

**Allegany County Public Schools
2024-2025 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 toward 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 community that provides engaging instruction in a safe environment, where teachers and students feel secure in taking instructional and learning risks in order to promote learning to a higher level. We believe that all students can learn; therefore, we will hold them to high expectations.

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.

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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 needs the acceptance of all stakeholders. In consideration of this, positive interactions between students and staff occur daily beginning with each child being acknowledged as a valued member of the school community.

Culture

School culture builds on the idea of school climate and encompasses the additional expectations of building goals and learning practices. At Mount Savage, we strive to provide a nurturing learning environment with high expectations that allows students to feel confident enough to participate. Students at Mount Savage have regard for the uniqueness of others. A mutual respect between staff and students creates a positive morale within the building. Both positive academic achievements and personal achievements are recognized; growth and improvement are also celebrated.

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		36	36
Itinerant staff		4	4
Paraprofessionals		7	7
Support Staff		8	8
Other	9	4	13
Total Staff	9	61	70

Number of years the principal has been in the building? 4

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	n/a
African American	≤10
White	389
Asian	≤10
Two or More Races	14
Special Education	42
LEP	n/a
Males	214
Females	205
Gender X	n/a
Total Enrollment	419
FARMS Rate (2023-2024)	49%

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Special Education Data 2024-2025 School Year

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	n/a	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	≤10
03 Deaf	n/a	08 Other Health Impaired	20	14 Autism	≤10
04 Speech/Language Impaired	≤10	09 Specific Learning Disability	26	15 Developmental Delay	n/a
05 Visual Impairment	n/a	10 Multiple Disabilities	≤10	TOTAL COUNT	60

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All Grades	91.1%	90.3%
Grade 6	91.2%	90.6%
Grade 7	91.3%	90.5%
Grade 8	90.7%	90.0%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	91.1%	90.3%
Hispanic/Latino of any race	≤10	≤10
American Indian or Alaska Native	≤10	≤10
Asian	≤10	≤10
Black or African American	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10
White	91.2%	90.5%
Two or more races	88.2%	88.9%
Male	91.0%	90.2%
Female	91.1%	90.5%
EL	≤10	≤10
Special Education	89.1%	87.1%

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Free/Reduced Meals (FARMS)	89.0%	87.3%
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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 (88.9%)
- Special education (87.1%)
- Free and reduced meals (87.3%)
- Grade 8 (90.0%)

All students will be monitored for attendance using a multi-tier system of support (MTSS). 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 8th 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 5 unexcused absences, the PST/Attendance Team will hold a manifestation meeting to determine if the absences are due to the student's 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-tiered attendance monitoring and intervention protocol has been implemented.
- The PST has reviewed student attendance.
- Positive attendance announcements have been made by administration at dismissal each day.
- The Check In/Check Out program for students with poor attendance has been implemented.
- Weekly and monthly attendance incentives have been implemented for all students.
- Incentives target lowest attendance days.

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

Mount Savage School is following the MTSS approach to identifying and improving school attendance.

- **Beginning-of-the Year Parent Meeting-** Families are provided with brochures and a program explaining the importance and value of attending school each day. In addition, parents are provided information fact sheets that show how missing school affects overall learning.
- **Year-Long attendance recognition-**Each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party.
- **Attendance Recognition Party-** Students who reach their individual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria.
- **Brochures-**Three times a year, elementary students are given "Expect Regular Attendance" and "Middle School Success" brochures to take home to discuss strategies with parents.
- **Targeted drawings-** Beginning second semester, targeted drawings will begin to occur.
- **Tiered Response Form-** The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to:
 1. Focus on students' needs at each level.
 2. Make informed decisions prior to moving a student to the next Tier.
 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur.

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ELEMENTARY ATTENDANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes
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- **Attendance Contracts-** With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed.
- **Home Visits-** The school PPW will make home visits to investigate possibilities of truancy.

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	2022	2023	2024
Not Chronically Absent (percentage)	62.9%	70.8%	64.1%
Not Chronically Absent (student count)		294	273
Report Card Points Earned	6.5	5.5	3.0

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitually truant if 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	2024
Habitually Truant (percentage)	2.24%	3.55%	1.6%
Habitually Truant (student count)	9	15	7

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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 any student with a high absentee rate. Student/parent conferences are held, an attendance contract for the student is created, and the student's daily attendance is reviewed weekly at the school's Pupil Service Team (PST) meeting. Administration/School Resource Officers (SROs) and the school's Pupil Personnel Worker (PPW) may also conduct a home visit. Habitually truant students may also earn incentives for improving their attendance rate (i.e. cafeteria coupon, buddy-lunch group, extra gym time during co-curricular).

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	226	336	398
All Suspensions	10	24	41
In School	0	0	0
Out of School	10	24	41
Sexual Harassment Offenses	1	2	0
Harassment/Bullying Offenses	0	0	0

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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 contributing 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 2022-2023 school year to the 2023-2024 school year increased by 62 referrals. The number of suspensions from the 2022-2023 school year to the 2023-2024 school year increased from 24 suspensions to 41 suspensions, which were all out-of-school suspensions. The highest incidents include Disrespect and Disruptions. Incidents of Disrespect increased from 62 to 87 referrals. Incidents of Disruption increased from 137 to 162 referrals. Even though Bullying/Harassment increased from only 12 referrals in 2022-2023 to 17 referrals in 2023-2024, Mount Savage strives to have a “Bully Free” environment and plans to focus on continuing to decrease these incidents. In addition, bus behaviors 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
- Promotion 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
- Positive behavior messages created and promoted by Student Council
- WEB Leaders serving as role models for incoming 6th grade students and elementary students
- Tier 2 interventions developed to target and support specific students
 - Mount Savage Crew
 - Tier II Counseling Group
 - Check In/Check Out
 - School-Based Therapy Services

Bullying/Harassment

- Social and Emotional Learning (SEL) Advisory Group (small group support systems within the school setting based on Monday groupings)

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- SEL Advisory Group assigned novels based on bullying and response interventions
- Second Step Advisory Lessons
- Student Code of Conduct
- Guidance Referrals (teacher refers)
- 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 are based on bus behaviors, and the incentive earned includes personal connections between the bus driver and students.
- ACPS Transportation Supervisor provides a presentation on bus safety.

VI. EARLY LEARNING (Elementary Only)

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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 of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 2.9

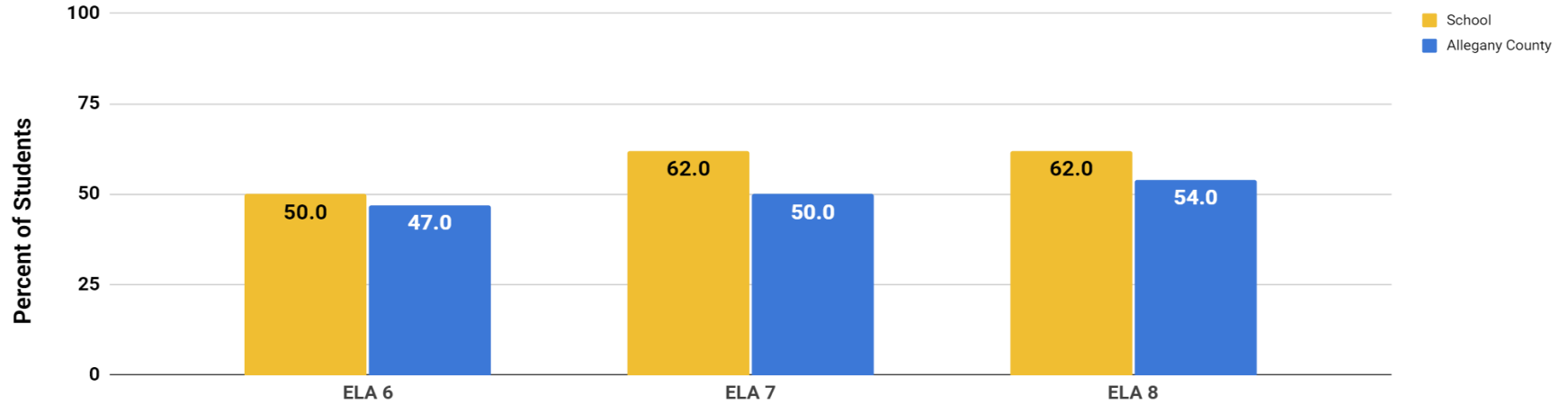
Points for ELA average levels out of 5 = 3.2

