

**Allegany County Public Schools
2023-2024
Middle School Improvement Plan**

School: Mount Savage Middle

Principal: Dr. Laura Holland

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I. INTEGRATED EDUCATIONAL FRAMEWORK
A. VISION, MISSION, AND CORE VALUE

Mission Statement

Students and staff at Mount Savage School will strive to ensure every student has a promising and thriving future.

Vision

With the support of families and the community, Mount Savage School creates enriching and diverse paths leading students towards success. 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 to 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. We believe that all students can learn and therefore we will hold them to high expectations.

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Core Values

- ❖ Focused instruction will be consistently based on the Maryland State Standards and MCAP assessment items.
- ❖ Through effective planning and preparation, the GRRUDL instructional model will be evident in classroom instruction.
- ❖ Students and staff will exhibit safe, respectful, and responsible behaviors.
- ❖ Staff will fairly and consistently enforce behavioral expectations.
- ❖ Effective and consistent communication with a variety of communication tools will be utilized with staff, students, parents, and the school community.

B. SCHOOL CLIMATE AND CULTURE

Climate

The climate at Mount Savage Middle School is founded on the mindset that through a variety of positive interactions in an encouraging, friendly environment all students, faculty, and staff beliefs are acknowledged and valued. Through monthly precepts, students feel safe and accepted as part of the Mount Savage School community which encompasses a warm, compassionate, familial style staff. Building and implementing a school climate takes time to develop and the acceptance of all stakeholders. In consideration of this, positive interactions between students and staff occur daily beginning with a genuinely caring welcome routine where each child is acknowledged as being a valued member of the school community.

Culture

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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 provide a nurturing learning environment with high expectations, where the students feel safe to try and to take chances. Students at Mount Savage have regard for the uniqueness of others. There is a mutual respect between staff and students creating a positive morale within the building. Both positive academic achievements and personal achievements are recognized. In addition, growth and improvement are also celebrated.

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 3

A. Staff Demographic

B. Student Demographics

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Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	1
Hawaiian/Pacific Islander	0
African American	5
White	406
Asian	4
Two or More Races	15
Special Education	61
LEP	0
Males	209
Females	225
Gender X	0

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	2	-	2
Teachers	-	33	33
Itinerant staff	7	-	7
Paraprofessionals	-	7	7
Support Staff	-	4	4
Other	7	16	23
Total Staff	14	62	76

Total Enrollment	434
FARMS Rate (2022-2023)	53.79

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Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	2	06 Emotional Disturbance	1	12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	22	14 Autism	8
04 Speech/Language Impaired	2	09 Specific Learning Disability	22	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	3	TOTAL COUNT	61

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	91.1
Grade 6	91.2

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Grade 7	91.3
Grade 8	90.7

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	91.1
Hispanic/Latino of any race	≤10
American Indian or Alaska Native	≤10
Asian	≤10
Black or African American	≤10
Native Hawaiian or Other Pacific Islander	≤10
White	91.2
Two or more races	88.2
Male	91.0
Female	91.1
EL	≤10
Special Education	89.1
Free/Reduced Meals (FARMS)	89.0

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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 categories:

- Two or more races (88.2%)
- Special education (89.1%)
- Free and reduced meals (89.0%)
- Grade 8 (90.7%)

All students will be monitored for attendance using a multi-tier system of support. Based upon previous attendance records, the special education sub-group, free and reduced meal(FARM) sub-group and two or more race sub-group have fallen below the threshold for chronic absenteeism. Specifically, the target group for special education attendance will be current 7th graders. This subgroup fell frequently below the total school attendance percentage per month. Other target groups include students qualifying for free and reduced meals (FARMS) and students identifying as two or more races.

All target groups will be tracked through the MTSS attendance monitoring system and pupil service team for attendance. When a student reaches 10 unexcused absences, the special ed team will hold a manifestation meeting to determine if the abs. Are due to the students' disability.

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

School-wide strategies to increase attendance in challenging areas include:

- A Multi-Tier attendance monitoring and intervention protocol will be implemented
- The PST will review student attendance
- 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.
- Weekly and monthly attendance incentives will be implemented for all students.
- Incentives will target lowest attendance days.

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- Enhanced incentives will target chronically absent students.
- Grade 8 attendance will be addressed in the field trip contract.

Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.
MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	84.3%	62.9%	70.2%
Not Chronically Absent (student count)			294
Report Card Points Earned	10.5	6.5	8.5

Habitually Truant

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.

Table 6	2022	2023
Habitually Truant (percentage)	2.24%	3.55%
Habitually Truant (student count)	9	15

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

Prior to having a habitually truant student, administration/guidance counselors meet regularly with students with a high absentee rate. Student/parent conferences are held, an attendance contract for the student is created, and a student's daily attendance is reviewed weekly at the school's PST meeting. Administration/SROs and the school's PPW may also conduct a home visit. Habitually truant students can also earn incentives for improving their attendance rate (cafeteria coupon, buddy-lunch group, extra gym time during co-curricular, etc.)

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	226	336
All Suspensions	10	24
In School	0	0
Out of School	10	24
Sexual Harassment Offenses	8	3
Harassment/Bullying Offenses	22	12

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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 number of Mount Savage Middle School referrals from the 2021-2022 school year to the 2022-2023 school year increased by 110 referrals. The number of suspensions from the 21-22 school year to the 22-23 school year increased from ten suspensions to twenty-four suspensions, which were all out-of-school suspensions. The highest incidents include disrespect and disruptions. Incidents of disrespect increased from 41 to 62 referrals. Incidents of disruption increased from 81 to 137 referrals. Even though Bullying/Harassment decreased from 22 referrals in 2021 - 2022 to 12 referrals in 2022-2023, Mount Savage strives to have a “Bully Free” environment and plans to focus on continuing to decrease these incidents. In addition, buses are a major area of concern for student safety (approximately 60 incidents per year).

