

**Allegany County Public Schools
2019-2020 School Improvement Plan**

School: Washington Middle School

Principal: Kendra Kenney

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Washington Middle School is a positive and supportive student-centered learning environment. We want our students to have fun, love learning, achieve their individual potential, and care about each other. Therefore, we emphasize enthusiasm for learning, respect for others, and responsibility for our actions. At Washington, we strive to provide a safe, orderly, and respectful environment where students experience academic success through challenging, diverse, and engaging learning experiences.

Vision

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

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Core Values

We, at Washington Middle School, believe our students should:

- regularly attend school on a daily basis
- grow and experience success academically, socially, and emotionally
- be actively engaged in learning through independent and collaborative experiences
- explore, discover, and solve problems while utilizing listening and communication skills
- be prepared with solid foundational knowledge upon which they can build and successfully be prepared for post-secondary education and careers
- demonstrate respect, integrity, and ethics

Teachers should:

- assist in promoting regular school attendance
- believe all children can learn
- provide a welcoming and safe classroom environment
- aid students in growing academically, socially, and emotionally
- plan and deliver quality and engaging instruction based on current content standards
- exercise high expectations
- cultivate the desire to learn
- incorporate the Gradual Release of Responsibility model and Universal Design for Learning
- encourage discovery, problem-solving, and active class participation

All Stakeholders should:

- encourage and support student academic, social, and emotional growth
- engage in strong partnerships to ensure students experience perseverance and success
- emphasize the vitality of consistent school attendance
- reinforce the importance of quality education

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B. Culture, Climate, and Inclusive Community

Washington Middle School is in its seventh year of instruction based on Maryland's College and Career Ready Standards, as well as participating in PARCC, MISA, and Alternate assessments. Our student population is socially and economically diverse. Staff at WMS have received multiple professional learning experiences and have access to a variety of resources that assist in delivering rich instruction which demonstrates our high expectations. We have been shifting the focus of our instruction to allow students the ability to take more responsibility for their educations. Each day we encourage our students to strive to do their best by following our PBIS program. The overall goal of the PBIS program is to minimize discipline referrals by using a classroom behavior system which focuses on specific behaviors identified in a matrix of positive/negative behaviors and rewards/consequences. Restorative practices are strategies that are exercised to help students and staff build trusting and positive working relationships. The PBIS system gives teachers alternative ways to effectively manage their classrooms. Washington Middle staff and students focus on our "Be here! GO RED!" theme which encourages regular school attendance while promoting: Respect yourself and others, Exhibit responsibility, and Display a positive attitude. We offer quality instruction and whole child development, not only through the regular school day, but also in our After School Program. We provide students Tier I and Tier II ELA and Math interventions. Washington Middle School students have additional opportunities to participate in beneficial activities and clubs in which they can enhance their skills . We offer traditional programs such as band, orchestra, chorus, yearbook, and newspaper, as well as Drama Club, Keyboarding/Computer, and personal financial literacy skills.

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C. Staff Engagement Action Plan

<i>Staff Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety - Substance Abuse - 2.49
Topic Description:	Concern of potential substance abuse among students
Strategies: Steps that will be taken in order to obtain the desired outcome.	DARE program and other opportunities to educate students regarding the dangers of substance abuse
Initiative leader and team: Who is responsible and involved in the work?	School Counselors School Nurse School Resource Officer School Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	SRO and DARE program materials The Dangers of Vaping presentation Resources for smoking cessation classes Partnership with Ms. Leonard/Supervisor of Health in ACPS Partnership with Allegany County Health Dept.

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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?	2020 staff and student survey results
Timeline: Include dates for implementation of action steps.	Spring 2020 - DARE and Health classes Meetings with individuals as needed
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Relationships- Student to Student Relationships - 3.34
Topic Description:	Students interactions with their peers
Strategies: Steps that will be taken in order to obtain the desired outcome.	Character Counts education Restorative practices circles Peer tutoring Role playing
Initiative leader and team: Who is responsible and involved in the work?	School counselor Classroom teachers School administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Project Wisdom program materials Staff Students
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2020 staff and student survey results

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Timeline: Include dates for implementation of action steps.	Project Wisdom/Character Counts weekly throughout the school year Restorative circles and role playing as needed Peer tutoring twice weekly
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D. Student Engagement Action Plan

<i>Student Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety - Physical Safety - 1.00
Topic Description	A sense of security while at school
Strategies: Steps that will be taken in order to obtain desired outcome.	A variety of practice drills led by school administrators Transparent discussions with students regarding emergencies School Resource Officer presence See something, say something campaign
Initiative leader and team: Who is responsible and involved in the work?	School administration School Resource Officer School counselors Staff Parents

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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)?	Time for drills Time for discussions with students and staff Time to communicate with parents and community
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2020 student survey results
Timeline: Include dates for implementation of action steps.	Monthly practice drills Monthly PTO meetings Discussions with students as needed
Secondary Area of Need State the Domain, Topic, and Score	Safety - Substance Abuse - 1.11
Topic Description:	Students who have been directly and/or indirectly affected by substance abuse
Strategies: Steps that will be taken in order to obtain the desired outcome.	The DARE program and other opportunities to educate students regarding the dangers of substance abuse Teaching substance abuse units in health classes The dangers of vaping presentation
Initiative leader and team: Who is responsible and involved in the work?	School counselors Health nurse School administrators School Resource Officer Health teachers and supervisor Parents

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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)?	The DARE program Health unit Staff Partnership with Allegany County Health Dept.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2020 Student survey results
Timeline: Include dates for implementation of action steps.	The dangers of vaping presentation - August 2019 DARE program and health units - Spring 2020 Individual sessions with school nurse or ACHD as needed

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	0	41	41
Itinerant staff	4	0	4
Paraprofessionals	0	7	7
Support Staff	0	5	5
Other	6	11	17
Total Staff	10	67	77

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	98% 2%	98% 2%	100% 0%	93% 7%
For those not certified, list name, grade level course	Boor 6 & 7 Wld. Cult.	Boor 6 & 7 Wld. Cult.	n/a	Boor Geog. 7 Morgan Geog. 7 Long term sub Sci 6
Number of years principal has been in the building				7
Teacher Average Daily Attendance	94.9%	94.3%	94.4%	

B. Student Demographics

Table 3

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SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	≤10	≤10	n/a
Hawaiian/Pacific Islander	n/a	≤10	≤10
African American	35	33	34
White	497	513	533
Asian	≤10	≤10	≤10
Two or More Races	36	43	46
Special Education	113	116	109
LEP	n/a	n/a	n/a
Males	308	324	323
Females	267	269	293
Total Enrollment (Males + Females)	575	592	616
Farms (Oct 31 data)	60.31%	55.86%	n/a

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

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Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	≤10	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	n/a	08 Other Health Impaired	26	14 Autism	≤10
04 Speech/Language Impaired	17	09 Specific Learning Disability	34	15 Developmental Delay	n/a
05 Visual Impairment	n/a	10 Multiple Disabilities	≤10		

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	92.2	N
Grade 6	92.1	N
Grade 7	92.5	N
Grade 8	91.9	N

Table 6	
Attendance Rate	

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Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	93.2	92.8	92.2	Less than 94%
Hispanic/Latino of any race	93.1	93.7	91.1	Less than 94%
American Indian or Alaska Native				
Asian	98.1	92.0		
Black or African American	92.8	92.5	89.5	Less than 94%
Native Hawaiian or Other Pacific Islander				
White	93.2	92.9	92.5	Less than 94%
Two or more races	93.5	91.1	91.0	Less than 94%
Male			92.2	Less than 94%
Female			92.1	Less than 94%
EL				
Special Education	91.6	90.0	89.9	Less than 94%
Free/Reduced Meals (FARMS)	91.9	91.1	90.5	Less than 94%

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.

Students receiving special education services often have chronic health or mental health conditions that prevent the student from attending regularly.

A number of students receiving FARMS live within a radius of the school that does not provide transportation but requires a long walk to school. The parents of these students often do not have reliable transportation and cannot pay for taxi transportation. On days that the weather is unfavorable, students don't want to walk in frigid temperatures, snow, or rain.

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

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- Attendance Unicorn
- Communication with parents indicating what is an acceptable attendance rate (Brochure, magnet, attendance statement on monthly calendar, statements about attendance on WMS Happenings Facebook page, phone calls home, letters home, meetings).
- Schoolwide attendance competitions and awards (homeroom, individuals, grade levels, between Washington and Braddock)
- Addition of “BE HERE” to our PBIS statement to emphasize the importance of being at school.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	10	11
Percent Habitual Truant		1.87
Percent Chronically Absent	26.37	30.28

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

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- Communication with parents indicating what is an acceptable attendance rate (Brochure, magnet, attendance statement on monthly calendar, statements about attendance on WMS Happenings Facebook page, phone calls home, letters home, meetings).
 - Schoolwide attendance competitions and awards (homeroom, individuals, grade levels, between Washington and Braddock)
 - Addition of “BE HERE” to our PBIS statement to emphasize the importance of being at school.
- B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.
- Communication with parents indicating what is an acceptable attendance rate (Brochure, magnet, attendance statement on monthly calendar, statements about attendance on WMS Happenings Facebook page, phone calls home, letters home, meetings).
 - Schoolwide attendance competitions and awards (homeroom, individuals, grade levels, between Washington and Braddock)
 - Addition of “BE HERE” to our PBIS statement to emphasize the importance of being at school.

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

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS	
Subgroup	All Students

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	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	605	645	733	+13.6
All Suspensions	139	139	96	-30.9
In School	6	18	16	-11.1
Out of School	133	121	80	-33.9
Sexual Harassment Offenses	2	6	7	+16.7
Harassment/Bullying Offenses	1	15	14	-6.7

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

Total referrals from 2018-19 increased from the 2017-18 school year. Overall combined suspensions for the 2018-19 school year decreased. Less In-school suspensions were assigned during the 2018-19 school year. The numbers of incidents relating to sexual harassment increased by one and bullying decreased by one during the school year.

Students at Washington Middle School participate in school wide initiatives that teach all students expected and appropriate behaviors. Prior to administering an Out of School Suspension (OSS), Washington Middle School administration utilizes a variety of actions for student conduct. These actions span over the five levels of responses according to the Maryland Guidelines for a State Code of Discipline. These include, but are not limited to: conferences, phone calls home, detention (lunch, after school detention, or all day), therapeutic intervention, utilization of timeout from class or in school intervention. Students utilizing in school intervention or a therapeutic intervention are able to access the general curriculum, and any supports and services the students may need.

In an attempt to reduce the number of incidents for the 2019-20 school year, using Aspen discipline data from the 2018-19 school year, students with 9 or more documented referrals were targeted for the start of the 2019-20 school year as Tier II students. Individual meetings were scheduled for parents and students to discuss grades, attendance, and behaviors from the previous school year and determine a plan to increase the student's

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success for the upcoming year. Outcomes from the meetings included a variety of interventions, such as Check-In/Check out, weekly sessions with the school counselor, referrals to mental health counseling, all with the intent to improve student success. These identified students and any additional students whose behavior warrants attention will be monitored and monthly meetings held to discuss interventions in place, determine if the intervention is appropriate and/or if additional supports are required. Students who require additional support, would be considered Tier III intervention recipients. These students would continue to have monthly meetings to discuss progress, and additional supports, such as an Integrated Support Plan, Behavior Contracts, or other interventions would be further implemented to improve success.