Points for ELA Growth out of 12.5 = 7.5

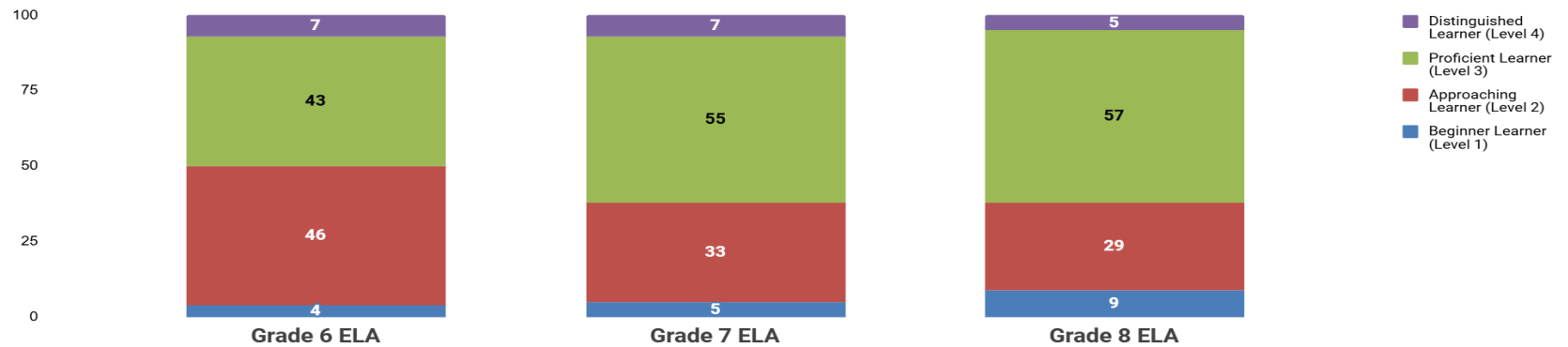
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Mt. Savage Middle 2024 ELA Proficiency Rates

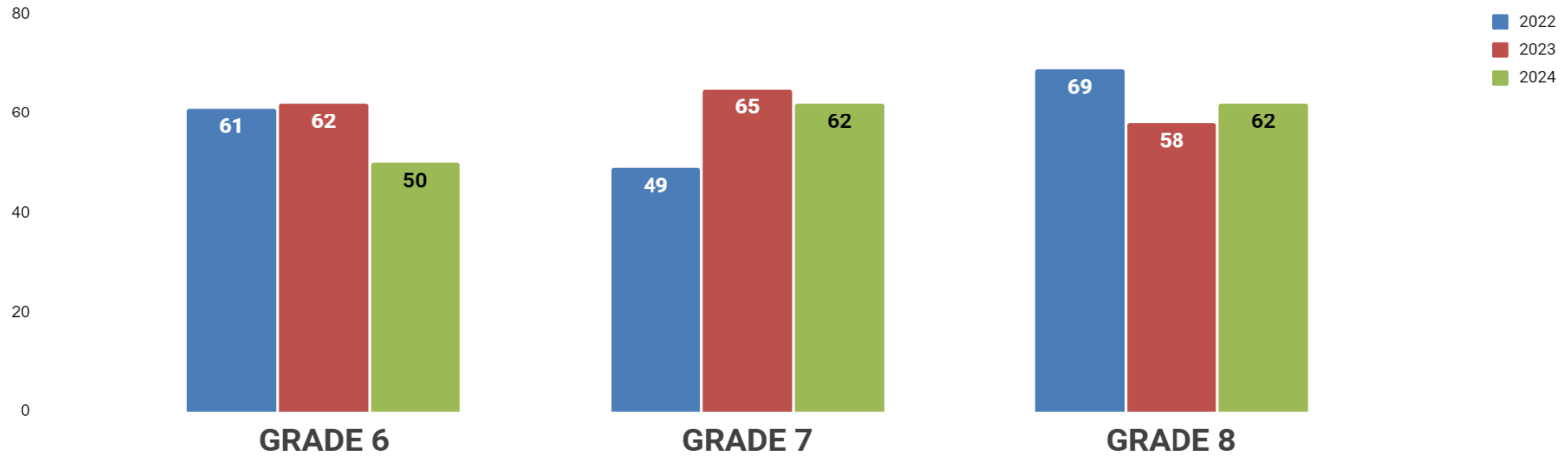


Mount Savage Middle 2024 MCAP ELA Proficiency Levels

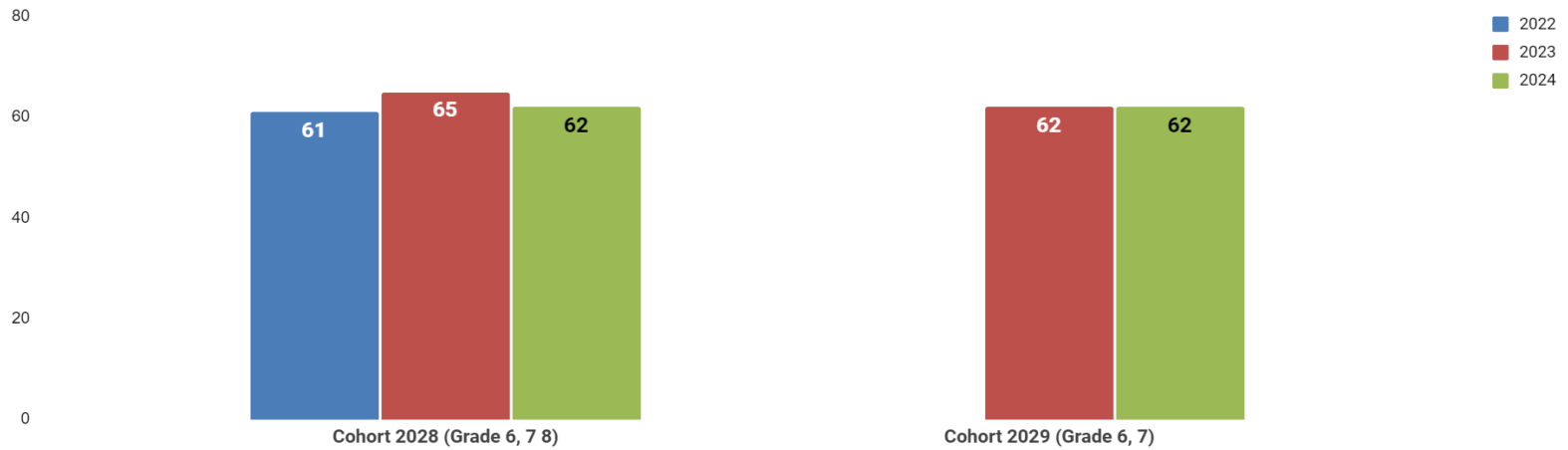


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Mount Savage Middle ELA Proficiency Trend



Mount Savage Middle ELA Cohort Proficiency Growth



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ELA FOCUS AREA 1:	Writing 6-8
Focus Area Goal	<p>By the end of the 2024-2025 school year, students in Grades 6-8 will increase scores in the Writing Domain by 5%.</p> <p>A total of 50% of sixth grade students scored as beginner or approaching learners. Of these, 4% scored as beginner learners, and 46% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5%</p> <p>A total of 38% of seventh grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 33% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p> <p>A total of 38% of eighth grade students scored as beginner or approaching learners. Of these, 9% scored as beginner learners, and 29% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
Root Cause(s):	<ul style="list-style-type: none"> • In the current scope and sequence of HMH, the curriculum places complex writing tasks before basic writing skills have been reviewed with students. • The pacing guide inhibits in-depth coverage of the writing standards. • The MCAP rubric is not written in a student friendly manner.
Focus Content Standard(s):	<p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p>
Barriers:	<ul style="list-style-type: none"> • Teachers have not fully internalized the HMH writing materials and procedures and the GTAP writing strategy. • The rigor and structure of the pacing guide inhibits in-depth coverage of the complete writing process. • Prior to the 2024-25 school year, the writing rubrics were not written in a student-friendly manner. • The success criteria for writing was unclear.
Needed Resources:	<ul style="list-style-type: none"> • Supplemental materials and mini-lessons to target specific writing skills in reading labs

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	<ul style="list-style-type: none"> ● Practice activities with MCAP rubrics ● RACE and GTAP models and practice materials
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Teach and implement the RACE strategy. ● Teach and implement the GTAP strategy. ● Use the ACPS student rubrics and checklists for peer editing and self-reflection. ● Use the 11 pt. MCAP rubric to score students' extended writing. ● Provide student exemplars for analysis. ● Address prewriting and organization with graphic organizers and templates. ● Use Read180 Writing Zones and small group guided writing lessons. ● Continue use of daily warm-ups and mini-lessons (SIM & Killgallon). ● Collaboratively plan with grade level teams and the reading coach. ● Plan for co-teaching with special educators. ● Provide tutoring and additional support in working co-curricular classes with smaller groups during the school day. ● Tutor student after-school to support academic needs.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1: Get baseline data through the use of Quarter 1 Benchmarks.</p> <p>Quarter 2: Focus on developing writing lessons and assignments through teacher collaboration and input from the reading coach.</p> <p>Quarter 3: Implement lessons during both ELA and i-Ready labs where appropriate through guided instruction and independent practice.</p> <p>Quarter 4: Review lessons, use MCAP public releases/practice tests, and model exemplary responses using the MCAP rubric prior to testing.</p> <p>Year-long: Begin bi-weekly collaborative and co-planning with grade level and vertical teams.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> ● Use both formative and summative writing grades from ELA class and labs. ● At the end of each HMM unit, monitor and analyze student understanding and progress using county benchmarks and HMM end-of-unit writing assignments. ● Continue to use the MCAP rubric for scoring benchmarks and extended writing assignments. ● Continue collaborative planning meetings with coaches and administration. ● Continue to monitor and analyze the writing components in Read180 segments. ● Continue to monitor and analyze the DBQ writing program in i-Ready reading labs.