Mount Savage Middle School’s plan to reduce the number of referrals based on incidents includes the following:

Disrespect and Disruption

- Restorative Practices through guidance lessons
- Second Step SEL lessons through Advisory groups.
- Promoting characteristics of Respect, Responsibility, and Safety through monthly PBIS incentives
- Shining Star Awards quarterly - Recognition of individuals going above and beyond
- Problem Solving Strategies in small groups with guidance
- Student Council creates and posts positive behavior messages
- WEB Leaders serve as role models for incoming 6th grade students and elementary students
- Tier 2 interventions are developed to target and support specific students.
 - Mount Savage Crew
 - Tier II Counseling Group
 - Check-in/Check-out
 - School Based Therapy Services

Bullying/Harassment

- SEL Advisory Group - The students report to the same teacher every Monday so students have a support system within the school setting.
- Second Step Advisory Lessons
- Student Code of Conduct is reviewed by teachers, administrators, and sent home with students at the beginning of the year.
- Guidance Referrals (Teacher Refers)

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- Mount Savage Bully Box Reporting Form (Anonymous Student Reporting)
- Mediation Sessions
- Parent Awareness (notifying both victim and offender)
- ACPS Bullying Reporting Form available on ACPS website

Mount Savage Middle School's plan to reduce the number of referrals based on location include the following:

Bus

- Presentation of bus expectations is given by administration twice a year.
- Bus rules are sent home with every student at the beginning of the year.
- Administration and guidance assists bus drivers with seating charts.
- PBIS incentives based on bus behaviors. The incentive earned includes the bus driver to make personal connections.
- ACPS Transportation Supervisor provides a presentation on bus safety.

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VI. EARLY LEARNING (Elementary Only)
N/A

VII. ACADEMIC PROGRESS
A. ENGLISH LANGUAGE ARTS

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 increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63172	13	43	44	63596	11	41	50	+6
ACPS Results	605	11	49	40	586	10	37	53	+13
All school students	141	3	36	61	132	3	35	62	+1
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

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White	137	3	37	60	130	3	35	62	+2
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	18	11	67	22	19	16	68	16	-6
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	58	5	52	43	74	6	47	47	+4
Female	71	4	35	61	68	3	22	75	+14
Male	70	1	37	62	64	3	48	49	-13

* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64672	11	46	43	63563	6	47	47	+4
ACPS Results	588	13	50	37	598	6	42	52	+15
All school students	125	7	44	49	45	4	31	65	+16
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

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White	120	8	44	48	140	4	30	66	+18
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	12	8	50	42	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	60	10	53	37	75	8	41	51	+14
Female	54	4	26	70	73	4	30	66	-4
Male	71	10	58	32	72	4	32	64	+32

* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	66514	17	40	43	65477	13	40	47	+4
ACPS Results	590	17	39	44	589	11	39	50	+6
All school students	133	3	28	69	133	9	33	58	-11
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	130	3	28	69	128	9	34	57	-12
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	53	6	39	55	78	13	47	40	-15
Female	67	3	13	84	60	2	30	68	-16
Male	66	3	42	55	73	15	34	51	-4

Table 11a: Cohort Growth (Cohort 2028)			
ELA Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Please enter as + or -
Maryland	44	47	+3
ACPS	40	52	+12
All Students	61	65	+4
Economically Disadvantaged	43	51	+8
Special Education	22	*	*
Male	62	64	+2

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Female	61	66	+5
Other subgroup (White)	60	66	+6

Table 11b: Cohort Growth (Cohort 2027)			
ELA Percent Proficient	Grade 7 2021-2022	Grade 8 2022-2023	Growth from Grade 7 to Grade 8 Please enter as + or -
Maryland	43	47	+4
ACPS	37	50	+13
All Students	49	58	+9
Economically Disadvantaged	37	40	+3
Special Education	42	*	*
Male	32	51	+9
Female	70	68	-2
Other subgroup (White)	48	57	+9

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Writing 6-8, Special Education
Focus Area Goal	<p>By the end of the 2023-2024 school year, students in Grades 6-8 will increase scores in the Writing Domain.</p> <ul style="list-style-type: none"> In GR 6, (incoming 6th graders)... <ul style="list-style-type: none"> The percentage of students scoring Proficient will increase by 56% to 60%. The percentage of SPED students scoring Proficient will increase from 21% to 30%. In GR 7, (last year's 6th graders)... <ul style="list-style-type: none"> The percentage of students scoring Proficient will increase by 63% to 70%. The percentage of SPED students scoring Proficient will increase by from 25% to 35%. In GR 8, (last year's 7th graders)... <ul style="list-style-type: none"> The percentage of students scoring Proficient will increase by 57% to 65%. The percentage of SPED students scoring Proficient will increase by 9% to 15%. <p>The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase.</p> <ul style="list-style-type: none"> In GR 6 (incoming 6th graders)...

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	<ul style="list-style-type: none"> ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase from 31% to 40%. ○ The % of students scoring "0" on the rubric will decrease from 14% to 5%. ● In GR 7 (last year's 6th graders)... <ul style="list-style-type: none"> ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase from 24% to 40%. ○ The % of students scoring "0" on the rubric will decrease from 7% to 2%. ● In GR 8 (last year's 7th graders)... <ul style="list-style-type: none"> ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric from 28% to 40%. ○ The % of students scoring "0" on the rubric will decrease from 7% to 2%.
Root Cause(s):	Students struggle with writing tasks across grade levels due to a lack of in-depth coverage of the writing standards within the curriculum. As a result, students do not have adequate understanding of rubrics and the writing process.
Focus Content Standard(s):	W.1 Write arguments to support claims with clear reasons and relevant evidence. 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.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Barriers:	The rigor of the pacing guide prohibits in-depth coverage of the complete writing process.
Needed Resources:	Supplemental materials and mini-lessons to target specific writing skills in reading labs Time for teacher collaboration (vertical & horizontal) and planning writing activities and scoring using MCAP rubrics
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Teaching and implementing the RACE strategy ● Using the 11 pt. MCAP rubric to score students' extended writing ● Addressing prewriting and organization with graphic organizers and templates ● Using Read180 writing zones and small group guided writing lessons ● Continuing use of daily warm-ups and mini-lessons (SIM & Killgallon) ● Using a school-wide writing SLO to monitor progress using the 11 pt. rubric
How will it be funded?	SIP funding for vertical team collaboration
Steps towards full	Quarter 2: Focus on developing lessons through teacher collaboration and input from School Improvement Specialist. Quarter 3: Implement lessons in i-Ready labs through guided instruction and independent practice.

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implementation with timeline:	Quarter 4: Review lessons, use MCAP public releases/practice tests. Model exemplary responses using the MCAP rubric prior to testing.
Monitoring Procedure:	Use both formative and summative writing grades from ELA class and labs Monitor student understanding and progress using county benchmarks. Use the MCAP rubric for scoring benchmarks and extended writing assignments.