The addition of a behavior support specialist will be utilized throughout the process to assist both the team and the students in improved behavioral outcomes.

The Student Risk Screening Scale (SRSS) will be utilized for the second year to identify students who may require additional supports. A change in the second year is the assignment of the staff person completing the survey. During the first year, data was submitted by the homeroom teacher. This year the English/Language Arts teacher will enter the answers to the survey. The staff felt that the ELA teachers had more familiarity with the students than the homeroom teachers who only spent time with the students a few minutes of the day. Using the data from the screening tool, staff will be able to identify students who are exhibiting internalizing and externalizing behaviors that may be impacting success. Once students are identified as moderate or high risk, staff can determine appropriate Tier II or Tier III Interventions for the students.

3. Domains of Influence and Root Cause Analysis

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	The number of students not functioning on grade level who struggle with middle school curriculum in various content areas.
Discipline Policies & Procedures	By reducing the number of students removed for non-violent infractions and other students' perceptions of minimal consequences for disruptive behaviors, causes additional students to begin engaging in disruptive behaviors.
Bias, Beliefs & Barriers	The possibility that teachers have implicit biases which they may or may not be aware of when dealing with students who are disruptive.

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Health & Wellness	Many students have suffered adverse childhood experiences (trauma) that impacts their ability to attend in a structured setting.
Safety & Security	Students who refuse to follow directions and adhere to school policies could potentially impact the safety and security of the students and staff in the school building.

IDENTIFIED DOMAIN OF INFLUENCE 1:	
Focus Area Goal	Bias, beliefs, and barriers
Evidence or Data:	Teachers at WMS had not received Implicit Bias training
Barriers:	Possible preconceived notions and lack of open mindedness
Needed Resources:	Implicit Bias Training, On-going individual and group discussions with colleagues and administration
Strategies and/or evidence-based interventions:	Implicit Bias Training, “Emotional Poverty” book study, and individual and group reflections and discussions
How will it be funded?	Central Office through PD funding
Steps towards full implementation with timeline:	August- Emotional Poverty presentation October - Implicit Bias Training November - “Emotional Poverty” book study Monthly - Conversations with individuals and teams
Monitoring Procedure:	Agendas Professional Development sessions and minutes from grade level team meetings, and School Improvement Team meetings, analysis of school discipline data

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IDENTIFIED DOMAIN OF INFLUENCE 2:	
Focus Area Goal:	Health & Wellness - Adverse Childhood Experiences (ACE)
Evidence or Data:	Teachers have not received training on how ACEs can impact a student's learning.
Barriers:	Staff may have suffered trauma in their lives which could impact their perceptions and receptiveness to training
Needed Resources:	Presentation by staff at Social Services (SS), Handouts
Strategies and/or evidence-based interventions:	Presentation from Social Services' staff Meet monthly with staff to reflect on specific handouts distributed during training.
How will it be funded?	No additional funding needed
Steps towards full implementation with timeline:	October - presentation from SS staff November - May - monthly meetings with staff regarding various handouts and awareness discussions
Monitoring Procedure:	Agenda from Professional Development Team minutes, PST meeting minutes, and discipline data analysis

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4. Comment on the number of individuals suspended and specific offenses. Provide a plan to reduce the disproportionate ratio among subgroups for non-violent behaviors and increase the use of restorative practices. The plan should be framed around the top three domains of influence identified by the team. Be specific about the indicators of focus under each chosen domain (ex. “Literacy” under “Quality Instruction & Assessment”)

Biases

In an attempt to reduce the number of Out of School suspensions for non-violent behaviors we will provide Implicit Bias training to aid in building all staff’s awareness of potential biases and how to respond and make decisions not influenced by biases. This awareness and open-mindedness growth will be further supported through professional development with school administration, conversations with the School Improvement Team, and grade level teams. Restorative practice sessions will be conducted with staff and students to reflect on behaviors and decisions made, address concerns, and provide positive supports for staff and students.

Adverse Childhood Experiences (ACEs)

ACEs are traumatic events that occur which negatively impact a child’s brain; therefore, it affects his/her ability to learn. In an attempt to reduce the number of Out of School suspensions for non-violent behaviors, ACEs training will take place which will help the staff be aware of their students’ and their own possible ACEs. Restorative practices which consider ACEs will be implemented with students and staff to reflect on behaviors and decisions made, address concerns, and provide positive supports for students and staff.

VII. EARLY LEARNING: N/A for Middle Schools

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.

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to reduce the 2017 non-pass rate by 50% by the year 2030.

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

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

TABLE 12a ELA Grade 6	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	183	67	36.7	66	36.1	50	27.3	190	90	47.4	55	28.9	45	23.7	198	85	42.9	45	22.7	68	34.3	+10.6
American Indian or Alaska Native	n/a							n/a							n/a							n/a
Asian	n/a							n/a							n/a							n/a
Black or African American	14	6	42.9	6	42.9	2	14.3	≤10							11	8	72.7	2	18.2	1	9.1	n/a
Hispanic/Latino of any race	≤10							≤10							≤10							n/a
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							n/a
White	151	53	35.1	53	35.1	45	29.8	163	77	47.2	46	28.2	40	24.5	169	66	39	39	23.1	64	37.9	+13.4
Two or more races	15	8	63.3	5	33.3	2	13.3	12	5	41.7	5	41.7	2	16.7	16	10	62.5	3	18.8	3	18.8	+2.1
Special Education	27	22	81.3	4	14.8	1	3.7	32	28	87.5	2	6.3	2	6.3	29	24	82.8	4	13.8	1	3.4	-2.9
Limited English Proficient (LEP)	n/a							n/a							n/a							n/a

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Free/Reduced Meals (FARMS)	110	51	46.4	38	34.5	21	19.1	113	71	62.9	27	23.9	15	13.3	121	63	52.1	27	22.3	31	25.6	+12.3
Female	93	26	28	35	37.6	32	34.4	84	35	41.7	25	29.8	24	28.6	93	29	31.2	21	22.6	43	46.2	+17.6
Male	90	41	45.5	31	34.4	18	20	106	55	51.8	30	28.3	21	19.8	105	56	53.3	24	22.9	25	23.8	+4

TABLE 12b ELA Grade 7	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	185	74	40	48	25.9	52	28.1	172	52	30.3	50	29.1	70	40.7	189	90	47.6	42	22.2	57	30.2	-10.5
American Indian or Alaska Native	n/a							n/a							n/a							n/a
Asian	n/a							n/a							n/a							n/a
Black or African American	12	4	33.3	4	33.3	4	33.3	11	5	45.5	4	36.5	2	18.2	11	8	72.7	2	18.2	1	9.1	-9.1
Hispanic/Latino of any race	≤10							≤10							≤10							n/a
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							n/a
White	158	63	39.9	40	25.3	55	34.8	145	42	28.9	38	26.2	65	44.8	166	75	45.2	38	22.9	53	31.9	-12.9
Two or more races	14	7	50	3	21.4	4	28.6	12	4	33.3	6	50	2	16.7	≤10							n/a
Special Education	33	28	84.8	4	12.1	1	3	19	16	84.2	2	10.5	1	5.3	27	24	88.9	2	7.4	1	3.7	-1.6

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Limited English Proficient (LEP)	n/a							n/a							n/a							n/a
Free/Reduced Meals (FARMS)	120	60	50	32	26.7	28	23.4	103	41	39.8	29	28.2	33	32	99	61	61.6	23	23.2	15	15.2	-16.8
Female	90	23	25.6	23	25.6	44	48.9	84	25	29.7	16	19	42	51.2	88	31	35.2	27	30.7	30	34.1	-17.1
Male	95	51	53.7	25	26.3	19	20	88	27	30.7	34	38.6	27	30.7	101	59	58.5	15	14.9	27	26.7	-4

TABLE 12c ELA Grade 8	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	181	75	41.4	41	22.7	65	35.9	184	87	47.3	49	26.6	48	26.1	169	63	37.3	42	24.9	64	37.9	+11.8
American Indian or Alaska Native	n/a							n/a							n/a							n/a
Asian	≤10							n/a							n/a							n/a
Black or African American	≤10							11	7	63.7	1	9.1	3	27.3	11	4	36.4	7	63.6	0	0	-27.3
Hispanic/Latino of any race	≤10							≤10							≤10							n/a
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							n/a
White	158	65	41.2	34	21.5	59	37.3	157	74	46.1	42	26.8	41	26.1	141	53	37.6	28	19.9	60	42.6	+16.5

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Two or more races	12	7	58.4	3	25	2	16.6	14	5	35.7	6	42.9	3	21.4	14	6	42.9	5	35.7	3	21.4	0
Special Education	28	27	96.4	0	0	1	3.6	32	27	84.4	5	15.6	0	0	19	17	89.5	2	10.5	0	0	0
Limited English Proficient (LEP)	n/a							n/a							n/a							n/a
Free/Reduced Meals (FARMS)	97	55	56.7	23	23.7	19	19.6	113	68	60.2	23	20.4	22	19.5	99	45	45.5	26	26.3	28	28.3	+8.8
Female	82	25	30.5	22	23.2	38	46.3	84	27	32.1	26	31	31	36.9	81	20	25	23	28.4	38	46.9	+10
Male	99	50	50.5	22	22.2	27	27.2	100	60	60	23	23	17	17	88	43	48.9	19	21.6	26	29.5	+12.5

Table 13:

**Cohort Growth
(Middle Cohort 2024 Only)**

	Grade 6 2017-2018	Grade 7 2018-2019	Growth from Grade 6 (2018) to Grade 7 (2019)
Percent Proficient			
All Students	23.7	30.2	+6.5
Economically Disadvantaged	13.3	15.2	+1.9
Special Education	6.3	3.7	-2.6
Male	19.8	26.7	+6.9
Female	28.6	34.1	+5.5
Two or More Races	16.7	30.0	+13.3
White	24.5	31.9	+7.4

Table 14:

Cohort Growth (Middle Cohort 2023 ONLY)

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Percent Proficient	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 7 (2018) to Grade 8 (2019)	Growth from Grade 6 (2017) to Grade 8 (2019)
All Students	27.3	40.7	37.9	-2.8	+10.6
Economically Disadvantaged	19.1	32	28.3	-3.7	+9.2
Special Education	3.7	5.3	0	-5.3	-3.7
Male	20	30.7	29.5	-1.2	+9.5
Female	34.4	51.2	46.9	-4.3	+12.5
Two or More Races	13.3	16.7	21.4	+4.7	+8.1
Black or African American	14.3	18.2	0	-18.2	-14.3
Whites	29.8	44.8	42.6	-2.2	+12.8

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

- Describe changes in last year's focus areas.

OVERALL GOAL:

The overall 2018-2019 English Language Arts (ELA) goal was to increase the percentage of all students who meet or exceed expectations on the ELA MCAP (\geq Level 4) and to prepare students to be college and career ready by their high school graduation.

By Grade Level: The table demonstrates that a greater percentage of students in Grade 6 (10.6%) and Grade 8 (11.8%) scored proficient when compared to students in those grades during the previous year. There was a decrease in the percentage of students scoring proficient in 7th grade (-10.5%) when compared to the previous year.

