Allegany County Public Schools
2019-2020 School Improvement Plan

School: Westmar MIddle School **Principal: Lora Puffenberger**

Allegany County Public Schools
2019-2020 School Improvement Plan

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Every student will have access to the CCRS standards through high quality instruction aligned with the standards every day. All teachers are prepared and receive the support needed to implement the standards into classrooms so students are college and career ready.

Vision

Our educational vision is to promote in our students the ability to think critically, solve problems, work in teams, use technology, be self-directed, and to demonstrate good citizenship and community service. We are committed to developing a "College & Career Ready Culture" at Westmar to support each student's dreams and future goals.

Core Values

W	Wellness as a means to enhance individual's self-image as well as intellectual, social, physical, and emotional growth
I	Individualizing educational experiences that remove barriers to students' success and promote independence
L	Lifelong learning and professional growth as the basis for outstanding instruction and positive outcomes in student learning
D	Diversity as our strength and means of promoting civility and appreciation for existing differences in our learning community
C	Creating and maintaining a culture of excellence
A	Academic programs focusing on problem solving, critical thinking, instructional technology, and innovation
T	Trust, respect, and acceptance of responsibility for actions as the foundation for character development in a democratic society

S	Shared responsibility for fostering a positive and productive school environment

B. Culture, Climate, and Inclusive Community

At Westmar Middle School we believe in the potential of each child and provide a learner-centered environment fostering academic excellence and creativity. As we guide our young people toward independence, a philosophy of hard work, responsible behavior, and persistence is promoted. We offer opportunities to enhance the growth and development of both mind and character, and encourage students to make positive choices in their lives.

Our learning community maintains a focus on the continuous enhancement of teaching for all members of the community. Teachers plan lessons matched to the learning styles of students to engage them in the learning process. In professional learning teams, teachers remain accountable for individual students. However, they also take responsibility collectively for improving instructional practices to achieve gains in learning for all students. Professional learning is student centered and occurs by analyzing the differences between what students are capable of achieving and actual student performance.

The rules and expectations at Westmar Middle School are centered on two basic principles: our obligation to provide a safe, orderly environment and common courtesy. These rules affect academic and social success in school, so it is critical that each student and parent/guardian be familiar with them. It is our responsibility to restrict behaviors interfering with teaching and learning. Students are taught how to take responsibility for poor decisions.

School Motto – *ROAR to Excellence*

The motto suggests each of us must take responsibility for improving ourselves. No matter what we face in life, we have control over our thoughts and actions. We must learn not to blame other people or circumstances for the situation in which we find ourselves. **ROAR** means staying focused on the importance of **R**espect, **O**rganization, **A**chievement, and **R**esponsibility.

Westmar strives to provide a safe learning environment nurturing academic achievement and an atmosphere free of harassment. Both morning arrival and afternoon dismissal procedures are monitored by administrators and teachers. Teachers and administrators are visible during the day monitoring hallways, bathrooms, and cafeteria in addition to cameras located throughout the building. Radios are utilized to provide coverage within the building. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student safety in the event of an emergency. The fire drill in October is coordinated with the Goodwill Fire Company and includes a presentation by its volunteers. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed. A school safety team exists and meets quarterly.

The School Wellness team provides wellness activities during the school year. They coordinate a fall and spring activity for all staff focusing on healthy eating, physical activity, and stress reduction. Participation in the ACPS Healthy Challenges is promoted.

The Green School program includes aspects of wellness such as promoting physical activity by students and staff through the Spark program. Creating a healthy school environment is advocated through participation in our recycling programs for paper, plastics, and Trex recycling program for plastic film.

C. Staff Engagement Action Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	**Domain: Instructional Support** **Topic:** Instructional Feedback **Average Score:** 2.58
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve teaching
Strategies: Steps that will be taken in order to obtain the desired outcome.	● Biweekly Leadership meetings-review once a month walkthrough data ● Cohort leadership meetings that address co-teaching/co-planning to improve instruction ● Daily walkthroughs ● Utilize ASCD resources on teacher leadership and actionable feedback
Initiative leader and team: Who is responsible and involved in the work?	Administration Teachers School Improvement Specialists District Level Supervisors
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 administration to conduct uninterrupted observations/walkthroughs Time during Instructional Leadership meetings to analyze walkthrough data Purchase ASCD membership for administration

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Walkthrough Data TPE Data School survey completed in the spring-Data review
Timeline: Include dates for implementation of action steps.	Complete 2 walkthroughs- daily School survey completed in the spring-Data review
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	**Domain:** Safety **Topic:** Substance Abuse **Average Score:** 3.43
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent issues.
Strategies: Steps that will be taken in order to obtain the desired outcome.	● Formation of SIT Safety Team comprised of teacher leaders, school resource office, community representative, and student representative. ● Mandatory Restorative conferences for students disciplined for substance abuse violations ● Revised In-School Intervention procedures that provide education resources to students who violate substance abuse policy ● Scholastic Choices ● Advantage Press Positive Behavior Resource Packets ● Project Wisdom Lessons ● Restorative Practice training and implementation for staff ● DARE curriculum in 7th grade ● 8th Grade Vaping Curriculum- Model Smoking Prevention Program
Initiative leader and team: Who is responsible and involved in the work?	Administration Teachers School Counselor School Resource Officer Instructional Assistants District Level Leaders

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Restorative practice training for teachers and Instructional Assistants ● Schedule for monthly Safety team meetings ● Schedule for monthly PBIS meeting ● Purchase Scholastic Choices magazines ● Purchase Advantage Press Instructional Resources ● School Resource Officer to teach DARE ● Planning time for Health teachers to implement vaping curriculum
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● School survey results ● Discipline data ● Pre/Post Vaping survey in Health
Timeline: Include dates for implementation of action steps.	● School survey completed in the spring-Data review ● School Safety meetings-monthly ● Weekly Project Wisdom Lessons ● Student Reflection sheets-as assigned in RETEACH and ISI ● DARE- 2nd quarter all 7th grade ● Vaping Unit in 8th grade Health Classes-January