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ELA FOCUS AREA 2:	Citing Text Evidence 6-8 in Selected Response Two-part Questions
Focus Area Goal	<p>By the end of the 2024-2025 school year, students in Grades 6-8 will increase scores in the Reading Informational and Literary Domains for two-part questions.</p> <p>A total of 50% of sixth grade students scored as beginner or approaching learners. Of these, 4% scored as beginner learners, and 46% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5%</p> <p>A total of 38% of seventh grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 33% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p> <p>A total of 38% of eighth grade students scored as beginner or approaching learners. Of these, 9% scored as beginner learners, and 29% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
Root Cause(s):	<ul style="list-style-type: none"> • Two-part questions are challenging. • Curriculum lacks adequate practice with two-part questions. • Essential details in a text are difficult to distinguish from general details.
Focus Content Standard(s):	<p>At each grade level, there were several standards from the Reading Informational and Literary Text Domains. Each standard had two-part questions for one or more items.</p> <ul style="list-style-type: none"> • READING INFORMATIONAL RI.1 (CITE TEXTUAL EVIDENCE/INFERENCES), RI.2 (CENTRAL IDEA; SUMMARY), RI.3 (KEY INDIVIDUAL/EVENT/IDEA is INTRODUCED/ILLUSTRATED/ELABORATED), RI.5 (TEXT STRUCTURE; DEVELOPMENT OF IDEAS), RI.6 (AUTHOR'S POINT OF VIEW; PURPOSE IN A TEXT), RI.7 (ADVANTAGE/DISADVANTAGE USING DIFFERENT MEDIUMS) <i>* Incoming GR 6 - RI.5.8 (AUTHOR'S USE OF REASONS/EVIDENCE TO SUPPORT POINTS)</i> • READING LITERARY • RL.1 (CITE TEXTUAL EVIDENCE/INFERENCES), RL.2 (THEME; CENTRAL IDEA, SUMMARY), RL.3 (PLOT/CHARACTER DEVELOPMENT), RL.4 (WORD MEANINGS), RL.5 (TEXT STRUCTURE; IMPACT OF), RL.9 (COMPARE/CONTRAST GENRES)
Barriers:	<ul style="list-style-type: none"> • Complex texts written above many students' independent reading Lexile level • Lack of tools to teach and implement strategies for answering two-part questions
Needed Resources:	<ul style="list-style-type: none"> • TNTP guided planning guides to assist teachers during collaboration • Materials related to HMH curriculum and two-part questions

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	<ul style="list-style-type: none"> • HMH pacing guide to accurately plan activities for answering two-part questions
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Utilization of GRR when teaching the Assessment Practice two-part questions from text selections in the HMH <i>Into Literature</i> textbook. • Provide ongoing practice using the GRRUDL method. • Use the RACE strategy consistently. • Use the Reading Zone in the Read180 intervention program. • Scaffold to increase student access to complex texts. • Practice with MCAP public release materials. • Plan collaboratively with grade level teams and the reading coach. • Plan for co-teaching with special educators. • Provide tutoring and additional support in working co-curricular classes with smaller groups during the school day. • Tutor after-school to support academic needs.
How will it be funded?	ACPS
Steps towards full implementation with timeline:	<p>Quarter 1: Establish a baseline for students' understanding and success with two-part questions.</p> <p>Quarter 2: Focus on developing lessons through teacher collaboration and input from the reading coach.</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.</p> <p>Use MCAP public releases and practice tests as guided practice prior to testing.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> • Monitor and analyze student responses to the two-part questions on the county benchmarks given at the end of each HMH unit. • Monitor and analyze student responses to the two-part questions on the Assessment Practice following each HMH text selection.
FOCUS AREA 3:	Text Structure and Organization, Reading Informational and Literary Texts, 6-8
Focus Area Goal	<p>By the end of the 2024-2025 school year, students in Grades 6-8 will increase the percent correct on questions in Standard 5 (Text Structure and Organization Contribution to the Text Development) of the Reading Domains by 5% on the MCAP state assessment.</p> <p>A total of 50% of sixth grade students scored as beginner or approaching learners. Of these, 4% scored as beginner learners, and 46% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase</p>

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	<p>students' scores by 5%</p> <p>A total of 38% of seventh grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 33% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p> <p>A total of 38% of eighth grade students scored as beginner or approaching learners. Of these, 9% scored as beginner learners, and 29% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
Root Cause(s):	<ul style="list-style-type: none"> ● Complexity of text questions impedes student comprehension. ● Lexile Level of texts are above student levels. ● Curriculum lacks a variety of text structures. ● Additional examples of text structures need to be developed for classroom instruction
Focus Content Standard(s)	<p><u>GR 6</u> 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. 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><u>GR 7</u> RL.7.5 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. 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><u>GR 8</u> RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 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>
Barriers:	<ul style="list-style-type: none"> ● As a result of complex texts that are above students' independent reading levels, students continue to struggle with identifying and analyzing text structures and organizational patterns. ● HMM curriculum provides limited opportunities for analyzing how text structures and organizational patterns contribute to the overall meaning of a text.
Needed Resources:	<ul style="list-style-type: none"> ● Supplemental materials offering further practice identifying text structure and organization patterns ● Lessons targeting text structure and organization patterns to be taught in reading labs

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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. • Plan collaboratively with grade level teams and the reading coach. • Plan for co-teaching with special educators. • Provide tutoring and additional support in working co-curricular classes with smaller groups during the school day. • Tutor after-school to support academic needs.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1:</p> <ul style="list-style-type: none"> • Focus on utilizing and developing additional lessons and materials through teacher collaboration and input from the reading coach. <p>Quarter 2:</p> <ul style="list-style-type: none"> • Use graphic organizers and charts school-wide that focus on text structure and organization. • Continue to use Notice & Note strategies from the textbook and use the presentations and videos to promote understanding. <p>Quarter 3:</p> <ul style="list-style-type: none"> • Continue practice with lessons that focus on text structure and organization. <p>Quarter 4:</p> <ul style="list-style-type: none"> • Review the skills prior to testing and use MCAP public releases and practice tests for guided practice.
Monitoring Procedure:	<ul style="list-style-type: none"> • Use both formative and summative assignments as grades in ASPEN. • Continue to monitor student understanding and progress in targeted lessons during reading labs. • Use the fall, winter, and spring data from the NWEA MAP reading assessment and/or the i-Ready Diagnostic. • Use data from county benchmarks following each HMH unit for these standards for progress monitoring.

Universal Design for Learning for ELA.

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>	<p>UDLR.L&S.1 -- Clarify vocabulary and symbols</p> <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner's experience and prior knowledge • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)

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	<p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> • Use advanced organizers • Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom) <p>UDLR.C.2 -- Highlight patterns, critical features, big ideas, and relationships</p> <ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features • Communicate learning intentions 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 the Notice and Note strategies. • 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 RACE strategy to thoroughly answer a constructed response with text support and evidence citation (including checklists, templates, and rubrics). • Use GTAP strategy to organize introductory statements when writing constructed responses.
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>UDLA &E.E&C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> • Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video <p>UDLA &E.E&C.3 -- Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> • Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide feedback or inform) <p>UDLA &E.EF.2 -- Support planning and strategy development</p> <ul style="list-style-type: none"> • Embed prompts to “stop and think” before acting as well as adequate space • Embed prompts to “show and explain your work”

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	<ul style="list-style-type: none"> ● Use graphic organizers and templates provided by the teacher. ● 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 discussion strategies to increase and demonstrate understanding of complex texts (Turn and Talk; Socratic Seminars; Think, Pair, Share, etc.). ● Use assessment checklists and rubrics to develop and evaluate written responses.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>UDLE.RI.1 -- Optimize individual choice and autonomy</p> <ul style="list-style-type: none"> ● Provide learners with as much discretion and autonomy as possible by providing choices in such things as: The type of rewards and recognition available The tools for information gathering or production <p>UDLE.RI.2 -- Optimize relevance, value and authenticity</p> <ul style="list-style-type: none"> ● Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants ● Invite personal response, evaluation and self-reflection to content and activities (journals) <p>UDLE.SE&P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none"> ● Create cooperative learning groups with clear goals, roles, and responsibilities ● Create school-wide programs of positive behavior support with differentiated objectives and supports ● Provide prompts that guide learners in when and how to ask peers and/or teachers for help ● Provide a variety of texts at differing Lexile levels (text selections from i-Ready, Newsela, Readworks & CommonLit). ● Foster collaboration and community through small groups and GRRUDL. ● Facilitate discussion strategies (Turn and Talk; Socratic Seminars; Think, Pair, Share, etc.). ● 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.