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Change in the Percent of ALL Students Scoring Proficient				
	2018 PARCC	2019 MCAP	Change in proficiency	Goal Achieved?
Grade 6	23.7%	34.3%	+10.6%	YES
Grade 7	40.7%	30.2%	-10.5%	NO
Grade 8	26.1%	37.9%	+11.8%	YES

By Cohort: The 2024 Cohort of students demonstrated a growth of 6.5% in students scoring proficient from 2018 to 2019. The 2023 Cohort of students demonstrated a growth of 10.6% in students scoring proficient during their middle school experience. Both groups have demonstrated growth toward being prepared to be college and career ready.

Cohort 2024 (Grade 7) Change in Percent Scoring Proficient				
	Grade 6 2017-2018	Grade 7 2018-2019	Growth from Grade 6 (2018) to Grade 7 (2019)	Goal Achieved?
All Students	23.7%	30.2%	+6.5%	YES

Cohort 2023 (Grade 8) Change in Percent Scoring Proficient					
	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 6 (2017) to Grade 8 (2019)	Goal Achieved?
All Students	27.3%	40.7%	37.9%	+10.6%	YES

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WASHINGTON'S PROFICIENCY PERCENTAGE COMPARISON TO DISTRICT AND STATE:

Closing the Gap Between the Percentage of Students at Washington Scoring Proficient vs. the Percentage of Students Scoring Proficient at other District Middle Schools

The table below demonstrates the goal of closing the gap between the percentage of Washington students' scoring proficient when compared to other middle school in the ACPS district.

Change in the Gap Between Washington and ACPS Percentage of Students Scoring Proficient				
	2018 PARCC Proficiency Gap	2019 MCAP Proficiency Gap	Change in Percentage	Goal Achieved?
Grade 6	12%	14%	2%	No (Gap Increased)
Grade 7	5%	19%	14%	No (Gap Increased)
Grade 8	12%	9%	-3%	Yes (Gap Decreased)

The gap between the percent of 6th grade students scoring proficient at Washington as compared to other district middle schools has slightly increased (2%) from 2018 to 2019. While the percentage of 6th grade students scoring proficient at Washington increased over the past year by 10.6%, the percentage of students scoring proficient at other district middle schools grew at a slightly higher percentage.

The gap between the percent of 7th grade students scoring proficient at Washington as compared to other district middle schools increased (14%) from 2018 to 2019. The percentage of 7th grade students scoring proficient at Washington decreased significantly over the past year (10.5%) causing an increase in this gap.

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The gap between the percent of 8th grade students scoring proficient at Washington as compared to other district middle schools has decreased (3%) from 2018 to 2019. The percentage of 8th grade students scoring proficient at Washington increased over the past year by 11.8%. Washington's percentage of students scoring proficient increased at a greater rate than other district middle schools.

Closing the Gap Between the Percentage of Students at Washington Scoring Proficient vs. the Percentage of Students Scoring Proficient at other Maryland middle schools.

The table below demonstrates the goal of closing the gap between the percentage of Washington students' scoring proficient when compared to the average of other middle school in the state.

Change in the Gap Between Washington and Maryland Schools Percent of Students Scoring Proficient				
	2018 PARCC Proficiency Gap	2019 MCAP Proficiency Gap	Change in percentage	Goal Achieved?
Grade 6	15%	7%	-8%	Yes (Gap Decreased)
Grade 7	4%	17%	13%	No (Gap Increased)
Grade 8	15%	7%	-8%	Yes (Gap Decreased)

The gap between the percent of 6th grade students scoring proficient at Washington as compared to the average of other Maryland middle schools has decreased (8%) from 2018 to 2019. Washington's percentage of students scoring proficient increased at a greater rate than the average of middle schools in Maryland.

The gap between the percent of 7th grade students scoring proficient at Washington as compared to the average of other Maryland middle schools increased (13%) from 2018 to 2019. The percentage of 7th grade students scoring proficient at Washington decreased over the past year by 10.5% causing an increase in this gap.

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The gap between the percent of 8th grade students scoring proficient at Washington as compared to the average of other Maryland middle schools has decreased (8%) from 2018 to 2019. The percentage of 8th grade students scoring proficient at Washington increased over the past year by 11.8%. Washington's percentage of students scoring proficient increased at a greater rate than the average of other Maryland middle schools.

SUBGROUP FOCUS:

While the overall 2018-2019 English Language Arts (ELA) goal was to increase the percentage of all students who meet or exceed expectations, the following subgroups were also identified as in need of improvement.

Students with Special Needs or Disabilities: To Increase the percentage of students with special needs scoring proficient

The table below demonstrates the change in the percent of students with special needs scoring proficient on the 2018 and 2019 assessments.

Change in the Percent of Students with Special Needs Scoring Proficient				
	2018 PARCC	2019 MCAP	Change in Proficiency	Goal Achieved?
Grade 6	6.3%	3.4%	-2.9%	NO
Grade 7	5.3%	3.7%	-1.6%	NO
Grade 8	0%	0%	0%	NO

There was a slight decrease in the percentage of students scoring proficient for both 6th and 7th grades. No students scored proficient in Grade 8 either year. The low percentage reflects that few students with disabilities scored in the proficient range.

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The tables below demonstrate the difference between students with disabilities and students without disabilities scoring proficient by grade level and the changes in the gap resulting from the 2018 PARCC and 2019 MCAP assessments.

Grade 6		
SPED	2018 PARCC	2019 MCAP
No	27%	40%
Yes	6%	3%
Gap	21%	37%

Grade 7		
SPED	2018 PARCC	2019 MCAP
No	45%	35%
Yes	5%	4%
Gap	40%	31%

Grade 8		
SPED	2018 PARCC	2019 MCAP
No	32%	43%
Yes	0%	0%
Gap	32%	43%

The proficiency gap between students in Grades 6 and 8 with special needs and students without special needs increased by 16% and 11% respectfully. The gap in Grade 7 decreased (9%) from 2018 to 2019 assessments, but fewer students in Grade 7 scored in the proficient range (10%) on the 2019 MCAP as compare to the 2018 PARCC assessment.

The tables below demonstrate the difference between students with special needs and students without disabilities scoring proficient by grade level and the changes in the gap resulting from the 2018 PARCC and 2019 MCAP assessments. When examining the results by cohorts, fewer students with special needs scored proficient as they progressed through their middle school years.

Middle Cohort 2023			
SPED	2017 PARCC	2018 PARCC	2019 MCAP
No	31%	45%	43%
Yes	4%	5%	0%
Gap	27%	40%	43%

Middle Cohort 2024		
SPED	2018 PARCC	2019 MCAP
No	27%	35%
Yes	6%	4%
Gap	21%	31%

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Economically Disadvantaged Students: To Increase the percentage of students identified as economically disadvantaged scoring proficient

The table below demonstrates the change in the percent of economically disadvantaged students scoring proficient on the 2018 and 2019 assessments.

Change in the Percent of Economically Disadvantaged Students Scoring Proficient				
	2018 PARCC	2019 MCAP	Change in Proficiency	Goal Achieved?
Grade 6	13.3%	25.6%	+12.3%	YES
Grade 7	32%	15.2%	-16.8%	NO
Grade 8	19.5%	28.3%	+8.8%	YES

There was an increase in the percentage of students scoring proficient for both 6th and 8th grades; closing the achievement gap in those grades by 12.3% and 8.8% respectfully. The Grade 7 gap increased (16.8%), but overall fewer students in that grade scored proficient on the 2019 MCAP assessment.

The tables below demonstrate the difference between students with economic disadvantages and students without economic disadvantages scoring proficient by grade level and the changes in the gap resulting from the 2018 PARCC and 2019 MCAP assessments.

Grade 6		
FARMS	2018 PARCC	2019 MCAP
No	39%	48%
Yes	13%	26%

Grade 7		
FARMS	2018 PARCC	2019 MCAP
No	54%	47%
Yes	32%	15%

Grade 8		
FARMS	2018 PARCC	2019 MCAP
No	37%	51%
Yes	20%	28%

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Gap	26%	22%
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Gap	22%	32%
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Gap	17%	23%
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The proficiency gap between economically disadvantaged students in Grades 6 and non-economically disadvantaged students decreased by 4%, closing the achievement gap. The gap in Grades 7 and 8 increased by 10% and 6% respectively from the 2018 PARCC and 2019 MCAP assessments; increasing the achievement gaps.

When examining the results by cohorts (below), the 2023 cohort had a slight increase in the gap of students with economic disadvantages scoring proficient as they progressed through their middle school years. The 2024 cohort had an increase of 6% demonstrating an increase in the gap as students progress through their middle school experience.

Middle Cohort 2023			
FARMS	2017 PARCC	2018 PARCC	2019 MCAP
No	40%	54%	51%
Yes	19%	32%	28%
Gap	21%	22%	23%

Middle Cohort 2024		
FARMS	2018 PARCC	2019 MCAP
No	39%	47%
Yes	13%	15%
Gap	26%	32%

Male Students: To increase the percentage of male students scoring proficient when compared to the percentage of females scoring proficient

Change in the Percent of Male Students Scoring Proficient				
	2018 PARCC	2019 MCAP	Change in Proficiency	Goal Achieved?
Grade 6	19.8%	23.8%	4%	YES
Grade 7	30.7%	26.7%	-4%	NO
Grade 8	17%	29.5%	12.5%	YES

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There was an increase in the percentage of male students scoring proficient for both 6th and 8th grades; closing the gender achievement gap for students in those grades by 4% and 12.5% respectfully. The Grade 7 gap increased (4%), but fewer students in that grade scored proficient on the 2019 MCAP assessment.

The tables below demonstrate the gap between female and male students scoring proficient and the changes in the gap resulting from the 2018 PARCC and 2019 MCAP assessments.

Grade 6		
GENDER	2018 PARCC	2019 MCAP
FEMALES	29%	46%
MALES	20%	24%
Gap	9%	22%

Grade 7		
GENDER	2018 PARCC	2019 MCAP
FEMALES	51%	34%
MALES	31%	27%
Gap	20%	7%

Grade 8		
GENDER	2018 PARCC	2019 MCAP
FEMALES	37%	47%
MALES	17%	30%
Gap	20%	17%

The proficiency gap between female and male students in Grade 6 increased by 13%, increasing the achievement gap. The gap in Grades 7 and 8 decreased by 13% and 3% respectfully from the 2018 PARCC and 2019 MCAP assessments; decreasing the achievement gaps.

When examining the results by cohorts (below), the 2023 cohort had a slight increase in the gap of students scoring proficient as they progressed through their middle school years. The 2024 cohort had a slight decrease (2%) demonstrating a decrease in the gap as students progress through their middle school experience.

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Middle Cohort 2023			
GENDER	2017 PARCC	2018 PARCC	2019 MCAP
FEMALES	34%	51%	47%
MALES	20%	31%	30%
Gap	14%	20%	17%

Middle Cohort 2024		
GENDER	2018 PARCC	2019 MCAP
FEMALES	29%	34%
MALES	20%	27%
Gap	9%	7%

WRITING FOCUS: Grades 6 and 7 writing focus was to increase students' Narrative Writing average scores on the 2019 MCAP from the previous year's PARCC scores. The Grade 8 focus was to increase the Literary Task Analysis Writing average score from the previous year.

Change in Average Writing Scores				
	2018 PARCC	2019 MCAP	Change in Percentage	Goal Achievement?
Grade 6 Narrative Writing	17	33	16	Yes
Grade 7 Narrative Writing	41	32	-9 *	No
Grade 8 Literary Task Analysis	16	27	9**	Yes

* When comparing the same cohort of students' average score (Cohort 2024) from the 2018 PARCC 6th-grade Narrative Writing Task(17%) to the average 2019 MCAP 7th-grade Narrative Writing score (32%), the average of students' scores grew 15% demonstrating an increase in students' narrative writing skills as they progressed through middle school..