D. Student Engagement Action Plan

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	**Domain:** Safety **Topic:** Physical Safety **Average Score:** 1.00
Topic Description	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: Steps that will be taken in order to obtain desired outcome.	● Formation of SIT Safety Team comprised of teacher leaders, school resource office, community representative, and student representative. ● School Wide initiative for all staff to be present in the hallway between classes ● Assign staff to monitor the bathrooms between each bell and the stairwells at dismissal ● Mandatory Out of School Suspension restorative conferences ● Revised In-School Intervention procedures ➢ Scholastic Choices ➢ Advantage Press Positive Behavior Resource Packets ➢ Contracts ● PBIS- Revision to all Tiers- BIP ● Project Wisdom Lessons ● Building Security/Drills practiced

	• CPI training • Restorative Practice Training and implementation for staff
Initiative leader and team: Who is responsible and involved in the work?	Administration Teachers School Counselor School Resource Officer Instructional Assistants District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• CPI training • Restorative practice training for teachers and instructional assistants • Schedule for monthly Safety team meetings • Schedule for monthly PBIS meeting • Purchase Scholastic Choices magazines • Purchase Advantage Press Instructional Resources
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• School survey results • Discipline data
Timeline: Include dates for implementation of action steps.	• CPI training completed yearly • School survey completed in the spring-Data review • Weekly Project Wisdom Lessons • Student Reflection sheets-as assigned in RETEACH and ISI

Secondary Area of Need State the Domain, Topic, and Score	**Domain:** Safety **Topic:** Bullying **Average Score:** 1.66
Topic Description:	The bullying topic describes the degree to which students feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: Steps that will be taken in order to obtain the desired outcome.	● Complete Olweus Bullying Prevention training. ● Complete a student survey on bullying. ● Assign all students an advisor. ● Design advisory lessons on bullying using Project Wisdom. ● Educate parents of district policy during back to school night. ● Educate students of district policy during student orientation meetings. ● Make reporting forms readily available.
Initiative leader and team: Who is responsible and involved in the work?	Administration Teachers School Counselor

	Instructional Assistants District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Formation of SIT Safety Team comprised of teacher leaders, school resource office, community representative, and student representative. ● Training for staff on Olweus Bullying Prevention Program ➢ Funding for one sub (2 days) for teacher leader to attend training ➢ Time for teacher leader to map out the program ➢ Time for teacher leader to assist in rolling out the program to other staff ➢ Time for students to complete the survey ● PBIS- Revision to all Tiers- BIP ● Project Wisdom Lessons ● School Resource Officer ● Restorative Practice Training and implementation for staff
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	School survey results Number of Bullying and Harassment Investigations based on official reporting forms
Timeline: Include dates for implementation of action steps.	● School Student survey completed in the spring-Data review ● Weekly Project Wisdom Lessons ● Student Reflection sheets-As completed daily by ISI and RETEACH students ● Restorative Practice Training- December and February PD ● Olweus Bullying Prevention Training (January/February)

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	1	1	2
Teachers	0	23	23
Itinerant staff	8	0	8
Paraprofessionals	0	5	5
Support Staff	0	2	4
Other	11	6	17
Total Staff	20	37	57

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	**2016-2017 Official Data**	**2017 – 2018 Official Data**	**2018-2019 Official Data**	**2019-2020 Official Data**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	96 4	96 4	100 0
For those not certified, list name, grade level course	n/a	Marcus Bowers World Languages 6-8	Emily Blankenship Health/PE 6-8	n/a
Number of years principal has been in the building	1	1 (Interim)	2	3
Teacher Average Daily Attendance	94.6	94.6	95.1	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	**2017-2018 TOTAL**	**2018-2019 TOTAL**	**2019-2020 TOTAL**
American Indian/Alaskan Native	n/a	n/a	≤10
Hawaiian/Pacific Islander	≤10	≤10	n/a

African American	≤10	n/a	≤10
White	281	266	266
Asian	≤10	≤10	≤10
Two or More Races	≤10	≤10	≤10
Special Education	55	49	44
LEP	n/a	n/a	n/a
Males	151	141	142
Females	131	133	126
Total Enrollment (Males + Females)	282	274	268
Farms (Oct 31 data)	66.55%	63.75%	

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

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	3	06 Emotional Disturbance	1	12 Deaf-Blindness	

02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	12	14 Autism	2
04 Speech/Language Impaired	11	09 Specific Learning Disability	14	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	1		

III. ATTENDANCE

Table 5	**2018-2019**	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All	92.1	N
Grade 6	93.0	N
Grade 7	92.5	N
Grade 8	90.8	N

Table 6				
Attendance Rate				
Subgroups – School Level Data	**2016-2017**	**2017-2018**	**2018-2019**	**Indicate if current rate is less than 94%**
All Students	94.1	93.3	92.1	Y
Hispanic/Latino of any race	≤10	≤10	≤10	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a

Asian	n/a	≤10	≤10	n/a
Black or African American	≤10	≤10	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a
White	94.0	93.3	92.1	Y
Two or more races	≤10	≤10	≤10	n/a
Male			92.5	Y
Female			91.7	Y
EL	n/a	n/a	n/a	n/a
Special Education	91.8	91.4	89.5	Y
Free/Reduced Meals (FARMS)	93.0	92.1	90.8	Y

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

   Westmar failed to achieve the 94% attendance AMO by 1.9% (92.1%). The average overall student attendance percentage for the 2018-19 school year was 1.9% lower than the previous year. While no grade achieved the AMO, grade 6 was only slightly below the AMO with a 93% average. The Special Education subgroup had the lowest attendance at 89.5%, and has shown a decreasing trend in attendance over the last three years with the rate having dropped by 1.9% over the previous year. The FARMs subgroup also failed to meet the attendance AMO with an average attendance percentage of 90.8%. This represents a decrease of 1.3% over the previous school year.

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

Attendance Protocol for Students with Attendance Issues

4-5 absences

- Parents will be contacted by PST Team to make them aware of the school's concerns and explain efforts are being made to address the issue.
- Team meeting with grade level teams
- An attendance plan will be developed by the school to address the issue.
- Ongoing conferences will be held with administrator, PPW, and/or counselor.
- Teachers will be alert for continuous absences.
- Students will be considered for a recommendation to Project YES.

