020, March 2020 ● **Intervention Data** Quarterly or End of Workshop ● **MCAP Assessment** May 2020

Table 19	**UDL for Math**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Customizing display of information (highlighting ideas/vocabulary, varying text size, font, color for emphasis, etc…) ● Illustrating through multiple media (video, interactive notebook, digital tools, etc…) ● Activating background knowledge (advanced organizers, pre-teach prerequisite concepts, co-curricular math, etc…) ● Maximizing transfer and generalization (mnemonic strategies such as PEMDAS and FOIL, templates and other

	graphic organizers within interactive notebook to support note taking, etc…)
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Facilitate managing information and resources (providing graphic organizers and templates for organizing information through interactive notebook) ● Using multiple media for communication (physical/digital manipulatives, interactive web tools, etc…) ● Using multiple tools for construction and composition (virtual and concrete mathematics manipulatives, web applications such as Kahoot, Plickers, Prodigy, etc…)
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Optimizing individual choice and autonomy (differentiated stations, gallery walks, etc..) ● Fostering collaboration and community (cooperative learning groups, PBIS, expectations for group work, etc…) ● Varying demands and resources to optimize challenge (differentiated stations, Prodigy, School 21, gallery walks, etc…) ● Minimizing threats and distractions (creating a supportive environment, varying social demands, etc…) ● Collaborating in flexible groups

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20	2018	2019	2018 to 2019

MISA Grade 8	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		change in prof. rate
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	130	18	13.8	64	49.2	48	36.9	133	11	8.3	62	46.6	60	45.1	+8.2
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	≤10	≤10	≤10	≤10	≤10	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	119	17	14.3	61	51.3	41	34.5	121	10	8.3	55	45.5	56	46.3	+11.8
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	12	8	66.7	2	16.7	2	16.7	15	8	53.3	7	46.7	0	0.0	-16.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	47	11	23.4	25	53.2	11	23.4	62	8	12.9	33	53.2	21	33.9	+10.5
Female	58	8	13.8	27	46.6	23	39.7	69	6	8.7	35	50.7	28	40.6	+0.9
Male	72	10	13.9	37	51.4	25	34.7	64	5	7.8	27	42.2	32	50.0	+15.3

2.

Allegany County Public Schools
2019-2020 School Improvement Plan

FOCUS AREA 1:	Grade 8 Students
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students not meeting or partially meeting expectations will decrease by 5%.
Root Cause(s):	Overall students are not grasping how to analyze data, and make conclusions based on the data.
Focus Content Standard(s):	The following standards were chosen as the focus content standards because the average for these standards was well below the state mean. The lowest standard from each grade level was chosen. **Grade 6:** ● MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. **Grade 7:** ● MS.ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. **Grade 8:** ● MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
Barriers:	● Lack of laboratory experiences at elementary levels ● By middle school, students lack an understanding of how to reflect on data collected during labs. ● Lack of time to adequately teach students how to analyze data and make conclusion
Needed Resources:	● A schedule where science is given the same amount of time as other tested areas (5 block day) ● An additional science teacher to staff a 5 Block day schedule
Strategies and/or evidence-based interventions:	● Development and implementation of more lab activities in all science classrooms ● The above activities need to include data collection, analysis of data, and conclusions ● Use of reading passages where students analyze the text ● Continued use of the GRRUDAL model ● Making students aware of the Science and Engineering Process (SEP) and the Crosscutting Concepts (CCC) that are embedded with the NGSS curriculum ● Teaching students how to perform the SEP's and CCC's ● All grades use county Benchmark which are modeled after the test
How will it be funded?	N/A
Steps towards full implementation with timeline:	The above strategies will begin to be implemented at the start of the second nine weeks, and continue to be implemented throughout the year.
Monitoring Procedure:	● Science benchmarks ● MISA 2020

Allegany County Public Schools
2019-2020 School Improvement Plan

FOCUS AREA 2:	Special Education 8
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students not meeting or partially meeting expectations will decrease by 10%.
Root Cause(s):	Special education students struggle to comprehend math and ELA practices daily, so by the time they get into the science classroom, they already feel academically defeated. Science class often becomes the place where students act out to relieve their academic stresses. Additionally science content has complex vocabulary that students with reading difficulties find challenging to decipher and grasp meaning. Special education students are also often pulled from science class for their weekly services at all three grade levels.
Focus Content Standard(s):	These standards were the 8th grade standards with the lowest averages on the MCAP Science test as seen in the Evidence Statements.. ● **MS-ESS3-1**. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. ● **MS-ESS3-2**. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. ● **MS-ESS3-3**. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. ● **MS-ESS3-**4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Barriers:	● This content is taught after the test is taken.
Needed Resources:	● A schedule where science is given the same amount of time as other tested areas (5 block day) ● An additional science teacher to staff a 5 Block day schedule
Strategies and/or evidence-based interventions:	● Implementation of the use of Doodle Notes, or interactive notebook (INB) activities that break down complex vocabulary, and incorporate pictures to help understand the meaning ● Practice MCAP testing twice before the assessment ● Continued use of the GRRUDL model ● Chunking of reading science text ● Use of more hands on science lessons through labs and online simulations ● All grades use county Benchmark which are modeled after the test
How will it be funded?	The science supervisor has just purchased a complete set of Doodle note templates that covers all NGSS standards. These resources can be shared between grade levels.