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**When comparing the same cohort of students' average score (Cohort 2023) from the 2018 7th-grade Literary Analysis writing score (22%) to the average 2019 8th-grade Literary Analysis writing score (27%), the average of students' scores grew by 5%. This demonstrates a growth in literary analysis skills as students progress through their middle school experience.

3. FOCUS AREAS

FOCUS AREA 1:	Grade 8 Relevancy of Informational Textual Evidence
Focus Area Goal	<p>Grade 8 students will increase their average MCAP "Reading Informational Text - Craft and Structure" score to 50% from the 2018-19 score of 44%. This goal will close the currently existing gap of 7% between the average score of Washington Middle School students and the average score of other Allegany County Public Schools (ACPS) as well as between the currently existing gap of 8% between the average score of Washington Middle School students and the average score of Grade 8 Maryland students. This goal will be measured by the 2020 MCAP results.</p> <p>Washington's average score is 7% below the average ACPS score and 8% below the average score of all Maryland 8th grade students with a focus on the reading of informational texts. (The scores originate from three PARCC questions seeking evidence of knowledge for RH 8.6.5 and 8.6.6 and RST 8.6.4.)</p>
Root Cause(s):	Students struggle with the ability to critically think to differentiate between relevant and irrelevant informational textual support causing students to need more focused and repeated instruction and practice of strategies to analyze informational texts in ELA, social studies, and science classes.
Focus Content Standard(s):	RI, RH, and RST 8.6 or to determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Barriers:	<ul style="list-style-type: none"> • Of the 8th grade cohort of students, 110 or 60% of the students read below grade level (36% read at a basic level and 23% read at a below basic level) as measured by the Reading Inventory assessment causing students to struggle with accessing and comprehending text at their grade level. • A decrease in English Language Arts time (16 minutes per day) due to the transition to a five block schedule. • Critical thinking skills are needed for higher-order thinking skills requiring students to

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	analyze, evaluate, and synthesize relevant information.
Needed Resources:	<ul style="list-style-type: none"> • Additional licenses and staff to teach reading interventions • Time has become a needed resource for English Language Arts teachers. • Teachers of social studies and science need to assist ELA teachers in the instruction of reading informational text strategies. • Additional training for teachers will assist and potentially increase the number of students who will score in the proficient range. • Additional sources of informational text instructional material especially materials with textual information based questions. • Continued revision of the ELA Scope and Sequence as the assessment changes from PARCC to MCAP.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Identify students especially those in subgroups in need of reading assistance and provide intervention using the System 44 and Read180 Programs. • Adjust timing of the ELA informational text instruction to assure completion of the informational text units prior to the MCAP assessment. • Provide students with exposure through the GRR model with sample topics, organizational templates, and instruction on the rubric requirements. • Provide UDL as needed for students scoring below the proficiency range. • Incorporate small group direct instruction and collaborative learning opportunities following training with Dr. McKnight on the use of literacy and learning centers in the ELA and social studies classes. • Increase instructional text resources use including SCOPE Magazines, CommonLit, Readworks, Discovery ED, Smithsonian Tween Tribune, Document Based Questions, Finish Line books, Primary and Secondary Sources, Teacher Pay Teachers, etc. • Striving Readers Grant to train social studies teachers on reading strategies. • Disciplinary Literacy Instruction • Active Learning Labs • Utilize PARCC released material to familiarize students with question answering strategies.
How will it be funded?	<ul style="list-style-type: none"> • ACPS English language arts, social studies, and science supervisors' budgets • Striving Readers Grant

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2019 - June 2020: Tier I instruction for all ELA, social studies, and science students • August 2019 - June 2019: Disciplinary Literacy social studies unit followed by instruction utilizing GRR for the instruction on quarterly DBQs. • September 2019 - June 2020: Tier II and III reading intervention during co-curricular period for System 44 and SRA and during Block 2 for READ180. • October 2019 - May 2020: Striving Readers Grant teacher training for ELA and social studies teachers • November 2019 - December 2019: Group 2 ELA informational text curriculum • November 2019 - May 2020: Principal's SLO focusing on informational text • March 2020 - May 2020: Group 5 ELA informational text curriculum • May 2020: MCAP Assessment
Monitoring Procedure:	<ul style="list-style-type: none"> • September 2019, January 2020, May 2020: Reading Inventory to monitor growth (quarterly for intervention groups) • November 2019: Pretest Principal's SLO - May 2020: Post test Principal's SLO • October 2019 - March 2020: Quarterly social studies DBQs and three ELA DBQs following Groups 2, 3, and 4 of the ELA curriculum. • March 2020 - April 2020: MCAP assessment for social studies and science • May 2020: Group 5 Benchmarks

FOCUS AREA 2:	Grades 6 and 7 Prose Constructed Response - Literary Analysis
Focus Area Goal	<p>Grades 6 and 7 students will increase their average MCAP "Prose Constructed Response - Literary Analysis" scores to 28% and 22% respectfully. This goal will close the gaps between the current average score of Washington Middle School students and the average score of other Allegany County Public Schools (ACPS) by 5% and 6% respectfully as well as between the average score of Washington Middle School students and the average score of Grades 6 and 7 Maryland students by 4% and 9% respectfully. This goal will be measured by the May 2020 MCAP.</p> <ul style="list-style-type: none"> • Washington's 2018-2019 average grade 6 Literary Analysis score (23%) was 8% below the average ACPS score (31%) and 4% below the average score of all Maryland 6th-grade students (27%). More specifically, 147/200 (74%) students scored

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	<p>below the state average and 149/200 (75%) scored below the average ACPS score.</p> <ul style="list-style-type: none"> Washington's 2018-2019 average Grade 7 Literary Analysis score (16%) was 8% below the average ACPS score (24%) and 9% below the average score of all Maryland 7th-grade students (25%). More specifically, 109/189 (56%) students scored below the state average and the average ACPS score. Of the 189 students assessed 94 students scored 0 out of 19 and no students scored 100% on the 2019 Literary Analysis Task.
Root Cause(s):	Students need additional practice in identifying, stating, and explaining how textual-based evidence supports their response to the prompt.
Focus Content Standard(s):	<p>W 6.2 and 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
Barriers:	<ul style="list-style-type: none"> Of the 6th grade cohort of students, 122 or 59% of the students read below grade level (26% read at a basic level and 33% read at a below basic level) as measured by the Reading Inventory assessment causing students to struggle with accessing and comprehending text at their grade level. Of the 7th grade cohort of students, 122 or 63% of the students read below grade level (31% read at a basic level and 31% read at a below basic level) as measured by the

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	<p>Reading Inventory assessment causing students to struggle with accessing and comprehending text at their grade.</p> <ul style="list-style-type: none"> • A decrease in English Language Arts time (16 minutes per day) due to the transition to a five block schedule.
Needed Resources:	<ul style="list-style-type: none"> • Additional licenses and staff for reading intervention • Time has become a needed resource for English Language Arts teachers since the class time has been decreased by 16 minutes a day. • Additional training in teaching writing strategies. • New resources aligned with the changes from PARCC to MCAP as well as an understanding of the scoring rubric • Interactive Notebook Writing supplies
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Identify students especially those in subgroups in need of reading assistance and provide intervention using the System 44 and Read180 programs. • Adjust timing of the ELA literary analysis instruction to assure completion of the Groups 1, 3, and 4 (literary text units) prior to the MCAP assessment. • Increase literary text resources to include SCOPE Magazines, CommonLit, Readworks, Finish Line books, Novels, Teachers Pay Teachers, etc. • The use of Interactive Notebooks to teach literary terminology and examples. • Striving Readers Grant to provide training to teachers on the use of literacy and learning centers in the ELA classes to provide direct instruction to flex groups as well as engaging collaborative learning activities for students. • Increase exposure to literary analysis responses utilizing the gradual release of responsibility to provide scaffolding of support. • Teach and have students utilize writing acronyms: ACE, RACE, RACER, FACEIT, SOAPSTONE, etc... dependent upon students' levels. • Utilize PARCC released material to familiarize students with question answering strategies
How will it be funded?	<ul style="list-style-type: none"> • ACPS English language arts supervisors' budgets • Striving Readers Grant
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2019 - June 2020: Tier I instruction for all ELA focusing on Group1, 3, 4, and 6 literacy curriculum • September 2019 - June 2020: Tier II and III reading intervention during co-curricular period for System 44 and during creative arts block for READ180.

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	<ul style="list-style-type: none"> September 2019 - May 2020: Striving Readers Grant teacher training for ELA teachers October 2019, December 2020, January 2020, and March 2020: Training by Dr. McKnight for ELA teachers on Literacy and Learning Centers May 2020: MCAP Assessment
Monitoring Procedure:	<ul style="list-style-type: none"> September 2019, January 2020, May 2020: Reading Inventory to monitor growth (quarterly for intervention groups) September 2019 - May 2020: Individual teachers' SLOs focusing on literary terminology and literary written responses September 2019 - June 2020: Ongoing formative assessments Benchmarks: November 2019 - Group 1, February 2020 - Group 3, March 2020 Group 4 May 2020: MCAP
FOCUS AREA 3:	Students with Disabilities Reading Achievement
Focus Area Goal	<p>The MCAP 2020 average reading score of students with disabilities by grade level will slightly increase (by 5 points) over the average reading score achieved by each grade level on the 2019 PARCC.</p> <p>2019 MCAP Average Scores for Students with Disabilities are identified below: Grade 6 Average Score: 704 (students with disabilities) compared to 739 (students without) Grade 7 Average Score: 700 (students with disabilities) compared to 737 (students without) Grade 8 Average Score: 695 (students with disabilities) compared to 744 (students without)</p>
Root Cause(s):	Students with disabilities have struggled to achieve over their educational career causing an achievement gap; therefore, students need specialized instruction (Specifically Designed Instruction or SDI) and additional exposures to materials in addition to consistent practice.
Focus Content Standard(s):	All ELA standards (RL,RI, L, and W)
Barriers:	<ul style="list-style-type: none"> Students with disabilities read below grade level (79/84 or 94%) causing students to struggle with accessing and comprehending grade level text. A decrease in English Language Arts time (16 minutes per day) due to the transition to a five block schedule. Change of students with disabilities population due to the release of students as they

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	progress toward grade level achievement on their goals. Students could potentially score proficient with accommodations but are released from Special Education services due to their growth measured by varied metrics during their experience at Washington.
Needed Resources:	<ul style="list-style-type: none"> • Additional licenses and staff for reading intervention • Additional Special Education staff to service the allotted hours for students on their caseloads and to provide SDI • Time has become a needed resource for English Language Arts teachers since the class time has been decreased by 16 minutes a day. • New resources aligned with the changes from PARCC to MCAP • Interactive Notebook materials • Adapted reading level materials
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Identify students especially those in subgroups in need of reading assistance and provide intervention using the System 44 and Read180 Programs. • Special Education staff designing individualized instruction (SDI) and assessments of students' goals. • Special Education staff will develop IEPs to provide for needed accommodations. • Utilize text resources to include resources with adaptive Lexile levels, NEWSOLA, TweenTribune, Actively Learn, SCOPE Magazines, CommonLit, Readworks, Teachers Pay Teachers, etc. • The use of Interactive Notebooks. • Use of fluency reads • Striving Readers Grant to provide training to teachers on the use of literacy and learning centers in the ELA classes to provide direct instruction to flex groups as well as engaging collaborative learning activities for students. • Utilize PARCC released material to familiarize students with question answering strategies.
How will it be funded?	ACPS English Language Arts department ACPS Special Education department Striving Readers Grant
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2019 - June 2020: Tier I instruction for all ELA • September 2019 - June 2020 Special Education staff review of students' goals, development of independent instruction, individualized evaluation of progress, service