6-9 absences

- Conference with administrator will be held.
- Parent conference will be held to discuss issues with Pupil Service Team (Is the student on a contract? Has an SST/Attendance plan been developed and implemented to address this issue? Is there a chronic health issue?).
- Attendance contract
- Initial home visit
- Student will be considered for a recommendation to Project Yes.

10+ absences

- An attendance review meeting will be scheduled with the PST team.
- Documentation will be kept to show parent contact/conference/SST plan/attendance plan.
- Follow up home visit

Daily attendance rates will be posted outside the main office. Our PBIS program has an attendance component where students receive weekly stamps for perfect attendance and stamps at the end of each quarter for outstanding attendance. We will also monitor and reward improvement in attendance with students who are chronically absent. Students use the stamps to purchase items in our ROAR store; achievement of this criteria earns students the opportunity to participate in a quarterly ROAR celebration. New business partners from our community are being recruited for the purpose of recognizing students achieving excellent attendance each quarter.

Enforcement of official posting of daily attendance has been established for 7:50. Publication of the ACPS Attendance policy will be sent to parents and published on the school website.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

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

	2018	2019
Count Habitual Truant	2	4
Percent Habitual Truant	0.71%	1.46%
Percent Chronically Absent	19.93%	28.17%

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

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

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

- phone calls
- parent meetings
- home visits
- truancy charges
- other resources needed to assist the family (school nurse, school psychologist, social services, health dept.)
- referral to Project Yes
- Check and Connect
- After school program
- Lunch time homework help
- Additional resources for academic needs

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

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.

- Provide student recommended items in the ROAR Store
- Post daily attendance
- Provide more engaging PBIS incentives.
- Provide support group with positive community role models (Man Cave) biweekly

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

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
	All Students			
Subgroup	**2016-2017**	**2017-2018**	**2018-2019**	**Percent of increase (+)/decrease (-) from 2017-2018**
Total Referrals	249	188	232	+23.4%
All Suspensions	23	29	41	+41.4%
In School	0	0	0	0%
Out of School	23	29	41	+41.4%
Sexual Harassment Offenses	Total-2 Suspensions-1	Total-2 Suspensions-1	Total-0 Suspensions- 0	-200% -100%
Harassment/Bullying Offenses	Total-5 Suspensions-1	Total-4 Suspensions-0	Total-4 Suspensions-0	0% 0%

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.

Westmar enlists a proactive approach to bullying and harassment through PBIS initiatives and the administration's open door policy. Students receive weekly character education lessons during co-curricular and the school's motto is reinforced throughout the building. Guidance and administration encourage the reporting of school, home, and community-based harassment concerns before situations requiring extreme disciplinary action occur. Conferences with administration and guidance counselor are a regular practice. In addition, restorative practices, warnings, parent contacts, and lesser consequences, including lunch intervention and in-school intervention, will be instrumental in minimizing suspension level incidences of discipline referrals. Reports of potentially dangerous communications or photos transferred outside of school are submitted to the appropriate officers or agencies. The chart above illustrates a total of 41 out-of-school suspensions occurring last school year.

The aforementioned actions also apply to consistent enforcement of related school policies applying to Westmar's school climate. Additional attention has been prioritized to include these actions:

- Cell phone policy: Cell phones are turned off and kept in lockers throughout the school day. This eliminates texting and social media forms of harassment causing interruptions in student safety, esteem, and learning. Students have been allowed to use their cell phones prior to arriving to homeroom. This has aided in the decrease of the number of cell phone violations and occurrence of electronic harassment issues.
- Inappropriate minor physical contact: This applies to behavior considered "horseplay". Students are referred to administration immediately for physical altercations between students and inappropriate public displays of affection and unwanted forms of touching interpreted as teasing, bullying, or sexual harassment. Through team leadership, teachers actively supervise hallway transitions. Several new cameras were installed in the hallways.
- Theft and Destruction of Property: This applies to both school items as well as property of students in the event items are violated by their peers.
- Disruption and Disrespect: This includes any interruption of normal instruction or peaceful bus transportation, impeding learning or the well-being of students and adults. Students participated in bus safety week and review rules of safe bus travel.

Staff worked to develop a teaching matrix outlining classroom-based behaviors versus office-based behaviors. Following the state code of conduct, the matrix outlines for staff what should be enforced in their classroom and what should be referred to the administration immediately. Staff has been trained in the PBIS framework, and will be trained in restorative practices in the classroom. These policies are enforced in classrooms via a PBIS referral process by teachers. Teachers offer a warning as a first step, then conference with the student as a second step. Lunch intervention will be used as another step prior to parental notification, and finally, a referral is sent to administration. A guidance referral process has also been implemented this year and used by teams to identify students needing additional support. Efforts are being pursued to expand the teacher's role in assertive supervisory practices -- enforcing school policies during morning and afternoon coverage, cafeteria duty, and hallway/restroom supervision during class changes. Administration consistently monitors hallways, cafeteria, arrival, dismissal, and restrooms. Classroom walkthroughs take place to deter inappropriate behavior. Parent communication is also vital to this process and is encouraged. Staff has also been provided with a Positive Referral for students.

Bullying, harassment, and sexual related violations by special education students result in a review of IEP and BIP accomodations in addition to disciplinary action, with the purpose of avoiding repeat offenses.

3. Domains of Influence and Root Cause Analysis

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	Not a concern at this time
Discipline Policies & Procedures	● School and district leaders adhere to defined consequences for any student misconduct. The same consequence is used repeatedly for consecutive infractions. ● Building and school system leaders have little knowledge about methods for responding to student misconduct. ● Behavior interventions are implemented inconsistently within schools and are not used effectively.
Bias, Beliefs & Barriers	● School and district level staff say they believe that all students can succeed, but actions taken demonstrate otherwise. ● There is a hierarchy of academic course selections that leads to tracking of students and low expectations for a subset of the population. ● Staff have had no training, or only a select few have been trained to recognize “blind spots” related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence.
Health & Wellness	Not a concern at this time
Safety & Security	Not a concern at this time