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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 reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

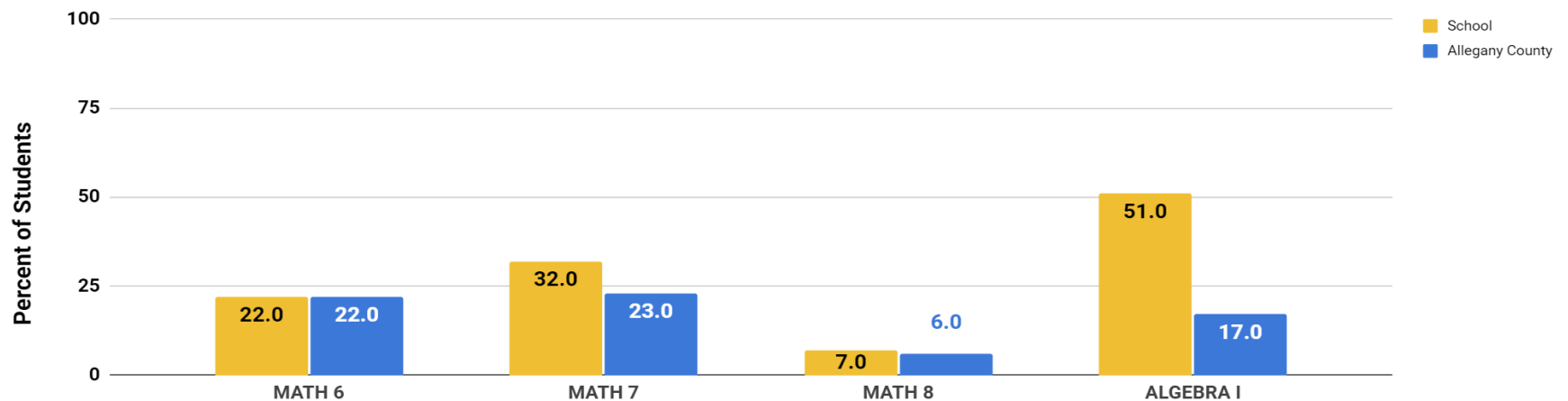
Points for Math Proficiency out of 5 = 1.3

Points for Math average levels out of 5 = 2.6

Points for Math Growth out of 12.5 = 6.5

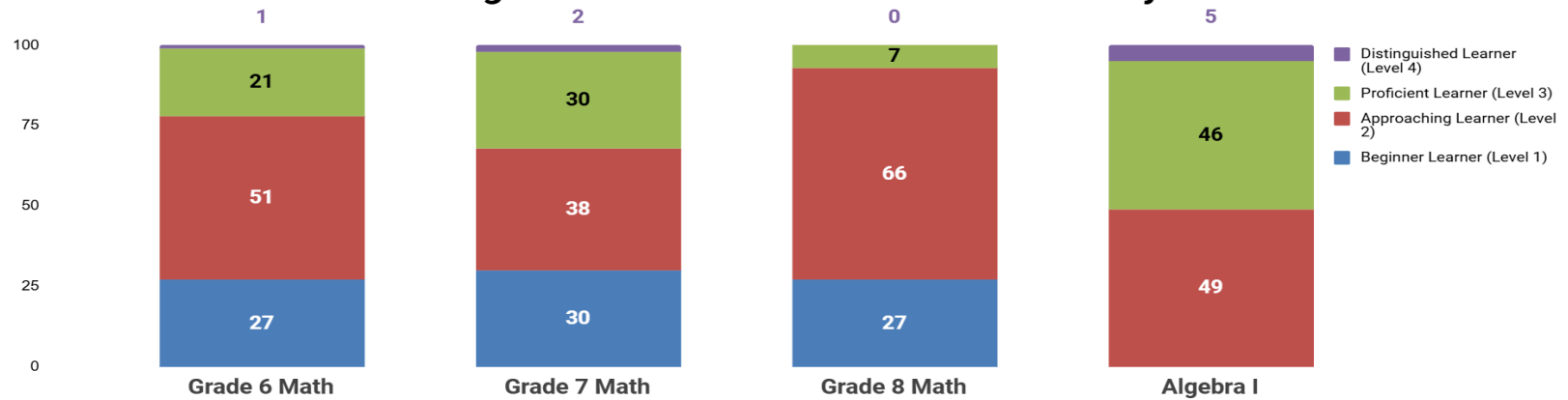
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Mt. Savage Middle 2024 Math Proficiency Rates

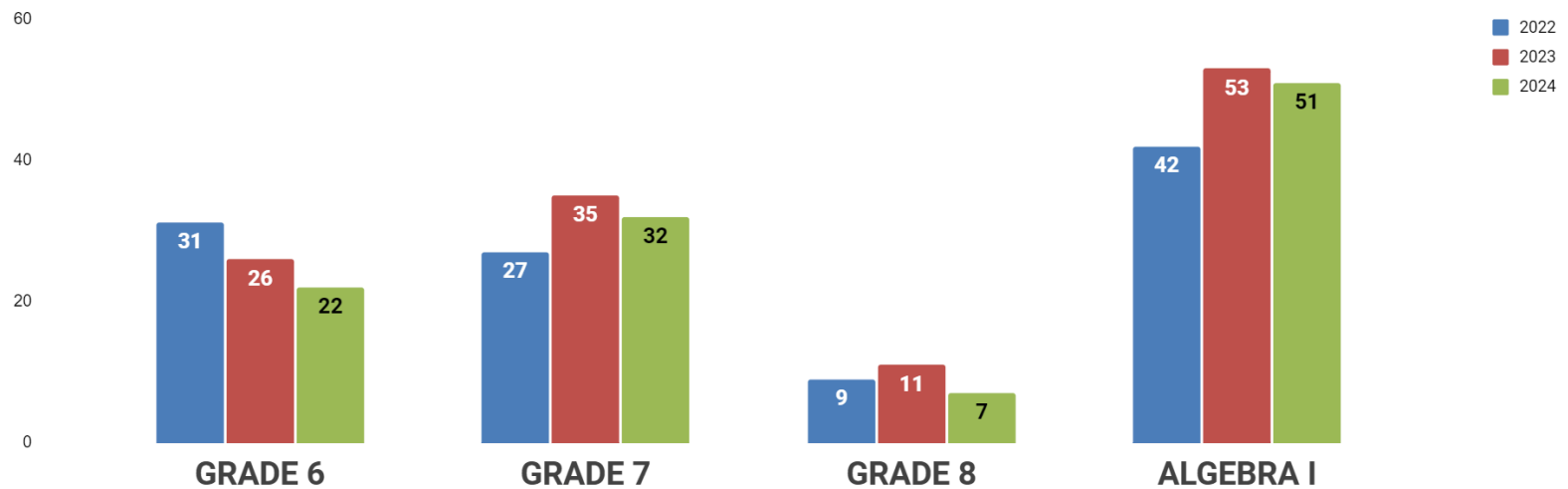


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Mount Savage Middle 2024 MCAP MATH Proficiency Levels