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	<p>students by weekly hours assigned; Ongoing SDI</p> <ul style="list-style-type: none"> September 2019 - June 2020: Tier II and III reading intervention during co-curricular period for System 44 and during Block 2 for READ180 with ongoing evaluation of students' growth and placement. September 2019 - May 2020: Striving Readers Grant teacher training for ELA teachers October 2019, December 2020, January 2020, and March 2020 training by Dr. McKnight for ELA teachers on Literacy and Learning Centers May 2020: MCAP Assessment
Monitoring Procedure:	<ul style="list-style-type: none"> September 2019 - June 2020: Special Education staff weekly data collection on students goal areas September 2019, October 2019, January 2020, May 2020: Reading Inventory and/or Phonics Inventory to monitor growth for intervention groups September 2019 - June 2020: Special Education monthly student growth review September 2019, January 2020, May 2020: Reading Inventory for students not in intervention groups September 2019 - June 2020: ongoing formative assessments by ELA teachers for Tier I, and for READ180 and System 44 Intervention weekly review of student progress Benchmarks: November 2019 - Group 1, February 2020 - Group 3, March 2020 Group 5 MCAP 2020

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

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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Use acronyms, graphic organizers or templates to organize information ● Use Interactive Notebooks in ELA Grade 6 and 7 ● Teaching through the use of literacy centers providing various means of representing information as well as small group direct instruction ● Multiple sources of literary and informational text with adapted material or Lexiled text including the textbook series, CommonLit, NewsELA, TweenTribune, etc. ● Audio is available for textbook series as well as online texts
<p><i>Means for Expressions:</i> <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> <ul style="list-style-type: none"> ● Students working in literacy centers can demonstrate their knowledge through varied means including written responses, storyboards, paint chips, discussion and oral responses to collaborative group members, etc ● Writing prompts can be scaffolded and include sentence starters. ● Providing students with rubrics in the form of checklists to have them self-assess their responses to assure they have included all the required elements. ● Utilize technology including Google Classroom and Google doc for students to submit drafts, receive evaluative comments, and resubmit final drafts
<p><i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Provide opportunities for small group activities through literacy centers. Students will have choices, engage in shorter activities, work collaboratively, be involved in movement and gamelike centers, as well as direct instruction. ● Use technology and computer activities to engage students ● Provide activities to give students immediate feedback as well as students monitoring their progress ● Utilize current and engaging high-interest topics and resources with activities that students can connect to their lives. For example: the 8th grade debate unit.

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.

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

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

TABLE 16a MATH Grade 6	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Level 4 or 5 %
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	183	59	32%	55	30%	69	38%	189	89	47%	37	20%	63	33%	197	81	41%	60	30%	56	28%	-5%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							≤10							n/a							
Black or African American	14	5	36%	6	43%	3	21%	≤10							11	10	91%	1	9%	0	0%	
Hispanic/Latino of any race	≤10							≤10							≤10							
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	151	46	31%	43	29%	62	41%	162	73	45%	33	20%	56	35%	168	62	37%	52	31%	54	32%	-3%
Two or more races	15	8	53%	4	27%	3	20%	12	7	58%	1	8%	4	33%	16	8	50%	6	38%	2	13%	-20%
Special Education	27	18	67%	5	19%	4	15%	32	28	88%	2	6%	2	6%	29	24	83%	4	14%	1	3%	-3%

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Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	110	45	41%	36	33%	29	26%	112	70	63%	20	18%	22	20%	120	61	51%	38	32%	21	18%	-2%
Female	93	26	28%	32	34%	35	38%	83	35	42%	18	22%	30	36%	93	33	35%	27	29%	33	35%	-1%
Male	90	33	37%	23	26%	34	38%	106	54	51%	19	18%	33	31%	104	48	46%	33	32%	23	22%	-9%

TABLE 16b MATH Grade 7	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Level 4 or 5 %
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	184	63	34%	70	38%	51	28%	171	47	27%	43	25%	81	47%	185	76	41%	47	25%	62	34%	-13%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							n/a							n/a							
Black or African American	11	6	55%	1	9%	4	36%	11	4	36%	5	45%	2	18%	11	6	55%	4	36%	1	9%	-9%
Hispanic/Latino of any race	≤10							≤10							≤10							
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	158	53	34%	63	40%	42	27%	144	37	26%	34	24%	73	51%	162	64	40%	40	25%	58	36%	-15%

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Two or more races	14	4	29%	5	36%	5	36%	12	5	42%	2	17%	5	42%	≤10							
Special Education	33	25	76%	8	24%	0	0%	19	13	68%	3	16%	3	16%	26	20	77%	4	15%	2	8%	-8%
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	119	50	42%	42	35%	27	23%	102	37	36%	27	27%	38	37%	95	53	56%	27	28%	15	16%	-21%
Female	89	24	27%	38	43%	27	30%	84	24	29%	17	20%	43	51%	87	34	39%	24	28%	29	33%	-18%
Male	95	39	41%	32	34%	24	25%	87	23	26%	26	30%	38	44%	98	42	43%	23	23%	33	34%	-10%

TABLE 16c MATH Grade 8	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Level 4 or 5 %
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	119	49	41%	28	24%	42	35%	103	77	75%	20	19%	6	6%	86	72	84%	12	14%	2	2%	-4%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							n/a							n/a							
Black or African American	≤10							≤10							≤10							
Hispanic/Latino of any race	≤10							≤10							≤10							
Native Hawaiian or Other Pacific Islander	n/a							n/a														

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White	102	42	41%	24	24%	36	35%	90	67	74%	18	20%	5	6%	68	55	81%	12	18%	1	1%	-5%
Two or more races	≤10							≤10							≤10							
Special Education	27	25	93%	2	7%	0	0%	30	28	93%	1	3%	1	3%	18	17	94%	1	6%	0	0%	-3%
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	78	39	50%	19	24%	20	26%	73	58	79%	12	16%	3	4%	62	52	84%	9	15%	1	2%	-2%
Female	50	20	40%	11	22%	19	38%	46	31	67%	12	26%	3	7%	38	30	79%	6	16%	2	5%	-2%
Male	69	29	42%	17	25%	23	33%	57	46	81%	8	14%	3	5%	48	42	88%	6	13%	0	0%	-5%

TABLE 16d MATH ALGEBRA I	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Level 4 or 5 %
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	62	0	0%	3	5%	59	95%	81	3	4%	11	14%	67	83%	82	0	0%	3	4%	79	96%	+13%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	≤10							n/a							n/a							
Black or African American	≤10							≤10							≤10							
Hispanic/Latino of any race	n/a							≤10							≤10							

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Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	56	0	0%	3	5%	53	95%	67	3	4%	8	12%	56	84%	73	0	0%	3	4%	70	96%	+12%
Two or more races	≤10							≤10							≤10							
Special Education	≤10							≤10							n/a							
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	19	0	0%	2	11%	17	90%	40	2	5%	4	10%	34	85%	36	0	0%	1	3%	35	97%	+12%
Female	32	0	0%	2	6%	30	94%	38	0	0%	4	11%	34	89%	43	0	0%	3	7%	40	93%	+4%
Male	30	0	0%	1	3%	29	97%	43	3	7%	7	16%	33	77%	39	0	0%	0	0%	39	100%	+23%

Table 17: Cohort Growth (Middle Cohort 2024 Only)			
Percent Proficient	Grade 6 2017-2018	Grade 7 2018-2019	Growth from Grade 6 (2018) to Grade 7 (2019)
All Students	33%	34%	+1%
Economically Disadvantaged	20%	16%	-4%
Special Education	6%	8%	+2%
Male	31%	34%	+3%
Female	36%	33%	-3%

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Table 18: Cohort Growth (Middle Cohort 2023 ONLY)					
Percent Proficient	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 7 (2018) to Grade 8 (2019)	Growth from Grade 6 (2017) to Grade 8 (2019)
All Students	38%	47%	48%	+1%	+10%
Economically Disadvantaged	26%	37%	37%	0%	+11%
Special Education	15%	16%	0%	-16%	-15%
Male	38%	44%	45%	+1%	+17%
Female	38%	51%	52%	+1%	+14%

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

- Describe changes in last year's focus areas.

2018-2019 Goals	Long Term Goal: To prepare 100% of students to be college and career ready by graduation.						
	The data in the tables below show the proficiency rates for Middle Cohort 2023 and Middle Cohort 2024. Results are based on the 2017 PARCC, 2018 PARCC and 2019 MCAP assessments.						
	Middle Cohort 2023				Middle Cohort 2024		
		2017 PARCC	2018 PARCC	2019 MCAP		2018 PARCC	2019 MCAP
	Percent	38%	47%	48%	Percent	33%	34%

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Proficient				Proficient		
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Middle Cohort 2023 students demonstrated a 10% increase in proficiency during their three years in middle school, from 2017 to 2019. Middle Cohort 2024 students demonstrated a 1% increase in proficiency during their first two years in middle school, from 2018 to 2019.

Thus, there is an increase in college and career readiness for students as they attend Washington Middle School.

Short Term Goal: To reduce the gap for FARMS and Special Education subgroups.

FARMS

The data in the tables below show the proficiency rates for FARMS students compared to non-FARMS students in Grades 6, 7 and 8. Results are based on the 2018 PARCC and 2019 MCAP assessments.

Grade 6		
FARMS	2018 PARCC	2019 MCAP
No	53%	45%
Yes	20%	18%
Gap	33%	27%

Grade 7		
FARMS	2018 PARCC	2019 MCAP
No	62%	52%
Yes	37%	16%
Gap	25%	36%

Grade 8		
FARMS	2018 PARCC	2019 MCAP
No	51%	64%
Yes	33%	37%
Gap	18%	27%

Grade 6 FARMS students demonstrated a 6% decrease in the achievement gap. Grade 7 FARMS students demonstrated an 11% increase in the achievement gap. Grade 8 (combined Math 8 and Algebra I) FARMS students demonstrated a 9% increase in the achievement gap. It should be noted that overall proficiency rates for all students decreased from 2018 to 2019, with the exception of Grade 8. Thus, any decrease in the achievement gap for FARMS students could be a result of a decrease in overall proficiency.

The data in the tables below show the Middle Cohort 2023 and Middle Cohort 2024 proficiency rates for FARMS students compared to non-FARMS students. Results are based on the 2017 PARCC, 2018 PARCC and 2019

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MCAP assessments.

Middle Cohort 2023			
FARMS	2017 PARCC	2018 PARCC	2019 MCAP
No	55%	62%	64%
Yes	26%	37%	37%
Gap	29%	25%	27%

Middle Cohort 2024		
FARMS	2018 PARCC	2019 MCAP
No	53%	52%
Yes	20%	16%
Gap	33%	36%

Middle Cohort 2023 FARMS students demonstrated a 2% decrease in the achievement gap during their three years in middle school, from 2017 to 2019. Middle Cohort 2024 FARMS students demonstrated a 3% increase in the achievement gap during their first two years in middle school, from 2018 to 2019.