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IDENTIFIED DOMAIN OF INFLUENCE 1:	Bias, Beliefs, and Barriers
Focus Area Goal	By the end of the 2019-2020 school year, professional learning opportunities will be provided to improve the staff's awareness and understanding of implicit bias in relation to poverty and disability in order to decrease ratio.
Evidence or Data:	● Staff has had little or no training in implicit bias related to poverty and disability.
Barriers:	● Lack of training on implicit bias, particularly in regard to students in poverty ● No protocol in place for dissemination of information to all staff from training and workshops attended by a few staff members
Needed Resources:	● Organization of book study on growth mindset and emotional poverty ● Training on biases, beliefs and barriers
Strategies and/or evidence-based interventions:	● Flexible pairing of math/science and social studies/ELA to create student-centered scheduling ● Restorative practices training for administration, guidance and instructional leaders ● Plan for book study on growth mindset
How will it be funded?	● Funding and/or certification credits through professional development
Steps towards full implementation with timeline:	● Flexible scheduling is ongoing and coordinated through teams and guidance ● Restorative practices training--November/December
Monitoring Procedure:	● Leadership Cohort meetings and reports ● PST Meetings ● ASPEN suspension data

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IDENTIFIED DOMAIN OF INFLUENCE 2:	Discipline Policies and Procedures
Focus Area Goal:	By the end of the 2019-2020 school year, professional learning opportunities will be provided to improve the staff's understanding of the state, county and school discipline policies and procedures in order to decrease ratio.
Evidence or Data:	● Staff has had little or no training on restorative practices as they relate to state, county, and school discipline policies and procedures. ● 2017-2018 Student Survey results showed that 33% of students did not believe the school addressed bullying
Barriers:	● Funding for subs and training ● Getting everyone trained
Needed Resources:	● Training on discipline policies
Strategies and/or evidence-based interventions:	● County Restorative Practice training attended by assistant principal and guidance counselor in October ● County Restorative Practice training for Instructional Leadership Team in December
How will it be funded?	N/A
Steps towards full implementation with timeline:	● Implementation of intervention during lunch time for student reflection on behaviors held in room 34 on Tuesdays, Wednesdays, and Thursdays with two teacher facilitators (November 2019)
Monitoring Procedure:	● Leadership Cohort Meetings ● PST Meetings ● ASPEN Suspension data

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").

Most suspensions were fights (physical altercations). We hold a restorative conference with the parent and student and complete a review of the student's records at that point. We create a plan to follow up with both a parent and student. We have differentiated their instructional environment throughout the course of the day. We have purchased 10 copies of the *Choices* magazine for the students to use; the articles in the magazine are based on the type of infractions the students have incurred. Westmar Middle is also piloting the Advantage Press student behavior modification education program and incorporating lessons into daily classes and intervention sessions.

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.
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.

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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	86	23	26.8	34	39.5	29	33.7	93	30	32.2	27	29.0	36	38.7	84	21	25.0	21	25.0	42	50.0	+11.3
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	82	23	28.0	32	39.0	27	32.9	91	30	32.0	26	28.6	35	38.5	80	21	26.3	21	26.3	38	47.5	+9.0
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	14	12	85.8	2	14.3	0	0.0	20	11	55.0	7	35.0	2	10.0	14	9	64.3	4	28.6	1	7.1	-2.9
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	62	20	32.3	25	40.3	17	27.4	58	20	34.5	18	31.0	20	34.5	54	16	29.7	15	27.8	23	42.6	+8.1
Female	43	10	23.3	14	32.6	19	44.2	40	9	22.5	9	22.5	22	55.0	42	5	11.9	8	19.0	29	69.0	+14
Male	43	13	30.2	20	46.5	10	23.2	53	21	39.6	18	34.0	14	26.4	42	16	38.1	13	31.0	13	31.0	+4.6

Allegany County Public Schools
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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	97	31	31.9	28	28.9	38	39.1	85	18	31.1	25	29.4	42	49.4	98	29	29.6	20	20.4	49	50.0	+0.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	94	31	33.0	28	29.8	35	37.2	81	18	22.2	23	28.4	40	49.4	96	28	29.1	20	20.8	48	50.0	+0.6
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	13	11	84.6	2	15.4	0	0.0	13	10	76.9	2	15.4	1	7.7	19	14	73.7	3	15.8	2	10.5	+2.8
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	61	23	37.7	19	31.1	19	31.2	59	14	23.8	18	30.5	27	45.8	62	20	32.2	16	25.8	26	41.9	-3.9

Female	46	8	17.4	14	30.4	24	52.2	42	5	11.9	12	28.6	25	59.5	42	8	19.1	5	11.9	29	69.0	+9.5
Male	51	23	45.1	14	27.5	14	27.5	43	13	30.2	13	30.2	17	39.5	56	21	37.5	15	26.8	20	35.7	-3.8

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	91	33	36.3	26	28.6	32	35.2	92	32	34.8	17	18.5	43	46.7	88	19	21.6	24	27.3	45	51.1	+4.4
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	88	33	37.5	24	27.3	31	35.2	89	32	36.0	17	19.1	40	44.9	85	19	22.3	24	28.2	42	49.4	+4.5
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	13	12	92.3	1	7.7	0	0.0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Free/Reduced Meals (FARMS)	57	24	42.2	18	31.6	15	26.3	62	28	45.2	15	24.2	19	30.6	59	15	25.5	19	32.2	25	42.4	+11.8
Female	38	11	29.0	8	21.1	19	50.0	43	5	11.7	8	18.6	30	69.8	45	8	17.8	14	31.1	23	51.1	-18.7
Male	53	22	41.6	18	34.0	13	24.5	49	27	55.1	9	18.4	13	26.5	43	11	25.6	10	23.3	22	51.2	+24.7

Table 13:	**Cohort Growth (Middle Cohort 2024 Only)**		
Percent Proficient	**Grade 6 2017-2018**	**Grade 7 2018-2019**	**Growth from Grade 6 (2018) to Grade 7 (2019)**
All Students	38.7	50.0	+11.3
Economically Disadvantaged	34.5	41.9	+7.4
Special Education	10.0	10.5	+0.5
Male	26.4	35.7	+9.3
Female	55.0	69.0	+14.0
Other subgroup	n/a	n/a	n/a

Table 14:	**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	33.7	49.4	51.1	+1.7	+17.4

Economically Disadvantaged	27.4	45.8	42.4	-3.4	+15.0
Special Education	0.0	7.7	≤10 (n/a)	n/a	n/a
Male	23.2	39.5	51.2	+11.7	+28.0
Female	44.2	59.5	51.1	-8.4	+6.9
Other subgroup	n/a	n/a	n/a	n/a	n/a

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

- Describe changes in last year's focus areas.