ELA FOCUS AREA 2:	Citing Text Evidence 6-8 in Selected Response Questions with Parts A & B
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase scores in the Reading Informational and Literary Domains for questions with Parts A & B. <ul style="list-style-type: none"> The percentage of correct answers for Questions with Parts A & B will increase for... <ul style="list-style-type: none"> incoming 6th to 60% (last year - 50%). current GR 7 to 40% (last year - 31%). current GR 8 to 50% (last year - 46%).
Root Cause(s):	Students struggle to score well on two-part questions when they must select the correct answer to the question and then in Part B, they must identify the appropriate text evidence supporting the answer.
Focus Content Standard(s):	RL and RI, Standard 1 at all grades is Citing Textual Evidence and Making Inferences. However, there are multiple standards in both domains where students see Part A/B questions requiring students to apply this skill.
Barriers:	Many students are reading texts with a complexity significantly above their Lexile levels. Students need more direct instruction on how to approach a two-part question requiring them to identify text evidence to support their answers.
Needed Resources:	Lessons focusing on direct instruction on how to identify appropriate text evidence to support a correct answer Additional examples for in-depth practice and modeling Time for teacher collaboration to create materials
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Model and give direct instruction when teaching the Assessment Practice questions following text selections in the HMH <i>Into Literature</i> textbook. Provide ongoing practice using the GRRUDL method. Implement the Notice & Note strategy embedded within the textbook. Use the RACE strategy consistently.

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	<ul style="list-style-type: none"> • Use the Reading Zone in the Read180 intervention program.
How will it be funded?	SIP funding for vertical team collaboration
Steps towards full implementation with timeline:	<p>Quarter 2: Focus on developing lessons through teacher collaboration and input from School Improvement Specialist.</p> <p>Quarter 3: Implement Assessment Practice embedded in the textbook as guided practice and modeling examples for answering the two-part questions.</p> <p>Quarter 4: Review the strategies used throughout the year prior to testing. Use MCAP public releases and practice tests as guided practice prior to testing.</p>
Monitoring Procedure:	<p>Use both formative and summative assignments as grades in ASPEN.</p> <p>Monitor student understanding and progress through Assessment Practice questions in textbook selections.</p> <p>Monitor student progress with these types of questions in unit benchmarks.</p>

ELA FOCUS AREA 3:	Text Structure and Organization, Reading Informational and Literary Texts, 6-8
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase the % correct on questions in Standard 5 (Text Structure and Organization Contribution to the Text Development) of the Reading Domains to 50% (currently - 33%).
Root Cause(s):	Students score consistently low on this standard across grade levels due to the complexity of questions in these standards and lack of in-depth coverage in ELA curriculum.
Focus Content Standard(s):	<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each</p>

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	<p>text contributes to its meaning and style.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><i>In addition, standards in the Reading Science/Technology and Reading History Domains can also focus on the text structure and organizational patterns and their contribution to meaning in the texts.</i></p>
Barriers:	<p>Many students are reading below the level of the complex texts embedded within the curriculum. Students don't have adequate experience and practice with identifying and understanding a variety of text structure and organizational structure patterns.</p>
Needed Resources:	<p>Supplemental material from and additional time to focus on targeted lessons in reading labs</p> <p>Time for teacher collaboration (vertical & horizontal)</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Provide direct in-depth instruction in the text structures and organizational patterns found both in informational and literary texts in reading labs. • Use school-wide charts and graphic organizers specific to the topics to increase student understanding. • Supplement reading labs with targeted lessons in i-Ready (teacher toolbox scaffolded lessons) and READ 180.
How will it be funded?	<p>SIP funding for vertical team collaboration</p>
Steps towards full implementation with timeline:	<p>Quarter 2: Focus on utilizing and developing additional lessons through teacher collaboration and input from School Improvement Specialist.</p> <p>Use graphic organizers and charts school-wide focusing on text structure and organization.</p> <p>Continue to use Notice & Note Signpost strategies from the textbook and use the powerpoints and videos to promote understanding.</p> <p>Quarter 3: Continue practice with lessons focusing on text structure and organization.</p> <p>Quarter 4: Review these standards prior to testing and use MCAP public releases and practice tests for guided practice.</p>
Monitoring Procedure:	<p>Use both formative and summative assignments as grades in ASPEN.</p> <p>Monitor student understanding and progress in targeted lessons during reading labs.</p> <p>Use data from county benchmarks for these standards for progress monitoring.</p>

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Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Communicate content, language, and social purposes both visually and orally. ● Structure whole and small group lessons around GRRUDL. ● Use anchor videos and the interactive online textbook to build background knowledge. ● Use the HMH online textbook to present text selections and provide audio support. ● Use visuals and videos to preteach notice and note strategy. ● Implement varying computer based programs based on individual student learning needs (iReady, Read 180, Read 180: Foundational Skills). ● Vary presentation of material (online, paper based, whiteboard, etc.). ● Use R.A.C.E strategy to thoroughly answer a constructed response with text support and evidence citation (including checklists, templates, and rubrics).

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Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> Facilitate managing information and resources (providing graphic organizers and templates). Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.). Use multiple tools for construction and composition (web applications such as Kahoot, Quizziz, Blooket, etc.). Use highlighting and post-it notes to identify key points and create questions for discussions. Use assessment checklists and rubrics.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> Provide a variety of texts at differing Lexile levels (text selections in i-Ready labs, Readworks & CommonLit). Foster collaboration and community through small groups and GRRUDL. Utilize choice board activities, gallery walks, and stations. Create a supportive environment. Use flexible groupings to meet student needs. Emphasize process, effort, and improvement. Provide frequent and specific feedback.

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 increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts.

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 13a MATH Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63193	37	44	19	63644	36	45	19	0
ACPS Results	606	30	51	19	586	30	48	22	+3

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All school students	141	17	52	31	132	20	54	26	-5
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	137	17	53	30	130	21	54	25	-5
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	18	56	39	5	19	63	32	5	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	58	26	57	17	74	30	53	17	0
Female	71	20	60	20	68	21	52	27	+7
Male	70	14	43	43	64	20	56	24	-19

* indicates no students or fewer than 10 students in category

TABLE 13b MATH Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	56286	52	36	12	56106	48	37	15	+3
ACPS Results	568	47	36	17	570	38	40	22	+5
All school students	124	27	45	28	144	30	35	35	+7

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American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	119	29	45	26	139	29	36	35	+9
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	12	58	33	9	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	60	38	48	14	74	45	35	20	+6
Female	53	24	51	25	73	38	40	22	-3
Male	71	30	41	29	71	21	29	50	+21

* indicates no students or fewer than 10 students in category

TABLE 13c MATH Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %

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Maryland Results	41267	54	39	7	41740	52	41	7	0
ACPS Results	367	48	46	6	390	46	48	6	0
All school students	76	29	62	9	86	30	59	11	+2
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	75	28	63	9	84	30	59	11	+2
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	39	36	59	5	62	32	60	8	+3
Female	37	19	76	5	37	30	57	13	+8
Male	39	38	49	13	49	31	61	8	-5