Considering the school as a whole, there have been gains and losses in achievement for the FARMS subgroup. Thus, closing the achievement gap for FARMS students must continue to remain a goal for school improvement.

Special Education

The data in the tables below show the proficiency rates for special education students compared to non-special education students for Grades 6,7, and 8. Results are based on the 2018 PARCC and 2019 MCAP assessments.

Grade 6		
Special Ed.	2018 PARCC	2019 MCAP
No	39%	33%
Yes	6%	3%

Grade 7		
Special Ed.	2018 PARCC	2019 MCAP
No	51%	38%
Yes	16%	8%

Grade 8		
Special Ed.	2018 PARCC	2019 MCAP
No	47%	54%
Yes	3%	0%

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	Gap	33%	30%		Gap	35%	30%		Gap	44%	54%																																			
	<p>Grade 6 special education students demonstrated a 3% decrease in the achievement gap. Grade 7 special education students demonstrated a 5% decrease in the achievement gap. Grade 8 (combined Math 8 and Algebra I) special education students demonstrated a 10% increase in the achievement gap. It should be noted that overall proficiency rates for all students decreased from 2018 to 2019, with the exception of Grade 8. Thus, any decrease in the achievement gap for special education students could be a result of a decrease in overall proficiency.</p> <p>The data in the tables below show the Middle Cohort 2023 and Middle Cohort 2024 proficiency rates for special education students compared to non-special education students. Results are based on the 2017 PARCC, 2018 PARCC and 2019 MCAP assessments.</p> <table><tr><th colspan="4">Middle Cohort 2023</th></tr><tr><th>Special Ed.</th><th>2017 PARCC</th><th>2018 PARCC</th><th>2019 MCAP</th></tr><tr><td>No</td><td>42%</td><td>51%</td><td>54%</td></tr><tr><td>Yes</td><td>15%</td><td>16%</td><td>0%</td></tr><tr><td>Gap</td><td>27%</td><td>35%</td><td>54%</td></tr></table> <table><tr><th colspan="3">Middle Cohort 2024</th></tr><tr><th>Special Ed.</th><th>2018 PARCC</th><th>2019 MCAP</th></tr><tr><td>No</td><td>39%</td><td>38%</td></tr><tr><td>Yes</td><td>6%</td><td>8%</td></tr><tr><td>Gap</td><td>33%</td><td>30%</td></tr></table> <p>Middle Cohort 2023 special education students demonstrated a 27% increase in the achievement gap during their three years in middle school, from 2017 to 2019. Middle Cohort 2024 special education students demonstrated a 3% decrease in the achievement gap during their first two years in middle school, from 2018 to 2019.</p> <p>Considering the school as a whole, there have been gains and losses in achievement for the special education subgroup. Thus, closing the achievement gap for special education students must continue to remain a goal for school improvement.</p>											Middle Cohort 2023				Special Ed.	2017 PARCC	2018 PARCC	2019 MCAP	No	42%	51%	54%	Yes	15%	16%	0%	Gap	27%	35%	54%	Middle Cohort 2024			Special Ed.	2018 PARCC	2019 MCAP	No	39%	38%	Yes	6%	8%	Gap	33%	30%
Middle Cohort 2023																																														
Special Ed.	2017 PARCC	2018 PARCC	2019 MCAP																																											
No	42%	51%	54%																																											
Yes	15%	16%	0%																																											
Gap	27%	35%	54%																																											
Middle Cohort 2024																																														
Special Ed.	2018 PARCC	2019 MCAP																																												
No	39%	38%																																												
Yes	6%	8%																																												
Gap	33%	30%																																												
Focus Area 1	<p>Modeling & Reasoning</p> <p>Multiple standards across all grade levels - Modeling & Reasoning on grade-level (OGL) and using securely held</p>																																													

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knowledge (SHK)

Grade 6

2018 PARCC		
School: 22%	District: 23%	State: 22%
Comparison:	-1%	0%

2019 MCAP		
School: 17%	District: 22%	State: 23%
Comparison:	-5%	-6%

Grade 7

2018 PARCC		
School: 30%	District: 30%	State: 24%
Comparison:	0%	+6%

2019 MCAP		
School: 24%	District: 27%	State: 20%
Comparison:	-3%	+4%

Grade 8 (Math 8 only)

2018 PARCC		
School: 7%	District: 9%	State: 11%
Comparison:	-2%	-4%

2019 MCAP		
School: 3%	District: 6%	State: 7%
Comparison:	-3%	-4%

Grade 8 (Algebra I only)

2018 PARCC		
School: 20%	District: 13%	State: 13%

2019 MCAP		
School: 21%	District: 13%	State: 11%

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	Comparison:	+7%	+7%	Comparison:	+8%	+10%
	Historically, students across all grade levels have demonstrated poor performance on modeling and reasoning questions. Although the gaps in performance as compared to district and state remain relatively small, the school's overall performance on modeling and reasoning questions decreased from 2018 to 2019 (with the exception of Algebra I). This will remain a focus area for the 2019-2020 school year.					
Focus Area 2	Grade 6 Expressions & Equations					
	6.EE.C.9 - Represent and analyze quantitative relationships between dependent and independent variables.					
	2018 PARCC			2019 MCAP		
	School: 36%	District: 40%	State: 41%	School: 30%	District: 34%	State: 34%
	Comparison:	-4%	-5%	Comparison:	-4%	-4%
	The school still demonstrates a gap in the proficiency of this standard, as compared to the performance within the district and state. Further, performance on this standard decreased by 6% from 2018 to 2019. This will remain a focus area for the 2019-2020 school year.					
	Focus Area 2 will expand to include Grade 8 Expressions and Equations standards, based on poor performance on the 2019 MCAP as shown below.					
	8.EE.A.1,2,3,4 - Expressions and equations work with radicals and integer exponents.					
	2019 MCAP					
	School: 24%	District: 30%	State: 27%			
	Comparison:	-6%	-3%			
	8.EE.B.5,6 - Understand the connections between proportional relationships, lines, and linear equations.					

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	<table><tr><td colspan="3">2019 MCAP</td></tr><tr><td>School: 30%</td><td>District: 37%</td><td>State: 38%</td></tr><tr><td>Comparison:</td><td>-7%</td><td>-8%</td></tr></table> <p>8.EE.C.7,8 - Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <table><tr><td colspan="3">2019 MCAP</td></tr><tr><td>School: 19%</td><td>District: 26%</td><td>State: 24%</td></tr><tr><td>Comparison:</td><td>-7%</td><td>-5%</td></tr></table>	2019 MCAP			School: 30%	District: 37%	State: 38%	Comparison:	-7%	-8%	2019 MCAP			School: 19%	District: 26%	State: 24%	Comparison:	-7%	-5%
2019 MCAP																			
School: 30%	District: 37%	State: 38%																	
Comparison:	-7%	-8%																	
2019 MCAP																			
School: 19%	District: 26%	State: 24%																	
Comparison:	-7%	-5%																	
Focus Area 3	<p>Geometry (Grade 8)</p> <p>8.G.A.1,2,3,4,5 - Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <table><tr><td colspan="3">2018 PARCC</td></tr><tr><td>School: 29%</td><td>District: 37%</td><td>State: 39%</td></tr><tr><td>Comparison:</td><td>-8%</td><td>-10%</td></tr></table> <table><tr><td colspan="3">2019 MCAP</td></tr><tr><td>School: 23%</td><td>District: 33%</td><td>State: 33%</td></tr><tr><td>Comparison:</td><td>-10%</td><td>-10%</td></tr></table> <p>The school still demonstrates a gap in the proficiency of these standards, as compared to the performance within the district and state. Further, performance on these standards decreased by 6% from 2018 to 2019. This will remain a focus for the 2019-2020 school year.</p>	2018 PARCC			School: 29%	District: 37%	State: 39%	Comparison:	-8%	-10%	2019 MCAP			School: 23%	District: 33%	State: 33%	Comparison:	-10%	-10%
2018 PARCC																			
School: 29%	District: 37%	State: 39%																	
Comparison:	-8%	-10%																	
2019 MCAP																			
School: 23%	District: 33%	State: 33%																	
Comparison:	-10%	-10%																	

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3.

FOCUS AREA 1:	Modeling & Reasoning (Grades 6-8)
Focus Area Goal	Students will demonstrate increased performance on modeling and reasoning standards on the 2020 MCAP assessment.
Root Cause(s):	Student exposure and practice with these question types is minimal.
Focus Content Standard(s):	Multiple standards across all grade levels - Modeling & Reasoning on grade-level (OGL) and using securely held knowledge (SHK)
Barriers:	The amount of curriculum that students need to learn within the school year often limits the depth to which content is taught. Modeling and reasoning questions require a deeper level of understanding in order to answer correctly. Further, class periods this year have been reduced from 76 minutes to 60 minutes.
Needed Resources:	More student computers
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • The new <i>Big Ideas</i> math textbooks and workbooks will allow students to practice these question types. • <i>School21</i> is an online mathematics curriculum that will provide supplemental practice with these question types. • Co-Curricular math lessons will provide even more practice with these question types. • PARCC released items will be used to familiarize students with more difficult questions, and will be accessed through the NJSLA Mathematics Evidence Statements spreadsheet. • <i>Math180</i> will be used as a Tier II intervention for grades 6 and 7. • <i>Do the Math Now</i> will be used as a Tier II intervention for grade 6. • Tutoring is available for students during Co-Curricular based on teacher recommendation.
How will it be funded?	School-level funding District-level math department funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students August 2019 through June 2020 - Tier II support available for selected students during Co-Curricular September 2019 through May 2020 - Daily Co-Curricular Math Lessons, including Final Answer Friday April & May 2020 - Review for MCAP (incorporate PARCC released items)
Monitoring Procedure:	November 2019, February 2020, May 2020 (tentative) - District Math Benchmarks May 2020 - MCAP Assessment
FOCUS AREA 2:	Expressions & Equations (Grades 6 & 8)

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Focus Area Goal	Students in Grades 6 and 8 will demonstrate increased performance on expressions and equations standards on the 2020 MCAP assessment.
Root Cause(s):	Grade 6 - Relationships between dependent and independent variables need tied to the later unit on ratios and proportions through spiral review. Grade 8 - Solving expressions and equations problems correctly requires proficiency with integer operations.
Focus Content Standard(s):	6.EE.C.9 - Represent and analyze quantitative relationships between dependent and independent variables. 8.EE.A.1,2,3,4 - Expressions and equations work with radicals and integer exponents. 8.EE.B.5,6 - Understand the connections between proportional relationships, lines, and linear equations. 8.EE.C.7,8 - Analyze and solve linear equations and pairs of simultaneous linear equations.
Barriers:	Grade 6 - Linear equations are a new idea for 6th graders that can be very abstract for some students. Grade 8 - Most students in traditional Math 8 classes (non-Algebra 1 students), lack proficiency with integer operations. Grades 6 & 8 - Class periods this year have been reduced from 76 minutes to 60 minutes.
Needed Resources:	An evidence-based Tier II support system for 8th grade
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • The new <i>Big Ideas</i> math textbooks and workbooks will allow students to practice these question types. • <i>School21</i> is an online mathematics curriculum that will provide supplemental practice with these question types. • Co-Curricular math lessons will provide even more practice with these question types. • PARCC released items will be used to familiarize students with more difficult questions, and will be accessed through the NJSLA Mathematics Evidence Statements spreadsheet. • <i>Math180</i> will be used as a Tier II intervention for grade 6. • <i>Do the Math Now</i> will be used as a Tier II intervention for grade 6. • Tutoring is available for students during Co-Curricular based on teacher recommendation.
How will it be funded?	School-level funding District-level math department funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students August 2019 through June 2020 - Tier II support available for selected students during Co-Curricular September 2019 through May 2020 - Daily Co-Curricular Math Lessons, including Final Answer Friday April & May 2020 - Review for MCAP (incorporate PARCC released items)
Monitoring Procedure:	November 2019, February 2020, May 2020 (tentative) - District Math Benchmarks May 2020 - MCAP Assessment