Westmar Middle scored above both the state and district in ELA Overall Performance at levels 4 and 5 by an average of 6% (state) and 2% (district). In the writing, scores were also above the state and district. With PCRs, all grades scored above the state. In the district, Westmar scored above in all areas except GR 6 (below district in narrative writing) and GR 8 (equal to district in literary analysis.

Special Needs Population:

Last year's SIP goal of increasing the percentage of special needs students meeting or exceeding MCAP expectations was not met. There was not a significant change with number of students performing at each level, and in GR 8, the subgroup was less than 10 students.

In GR 6, the average scaled score decreased by 3; in GR 7, scaled scores increased by 7; and in GR 8 scaled scores increased by 2. The number of special needs students scoring "0%" on PCRs continues to be an issue with 62% of total PCR scores in GR 6-8 being "0%", up from 58% in 2018.

MCAP reading data indicates the following:

% at LEVELS 1 - 3	**Grade 6**	**Grade 7**	**Grade 8**
Students with IEPs	54%, Levels 1-2 29%, Level 3	73% Levels 1-2 16%, Level 3	Data Suppressed

Students without IEPs	17%, Levels 1-2 24%, Level 3	19%, Levels 1-2 21%, Level 3	16%, Levels 1-2 28%, Level 3
PERFORMANCE GAP	**37%, Levels 1-2** **5%, Level 3**	54%, Levels 1-2 5%, Level 3	**n/a**

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

  33 out of 43 (77%) special needs students scored Below Basic; 8 out of 43 (19%) scored Basic

Economically Disadvantaged Population:

The goal to increase the percentage of economically disadvantaged students meeting or exceeding MCAP expectations was met. The gap in the subgroup remains at 8% schoolwide. In GR 6-8, there was a 16% increase in the number of students at levels 4 and 5. Both GR 6 (8.1%) and GR 8 (11.8%) showed increases. GR 7 had a decrease of 3.9%.

In the chart below:

- In GR 6, all students improved proficiency in all areas. The largest gap in the subgroup is in Writing, but both made significant gains.
- In GR 7, all students decreased in RL and RI, and made small increases in Writing. The gap decreased in all areas except RI.
- In GR 8, all students increased in RL and RI, and FARMs increased in Writing. The subgroup gap decreased in all areas, especially writing.

	Grade 6						**Grade 7**						**Grade 8**					
% at LEVELS 4 and 5	**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**

FARMs	29	**46**	29	**46**	31	**45**	51	**43**	41	**32**	54	**59**	29	**39**	31	**41**	35	**54**
FARMs--no	37	**57**	54	**57**	44	**70**	62	**50**	54	**53**	67	**69**	57	**66**	50	**52**	82	**78**
PERFORMANCE GAP	8	**11**	25	**11**	13	**25**	11	**7**	13	**21**	13	**10**	28	**27**	19	**11**	47	**24**

Male Population:

The goal to increase the percentage of male students meeting or exceeding MCAP expectations was met with an increase of 25.5% in GR 6-8. GR 6 (4.6%) and GR 8 (24.7%) saw increases while GR 7 decreased by 3.8%.

In the chart below:

- In GR 6, all students showed increases in proficiency, but a gap remains between males and females.
- In GR 7, male students decreased in all areas, and a gap remains between males and females.
- In GR 8, male students made significant increases in all areas with small gaps with gender in RL and RI. Writing has the largest gap, but significant gains were made by male students.

	Grade 6						**Grade 7**						**Grade 8**					
% at LEVELS 4 and 5	**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**		**Reading Literature**		**Reading Information**		**Writing**	
	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**

MALES	32	**31**	34	**38**	21	**33**	44	**32**	42	**28**	52	**45**	23	**44**	29	**42**	26	**51**
FEMALES	33	**69**	45	**62**	57	**74**	64	**64**	48	**55**	64	**76**	56	**51**	47	**47**	78	**68**
PERFORMANCE GAP	1	**38**	11	**24**	36	**41**	20	**32**	8	**27**	12	**31**	33	**7**	18	**5**	52	**17**

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

- In GR 6, there was a decrease of 19% in "0%" scores on PCRs, from 98 in 2018 to 40 in 2019.
- In GR 7, there was an increase of 2% in "0%" scores on PCRs, from 51 in 2018 to 60 in 2019. When looking at the same group of students from 6th to 7th grade, there was a decrease of 15% (35% to 20%) in "0%" scores PCR scores.
- In GR 8, there was a decrease of 11% in "0%" scores on PCRs, from 72 in 2018 to 40 in 2019. When looking at the same group of students from 7th to 8th grade, there was a decrease of 3% (18% to 15%) in "0%" PCR scores.

Overall writing scores at Levels 4 or 5 increased 9% from 48% in 2018 to 57% in 2019.

3. FOCUS AREAS

FOCUS AREA 1:	Special Needs Population, 6-8
Focus Area Goal	By the end of the 2019-2020 school year, the number/percentage of special needs students at levels 1 & 2 will decrease from 64% to 59%, and the number/percentage of students at level 3 will increase from 29% to 34%. Student scaled score performance will increase by 10 points.
Root Cause(s):	Students struggle with reading and comprehending complex passages requiring abstract thinking and application in written responses.
Focus Content Standard(s):	**Grades 6-8** **RL/RI 1.1**: Provide textual evidence to support analysis of what the text says explicitly and inferences drawn from the text **W 9**: Apply grade 6-8 Reading standards to literature and nonfiction.
Barriers:	● Grade level text requirements are far above the independent and instructional reading level of students. ● Limited prior exposure to language and environmental exposures. ● Attendance issues
Needed Resources:	● Chromebooks/laptops in ELA classrooms ● Classroom libraries of books with varied lexiles (similar to READ 180 libraries) ● Intervention for students between parameters for SRA and READ 180