* indicates no students or fewer than 10 students in category

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TABLE 13d ALGEBRA I	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	69986	36	49	15	67135	30	52	18	+3
ACPS Results	615	34	53	13	731	21	54	25	+12
All school students	57	2	56	42	47	0	47	53	+11
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	55	2	56	42	44	0	50	50	+8
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	14	0	72	28	16	0	63	37	+9
Female	30	4	53	43	23	0	52	48	+5
Male	27	0	59	41	24	0	42	58	+17

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* indicates no students or fewer than 10 students in category

TABLE 13e GEOMETRY	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	16647	25	49	26	19907	28	48	24	-2
ACPS Results	424	33	60	7	563	43	48	9	+2
All school students	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*

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Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*

Table 14: Cohort Growth (Cohort 2024)			
MATH Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Enter as + or -
Maryland	19	15	-4
ACPS	19	22	+3
All school students	31	35	+4
Economically Disadvantaged	17	20	+3
Special Education	5	*	*
Male	43	50	+7
Female	20	22	+2
Other subgroup	*	*	*

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2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	Economically Disadvantaged Subgroup (FARMS) 6-8
Focus Area Goal	<p>By the end of the 2023-2024 school year, students in Grades 6-8, will increase the percentage of students scoring proficient or distinguished by 5%.</p> <ul style="list-style-type: none"> • In GR 6, (incoming 6th graders), the percentage of students scoring Proficient (Levels 3 & 4) will increase by 5% to 29%. • In GR 7, (last year's 6th graders) the percentage of students scoring Proficient (Levels 3 & 4) will increase by 5% to 22%. • In GR 8, including students taking Algebra 1 (last year's 7th graders), the percentage of students scoring Proficient (Levels 3 & 4) will increase by 5% to 25%.
Root Cause(s):	The subgroup has one of the lowest attendance rates of all subgroups at 89%. As a result, this subgroup does not have adequate understanding of the focus standards.
Focus Content Standard(s):	<p>Focus standards chosen are the lowest standard for each grade based on their previous year's scores.</p> <p>Incoming 6th Grade Focus: 6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Current 7th Grade Focus: 7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p>

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	<p>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p>Current 8th Grade (including Algebra 1) Focus: 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>
Barriers:	Chronic absences are the largest barrier.
Needed Resources:	Funding for attendance incentives
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Address missing work and assignments in working co-curricular for additional support with smaller groups. • Create incentives that will increase desire to attend. • Use i-Ready and Math 180 to address learning gaps. • Offer tutoring to support academic needs.
How will it be funded?	Attendance incentives will be tied into PBIS and school based fundraiser.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on data from ASPEN. The Three Reads protocol and MSDE modeling cycle will be introduced in the second quarter along with a template as a scaffold for modeling questions to improve the quality of written responses. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.
Monitoring Procedure:	<ul style="list-style-type: none"> • ASPEN attendance and grades monitored throughout the year

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	<ul style="list-style-type: none"> ● HMH Math Growth Measure September 2023, January 2024, April 2024 ● i-Ready Math Diagnostics September 2023, January 2024, April 2024 ● ALEKS (Alg. 1 students only) September 2023, January 2024, April 2024 ● MCAP Math Assessment May 2024
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MATH FOCUS AREA 2:	Content: Mathematical Modeling 6-8
Focus Area Goal	<p>By the end of the 2023-2024 school year, students in Grades 6-8, will increase the percentage of students scoring proficient or distinguished in the Modeling Subclaim.</p> <ul style="list-style-type: none"> ● In GR 6, (incoming 6th graders), the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 38%. ● In GR 7, (last year's 6th graders) the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 25%. ● In GR 8, including students taking Algebra 1, (last year's 7th graders), the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 38%.
Root Cause(s):	Students find modeling questions difficult to deconstruct in order to begin the process of answering these types of questions.
Focus Content Standard(s):	6-8.M.1a-e: Choose and produce appropriate mathematics to model quantities and mathematical relationships in order to analyze situations, make predictions, solve multi-step problems, and draw conclusions.
Barriers:	<p>Students lack skills in how to determine the information needed to solve a given problem</p> <p>Students lack skills in how to interpret lengthy problems involving mathematical modeling</p>
Needed Resources:	<p>Additional MCAP-like example problems</p> <p>Three Reads protocol posters</p> <p>Modeling cycle posters</p> <p>Kami chrome extension</p> <p>MSDE Modeling rubric</p>

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Use student friendly version of MSDE modeling cycle in conjunction with the Three Reads strategy. • Use lab time to teach approaches to modeling questions.
How will it be funded?	N/A
Steps towards full implementation with timeline:	<p>Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on data from ASPEN. The Three Reads protocol and MSDE modeling cycle will be introduced in the second quarter along with a template as a scaffold for modeling questions to improve the quality of written responses. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> • ASPEN attendance and grades monitored throughout the year • HMH Math Growth Measure September 2023, January 2024, April 2024 • i-Ready Math Diagnostics September 2023, January 2024, April 2024 • ALEKS (Alg. 1 students only) September 2023, January 2024, April 2024 • Modeling using Three Reads and Modeling Cycle Minimum one per quarter • MCAP Math Assessment May 2024

MATH FOCUS AREA 3:	Subgroup - Males grades 6-8
Focus Area Goal	<p>By the end of the 2023-2024 school year, males in Grades 6-8, will increase the percentage of students scoring proficient or distinguished.</p> <ul style="list-style-type: none"> • In GR 6, (incoming 6th graders), the percentage of male students scoring Proficient (Levels 3 & 4) will

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	<p>increase by 5% to 41%.</p> <ul style="list-style-type: none"> ● In GR 7, (last year's 6th graders) the percentage of male students scoring Proficient (Levels 3 & 4) will increase by 5% to 29%. ● In GR 8, including students taking Algebra 1, (last year's 7th graders), the percentage of male students scoring Proficient (Levels 3 & 4) will increase by 5% to 55%.
Root Cause(s):	Students have a fixed mindset in math due to learning gaps. As a result, students' behaviors in class prevent them from adequately understanding material within the focus content standards.
Focus Content Standard(s):	<p>The focus content standards were based on areas of weakness shown by the selected subgroup's 2023 (grades 5, 6, and 7) MCAP scores. These standards are the students' current grade level standards that map to the subgroup's previous year's weak areas:</p> <p>Incoming 6th Grade Focus:</p> <p>6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Current 7th Grade Focus:</p> <p>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p>Current 8th Grade (including Algebra 1) Focus:</p> <p>8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>
Barriers:	<p>This subgroup had a 0% change in grades 6-8 overall, a 5% decrease in current 6th graders, and 19% decrease in current 7th graders scoring proficient or distinguished when compared to 2022.</p> <p>A majority of school discipline issues arise from the male subgroup.</p>