Steps towards full implementation with timeline:	The above strategies will begin to be implemented at the start of the second nine weeks, and continue to be implemented throughout the year.
Monitoring Procedure:	● Science benchmarks ● MISA 2020

FOCUS AREA 3:	Females 6-8
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of female students meeting expectations will increase by 5%.
Root Cause(s):	Female students are not sufficiently learning science content.
Focus Content Standard(s):	The following standards were chosen as the focus content standards because the average for these standards was well below the state mean according to the Evidence Statement.. The lowest standard from each grade level was chosen. Additional 8th grade standards were chosen as the test is taken in the 8th grade, however, 6th and 7th grade were included as research shows that middle school years are the focus to reach girls interested in science. **Grade 6:** ● **MS-PS1-2**. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. **Grade 7:** ● **MS.ESS2-3** Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. **Grade 8:** ● **MS-ESS3-1**. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. ● **MS-ESS3-2**. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. ● **MS-ESS3-3**. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. ● **MS-ESS3-4**. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Barriers:	● Students not interested in science or science related careers
Needed Resources:	● A schedule where science is given the same amount of time as other tested areas (5 block day) ● An additional science teacher to staff a 5 Block day schedule

Strategies and/or evidence-based interventions:	● Use female role models when discussing important contributions to science ● Use female only grouping for cooperative learning experiences ● Introduce more hands-on learning activities over virtual experiences ● Continued use of the GRRUDL model ● All grades use county Benchmark which are modeled after the test
How will it be funded?	N/A
Steps towards full implementation with timeline:	The above strategies will begin to be implemented at the start of the second nine weeks, and continue to be implemented throughout the year.
Monitoring Procedure:	● Science benchmarks ● MISA 2020

Table 21	**UDL for SCIENCE**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Create customized station lessons that allow students to view new content in several different ways. ● Use various digital tools (Discovery Techbook, online simulations etc) to review content. ● Use graphic organizers for notes-taking. ● Incorporate lab activities that generate prior knowledge, but also introduce new content.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Use multiple media drawings, comics, text, & speech. ● Use multiple ways to reach the same conclusion. ● Use Doodlenotes and INB (Interactive Notebook).
Means for Engagement: *tap*	**Multiple Options for Engagement**

into learners' interests, challenge them appropriately, and motivate them to learn.	● Create a learning environment that is creative and welcoming. ● Activate prior knowledge by showing the real world applications of science. ● Use online games (Legends of Learning, Quizlett, Kahoot) to spark interest. ● Use collaborative learning lessons.

D. SOCIAL STUDIES/GOVERNMENT: Data Chart N/A for Middle Schools

SOCIAL STUDIES/GOVERNMENT: Data Chart N/A for Middle Schools

Table 23	**Universal Design for Learning for Social Studies**
UDL Principle/Mode	**Representation –How the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Use SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, Tone) as a concrete strategy to provide a structure to help students identify and use central components as a basis for their own writing. ● Use DBQ project organizers (buckets, chicken foot, outline). ● Use Templates (outlining, vocabulary, interactive table of contents). ● Use Mnemonic devices (i.e. MR LIP - 5 themes of geography)
Means for Expressions: *providing the learner alternatives for demonstrating*	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Use SOAPSTONE as developing writers to clarify and organize thoughts prior to writing. ● Use DBQ projects to analyze primary/secondary sources (highlighting, note-taking, outlining).

*their knowledge and skills (what they know)***.**	● Use assessment checklists and rubric (DBQ projects).
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Create a supportive environment. ● Design lessons with GRRUDL model. ● Use flexible grouping. ● Establish routines. ● Provide specific and frequent feedback.

E. Advanced Placement Data: N/A for Middle Schools

VIII. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

Develop a system of interventions that addresses the needs of students in the form of a tiered level of interventions.

It is the plan this year of the MTSS team to develop a school wide intervention pyramid that staff and students will follow. This pyramid will address the needs of students through the 3 tiered intervention system.

The development of the intervention pyramid will begin through the pupil services team followed by input from special education and regular education classroom teachers. The final document should be developed by February 2020.

Guidance from pupil services and special education departments at the district level will be sought in the development of the pyramid.