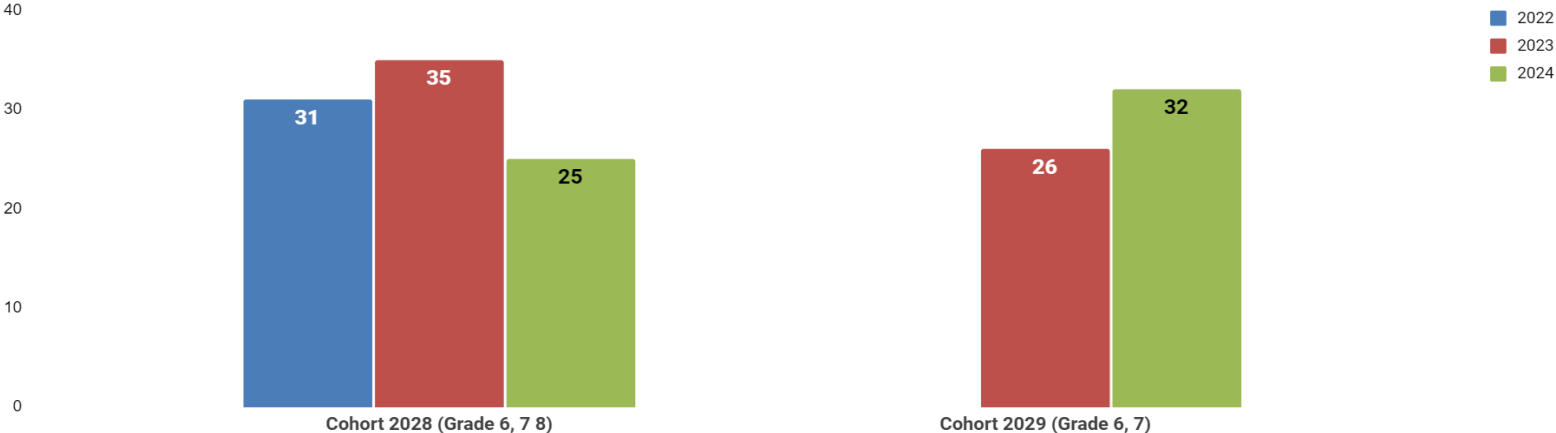


Mount Savage Middle Math Proficiency Trend



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Mount Savage Middle Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	The Number System
Focus Area Goal	<p>By the end of the 2024-2025 school year, students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%.</p> <p>A total of 78% of sixth grade students scored as beginner or approaching learners. Of these, 27% scored as beginner learners, and 51% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 68% of seventh grade students scored as beginner or approaching learners. Of these, 30% scored as beginner learners, and 38% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 93% of eighth grade students scored as beginner or approaching learners. Of these, 27% scored as beginner</p>

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	learners, and 66% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%
Root Cause(s):	<ul style="list-style-type: none"> • Prior to the 2024-2025 school year, there was a lack of consistency with Tier 1 curriculum between math classrooms and math lab i-Ready targeted instruction. • Modeling questions are challenging because the questions are written at a complex Lexile level.
Focus Content Standard(s):	<p>6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>7.NS.A Apply and extend previous understandings of operations with fractions.</p> <p>8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>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.</p> <p>6-8.SMP.4 Model with mathematics</p>
Barriers:	<ul style="list-style-type: none"> • Teacher internalization of new i-Ready curriculum with integrity • Over scaffolding within the previous Big Ideas math curriculum
Needed Resources:	<ul style="list-style-type: none"> • Scheduled math intervention classes prior to 6th grade • Template for continued co-planning to target specific learning areas
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Utilize i-Ready Three Reads math strategy • Provide tutoring during working co-curricular during the school day for additional support with smaller groups. • Use i-Ready and Math 180 to address learning gaps. • Offer tutoring to support academic needs through the afterschool program. • Utilize the MQI model which is a Common Core-aligned observational rubric that provides a framework for analyzing mathematics instruction in several domains. • Meet bi-weekly with the MQI coach for collaborative planning or coaching using the MQI model.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • 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 address learning gaps by using individualized learning pathways and flexible small

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	<p>group work.</p> <ul style="list-style-type: none"> • The NWEA MAP Math Assessment (Algebra 1 and Math 180 students) and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals. • Grade level classroom and special education teachers will meet bi-weekly with the MQI coach for collaborative planning or coaching using the MQI model. • Students will be identified in the first quarter for a working co-curricular group based on grades and attendance. The working co-curricular group will help students complete missing assignments and provide academic support in a small group setting. The working co-curricular groups will be assigned bi-weekly based on student need. • The Three Reads protocol and MSDE modeling cycle will continue to be reinforced using a template to scaffold the modeling of questions to improve the quality of written responses.
Monitoring Procedure:	<ul style="list-style-type: none"> • NWEA MAP Math Assessment (Alg. 1 and Math 180 students only) September 2024, January 2025, May 2025 • i-Ready Math Diagnostics September 2024, January 2025, May 2025 • ALEKS (Alg. 1 students only) September 2024, January 2025, May 2025 • MCAP Math Assessment May 2025 • Data Meetings Bi-weekly to monitor student progress

MATH FOCUS AREA 2:	Content: Mathematical Modeling 6-8
Focus Area Goal	<p>In 2024, 27% of students in grades 6 - 8 scored as proficient or distinguished learners within the Modeling Subclaim. By the end of the 2024-2025 school year, students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%.</p> <p>A total of 78% of sixth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 38% scored as beginner learners, and 40% scored as approaching learners within the Modeling Subclaim. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 70% of seventh grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 34% scored as beginner learners, and 36% scored as approaching learners within the Modeling Subclaim. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase</p>

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	<p>their growth rate by 5%</p> <p>A total of 87% of eighth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 31% scored as beginner learners, and 56% scored as approaching learners within the Modeling Subclaim. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 44% of Algebra 1 students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 5% scored as beginner learners, and 39% scored as approaching learners within the Modeling Subclaim. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p>
Root Cause(s):	<ul style="list-style-type: none"> • Mathematical modeling questions encompass reading and writing components that may be above the student's skill level. • Modeling questions are challenging because the questions are written at a complex Lexile level. • Modeling questions require cross-curricular skills.
Focus Content Standard(s):	<p>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.</p> <p>6-8.SMP.4: Model with mathematics</p>
Barriers:	<ul style="list-style-type: none"> • Students have a difficulty translating complex situations into mathematical terms. • Over-scaffolding in the previous curriculum created barriers to students' abilities to deconstruct questions involving mathematical modeling. • Lack of Professional Development on the Science of Reading
Needed Resources:	<ul style="list-style-type: none"> • Content specific writing strategy similar to R.A.C.E. • Scaffolded lessons that specifically address how to write mathematically- • Professional development on the Science of Reading
Strategies and/or	<ul style="list-style-type: none"> • Use a student-friendly version of MSDE modeling cycle in conjunction with the i-Ready Three Reads

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evidence-based interventions:	<p>strategy.</p> <ul style="list-style-type: none"> • Utilize lab time to teach strategies to answer modeling questions. • Implement i-Ready curriculum which provides more modeling based questions for student practice. • Continue to implement ACPS Literacy Plan in all discipline areas.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Continue use of i-Ready Routine for word problems (Three Reads) to increase student comprehension. • Utilize county-created tasks to target focus content standards. • Continue use of MCAP practice tests to establish student success criteria. • Continue use of the i-Ready pathway to target individual student needs. • Make use of standards based i-Ready Comprehension Checks.
Monitoring Procedure:	<ul style="list-style-type: none"> • NWEA MAP Math Assessment (Alg. 1 and Math 180 students only) September 2024, January 2025, May 2025 • i-Ready Math Diagnostics September 2024, January 2025, May 2025 • ALEKS (Alg. 1 students only) September 2024, January 2025, May 2025 • MCAP Math Assessment May 2025 • Data Meetings Bi-weekly to monitor student progress

MATH FOCUS AREA 3:	Mathematical Reasoning 6-8
Focus Area Goal	<p>In 2024, 28% of students in grades 6 - 8 scored as proficient or distinguished learners within the Reasoning Subclaim. By the end of the 2024-2025 school year, students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 77% of sixth grade students scored as beginner or approaching learners within the Reasoning Subclaim. Of these, 31% scored as beginner learners, and 46% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 76% of seventh grade students scored as beginner or approaching learners within the Reasoning Subclaim. Of</p>

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	<p>these, 36% scored as beginner learners, and 30% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%.</p> <p>A total of 90% of eighth grade students scored as beginner or approaching learners within the Reasoning Subclaim. Of these, 18% scored as beginner learners, and 72% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p> <p>A total of 44% of Algebra 1 students scored as beginner or approaching learners within the Reasoning Subclaim. Of these, 7% scored as beginner learners, and 37% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2024 MCAP to increase their growth rate by 5%</p>
Root Cause(s):	<ul style="list-style-type: none"> • A lack of foundational understanding of mathematical concepts exists. • Prior to incorporating the i-Ready curriculum throughout the county, students lacked exposure to complex reasoning problems. • Prior to the 2024-2025 school year, there was a lack of consistency with Tier 1 curriculum with math classrooms and math lab i-Ready targeted instruction.
Focus Content Standard(s):	<p>6.R.1 Reasoning with Ratios and Proportional Relationships 6.R.2 Reasoning with Number Systems 6.R.3 Reasoning with Expressions and Equations</p> <p>7.R.1 Reasoning with Ratios and Proportional Relationships 7.R.2 Reasoning with Number Systems 7.R.3 Reasoning with Expressions and Equations</p> <p>8.R.1 Reasoning with Expressions and Equations 8.R.2 Reasoning with Functions 8.R.3 Reasoning with Geometry</p>
Barriers:	<ul style="list-style-type: none"> • Teacher internalization of new i-Ready curriculum with integrity