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	Many males show a lack of interest in math.
Needed Resources:	School based Career Coach Math intervention classes prior to 6th grade
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Create a positive learning environment in math classrooms by encouraging a growth mindset. ● Collaborate with grade level team members. ● Address missing work and assignments in working co-curricular for additional support with smaller groups. ● Use i-Ready and Math 180 to address learning gaps. ● Offer tutoring to support academic needs.
How will it be funded?	School-based fundraiser
Steps towards full implementation with timeline:	<p>Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on grade and attendance data from ASPEN. The Three Reads protocol and MSDE Modeling Cycle will be introduced in the second quarter along with a template as a scaffold for modeling questions to improve the quality of written responses. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals. Growth mindset will be encouraged throughout the year within teachers' classrooms and with bulletin boards throughout the school. In addition, the School Based Career Coach will be invited into the math classrooms to emphasize the importance of math in various careers and may either invite business leaders or take identified students to visit local businesses who use mathematics in the real world to improve the students' attitudes towards math.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> ● ASPEN attendance and grades monitored throughout the year ● HMH Math Growth Measure September 2023, January 2024, April 2024

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	<ul style="list-style-type: none"> ● i-Ready Math Diagnostics September 2023, January 2024, April 2024 ● ALEKS (Alg. 1 students only) September 2023, January 2024, April 2024 ● Modeling using Three Reads and Modeling Cycle Minimum one per quarter ● MCAP Math Assessment May 2024
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Universal Design for Learning for MATH.

Table 15	
UDL Principle/Model	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Structure whole and small group lessons around a gradual release model. ● Use anchor videos to build background knowledge. ● Use visuals to preteach vocabulary and model problem solving. ● Vary computer based programs based on individual student learning needs (iReady, Math 180, ALEKS, etc.) ● Vary presentation of material (online, paper based, whiteboard, etc.). ● Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.). ● Maximize transfer and generalization (mnemonic strategies such as PEMDAS and FOIL, templates and other graphic organizers to support note taking, etc.).
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> ● Facilitate managing information and resources (graphic organizers and templates for organizing information). ● Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.). ● Use multiple tools for construction and composition (virtual and concrete mathematics manipulatives, web applications such as Kahoot, Quizziz, Prodigy, etc.).
	Multiple Options for Engagement

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Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<ul style="list-style-type: none"> ● Optimize individual choice and autonomy through differentiated stations, gallery walks, etc. ● Foster collaboration and community through cooperative learning groups, PBIS, expectations for group work, etc. ● Vary demands and resources to optimize challenges such as differentiated stations, Prodigy, School 21, gallery walks, etc. ● Minimize threats and distractions by creating a supportive environment, varying social demands, etc. ● Collaborate in flexible groups.
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C. SCIENCE

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 16 SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	67233	18	47	35	66026	25	49	26	-9
ACPS Results	592	18	52	30	588	23	56	21	-9
All school students	132	8	48	44	131	16	60	24	-20
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

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White	129	8	48	44	126	16	62	22	-22
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	52	8	61	31	76	20	67	13	-18
Female	66	9	46	45	58	14	65	21	-24
Male	66	6	52	42	73	18	56	26	-16

2. FOCUS AREAS

FOCUS AREA 1:	Female subgroup
Focus Area Goal	By the end of the 2023-2024 school year, the female student subgroup will increase scores overall. The percentage of students scoring proficient or distinguished (Level 3 or 4) will increase by 5% to 26%.
Root Cause(s):	Students have a fixed mindset in science due to learning gaps. As a result, students lack confidence and interest in science which prevents them from adequately understanding material within the focus content standards.
Focus Content Standard(s):	<p>Lowest science standards for each grade level are listed below:</p> <p>6th grade standard: MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>7th grade standard: MS-LS1-3. Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>8th grade standard: MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p>
Barriers:	This subgroup had a -24% change in grade 8 between 2022 and 2023 years. Students struggle with reading grade level science content. (GR 8 female subgroup decreased by 16% in reading scores.)

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Needed Resources:	School based Career Coach Additional science instructional time prior to 6th grade to build positive experiences
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Create a positive learning environment in science classrooms. • Encourage a growth mindset. • Plan collaboratively with vertical team members. • Address missing work and assignments in working co-curricular for additional support with smaller groups • Offer tutoring to support academic needs. • Provide visits from the School based Career Coach to classrooms for real-world career connections.
How will it be funded?	School based fundraiser
Steps towards full implementation with timeline:	The identified strategies will begin to be implemented at the start of the second nine weeks and continue to be implemented throughout the year. The school based Career Coach will be invited into the classroom to provide career connections.
Monitoring Procedure:	Vertical Team meetings, MISA 2024

FOCUS AREA 2:	Earth and Space Science Standards
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of students meeting or exceeding expectations in the Earth and Space Science DCI will increase by 5% to 51%.
Root Cause(s):	Students had virtual instruction during their 6th grade year and missed lab experiences.
Focus Content Standard(s):	<p>Earth and Space Science focus standards were chosen from the School Evidence Statement Analysis: MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</p> <p>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.</p>

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	<p>MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p>MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.</p>
Barriers:	6th grade material is not adequately reviewed in 7th and 8th grade due to decreased instructional time and an increase in rigor within science standards.
Needed Resources:	<p>Additional MISA-like example problems</p> <p>Spiraled review for 7th and 8th grade</p> <p>Updated science benchmarks</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Continue use of the GRRUDL model. • Make students aware of the Science and Engineering Process (SEP) and the Crosscutting Concepts (CCC) that are embedded with the NGSS curriculum. • Teach students how to perform the SEPs and CCCs. • Use county benchmarks modeled after the test in all grades. • Use of game-based review programs such as Legends of Learning.
How will it be funded?	Curriculum Development
Steps towards full implementation with timeline:	The identified strategies will be implemented at the start of the second nine weeks and continue to be implemented throughout the year. 6th and 7th grade science teachers will review material in marking period four, and 8th grade teachers will review material prior to MISA testing.
Monitoring Procedure:	Vertical team meetings, MISA 2024

FOCUS AREA 3:	Grade 8
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of students scoring proficient or advanced will increase by 5% to 29%.