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Our Pupil Services Team (PST) meets weekly to discuss students with behavioral and attendance concerns. The following interventions, services, programs are provided as identified by the PST Team:

- Individualized Behavior Sheets that focus on our PBIS expectations, but tailored to define student specific behaviors
- Check-In/ Check-Out for identified students
- Individual and small group counseling with the guidance counselor
- Restorative and Justice Circles used by administration as a part of the discipline process with student(s) and victim(s) who earned a referral in order to focus more on building student responsibility and teaching desired behavior rather than consequences (for non-violent offenses)

X. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

Parent Advisory Committee 2019-2020

Name	Position
Scott Sweitzer	PAC
Robin Sweitzer	PAC

Jim Lauder	Parent
Katherine McKenzie	Parent

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.**

MOUNT SAVAGE MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Mount Savage Middle School recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the students in our school. To promote effective parent/family engagement, 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/family engagement 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 their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➢ The parent involvement plan is developed with input from parents.	SIT meetings	As needed	Mr. Crump

II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments. ➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➢ Ensure information is presented in a format and/or language parents can understand. ➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	Parent Conference Days Online grade reports MCAP updates/reports Parent Conference Days Online grade reports MCAP updates/reports Newsletter Assignment notebooks Calendar of events Online grading School messenger (phone) IEP meetings	September Quarterly Yearly September Quarterly Yearly As requested Ongoing Ongoing	Mr. Crump Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff Mr. Crump Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff Staff members Staff members
Requirements	**Description of Activities/ Actions/Initiatives**	Date(s)	**Who should you contact for more information?**
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement meetings	Ongoing	Mr. Crump

IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Book fairs Band/choral concerts Art shows Parent conferences Field trip chaperones	Ongoing	Staff members
	Rising Stars Program	Quarterly	Mr. Crump

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

1. Alyssa Werner, an intern in the admin program from Frostburg State University, will be researching effective parent involvement strategies at the middle level as part of her internship. We plan to implement one or more of those strategies.
2. School wide MCAP data will be shared at the October parent advisory meeting.
3. The school mission, vision, and values will be shared at the opening Back to School Night.

XI. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Increasing Instructional Effectiveness for Males	August 22, 2019	Middle School Teachers	An instructional environment will be created and maintained to meet the needs of male students in context with the needs of all students.	a. Develop an awareness of the learning needs of male students b. Development of instructional strategies that target the needs of male students	a. Review of formal lesson plans b. Classroom observations c. Submission to the administration of strategies used in the classroom
2. Professional Learning Title	**Date(s), Time, and Location**	**Intended Audience**	**Changes to occur as a result of Professional Learning**	**Knowledge and skills the participant will attain**	**Method to measure implementation of knowledge and skills in the classroom**
Emotional Poverty	August 26, 2019 November 1, 2019 After school sessions throughout the year	Middle School Teachers	Development of school-wide and classroom strategies that address the needs of students in Emotional Poverty	a. What is emotional poverty? b. What do students in and out of thebuilding present with emotional poverty? c. What are the strategies necessary to assist students in emotional poverty?	Development of a school wide matrix to identify and address the needs of students in emotional poverty

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

   The plan will be shared with staff during the November 1 staff development day.

2. How will the plan be shared with parents and community members? Please include approximate dates.

   The plan will be shared with parents during the December Parent Advisory meeting.

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

   The administrative team will monitor and report walkthrough observations during team meetings. Grade level teams have an opportunity to meet daily, and department teams can meet as needed after student dismissal. The school improvement specialists will be available to facilitate discussions on SIP strategies, review data, examine student work, and provide staff development as needed.

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

   Data will be collected by teachers and the school improvement specialists. It will be reviewed at bi-monthly meetings starting in October, at which time, determinations will be made for instructional adjustments or changes to the SIP.

5. How will administration monitor the plan?

   The administration will chair all bi-monthly meetings and data review.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

   Current and future data will be available courtesy of the Central Office. The Central Office is helpful in providing input when requested pertaining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.

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

Allegany County Public Schools
2019-2020 School Improvement Plan

Name (Print and Sign)	Affiliation/Title
Martin Crump	Principal
Jill Hartsfield	Assistant Principal
Teresa Norris	Math School Improvement Specialist/Co-Chair
Roberta Brown	Reading School Improvement Specialist/Co-Chair
Roberta Clarke	ELA Teacher
Krista Culler	ELA Teacher
Lisa Gaumer	Math Teacher
Laura Godfrey	Fine Arts Teacher
John O'Neal	Math Teacher
Mike Oyer	Special Ed. Teacher
John Shaw	Math Teacher
Jerry Thomas	Social Studies Teacher
Alyssa Werner	Science Teacher