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	<ul style="list-style-type: none"> • Class time needs to be dedicated to developing critical thinking skills. • On occasion, math problems are written above students' Lexile levels. • Lack of professional development on the Science of Reading
Needed Resources:	<ul style="list-style-type: none"> • Content specific writing strategy similar to R.A.C.E. • Scaffolded lessons that specifically address how to write mathematically • Problems that focus specifically on critical thinking skills for use in math labs • Professional development on the Science of Reading
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Progress monitor with math coach to monitor progress and target specific student needs • Use i-Ready and Math 180 to target learning gaps. • Provide daytime school-based tutoring to support academic needs. • Offer tutoring to support academic needs through the afterschool program. • Utilize the MQI which is a Common Core-aligned observational rubric that provides a framework for analyzing mathematics instruction in several domains. • Meet bi-weekly with the MQI coach for collaborative planning or coaching using the MQI model. • Implementation of the Three R's strategy. • Utilize RACE strategy within the math classroom to align ELA strategies across all discipline areas. • Collaborate with school coach to develop lessons that utilize critical thinking skills
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • All students will take a math screener at the beginning of the year to determine lab placement. • 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 address learning gaps by using individualized learning pathways and flexible small group work. • The NWEA MAP Math Assessment (Algebra 1 and Math 180 students) and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals. • Grade level classroom and special education teachers will meet bi-weekly with the MQI coach for collaborative planning using the MQI model. • Students will be identified in the first quarter for a working co-curricular group based on grades and attendance. The working co-curricular group will help students complete missing assignments and provide academic support in a small group setting. The working co-curricular groups will be assigned

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	bi-weekly based on student need. <ul style="list-style-type: none"> The Three Reads protocol and MSDE modeling cycle will continue to be reinforced using a template to scaffold the modeling of questions to improve the quality of written responses.
Monitoring Procedure:	<ul style="list-style-type: none"> NWEA MAP Math Assessment (Alg. 1 and Math 180 students only) September 2024, January 2025, May 2025 i-Ready Math Diagnostics September 2024, January 2025, May 2025 ALEKS (Alg. 1 students only) September 2024, January 2025, May 2025 MCAP Math Assessment May 2025 Data Meetings Bi-weekly to monitor student progress

Universal Design for Learning for MATH.

UDL Principle/Mode	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>	<p>UDLR.P.1 – Offer ways of customizing the display of information</p> <ul style="list-style-type: none"> The size of text, images, graphs, tables, or other visual context The layout of visual or other elements <p>UDLR.P.2.1 — Clarify vocabulary and symbols in math</p> <ul style="list-style-type: none"> Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge. <p>UDLR.L&S.3 — Supporting decoding of text, mathematical notation, and symbols</p> <ul style="list-style-type: none"> Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs) 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.).

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	<ul style="list-style-type: none"> ● 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.
	<p>UDLA&E.E&C.1 — Use multiple media for communication</p> <ul style="list-style-type: none"> ● Use physical manipulatives (e.g., blocks, 3D media, base-ten blocks) ● Solve problems using a variety of strategies. <p>UDLA&E.E&C.2 — Use multiple tools for construction and composition</p> <ul style="list-style-type: none"> ● Provide calculators, graphing calculators, geometric sketch pads, or pre-formatted graph paper ● Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks) ● Use web applications <p>UDLA&E.E&C.3 — Build fluency with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> ● Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.) ● 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.).
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>UDLE.SE&P.2 — Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"> ● Differentiate the degree of difficulty or complexity within which core activities can be completed <p>UDLE.SE&P.3 — Foster collaboration and community</p> <ul style="list-style-type: none"> ● Encourage and support opportunities for peer interactions and supports ● Create expectations for group work (e.g., rubrics, norms, etc.) <p>UDLE.SE&P.4 — Increase mastery-oriented feedback</p> <ul style="list-style-type: none"> ● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success.

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	<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

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 3.5 = 1.2

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	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 - %
MISA (SCIENCE)													
Maryland Results	67233	18	47	35	66026	25	49	26	64811	26	49	25	-10%
ACPS Results	592	18	52	30	588	23	56	21	602	16	59	25	-5%
All school students	132	8	48	44	131	16	60	24	140	12	55	33	-10%

FOCUS AREA 1:	Citing sources when writing explanations
Focus Area Goal	By the end of the 2024-25 school year, students' growth rate on MISA will increase by 5%.
Root Cause(s):	<ul style="list-style-type: none"> Curriculum has insufficient practice with scientific writing tasks.

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	<ul style="list-style-type: none"> • Prior scientific knowledge to draw from to complete the variety of writing tasks is limited. • Transferable comprehensive writing skills may be lacking. • Lack of teachers' internalization of the curriculum
Focus Content Standard(s):	<p>MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.</p>
Barriers:	<ul style="list-style-type: none"> • Limited instructional time to cover current material and review from previous years • Lack of questions that resemble the MISA format, particularly written responses • Limited teacher professional development on the MISA test • Teacher internalization of new curriculum
Needed Resources:	<ul style="list-style-type: none"> • Reading passages where students analyze the text. • County benchmarks which utilize the MISA format, including written responses • R.A.C.E and GTAP strategies as they apply to Science
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Continue the scaffolded implementation of the OpenSciEd curriculum. • Continue use of the GRRUDL model. • Use county benchmarks that resemble the MISA format in all grades. • Use reading strategies during science classes. • Use the Newsela writing platform for pre- and post writing measures
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1: Focus on developing lessons and assignments that allow students to practice citing evidence and writing conclusions.</p> <p>Quarter 2: Implement lessons and check for increased demonstration of proficiency in citing evidence and writing conclusions.</p> <p>Quarter 3: Review lessons, use MISA public releases/practice tests, and model exemplary responses.</p> <p>Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.</p>

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Monitoring Procedure:	<ul style="list-style-type: none"> ● Use the Maryland State MISA practice test. ● Monitor student understanding and progress using the ACPS benchmarks. ● Analyze data from the MISA 2025.
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FOCUS AREA 2:	Life Science standards
Focus Area Goal	By the end of the 2024-2025 school year, students will increase their growth rate in the Life Science DCI by 5%.
Root Cause(s):	<ul style="list-style-type: none"> ● There is a lack of life science content and application prior to entering 8th grade. ● Science has had multiple curriculum changes.
Focus Content Standard(s):	<p>MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>
Barriers:	<ul style="list-style-type: none"> ● Scope and sequence of life science within the current curriculum. ● 7th grade material is not adequately reviewed in 8th grade due to decreased instructional time and an increase in rigor within science standards. ● Teacher internalization of new curriculum
Needed Resources:	<ul style="list-style-type: none"> ● Additional MISA sample problems ● Spiraled review for Grades 7 and 8 ● Updated science benchmarks
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Continue use of the GRRUDL model. ● Use ACPS benchmarks that resemble the MISA format in all grades. ● Use game-based programs such as Legends of Learning as well as daily warm-ups to review 6th and 7th grade material. ● Create a schedule and materials for co-curricular to review 6th and 7th grade science topics prior to MISA ● Continue the scaffolded implementation of the OpenSciEd curriculum.

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How will it be funded?	ACPS Funding (Curriculum Development), PBIS, and school-based fundraiser
Steps towards full implementation with timeline:	<p>Quarter 1: Introduce identified strategies.</p> <p>Quarter 2: Review Grade 7 material prior to MISA testing.</p> <p>Quarter 3: Continue to review Grade 7 material and take the MISA practice test prior to the MISA test.</p> <p>Quarter 4: Continue to review spiraled curriculum within Grades 6 and 7.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> ● Use the Maryland State MISA practice test. ● Monitor student understanding and progress using the ACPS benchmarks. ● Analyze data from the MISA 2025.

Universal Design for Learning for SCIENCE.

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UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <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 for vocabulary and to 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 (OpenSciEd curriculum, online simulations, game-based reviews, etc) to review content. • Incorporate lab activities that generate prior knowledge, but also introduce new content.
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, 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, and speech. • Use a variety of ways to reach the same conclusion. • Use Nearpod and INB (Interactive Notebook).
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"> • 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.