Strategies and/or evidence-based interventions:	● Emphasize R.A.C.E. strategy to provide text support and cite evidence in written responses. ● Introduce SDI (Specially Designed Instruction) through flexible grouping. ● Introduce Literacy and Learning Centers modeling Dr. Katie McKnight workshops. ● Introduce CommonLit and EdCite resources as online practice. ● Use SIM (Strategic Instruction Model): GR 6, *Fundamentals*; GR 7, *Proficiency*; GR 8, *Sentence Composing* (Killgallon). ● Provide SRA Corrective Reading (phonics/fluency) and READ 180 (when appropriate). ● Implement five block schedule to ensure social studies and science instruction every day for 65 minutes.
How will it be funded?	n/a
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will be used to improve written responses to selections/passages in the curriculum. SDI will be coordinated with the special education and classroom teachers as the year progresses. The DBQ projects will be ongoing in ELA and social studies classes. Literacy and Learning Centers will be developed and implemented beginning Quarter 2. Coaching will be provided by a representative of Katie McKnight in January. CommonLit and EdCite resources will be added to the scope and sequence for each "group". Intervention with SRA and READ 180 occurs daily during co-curricular.
Monitoring Procedure:	**Reading Inventory** September 2019, January 2020, May 2020 **Phonics Inventory** September 2019, January 2020, May 2020 (to those students with phonics/fluency goals) **Intervention Data** Quarterly or End of Workshop **ELA Benchmarks** End of Group within scope and sequence **MCAP Assessment** May 2020

FOCUS AREA 2:	Males Subgroup, 6-8
Focus Area Goal	By the end of the 2019-2020 school year, within the male populations in Grades 6-8, the number/percentage of students meeting or exceeding expectations (levels 4 & 5) will increase by 6% to 45%.
Root Cause(s):	Male students struggle with maintaining focus and effort in language arts activities. They resist reading and responding in writing to longer, more complex texts with little opportunity for physical movement in the classroom.
Focus Content Standard(s):	**Grades 6-8** **RL/RI 1.1**: Provide textual evidence to support analysis of what the text says explicitly and inferences drawn from the text **W 2**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W 9**: Apply grade 6-8 Reading standards to literature and nonfiction.
Barriers:	● Developmental differences with males v. females ● Need to build upon classroom libraries with books of high interest and varied levels for boys ● Need to design lessons to include movement within instruction and activities

Needed Resources:	● Chromebooks/laptops in ELA classrooms ● Explore classroom libraries of books with varied lexiles/interest to boys (similar to READ 180 libraries)
Strategies and/or evidence-based interventions:	● R.A.C.E. strategy to provide text support in written responses ● Ongoing use of SPARK activities within the classroom to allow for movement within lessons and activities ● Introduction of SDI (for IEP students) and flexible grouping within the ELA classroom ● Literacy and Learning Centers modeling Katie McKnight training to increase movement within and between centers ● CommonLit and EdCite resources to practice online and find reading material of interest according to lexiles ● Use SIM (Strategic Instruction Model): GR 6, *Fundamentals*; GR 7, *Proficiency*; GR 8, *Sentence Composing* (Killgallon). ● SRA (GR 6-8: 14/17 males); READ 180 (GR 6: 6/12 males; GR 7: 2/12 males) ● Implement five block schedule to ensure social studies and science instruction every day for 65 minutes.
How will it be funded?	n/a
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will be used to improve written responses to selections/passages in the curriculum. SDI will be coordinated with the regular and special educators.The DBQ projects will be ongoing in ELA and social studies classes. Literacy and Learning Centers will be developed and implemented with at least one experience each quarter. CommonLit and EdCite resources will be added to the scope and sequence for each "group". Intervention with SRA and READ 180 occurs daily during co-curricular.
Monitoring Procedure:	● **Reading Inventory** September 2019, January 2020, May 2020 ● **Phonics Inventory** September 2019, January 2020, May 2020 (to those students with phonics/fluency goals) ● **Intervention Data** Quarterly or End of Workshop ● **ELA Benchmarks** End of Group within scope and sequence ● **MCAP Assessment** May 2020

FOCUS AREA 3:	Reading Informational Text, History/Social Studies, and Science and Technical Subjects, 6-8
Focus Area Goal	By the end of the 2019-2020 school year, students in Grades 6-8 will increase proficiency scores in the areas of Reading Informational Text, History/Social Studies, and Science and Technical Subjects by 5% to 50%.
Root Cause(s):	Students struggle with comprehending selections and writing responses related to informational texts requiring analysis supported by text evidence.
Focus Content Standard(s):	**GR 6-8** **RI 1.1**: Provide textual evidence to support analysis of what the text says explicitly and inferences drawn from the text **RH 1.3**: Provides textual evidence to support an analysis of science/technical texts or historical primary/secondary sources. **RI 4.1**: Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). **RH 6.5**: Provides an identification of aspects of a text that reveal an author's point of view **RH 6.6**: Provides an identification of aspects of a text that reveal an author's purpose

	W 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **W 9**: Apply grade 6-8 Reading standards to nonfiction.
Barriers:	● Lack of exposure to a variety of texts ● Limited use of technology to practice questions
Needed Resources:	● Chrome books/laptops in ELA classrooms
Strategies and/or evidence-based interventions:	● R.A.C.E. strategy to provide text support in written responses ● Introduce Literacy and Learning Centers modeling Katie McKnight training with a focus on informational text skills ● Introduce flexible grouping within the ELA classroom ● Introduce CommonLit and EdCite resources to increase online experience, and focus on identified skills ● DBQ projects in ELA/social studies lessons to increase student engagement while addressing both content and literacy standards ● Use SIM (Strategic Instruction Model): GR 6, *Fundamentals*; GR 7, *Proficiency*; GR 8, *Sentence Composing* (Killgallon). ● Implement five block schedule to ensure social studies and science instruction every day for 65 minutes.
How will it be funded?	n/a
Steps towards full implementation with timeline:	Implementation of resources, instructional strategies, and assessment is for the 2019-2020 school year. The 2018-19 ELA scope and sequence (with minor revisions) will continue this year. The R.A.C.E. strategy will be used to improve written responses to selections/passages in the curriculum. Flex grouping will be used to promote collaboration. The DBQ projects will be ongoing in ELA and social studies classes. Literacy and Learning Centers will be developed and implemented with at least one experience each quarter. CommonLit and EdCite resources will be added to the scope and sequence for each "group".
Monitoring Procedure:	● **Reading Inventory** September 2019, January 2020, May 2020 ● **Intervention Data** READ 180 End of Workshop-- R-Skills test (Informational Text) ● **ELA Benchmarks** End of Group within scope and sequence focusing on Informational Text ● **MCAP Assessment** May 2020