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Root Cause(s):	Students struggle with writing tasks across grade levels due to a lack of in-depth coverage of the writing standards within the curriculum. As a result, students are not grasping how to construct scientific arguments.
Focus Content Standard(s):	<p>Lowest science standards for each grade level are identified below:</p> <p>6th grade standard: MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>7th grade standard: MS-LS1-3. Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>8th grade standard: MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p>
Barriers:	<p>Lack of laboratory experiences at elementary levels</p> <p>Lack an understanding of how to construct scientific arguments and use evidence from experiments to support claims.</p> <p>Lack of time to adequately teach students how to analyze data and make conclusions.</p> <p>Loss of instructional time to adequately review material from previous grades and cover new material.</p>
Needed Resources:	<p>Additional instructional time to cover current material and review from previous years</p> <p>Additional MISA-like example problems</p> <p>Additional teacher professional development on NGSS standards and constructing scientific arguments</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Develop and implement more lab activities in all science classrooms. ● Include data collection, analysis of data, and conclusions in lab activities. ● Use reading passages where students analyze the text. ● Continue use of the GRRUDL model. ● Make students aware of the Science and Engineering Process (SEP) and the Crosscutting Concepts (CCC) that are embedded with the NGSS curriculum. ● Teach students how to perform the SEPs and CCCs. ● Use of game-based review programs like Legends of Learning. ● Use county benchmarks which are modeled after the test.
How will it be funded?	Science Professional Development Funds

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Steps towards full implementation with timeline:	The identified strategies will be implemented at the start of the second nine weeks and continue to be implemented throughout the year.
Monitoring Procedure:	Vertical team meetings, MISA 2024

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Structure whole and small group lessons around a gradual release model. • Use anchor videos to build background knowledge. • Use visuals to preteach vocabulary and model problem solving. • Vary presentation of material (online, paper based, whiteboard, etc.). • Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.). • Maximize transfer and generalization (mnemonic strategies such as RACE or CER, templates and other graphic organizers to support note taking, etc.). • Implement station lessons that allow students to view new content in several different ways. • Use various digital tools (McGraw Hill science online textbook, online simulations, game-based reviews, etc) to review content. • Incorporate lab activities that generate prior knowledge, but also introduce new content.
	Expression/Action- This is how the student will demonstrate their knowledge.

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<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> ● Facilitate managing information and resources (graphic organizers and templates for organizing information) ● Use multiple media for communication (physical/digital manipulatives, interactive web tools, Nearpod) ● Use various tools for construction and composition (virtual and concrete manipulatives, web applications such as Kahoot, Quizziz, Blooket, Gimkit, etc.). ● Use multiple media drawings, comics, text, & speech. ● Use a variety of ways to reach the same conclusion. ● Use Nearpod and INB (Interactive Notebook).
<i>Means for Engagement: tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> ● 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, Quizlet, Kahoot) to spark interest. ● Use collaborative, hands-on lab experiences that provide real-world connections.

VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 2.9 Projected MD Report Card Score (2024) out of 3 = 3	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-student Relationships Score: 8.38/10
Topic Description:	The degree to which other students are friendly with, care about, get along with, and respect one another.

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Strategies: What steps will be taken in order to obtain the desired outcome?	<ul style="list-style-type: none"> • Discuss concerns, issues, and possible school improvement ideas garnered from the student population. • Read novels focused on student relationships during Advisory Mondays. • Utilize Second Step Program during Advisory Mondays to facilitate conversations with the students regarding peer relationships. • Implement the Bully Box to provide students an anonymous means of communicating with staff. • Create targeted groups through the Guidance office.
Initiative leader and team: Who is responsible and involved in the work?	Administration, guidance office, co-curricular teachers, and elected student council
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Elected Student Council • Co-curricular novels per grade-level • Second Step Program • Bully Box
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Number of referrals • Number of reported incidences • Results of 2023-24 survey
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Meet with the student council periodically throughout the school year. • Read novels during fall semester. • Implement Second Step Program during spring semester. • Utilize the Bully Box and targeted groups through the guidance office throughout the school year.
Secondary Area of Need State the Domain, Topic, and Average score	n/a: The second lowest score average was 9.43/10 with 26/34 staff giving a favorable response.

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out of a possible 10	
Topic Description:	
Strategies: What steps will be taken in order to obtain the desired outcome?	
Initiative leader and team: Who is responsible and involved in the work?	
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?	
Timeline: Include dates for implementation of action steps.	

<p style="text-align: center;"><i>Student Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 7 = 3.30</i> <i>Projected MD Report Card Score (2024) out of 7= 5.0</i></p>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Score 2.24

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Topic Description:	The bullying topic describes the degree to which students feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	<ul style="list-style-type: none"> • Discuss concerns, issues, and possible school improvement ideas garnered from the student population. • Read novels focused on student relationships during Advisory Mondays. • Utilize Second Step Program during Advisory Mondays to facilitate conversations with the students regarding peer relationships. • Implement the Bully Box to provide students an anonymous means of communicating with staff. • Create targeted groups through the guidance office.
Initiative leader and team: Who is responsible and involved in the work?	Administration, guidance office, co-curricular staff, and elected student council
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Elected student council • Co-curricular novels for each grade level • Second Step Program & Resources • Bully Box • Guidance counselor
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Number of referrals • Number of reported incidences • 2023-2024 Survey Results
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Read selected novels during the fall semester. • Implement Second Step Lessons during the spring semester. • Meet with the student council periodically throughout the school year. • Utilize the Bully Box and targeted groups through the guidance office throughout the

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	school year
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Score: 3.06
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	<ul style="list-style-type: none"> ● Review procedures and carry out drills to practice specific scenarios during safety week. ● Address behaviors, expectations, and school rules through class meetings conducted by administrators throughout the school year. ● Conduct Second Step lessons in Advisory during the spring semester to open communication between staff and students. ● Maintain visibility and availability of the School Resource Officer. ● Monitor hallways, bathrooms, stairways, and cafeteria by staff. ● Track student movement throughout the building through the use of SmartPass. ● Collect information received through the Bully Box and utilize it to address specific concerns. ● Implement the Critical Incident Plan and utilize the safety team to address emergency situations.
Initiative leader and team: Who is responsible and involved in the work?	Administration, staff, and the school resource officer
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> ● Critical Incident Plan ● Second Step Lessons ● School Resource Officer ● SmartPass ● Administration & Staff ● Online Bully Box ● Co-curricular novels for each grade level

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none">• Number of referrals related to physical safety• Bully Box data• SmartPass documentation
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none">• Safety Week conducted in September• Drills, lessons, meetings conducted throughout the year• SmartPass, Bully Box, and resource officer available year long