A. SOCIAL STUDIES

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MD Report Card Data (to be filled in after the release of 2024 Report card in December)
Points for Social Studies Proficiency out of 3.5 = 1.27

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	2023				2024				2022 to 2024
	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 - %
SOCIAL STUDIES									
Maryland Results	65322	16	49	35	64341	19	44	37	+2%
ACPS Results	587	20	58	22	592	17	50	33	+11%
All school students	133	14	56	30	138	13	51	36	+6%

FOCUS AREA 1:	Standard 6.0 Skills and Processes
Focus Area Goal	By the end of the 2024-2025 school year, students in grade 8 will increase their growth rate by 5% in Domain 6 Skills & Processes.
Root Cause(s):	<ul style="list-style-type: none"> Students lack sufficient practice with the current writing rubrics. Transferable comprehensive writing skills may be lacking. Previous 6th and 7th grade curricula did not align with 8th grade social studies MCAP assessment. Social Studies teachers lack training in the Science of Reading.
Focus Content Standard(s):	Maryland State Framework Content Standard 6.0 Skills & Processes
Barriers:	<ul style="list-style-type: none"> Lack of clarification on rubric terminology for students Lack of co-planning time between Social Studies and ELA teachers

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	<ul style="list-style-type: none"> • Lack of understanding regarding success criteria with writing expectations for students • Lack of opportunities for Science of Reading training for Social Studies teachers
Needed Resources:	<ul style="list-style-type: none"> • Focused lessons on how to cite sources effectively within a written response • Additional examples for in-depth practice and modeling • Teacher collaboration to create materials • Copies of GTAP strategies used in ELA classrooms • Copies of RACE strategies used in ELA classrooms • Co-planning time between ELA and Social Studies • Science of Reading training for all Social Studies staff
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Provide direct in-depth instruction on citing sources when using rubric. • Provide ongoing practice using the GRRUDL method. • Continue the use of DBQ Online lesson activities. • Continue to use the ACPS Knowledge Checkpoint practice tests (Edcite). • Use itempra for public release items, sample MCAP EBAS • Use MCAP rubrics and the provided student exemplars for range-finding exercises • Continue use of the RACE strategy to organize written responses and cite sources • Implement GTAP strategy used in ELA • Implement SOAPSTONE to evaluate sources across grade levels. • Provide tutoring in working co-curricular class during the school day for additional support. • Offer after-school tutoring to support academic needs.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1: Get baseline data through the use of ACPS Checkpoint Knowledge Test.</p> <p>Quarter 2: Focus on developing lessons and assignments that allow students to practice citing evidence and writing conclusions.</p> <p>Quarter 3: Implement lessons and check for increased demonstration of proficiency in citing evidence and writing conclusions.</p> <p>Quarter 4: Review lessons, use MCAP public releases/practice tests, and model exemplary responses.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> • Use both formative and summative assessments from social studies classes. • Weekly use Maryland State MCAP practice test questions for social studies. • Monitor student understanding and progress using the ACPS Checkpoint Knowledge Tests.

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FOCUS AREA 2:	Standard 1.0 Civics
Focus Area Goal	By the end of the 2024-2025 school year, students in Grade 8 will increase their growth rate on questions in Maryland State Framework Content Standard 1.0 (Civics) by 5%.
Root Cause(s):	<ul style="list-style-type: none"> • Insufficient coverage of civics-based content and application prior to entering 8th grade impacts student performance. • Retention and recall of key content in Standard 1.0 Civics is impacted by the rigor of the pacing guide.. • Scope and Sequence of curriculum lacks structure for students to recall previously learned material. • Previous 6th and 7th grade curriculum did not provide in-depth coverage of the civics standards
Focus Content Standard(s):	Maryland State Framework Content Standard 1.0 Civics
Barriers:	<ul style="list-style-type: none"> • The rigor of the pacing guide prohibits effective coverage of Standard 1.0 Civics. • The Grade 8 scope and sequence inhibits in-depth review of the topic. • Lack of collaborative planning among Social Studies staff
Needed Resources:	<ul style="list-style-type: none"> • Supplemental materials with state examples of practice tests • Additional time focusing on targeted lessons across grade levels • Adjusted scope and sequence to provide time for ample coverage of material
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Provide direct in-depth instruction based on basic concepts of civic education. • Sustain the use of DBQ Online lesson activities. • Carry on with the use of the ACPS Knowledge Checkpoint practice tests (Edcite). • Provide ongoing practice using the GRRUDL method. • Use online resources specific to the topic to increase student understanding (Newsela & DBQ Online). • Use itempra for public release items, sample MCAP EBAS • Use MCAP rubrics and the provided student exemplars for range-finding exercises • Use of classroom debates relating information to current events • Provide tutoring in working co-curricular class during the school day for additional support. • Offer after-school tutoring to support academic needs.
How will it be funded?	ACPS Funding

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Steps towards full implementation with timeline:	<p>Quarter 1: Introduce identified strategies. (e.g. SOAPSTONE, RACE, & Document Analysis)</p> <p>Quarter 2: Continue to implement identified strategies.</p> <p>Quarter 3: Continue to implement identified strategies.</p> <p>Quarter 4: Review and practice identified strategies prior to MCAP Social Studies testing.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> • Use both formative and summative assessments from social studies classes. • Use Maryland State MCAP practice test for social studies. • Monitor student understanding and progress using the ACPS practice tests.

Universal Design for Learning for SOCIAL STUDIES.

UDL Principle/Mode	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"> • Communicate content, language, and social purposes both visually and orally. • Structure whole and small group lessons around GRRUDL. • 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). • Use SOAPSTONE to analyze sources.
Means for Expressions: <i>providing the learner</i>	Expression/Action- This is how the student will demonstrate their knowledge.

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<i>alternatives for demonstrating their knowledge and skills (what they know).</i>	<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 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"> • Foster collaboration and community through small groups and GRRUDL. • Create a supportive environment. • Use flexible groupings to meet student needs. • Emphasize process, effort, and improvement. • Provide frequent and specific feedback.

VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2024 MD Report Card Score out of 3 = 2.8 Projected MD Report Card Score (2025) out of 3 = 3.0	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-student Relationships Score: 7.86/10

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Topic Description:	The degree to which other students are friendly with, care about, get along with, and respect one another
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 selected novels with student-student relationship themes during Advisory Mondays. • Utilize the Second Step program during Advisory Mondays to facilitate conversations with the students regarding peer relationships. • Implement the virtual bully box to provide students an anonymous means of communicating with staff. • Create targeted groups through the guidance office. • Implement restorative practices. • Classroom guidance lessons.
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"> • Student solutions generated by elected Student Council • Co-curricular novels per grade-level • Second Step Program • Bully Box • PBIS incentives and activities
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 2024-25 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 selected novels during fall semester. • Implement Second Step Program during spring semester. • Utilize the virtual bully box and targeted groups through the guidance office throughout

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	<p>the school year.</p> <ul style="list-style-type: none"> • Provide PBIS incentives and activities.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support
Topic Description:	Instructional feedback 7.86 with 38 surveyed
Strategies: What steps will be taken in order to obtain the desired outcome.	<p>All teachers have been provided “Look Fors” to help facilitate instruction in the classroom. Through collaborative and co-planning, teachers and administrators are provided time to discuss best practices for teaching.</p> <ul style="list-style-type: none"> • Bi-weekly grade level meetings • i-Ready • TNTP literacy coach • MCIE coaches • Community School Coordinator
Initiative leader and team: Who is responsible and involved in the work?	Administration, Team leaders
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"> • Community Coordinator • Career Coach • Professional Development • Faculty-led book studies
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"> • Faculty survey • Student performance • Student survey
Timeline: Include dates for implementation of action steps.	TBD through faculty and supervisor PD

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<i>Student Engagement Action Plan:</i> <i>2024 MD Report Card Score out of 7 = 4.49</i> <i>Projected MD Report Card Score (2025) out of 7 = 5.05</i>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Score 1.18
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 selected novels with student-student relationship themes during Advisory Mondays. ● Utilize Second Step Program during Advisory Mondays to facilitate conversations with the students regarding peer relationships. ● Implement the virtual 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 ● Virtual Bully Box ● Guidance counselor ● PBIS Incentives

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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 • Number of reported incidences • 2024-2025 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 virtual Bully Box and targeted groups through the guidance office throughout the school year.
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Score: 1.59
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 smart pass. • Collect information received through the virtual 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

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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
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 • Virtual bully box data • Smart pass 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 • Smart pass, bully box, and resource officer available year long • Teacher presence in hallways during transition throughout the school year • Monitoring of bathrooms during class changes by teachers throughout the school year

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

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			

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<ul style="list-style-type: none"> Maintain and improve school-wide PBIS practices to achieve social and behavioral goals. 	Administration Teachers PBIS Team PST	Ongoing: August 2024-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	Ongoing: August 2024-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. Involve the 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	Ongoing: August 2024-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			
Continue monthly PBIS team meetings and Tier I-III supports.	Administration	Ongoing: August 2024-Present	<ul style="list-style-type: none"> Continue PBIS monthly meetings and provide updates to grade level teams. Continue usage of token economy and monthly school-wide PBIS events Continue utilization of SEL advisory lessons, SEL groups and Check-in/Check-out. Continue utilizing the daily tutoring through flexible working-cocurricular groups.