Table 15	**UDL for English Language Arts**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Use interactive notebooks for note-taking/learning new concepts (templates, drawings, diagrams, foldables, etc.). ● Use R.A.C.E. strategy to thoroughly answer a constructed response with text support and evidence citation (includes templates, checklists, rubrics). ● Develop literacy/learning centers to engage students in center-based activities

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	• Interactive notebooks--students make choices to personalize the content and develop ownership • Use highlighting and post-its to identify key ideas and questions • Use assessment checklists and rubrics
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	• Create a supportive environment. • Use GRR model to create collaborative culture. • Use flexible grouping. • Emphasize process, effort and improvement. • Provide feedback--frequently and specific.

B. MATHEMATICS

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

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

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

	2017							2018							2019							2018 to 2019 change in prof. Rate
TABLE 16a MATH Grade 6	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	

All Students	86	22	25.6	31	36	33	38.4	93	27	29.1	32	34.4	34	36.6	84	20	35.7	25	29.9	29	34.5	-2.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	82	22	26.8	30	36.6	30	36.6	91	27	29.7	31	34.1	33	36.3	80	29	36.3	24	30	27	33.8	-2.5
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	14	10	71.4	4	28.6	0	0.0	20	13	65	3	15	4	20	14	9	64.3	5	35.7	0	0	-20
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	62	20	32.3	22	35.5	20	32.3	58	17	29.3	23	39.7	18	31	54	26	48.2	14	25.9	15	27.8	-3.2
Female	43	10	23.3	17	39.5	16	37.2	40	9	22.5	12	30	19	47.5	42	10	23.8	14	33.3	18	42.9	-4.6
Male	43	12	27.9	14	32.6	17	39.5	53	18	33.9	20	37.7	15	28.3	42	20	47.6	11	26.2	11	26.2	-2.1

TABLE 16b	**2017**	**2018**	**2019**	**2018 to**

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MATH Grade 7	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		2019 change in prof. rate
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	97	42	43.3	32	33	23	23.7	85	27	31.8	28	32.9	30	35.3	98	30	30.6	38	38.8	30	30.6	-4.7
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	94	42	44.7	29	30.9	23	24.5	81	27	33.3	26	32.1	28	34.6	96	29	30.2	38	39.6	29	30.2	-4.2
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	13	11	84.6	2	15.4	0	0.0	13	10	76.9	3	23.1	0	0	19	10	52.6	8	42.1	1	5.3%	+5.3
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	61	35	57.4	18	29.5	8	13.1	59	22	37.3	20	33.9	17	28.8	62	20	32.3	25	40.3	17	27.4	-1.4
Female	46	13	28.3	17	37	16	34.8	42	14	40.8	11	26.2	17	40.5	42	13	31	12	28.6	13	31	-9.5
Male	51	29	56.9	15	29.4	7	13.7	43	13	30.2	17	39.5	13	30.2	56	17	30.4	26	46.4	17	30.4	+0.2

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TABLE 16c MATH Grade 8	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	69	35	50.7	17	24.6	17	24.6	69	37	53.6	22	31.9	10	14.5	62	23	37.1	20	32.3	9	14.5	0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	67	35	52.2	16	23.9	16	23.9	67	37	55.3	20	29.9	10	14.9	61	23	37.7	19	31.1	9	14.8	-0.1
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	13	12	92.3	1	7.7	0	0.0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	51	28	54.9	13	25.5	10	19.6	53	32	60.4	14	26.4	7	13.2	47	27	57.4	14	30.4	5	10.9	-2.3
Female	25	13	52.0	6	24.0	6	24.0	28	11	39.3	10	35.7	7	25	30	18	60	6	20	6	20	-5
Male	44	22	50.0	11	25.0	11	25.0	41	26	63.4	12	29.3	3	7.3	32	15	46.9	14	43.8	3	9.4	+2.1

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TABLE 16d MATH ALGEBRA I	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	22	1	4.5	2	9.1	19	86.4	23	0	0	3	13	20	87	25	0	0	6	24	19	76	-11
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	0	0	3	13.6	19	86.4	23	0	0	4	17.4	19	82.6	-3.8
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	12	0	0	3	25	9	75	n/a
Female	13	1	7.7	2	15.4	10	76.9	15	0	0	2	13.3	13	86.7	14	0	0	5	35.7	9	64.3	-22.4
Male	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	11	0	0	1	9.1	10	90.9	n/a

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	37%	31%	-6%
Economically Disadvantaged	31%	27%	-4%
Special Education	20%	5%	-15%
Male	28%	23%	-5%
Female	48%	40%	-8%
Other subgroup	N/A	N/A	N/A

Table 18:	Cohort Growth (Middle Cohort 2023 ONLY)				
Percent Proficient	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 7 (2018) to Grade 8 (2019)	Growth from Grade 6 (2017) to Grade 8 (2019)
All Students	38%	35%	32%	-3%	-6%
Economically Disadvantaged	32%	29%	24%	-5%	-8%
Special Education	0%	0%	0%	0%	0%

Male	40%	30%	30%	0%	-10%
Female	37%	40%	34%	-6%	-3%
Other subgroup	N/A	N/A	N/A	N/A	N/A

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

- Describe changes in last year's focus areas.

Westmar Middle School scored above both the state and district pass rates in grade 8 Math and Algebra 1. Grade 8 Math surpassed the district pass rate by 6% and the state pass rate by 3%. Algebra 1 surpassed the district pass rate by 34% and the state pass rate by 44%. In addition, grade 6 surpassed the state pass rate by 4% and grade 7 surpassed the state pass rate by 5%. However, both 6th and 7th grade pass rates were behind the district average by 3% and 6%, respectively. Math scores in all categories were also above the state in grade 7 and Algebra 1. In addition, grades 6 and 8 were at or above the state in major content, reasoning, and supporting content areas.