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

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PRIORITY: #1.Improve the implementation of PBIS practices across all 3 tiers.			
PRACTICE: Faculty will collaboratively implement school-wide positive behavior interventions and supports			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Maintain and improve school-wide PBIS practices to achieve social and behavioral goals. 	Administration Teachers PBIS Team PST	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> Review student data to target specific subgroups. Provide professional development to staff on improving implementation practices for PBIS.
INSTALLING			
<ul style="list-style-type: none"> Present discipline data to PBIS team. Use data to make implementation decisions for targeted behaviors. Charge staff with increasing the distribution of “Megabucks” token economy to support behavior specific praise. Expand the incentives available to students. Implement a diversity of Tier II and Tier III interventions to target specific student needs. 	Administration Teachers PBIS Team PST	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> Increase the frequency of data review at PBIS meetings. Provide staff development on behavior specific praise, improving the usage of token economy. Explore the possibility of implementing a school store to utilize a token economy system. Engage the behavior specialist, school therapist and school counselor in implementing and presenting Tier II and Tier III interventions to staff.
IMPLEMENTING			
Improve upon the use of Positive Behavior Interventions and Supports per the objectives above.	Administration Teachers PBIS Team PST	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> Apply for PBIS badges. Utilize discipline data monthly to target interventions toward specific sub-groups. Continue to utilize Check-in/Check-out as a Tier II intervention. Expand the variety of Tier II groups to target specific student needs.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			

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Continue monthly PBIS team meetings and Tier I-III supports.	Administration	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> • Continue PBIS monthly meetings and provide updates to grade level teams. • Continue with the usage of token economy and monthly school-wide PBIS events • Continue the utilization of SEL advisory lessons, SEL groups and Check-in/Check-out.
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Action Step	Who	By When	Status Update / Next Steps
PRIORITY: #2 Improve overall school-wide attendance rate			
PRACTICE: Implement new systems and practices to monitor and reduce truancy			
LAYING THE FOUNDATION			
Better systems and incentives need to be developed to confront the ongoing challenge of chronic absenteeism and overall school attendance.	Administration PST School Counselor	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> Administration, PST and the PBIS team will brainstorm processes and incentives to mitigate truancy.
INSTALLING			
<ul style="list-style-type: none"> Develop a protocol to efficiently respond to attendance concerns and mitigate chronic absenteeism. Provide incentives to specifically promote attendance. 	Administration PST School Counselor	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> Process developed and being utilized. Incentives are beginning to be rewarded to students who meet attendance goals.
IMPLEMENTING			
<ul style="list-style-type: none"> PST will implement a multi-tier attendance response protocol to monitor and respond to truancy issues. Quarterly class-wide attendance parties will be held for the class with the best attendance. Bi-weekly individual attendance incentives will be drawn for students exceeding the attendance expectation. 	Administration PST School Counselor	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> The multi-tier attendance response protocol has been developed and is in the process of being implemented through weekly PST meetings. The first round of attendance specific incentives will be rewarded in the coming weeks.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> The protocol and incentives will continue to be utilized throughout the school year. 	Administration PST School Counselor	Aug. 2021-June 2023 Ongoing: August 2023-Present	<ul style="list-style-type: none"> The process will be utilized, evaluated and if necessary, modified at the conclusion of the school year.

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Notes-

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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.

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In 2022-23, 108 students received referrals—5 sixth grade students were responsible for 12.5% of all referrals. A Tier II mentoring group was established to target these 5 students and the group is being continued (now for 7th grade) for the current school year. Because there is a reduction in referrals for this group, we will establish similar target groups as needed.

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)

PBIS Tier I interventions are established through the communication and positive reinforcement of our school-wide PBIS expectations: safety, responsibility and respect. The practice of these expectations are reinforced through behavior specific praise and a token system redeemable for tangible rewards and school experiences. Furthermore, school-wide SEL lessons are implemented weekly during Advisory Groups using the Second Step program. The SRSS is one tool that is used to identify potential students for Tier II intervention. Currently, check-in/check-out and small groups are in place to address Tier II behavioral needs. Furthermore, regularly scheduled individual therapy sessions are in place for students demonstrating internal Tier II needs.

XI. 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.).

Family and community engagement at Mount Savage Middle School contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment. At Mount Savage Middle School, we offer family and community involvement through the school music programs (Winter and Spring concerts) attended by nearly 400 parents and community members, drama club productions attended by 400 parents and community members, Veteran's

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Day program attended by 22 Veterans, nearly 25% of parents attending Parent-Teacher Conferences (based on sign-in sheets), Welcome Back to School Ice Cream Social that was offered to 250 family members, MathCounts celebration for the 10 families of the MathCounts students attending the State Competition, S.H.O.P. Thanksgiving turkey and food drive for 30 economically disadvantaged families, and S.H.O.P. providing gifts for 5 economically disadvantaged families throughout the holiday season. In addition, Mount Savage Middle School is a certified Maryland Green School, and we have community involvement in our programs including our vegetable garden, honey bees, chickens, tree planting, recycling initiatives, and pollinator gardens. Through these efforts, we invite community members and professionals to support our student activities.

Parent Involvement Plan

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.

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	Dr. Holland

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II. Building Parental Capacity <ul style="list-style-type: none"> ➤ 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. 	<p>Parent Conference Days Online grade reports MCAP updates/reports</p> <p>Parent Conference Days Online grade reports MCAP updates/reports</p> <p>Newsletter Assignment notebooks Calendar of events Online grading School messenger (phone)</p> <p>IEP meetings</p>	<p>October, March Quarterly Yearly</p> <p>October, March Quarterly Yearly As requested</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Dr. Holland Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff</p> <p>Dr. Holland Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff</p> <p>Staff memb</p> <p>Staff members</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?

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III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement meetings	Ongoing	Dr. Holland
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 Rising Stars Program	Ongoing Quarterly	Staff members Dr. Holland

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. Parent communication through monthly newsletter, website updates, and parent Facebook group with information.
2. Sharing of the school mission and vision statements at school events and through all communications.