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Action Step	Who	By When	Status Update / Next Steps
PRIORITY: #2 Expanding Success Criteria			
PRACTICE: Implement success criteria strategies within the classroom			
LAYING THE FOUNDATION			
School based administrators attended a conference to learn the concepts of Success Criteria and to establish an implementation plan for teachers.	Administration	July 2023 July 2024	<ul style="list-style-type: none"> Administration learned concepts associated with Success Criteria. Administration attended additional conference to gain additional information on implementation of Success Criteria
INSTALLING			
<ul style="list-style-type: none"> Opening Staff PD to begin working with staff on the definition and concepts of Success Criteria Faulty book study on The Criteria of Success 	Administration Faculty and staff	January -May 2024 August 2024	<ul style="list-style-type: none"> Teacher-lead book study on The Criteria of Success Teacher presentation of The Criteria of Success
IMPLEMENTING			
<ul style="list-style-type: none"> Teachers collaborated within disciplines to determine success criteria for instructional assignments. Teachers collaborated to discuss the Clarity of Learning and how it relates to success criteria. Teachers meet with coaches to determine how to make instructional changes to implement success criteria. Each teacher was presented with a guide to Success Criteria to guide lesson planning 	Administration Faculty Coaches	Ongoing: August 2024-Present	<ul style="list-style-type: none"> The TNTP lesson internalization protocol has been developed to assist teachers in Teachers collaboratively plan to create lessons that incorporate success criteria. Teachers will use guidance from John Hattie's visible learning meta analysis to determine which approached are best practices for success criteria.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Teachers, administration, and coaches will continue to plan bi-weekly. Teachers will implement Success Criteria guidance planning book when creating lessons. 	Administration Faculty Coaches	Ongoing	<ul style="list-style-type: none"> The process evaluated based on success with classwork, unit lessons, and continued student progress monitoring.

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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.

For the current school year, 123 referrals have been written. Five 8th grade students were responsible for 20% of all referrals. A Tier II mentoring group was established to target these five students. 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:

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- 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 practices 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.).

During the 2024-25 school year, new support staff was added to Mount Savage School. Mr. Brett Gearing has been hired as Community School Coordinator. Mr. Gearing is in the process of conducting a community and school needs assessment to identify specific needs of students and their families. In his first months on the job, Mr. Gearing has implemented multiple initiatives to build bridges between the school and community. As a community engagement activity, Mr. Gearing hosted a trip to the movies and dinner for students and their families. Mr. Gearing has also provided career exploration activities for students in collaboration with Frostburg State University. Furthermore, basic needs of many students and families

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have been met through the provision of meals at Thanksgiving and Christmas. As a part of the Pupil Service Team, Mr. Gearing has identified and met needs for hygiene products, clothing, and furnishings. Christmas gifts have also been gifted to children and families in need.

Parent Involvement Plan

- 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.

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.

- Create a needs assessment to target family needs annually.
- Conduct a survey to evaluate family interest following family engagement activities.
- Provide cost-free activities that promote family interaction and build relationships.
- Communicate with parents through monthly newsletters, website updates, and parent Facebook page.

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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?

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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1. Mount Savage Opening PD-Continue to review components of MTSS	August 21, 2024	Teachers, IA, and Mount Savage Staff	Prior to the beginning of school, staff who attended a leadership meeting held in early August and members of the school leadership team acknowledged the need for continued guidance on MTSS and how the structure applies in the classroom.	<p>Mount Savage faculty and staff will gain a deeper understanding of the MTSS responses.</p> <p>Mount Savage staff will gain a deeper understanding of terminology associated with MTSS.</p> <p>Mount Savage staff will gain a deeper understanding of how to plan instruction with regard to MTSS.</p>	<p>Pre and Post test of faculty</p> <p>Design of lesson plans to meet students' needs</p> <p>Student academic growth</p>
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. Continued Implementation of MTSS	Ongoing throughout the school year	Teachers, IA, and Mount Savage Staff	As MTSS is implemented, lesson plans and classroom instruction will improve.	Teachers will participate in both content area and grade-level collaborative planning to determine best practices for classroom instruction. In addition, teachers will collaborate to identify students and create lessons that utilize differentiated instruction. Teachers will utilize RTI strategies within their	<p>Student growth with classwork, tests, i-Ready assessments, and MCAP</p> <p>Decrease in office referrals</p>

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				classrooms.	
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
3.MTSS Follow-UP	April, 2024	Teachers, IA, and Mount Savage Staff	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 participate in both content area and grade-level collaborative planning to determine best practices for classroom instruction. Teachers will work with coaches 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
4. Book Studies-The Criteria of Success	Full year	Teachers, IA, and Mount Savage Staff	Teachers will have a better understanding of how to deliver instruction in order to increase student success. In addition, teachers will learn strategies to help make	Select groups of teachers will participate in two book studies focused on success criteria and visible learning. Once completed, the information will be presented to the entire	Student growth with classwork, tests, i-Ready assessments, and MCAP Increased student engagement

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			the content material more accessible for students.	staff, and they will be provided a manual on success criteria. All faculty will be provided with examples of the best teaching and learning practices based on John Hattie's meta-analysis research. Teachers will also implement the use of success criteria within their collaborative planning.	
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
5. Literacy Team	Full Year	Elementary and Secondary ELA teachers, specialists, and administrators	Continued implementation of the ACPS Literacy Vision.	Faculty will continue to implement the ACPS Literacy Vision and timeline to develop a deeper understanding of the plan. They will continue 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 resources will include: benchmarks, lab performance, Growth Measure reports, and 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
6. i-Ready Math Tutorial	December 1, 2023 January 30, 2024 April 5, 2024	Math Teachers	Teachers will become more fluent in the i-Ready's Math online component and its utilization during labs. In addition, teachers will deepen their understanding of the i-Ready Math Classroom curriculum.	Participants will deepen their knowledge regarding 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 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.
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
7. Math 180 Coaching Sessions	Full Year	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	Participants will deepen their understanding regarding navigation and implementation of the Math 180 software. In addition, teachers will continue to implement the Math 180 program with fidelity.	Teacher efficiency with managing the Math 180 program. Student growth - All students have been placed in math labs that are specific to their needs. Students should

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			navigation and implementation of Math 180.		reach individual milestones within the Math 180 program.
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
8. Review of SIT Plan Review of IEP/BIP procedures	Following approval of the BOE	All faculty and staff	All faculty and staff will review the SIP. Teachers and staff will collaborate in grade level teams at middle school 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 associated with the SIP.	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.	Teachers provide input during team and grade level conversations. Student growth in classroom work, formal and informal assessments, and MCAP testing demonstrates 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

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9. Ruby Payne	On-going, full year	All faculty and staff	Fewer office referrals	Continued improvement on Tier I classroom management A deeper 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
10. MCAP	September 12, 2024	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 teachers to delve into a data analysis and to understand their 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.
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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11. School Safety Emergency Preparedness Training and Certification	August 2024	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 2024-25 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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XIII. Management Plan

- How will the plan be shared with the faculty and staff? Please include approximate dates.
The 2023-2024 plan was reviewed with staff during the opening PD. In addition, all staff were provided a binder with a hard copy of the plan. Staff were instructed to review each section of the plan and target areas that were applicable to their classroom instruction. Staff were informed they would be provided copies of the 2024-2025 SIP after it is approved by the BOE.
- How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared with parents on the Mount Savage School Website. In addition, all parents will be alerted via BlackBoard once the updated plan is available on the website.
- What role will classroom teachers and/or departments have in implementing the plan?
The administrative team will monitor and report walkthrough observations during grade level meetings. The reading and math coaches will be available to facilitate discussions on SIP strategies, review data, examine student work, and provide staff development as needed.
- 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 coaches. It will be reviewed at meetings starting in the third quarter, at which time, determinations will be made for instructional adjustments or changes to the SIP.

5. How will the administration monitor the plan?

The administration will chair all meetings and data reviews. In addition, the administration will monitor the implementation of the plan through teacher evaluations and observations.

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

Current and future data will be available courtesy of the Central Office. The Central Office is helpful in providing input when requested pertaining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP. In addition, the Title I school support specialist will assist with developing the plan and ensuring the inclusion of the four components of Title I. The Title I school support specialist will also assist in the monitoring of the plan by providing at least monthly technical assistance and by assisting classroom teachers as needed to implement the plan.

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Name	Signature	Role
Laura Holland	Laura Holland	Principal
Amber Rotruck	Amber Rotruck	Assistant principal
John Shaw	John Shaw	Other School Leader
Jerry Thomas	Jerry Thomas	Teacher
Roberta M Clarke	Roberta M Clarke	Teacher
Tracy Jenkins	Tracy Jenkins	Instructional Assistant
Debra Wusumiller	Debra Wusumiller	ACPS/School Reading coach or specialist
Teresa Norris	Teresa Norris	ACPS/school Math coach or specialist
Ashley Thompson	Ashley Thompson	Reading Interventionist
		Title I School Support specialist
		Title I Family Engagement Coordinator
Mark Roque	Mark R. Roque	Parent/Family Member
Shannon Eberly	Shannon Eberly	Parent/Family Member
Claudia Shuttlesworth	Claudia Shuttlesworth	Community Member
		Community Member
		Other School Staff