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FOCUS AREA 3:	Geometry (Grade 8)
Focus Area Goal	Students in Grade 8 will demonstrate increased performance on geometry standards on the 2020 MCAP assessment.
Root Cause(s):	Students need more practice completing transformations problems using technology.
Focus Content Standard(s):	8.G.A.1,2,3,4,5 - Understand congruence and similarity using physical models, transparencies, or geometry software.
Barriers:	Transformations are typically taught using pencil and paper instructional strategies. Practice for these question types must shift towards using computers to complete the problems. Further, class periods this year have been reduced from 76 minutes to 60 minutes.
Needed Resources:	More student computers; An evidence-based Tier II support system for 8th grade
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • The new <i>Big Ideas</i> math textbooks and workbooks will allow students to practice these question types. • <i>School21</i> is an online mathematics curriculum that will provide supplemental practice with these question types. • Co-Curricular math lessons will provide even more practice with these question types. • PARCC released items will be used to familiarize students with more difficult questions, and will be accessed through the NJSLA Mathematics Evidence Statements spreadsheet. • Tutoring is available for students during Co-Curricular based on teacher recommendation.
How will it be funded?	School-level funding District-level math department funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students August 2019 through June 2020 - Tier II support available for selected students during Co-Curricular September 2019 through May 2020 - Daily Co-Curricular Math Lessons, including Final Answer Friday April & May 2020 - Review for MCAP (incorporate PARCC released items)
Monitoring Procedure:	November 2019, February 2020, May 2020 (tentative) - District Math Benchmarks May 2020 - MCAP Assessment

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Focused Instruction (teacher-led instruction) ● New <i>Big Ideas</i> math textbooks and workbooks ● Digital Materials (such as videos) ● Online Math Platforms (<i>School21</i>, <i>Prodigy</i>) ● Audio Support (text-to-speech)
<i>Means for Expressions:</i> <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"> ● Verbal (informal checks for understanding) ● Paper/pencil responses ● Digital (online practice or assessments) ● Use of manipulatives
<i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Cooperative learning ● Relating math problems to student interests ● PBIS ● Math Department Rewards (Final Answer Friday/Other Challenges)

C. SCIENCE

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

TABLE 20 MISA Grade 8	2018	2019	2018 to 2019 change in prof. rate
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	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		Level 4 or 5 %
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	184	34	18%	110	60%	40	22%	170	48	28%	76	45%	46	27%	5%
American Indian or Alaska Native	n/a							n/a							
Asian	n/a							n/a							
Black or African American	11	4	36%	4	36%	3	27%	≤10							
Hispanic/Latino of any race	n/a							n/a							
Native Hawaiian or Other Pacific Islander	n/a							n/a							
White	158	27	17%	96	61%	35	22%	146	38	26%	64	44%	44	30%	8%
Two or more races	15	3	20%	10	67%	2	13%	15	6	40%	7	47%	2	13%	0%
Special Education	31	16	52%	15	48%	0	0%	21	12	57%	8	38%	1	5%	5%
Limited English Proficient (LEP)	n/a							n/a							
Free/Reduced Meals (FARMS)	112	27	24%	69	62%	16	14%	98	36	37%	44	45%	18	18%	4%
Female	85	13	15%	51	60%	21	25%	82	19	23%	38	46%	25	30%	5%
Male	99	21	21%	59	60%	19	19%	88	29	33%	38	43%	21	24%	5%

2018 and 2019 MISA Scores Comparison

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	Level 2	Level 3	Level 4 or 5
All Students	+10%	-15%	+5%
White	+9%	-17%	+8%
Two or more races	+20%	-20%	n/a
Special Education	+5%	-10%	+5%
FARMS	+7%	-17%	+4%
Female	+8%	-14%	+5%
Male	+12%	-17%	+5%

Overall, MISA scores show there were decreases in Level 3 scores where students were approaching proficiency. Some students grew and achieved proficiency with scores of fours or fives, where others did not show growth and their scores decreased to level two. Two specific areas of focus during the 2019-2020 school year are centered around Matter and its Interactions. Additionally, Molecules to Organisms will be another area of focus.

2.

FOCUS AREA 1:	Matter and its Interactions
Focus Area Goal	Students in Grade 8 will demonstrate increased performance on matter and its interactions standards on the 2020 MCAP assessment.
Root Cause(s):	The two year gap in the curriculum when chemistry is taught, and the lack of a comprehensive review before MCAP.
Focus Content Standard(s):	MS-PS1-2.1.a - Students will analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Barriers:	The design of the curriculum addresses chemistry in 6th grade and not again until 9th grade
Needed Resources:	Comprehensive MCAP science review, MCAP practice test, science interventions

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Strategies and/or evidence-based interventions:	Active Learning Lab Classrooms, GRRUDL, Discovery Techbooks, Legends of Learning, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs.
How will it be funded?	School level funding District science funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students March 2020 - Review for MCAP (incorporate MCAP released items)
Monitoring Procedure:	September 2019-March 2020 Formative and Summative Assessment results March 2020 - Science MCAP results

FOCUS AREA 2:	Molecules to Organisms: Structures and Processes
Focus Area Goal	Students in Grade 8 will demonstrate increased performance on matter and its interactions standards on the 2020 MCAP assessment.
Root Cause(s):	Components of this standard are taught during the fourth marking period after the test has been administered, and the lack of a comprehensive review before MCAP.
Focus Content Standard(s):	MS-LS1-5.2.a.11 - Students will construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
Barriers:	The delay in the curriculum from when the Science MCAP is administered and the standard is being taught.
Needed Resources:	Comprehensive MCAP science review, MCAP practice test, science interventions
Strategies and/or evidence-based interventions:	Active Learning Lab Classrooms, GRRUDL, Discovery Techbooks, Legends of Learning, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs.
How will it be funded?	School level funding District science funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students March 2020 - Review for MCAP (incorporate MCAP released items)
Monitoring Procedure:	September 2019-March 2020 Formative and Summative Assessment results March 2020 - Science MCAP results

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FOCUS AREA 3:	Molecules to Organisms: Structures and Processes
Focus Area Goal	Students will use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
Root Cause(s):	The two year gap in the curriculum when chemistry is taught, and the lack of a comprehensive review before MCAP.
Focus Content Standard(s):	MS-LS1-4.1.a - Students will use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
Barriers:	The one year gap in the curriculum when this standard is taught, and the lack of a comprehensive review before MCAP.
Needed Resources:	Comprehensive MCAP science review, MCAP practice test, science interventions
Strategies and/or evidence-based interventions:	Active Learning Lab Classrooms, GRRUDL, Discovery Techbooks, Legends of Learning, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs.
How will it be funded?	School level funding District science funding
Steps towards full implementation with timeline:	August 2019 through June 2020 - Tier I instruction for all students March 2020 - Review for MCAP (incorporate MCAP released items)
Monitoring Procedure:	September 2019-March 2020 Formative and Summative Assessment results March 2020 - Science MCAP results

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>Teachers are implementing the gradual release of responsibility to provide direct instruction, modeling, and scaffolding of supports. Teachers have access to text-to-speech for text. Students utilization of Active Learning Lab workstations Digital Materials (such as videos) and techbooks Hands on activities and experiments</p>
<p><i>Means for Expressions:</i> <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>Students utilization of Active Learning Lab workstations Students will use technology including Discovery Ed., Google applications, Gizmos and other technical equipment Oral discussion and written responses Variation in pace of work, length of work sessions Use prompts or scaffolds for visualizing desired outcome Differentiate the degree of difficulty or complexity within which core activities</p>
<p><i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <p>Provide tasks such as hands-on activities and lab exercises that encourage active participation Collaborate work like flexible grouping and partner activities Small and whole group activities and discussions Vary activities through the instructional block Provide activities to give learners immediate feedback Students monitor their progress Use technology and computer activities in the Active Learning Lab classrooms to engage students</p>

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IX.

X. MULTI-TIERED SYSTEM OF SUPPORT

PRIORITY: #1 Behavior Interventions with a Focus on Subgroups			
PRACTICE: Washington's school personnel use research-based interventions for students in Tier II and Tier III behavior supports focusing on students in subgroups.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Evaluating current Tier II and II behavior interventions Determine students in need of intervention 	Admin Counselors Pupil Services Team	August 2019 October 2019	<ul style="list-style-type: none"> Discuss and analyze the current program (used during the 2018-2019 school year) to determine if it meets the needs of the current cohort of students Determine the level of intervention needed for students to be successful in Tier I classes
INSTALLING			
<ul style="list-style-type: none"> Evaluate current Tier I, Tier II, and Tier III behavioral supports Match students needs with the best practice/ research-based interventions Add a behavioral support employee to the staff at Washington The behavioral support staff member will identify and evaluate researched-based 	Admin Behavior Support Staff School Psychologist Counselors PBIS Team Staff	October 2019 November 2019	<ul style="list-style-type: none"> Determine the barriers to improvement Determine the best practices to implement

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behavior interventions (ongoing)	Pupil Services Team		
IMPLEMENTING			
<ul style="list-style-type: none"> Develop best practices of instruction to meet the students' needs at Tier I, Tier II, and III levels Provide special development to the staff on topics related to behavioral needs The behavior support staff will collaborate with grade level teams to provide support and best practices Community based resources to assist in building awareness and educating teachers 	Admin Behavior Support Staff School Psychologist Counselors PBIS Team Community Resources Pupil Services Team	November 2019-Ongoing	<ul style="list-style-type: none"> Discuss the barriers and ways to overcome them Determine the success of the program Identify any necessary additional support
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Discuss and evaluate the Tier I, Tier II, and Tier III interventions from results of the universal screeners and discipline records 	Admin Behavior Support Staff Guidance PBIS Team Pupil Services Team	June 2020	<ul style="list-style-type: none"> Share the results with staff Plan needed changes to be implemented for the 2020-2021 school year
Notes- The behavior tiered interventions is multi-faceted and will be an ongoing practice which will need time to fully develop and be refined. It will take more than one year and will continue into the school year 2020-2021.			