XII. 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?

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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
Mount Savage Opening PD- Introduction to MTSS	August 18, 2021	Teachers, IA, and Mount Savage Staff	Prior to the beginning of school, staff who attended a leadership meeting held in early August, members of the school leadership team acknowledged the need for guidance on MTSS and how the structure applies in the classroom.	Mount Savage faculty and staff will gain an understanding of the MTSS responses. Mount Savage staff will gain an understanding of terminology associated with MTSS. Mount Savage staff will gain an understanding of how to plan instruction.	Pre and Post test of faculty Design of lesson plans to meet students' needs Student academic growth
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
Implementation of MTSS	November 30, 2021	Teachers, IA, and Mount Savage Staff	Improved lesson plans and improved classroom instruction.	Teachers will collaborate to determine best practices for classroom instruction. For example, teachers will collaborate best ways to identify students and create lessons that utilize differentiated instruction.	Student growth with classwork, tests, i-Ready assessments, and MCAP. Decrease in office referrals

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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
MTSS Follow-UP	April 19, 2022	Teachers, IA, and Mount Savage Staff	Improved lesson plans and improved classroom instruction. Teachers will have a better understanding of the unique and the diverse needs of their students. In addition, teachers will learn strategies to meet the needs of their students through a Tiered Response of instruction.	Teachers will collaborate to determine best practices for classroom instruction. For example, teachers will collaborate best ways to identify students and create lessons that utilize differentiated instruction.	Post Test given to teacher Student growth with classwork, tests, i-Ready assessments, and MCAP. Decrease in office referrals
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

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MTSS Walkthroughs	August 17, 2022	Teachers, IA, and Mount Savage Staff	<p>Teachers will become familiar with the walk-through tool.</p> <p>Teachers will adjust instruction based on the information provided by the walkthrough tool.</p> <p>Teachers will become familiar with the language associated with highly effective teaching.</p>	Teachers will be able to examine data, classroom performance and MCAP scores to plan and develop lesson plans that adhere to all students' needs.	Student growth with classwork, tests, i-Ready assessments, and MCAP.
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
Literacy Team	June 2023 - June 2024	Elementary and Secondary ELA teacher, specialists, and admin	ACPS will develop a literacy plan which encompasses a strategic plan to implement a literacy vision with strategies to be implemented within a provided timeline.	All participants will be introduced to the ACPS Literacy Vision and timeline and begin to develop an understanding of the plan. They will begin to focus on strategic ways to increase fidelity to the ELA curriculum and increase student literacy. It is further understood that this vision will be implemented across all disciplines in the upcoming years.	Data will be gathered from learning walks at MOY and EOY noting instructional practices and trends. Data from benchmarks, lab performance, Growth Measure reports, and finally, MCAP scores across all disciplines.

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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
Opening PD MCAP School Safety	August 16, 2023	Teachers, faculty, and staff	Teachers dissected data within discipline and grade level from MCAP. They identified strengths and weaknesses of students at each proficiency level. With this data, they began to identify areas of focus and strategies to address achievement gaps.	Teachers will become familiar with reports available from Pearson providing data for analysis by domain, standard, item and student. This information will allow them to go deeper into data analysis and understanding of student performance.	Teachers will participate in the Root Cause Analysis exercise to further identify the key areas of focus needed in the classroom. Administration walkthroughs will be used to monitor instruction.
School Safety Emergency Preparedness Training and Certification	August 16, 2023	Mount Savage Staff	As a result of the professional learning, staff will become more aware of and understand the Standard Response Protocol (SRP) in our 2023-24 Mount Savage Critical Incident Plan. Mount Savage will see an increase in the safety rating on the Student and Engagement Survey.	Staff will understand the new SRP Language and be able to execute the 5 SRPs with confidence. Teachers then will be able to teach and enforce these safety protocols to students. Students identified Safety as a concern on the Student Engagement Survey.	Mount Savage Administration and the school's SRO will conduct drills to make sure all staff members understand and follow our Critical Incident Plan. The number of ODRs for bullying and physical altercations and the safety rating on the Student Engagement Survey will be used to assess the implementation.

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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
1. Ruby Payne	September 25, 2023	All faculty and staff	Fewer office referrals	Improvement on Tier 1 classroom management Understanding of students	Number of referrals sent to the main office
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
2. Review of SIT Plan Review of IEP/BIP procedures	October 27, 2023	All faculty and staff	All faculty and staff will review the SIP. Teachers and staff will collaborate in grade level teams at middle and elementary levels. All faculty and staff should be well-versed on the mission and vision statements, student scores, teacher and student surveys, root cause analyses of targeted areas and other language	Teachers are instructed to use the SIP as a working, fluid document. All teachers and staff should be fluent with the SIP, the implementation of the SIP, and the intended outcomes of the SIP.	Teacher input during team and grade level conversations Student growth in classroom work, formal and informal assessments, and MCAP testing

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			associated with the SIP.		
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
i-Ready Math Tutorial	December 1, 2023 January 30, 2024 April 5, 2024	Math Teachers	Teachers will become more fluent in the i-Ready Math online component and its utilization during labs. In addition, teachers will begin to familiarize themselves with the i-Ready Math Classroom curriculum.	Participants will gain knowledge in navigation of the i-Ready Math online platform and how best to integrate portions of the i-Ready Math Classroom curriculum into math labs.	Teacher competency with managing the i-Ready program. Student growth-All students have been placed in math labs that are specific to their needs. Students should reach individual milestones within the i-Ready program.

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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
Math 180 Coaching Sessions	February 7, 2023 February 22, 2023 March 7, 2023 March 21, 2023	Math Teachers	All math teachers are provided opportunities to consult with HMH specialists. This allows teachers to have opportunities to independently converse with HMH coaches for targeted areas of navigation and implementation of Math 180.	Participants will gain knowledge on navigation and implementation of the Math 180 software. In addition, teachers will learn how to implement the Math 180 program with fidelity.	Teacher competency with managing the Math 180 program. Student growth - All students have been placed in math labs that are specific to their needs. Students should reach individual milestones within the Math 180 program.

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XIII. Management Plan

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

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The plan will be shared with staff during the October 27 staff development day. Teachers will be placed in grade levels where they will examine the plan, provide input on strategies and implementations, and

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

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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?

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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?

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

- 5 How will the administration monitor the plan?

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The administration will chair all meetings and data reviews.

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

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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.

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Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
Laura Holland		Principal
Amber Rotruck		Assistant principal
Andrew Orndorff		Other School Leader, Guidance Counselor
Tim Campbell		SEF
Roberta Clarke		Teacher, ELA 7
Elaine Davis		Teacher, Science 8
Amanda Deal		Teacher, Math 7
Thomas Kutcher		SPED 8
Michael Oyer		SPED 7
Sharee Pensyl		Teacher, Math 7
John Shaw		Teacher, Algebra/Math 8
Todd Snyder		Teacher, Math 6
Amanda Tiemersma		Teacher, ELA 8
George Watson		Teacher, Algebra/Math 8
Deb Weisenmiller		Teacher, ELA 8
		Instructional Assistant

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Roberta Brown		ACPS/School Reading coach or specialist
Teresa Norris		ACPS/school Math coach or specialist
Ashley Thompson		Reading Interventionist
Karen Warnick		Math Interventionist
		Parent/Family Member
		Parent/Family Member
		Community Member
		Community Member
		Other School Staff