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PRIORITY: #2 Tier II and Tier III Behavior Interventions with a Focus on Students with Disabilities Subgroup			
PRACTICE: Washington's school personnel use research-based interventions for students with special needs in Tier II and Tier III behavioral supports.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Evaluating the current Tier II and Tier III interventions appropriateness for students with special needs Through utilizing a universal screener, IEPs, and BIPs, determine students in need of intervention Determine the academic needs of the students to be successful in the classroom 	Admin Counselors Special Educators SEF Pupil Services Team	August 2019 October 2019	<ul style="list-style-type: none"> Discuss and analyze current program (used during the 2018-2019 school year) to determine if it meets the needs of students with disabilities. Identify from students' IEPs and observations of the needs of students in their academic classes to prevent behaviors due to academic frustration.
INSTALLING			
<ul style="list-style-type: none"> Evaluate the current Tier I, Tier II, and Tier III behavior and academic supports focusing on the students with disabilities Special Education staff will determine students' needs and receive training for the development of Specially Designed Instruction for both academic and behavioral supports Add a behavior support employee to the staff at Washington to collaborate with Special Education staff 	Admin Behavior Support Staff School Psychologist Counselors Special Education staff SEF Pupil Services Team	October 2019 November 2019	<ul style="list-style-type: none"> Determine the barriers to improvement Determine the best practices to implement Develop Specially Designed Instruction to meet individual student's needs
IMPLEMENTING			

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<ul style="list-style-type: none"> Develop best practices of instruction to meet students' needs at Tier I academic level and provide Tier II and Tier III academic interventions if needed Special Education staff work with students on Specially Designed Instruction and assess students' progress on their academic and behavioral goals. 	Admin Behavior Support Staff School Psychologist Counselors Special Education Staff Staff members Pupil Services Team	November 2019- Ongoing	<ul style="list-style-type: none"> Discuss the barriers and ways to overcome them Determine the students' growth on their goals Identify if additional support is needed
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Discuss and evaluate the Tier I, Tier II, and Tier III interventions from results of the universal screener, academic and behavioral IEP goals, and discipline records 	Admin Behavior Support Staff Special Education staff Pupil Services Team	June 2020	<ul style="list-style-type: none"> Share results with staff Plan needed changes to be implemented for the 2020-2021 school year
Notes- The behavior tiered interventions focusing on students with special needs subgroups is multi-faceted and will be an ongoing practice which will need time to fully develop and be refined. It will take more than one year and will continue into the school year 2020-2021.			

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

Washington Middle utilizes a PBIS' framework of a three tier system of behavior support. Tier I supports are embedded into the school day. Students follow the Commanders BE HERE! Go RED school wide rules, *Respect yourself and others*, *Exhibit responsibility*, and *Display a positive attitude*. Students earn school cash (Commanders Cash) for good deeds, attendance, academic achievement, and behavior achievement daily. Commanders

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Cash may be spent on nine week rewards, school based drawings, and other incentives. The PBIS team and guidance also provide/teach monthly character lessons. The school has an established student recognition program. Each semester students are recognized for attendance, DARE, community award, Character Counts, behavior achievement, and academic achievements. Students are also recognized through a Rising and Shining Stars ceremony each fall and spring. Students are often recognized on the morning announcements by administration for positive deeds.

Using Aspen discipline data from the 2018-19 school year, students with 9 or more documented referrals were targeted for the start of the 2019-20 school year as Tier II students. Individual meetings were scheduled for parents and students to discuss grades, attendance, and behaviors from the previous school year and determine a plan to increase the student's success for the upcoming year. Outcomes from the meetings included a variety of interventions, such as Check-In/Check out, weekly sessions with the guidance counselor, referrals to mental health counseling, all with the intent to improve student success. These identified students and any additional students whose behavior warrants attention will be monitored and monthly meetings held to discuss interventions in place, determine if the intervention is appropriate and/or if additional supports are required. Students who require additional support, would be considered Tier III intervention recipients. These students would continue to have monthly meetings to discuss progress, but additional supports, such as an Integrated Support Plan, Behavior Contracts, or other interventions would be further implemented to improve success.

Another tool used during the 2019-20 school year to identify students who may require additional supports is the Student Risk Screening Scale (SRSS). Using the data from the screening tool, staff will be able to identify students who are exhibiting internalizing and externalizing behaviors that may be impacting success. Once students are identified as moderate or high risk, staff can determine appropriate Tier II or Tier III Interventions for the students.

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

Check in/Check Out System is used for struggling students. A staff member is assigned to the student and each day, the staff member meets with the student in the morning and the end of the day to encourage the student and take the opportunity to discuss any issues relating to grades, attendance or behavior. Throughout the day, there is a form that the student has the teacher sign off on each period, work completion, behavior and interactions with the teacher and peers. Additionally, a parent component is included in this intervention. Each evening the form is sent home for parent review and signature. The form is then returned to school the next morning.

Social Skills Instruction/School counseling is used for students who have a special area of need relating to peer interaction or interactions with staff. The guidance counselor meets with the student(s) weekly to discuss the area of need.

The addition of a behavior support specialist will be utilized throughout the process to assist both the team and the students in improved behavioral outcomes.

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The Student Risk Screening Scale (SRSS) will be utilized for the second year to identify students who may require additional supports. A change in the second year is the assignment of the staff person completing the survey. During the first year, data was submitted by the homeroom teacher. This year the English/Language Arts teacher will enter the answers to the survey. The staff felt that the ELA teachers had more familiarity with the students than the homeroom teachers that only spent time with the students a few minutes of the day.. Using the data from the screening tool, staff will be able to identify students who are exhibiting internalizing and externalizing behaviors that may be impacting success. Once students are identified as moderate or high risk, staff can determine appropriate Tier II or Tier III Interventions for the students.

Parent Conferences are scheduled as needed to meet with the parents of students who are struggling with behaviors. During these conferences, we discuss the behaviors, grades and attendance. At this time, the parents and the child have an opportunity to share information regarding what may be occurring at home. At the conclusion of the conference, there is a plan to implement to help the student be more successful.

Restorative Practices are implemented to help resolve conflict between students and peers or staff members.

XII. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

All stakeholders are welcome at Washington Middle School (WMS) and encouraged to share their ideas, concerns, and talents. The administration and staff at WMS keep parents and community members involved via Aspen, Phone Messenger, Parent Conference days, PTO meetings, school website, school marquee, and monthly calendars that are sent home. Parents volunteer various hours and skills each month chaperoning dances, assisting with musicals and concerts, helping teachers inside and outside of the classrooms, organizing school fundraisers, recognizing student achievement, and demonstrating appreciation for our staff. Activities that our PTO and other stakeholders assist with include our school's Secret Santa program where approximately 150 students receive gifts for Christmas, Character Counts education and monthly awards, and Rising and Shining Stars breakfast and awards ceremonies each semester. Additional activities include hosting Spirit Nights, participating in "Dragons on the Lake", assisting with PBIS reward activities, Student Council events, school carnival, Field Day, portfolio presentations, Veteran's Day events, and 8th grade Farewell activities. WMS students and stakeholders have donated time, money, and other resources to community charities such as the Union

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Rescue Mission, the Salvation Army, Allegany County Animal Shelter, YMCA, Holding Hands for Haley Foundation, WMS Secret Santa Program, the American Heart Association, the American Cancer Society, the United Way, as well as to other school and community members who have immediate needs.

Parent Advisory Committee 2019-2020

Name	Position
Kendra Kenney	Principal
Tonya Detrick-Grove	Assistant Principal
Scott Bauer	Interim Assistant Principal
Charissa Bishop	Parent/PTO Chair/PAC
Theresa Brown	Parent
Dione Troub	Parent
Alice McCullough	Parent
Lori Fleegle	Parent
Amanda Davis	Teacher
Tacie Heavner	Teacher
Chris Fraley	School Resource Officer

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Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

PARENT INVOLVEMENT PLAN

Expectations

Washington Middle School recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	PTO Meetings Conferences	Monthly	Administration

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<p>II. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	<p>PTO Meetings</p> <p>MSDE Website/MD Report Card</p> <p>Parent Conferences</p> <p>PTO Meetings</p> <p>Conferences - in-person or via phone</p> <p>School website</p> <p>Emails/Handouts</p> <p>Phone, email, or in-person conversations</p> <p>PTO Meetings</p> <p>Parent Volunteer</p> <p>Parent Conference Day</p>	<p>Monthly</p> <p>Monthly or as requested</p> <p>Each semester or As needed</p> <p>Monthly or As needed</p> <p>Monthly or As needed</p>	<p>Administration</p> <p>School Counselors</p> <p>Special Ed. Facilitator</p> <p>Administration</p> <p>School Counselors</p> <p>Special Ed. Facilitator</p> <p>Administration</p> <p>Administration</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?

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III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	PTO Meetings SIT Meetings	Each semester	Administration
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	SIT Meetings	Each semester	Administration

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

1. **Invitations to Parent Conference Day - each semester**
2. **Parent volunteer survey - September 2019**
3. **Discussion of 5 block schedule - September 2019 and as needed**

XIII. Professional Community for Teachers and Staff- Standard 7

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

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Adverse Childhood Experiences/Trauma in Childhood	November 2019	All Staff	Improved relationships throughout the building which will hopefully improve work habits and grades	Deeper understanding of what some of our students and staff experience & how it affects them	Observation & grade and discipline referral analysis
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
MCAP Data Analysis	Each semester	Content Area Teachers	Improved assessment scores	Awareness of scores and areas of strengths and needs	Analysis of MCAP scores

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XIV. Management Plan

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

The plans will be shared with faculty and staff during School Improvement Team meetings and grade level team meetings in November, and revisited in January, March, and June.

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

The SIP will be shared with parents at a scheduled PTO meeting in January 2020. Invitations to the meeting will be handled through the school calendars that are sent home, and notification will be placed on the school's marquee and school's website. The plan will be posted on the ACPS website with a link to the Washington Middle School website. Updates will be shared via meetings throughout the year.

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

Washington Middle School uses a Team Leader model in place of the Action Team framework. Administration and School Improvement Specialists will work with grade level team leaders and content area teachers to create, implement, communicate, monitor, and modify the plan. The administration meets with team leaders and teams on a weekly basis. School Improvement Specialist, team leaders, PBIS members, Conflict Resolution members, and the SIT will meet with administration on a monthly basis. School Improvement Specialists and team leaders also supervise the teacher mentoring program for new staff members. They provide guidance for new staff unfamiliar with school improvement plans, and they help them by ensuring that strategies and activities indicated in the plan are implemented in

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classrooms.

4. How will administration monitor the plan?

School administrators will monitor the plan at monthly administrative meetings

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

The LEA will provide oversight to address the specific needs of the students in the areas where Washington Middle didn't show adequate achievement. The LEA will assist Washington Middle in the development of a comprehensive plan that includes strategies to address the curriculum, instruction, assessment, professional development, leadership, structure, and school climate/culture. The LEA will work with the SIS and administration to answer questions and concerns related to data, demographic information, and state requirements. The Central Office will provide staff development to enable the monitoring and assessing of the SIP through the Aspen system. Dr. George Brown, Supervisor of Professional Development and LEA support, will provide professional development support to the school during the implementation and evaluation phases of the plan. The LEA will insure that the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals.

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

Name (Print and Sign)	Affiliation/Title
Kendra Kenney	Principal
Tonya Detrick-Grove	Assistant Principal
Scott Bauer	Interim Assistant Principal
Shawnee McElfish	Counselor

**Allegany County Public Schools
2019-2020 School Improvement Plan**

Autumn Livengood	Counselor
Chris Fraley	School Resource Officer
Josh Wilson	Math Specialist
Mary Anne Gilles	ELA Specialist
Beth Harper	Teacher
Susie Thomas	Teacher
Jeff Sturtz	Teacher
Jennifer Knotts	Teacher
Julie Kostovick	Teacher
Linda Shields	Teacher
Brian Raines	Teacher
Scott VanVlack	Teacher
Charissa Bishop	PTO Chairperson