Special Needs Population
Last year's SIP goal of 20% of special needs students increasing by one or more performance levels was exceeded by 6%. Within this population, 26% of students increased by one or more performance levels. In addition, the percentage of students not meeting or partially meeting expectations increased by 17%.

MCAP Mathematics data for the 2018-2019 test administration indicate the following:
Students with special needs show a significant gap in mathematics achievement in grades 6-8.

% at LEVELS 4 and 5	**Grade 6**	**Grade 7**	**Grade 8**	**Algebra**
Students with IEPs	0%	5%	0%	Subgroup too small for accurate data representation.
Students without IEPs	41%	37%	17%	
PERFORMANCE GAP	**41%**	**32%**	**17%**	

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

Performance Task	Grade 6		Grade 7		Grade 8	Algebra
	2018	2019	2018	2019		
OGL	15%	12%	9%	10%	Subgroup too small for accurate data representation.	Subgroup too small for accurate data representation.
SHK	14%	4%	4%	13%		

- *The fall administration of the Math Inventory in grades 6-8 (excluding Algebra) indicates the following:*

  30 out of 33 (91%) special needs students scored Below Basic; 3 out of 33 (9%) scored Basic

Economically Disadvantaged Population

The goal to increase the percentage of economically disadvantaged students meeting or exceeding MCAP expectations fell short by 7%. Within this population, the percentage of students meeting or exceeding expectations decreased by 6% for grade 6, 2% for grade 7, 2% for grade 8 and 14% for Algebra 1. However, the decrease for Algebra 1 corresponds with an overall decrease in the percentage of students demonstrating proficiency. The proficiency gap between economically disadvantaged students and non-economically disadvantaged students decreased by 4%.

The goal to decrease the percentage of economically disadvantaged students not meeting or partially meeting expectations fell short by 13%. Within this population, the percentage of students not meeting or partially meeting expectations increased by 19% for grade 6. Grade 7 saw a 5% decrease in students not meeting or partially meeting expectations and Grade 8 and Algebra 1 saw no change.

In the chart below, although economically disadvantaged students in Grades 6 and 7 show significant achievement gaps when compared to their peers, the gap at Grade 7 has closed significantly. Of note, however, is that this decreased gap also corresponds to an overall decrease of students meeting or exceeding expectations on the state test. With the exception of Grade 8, there is an overall decrease in the percent of economically disadvantaged students who are meeting or exceeding expectations when compared with 2018.

% at LEVELS 4	Grade 6	Grade 7	Grade 8	Algebra

and 5	2018	**2019**	2018	**2019**	2018	**2019**	2018	**2019**
FARMS- YES	31%	**28%**	29%	**27%**	11%	**13%**	89%	**75%**
FARMS- No	46%	**47%**	50%	**36%**	20%	**25%**	86%	**77%**
PERFORMANCE GAP	**15%**	**19%**	**21%**	**9%**	**9%**	**12%**	**Inverse gap of 3%**	**2%**

Male Population

Last year's goal of increasing the percentage of male students meeting or exceeding expectations fell short by 5%. Within this population, the percentage of students meeting or exceeding expectations decreased by 2% for grade 6 and by 7% for grade 7. However, grade 8 saw a 2% increase and Algebra 1 saw a 3% increase.

The goal to decrease the percentage of male students not meeting or partially meeting MCAP expectations fell short by 3%. Within this population, grade 6 saw a 14% increase in the percentage of males not meeting or partially meeting expectations. However, grade 8 saw a 16% decrease in the percentage of males not meeting or partially meeting expectations. Grade 7 and Algebra 1 saw no change.

MCAP Mathematics data for the 2018-2019 test administration indicate the following:
Students with special needs show a significant gap in mathematics achievement in grades 6-8.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	Algebra
Male	26%	23%	9%	91%
Female	43%	40%	20%	64%

PERFORMANCE GAP	**17%**	**17%**	**11%**	**27% higher than female**

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

Performance Task	**Grade 6**		**Grade 7**		**Grade 8**		**Algebra**	
	2018	2019	2018	2019	2018	2019	2018	2019
OGL	21%	20%	24%	19%	12%	10%	Subgroup to small for accurate data representation	23%
SHK	17%	17%	30%	23%	5%	2%		17%

- *The fall administration of the Math Inventory in grades 6-8 (excluding Algebra) indicates the following:*

  94 out of 132 (71%) male students scored Below Basic; 31 out of 132 (23%) scored Basic; 7 out of 132 (5%) scored Proficient.

3.FOCUS AREAS

FOCUS AREA 1:	**Subgroup:** Economically Disadvantaged Students, grades 6-8
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students meeting or exceeding expectations will increase from 32% to 40%.
Root Cause(s):	**Grade 6:** Students have trouble with critical reading of long questions **Grade 7:** Students struggle with determining the information needed to solve complex word problems requiring multiple steps. **Grade 8:** Students lack strategic reading skills
Focus Content Standard(s):	**Grade 6:** ● **6.EE.A.2B:** Identify the parts of an expression using mathematical terms (sum, term, product, factor, quotient,

coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.

- **6.NS.B.2:** Fluently divide multi-digit numbers using the standard algorithm.
- **6.NS.B.3:** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- **6.NS.C.6B:** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

Grade 7:

- **7.NS.A.2A:** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- **7.SP.A.2:** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
- **7.SP.B.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Grade 8:

- **8.EE.A.4:** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology
- **8.EE.B.5:** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- **8.EE.C.8B:** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.
- **8.F.A.1:** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

	• **8.F.B.5:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Barriers:	• High percentage of students chronically absent/tardy • Students lack resources for completing independent work at home • Students lack fluency with foundational math skills • Unreliable school Internet and computers prevent students from accessing programs to target specific student needs
Needed Resources:	• New or upgraded desktop computers • Upgraded Internet (particularly wireless) • Chromebooks, Laptops, or iPads • A Math foundations course • Math intervention for 8th grade students • Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	• Ongoing use of grade-specific math reviews during co-curricular • Ongoing use of MobyMax to target individual gaps in mathematical knowledge (selected sections) • Use of spiraled warm-ups within the classroom • Increasing emphasis on mastery-oriented feedback • Use of MCAP-like experiences in classroom lessons and assessments • Ongoing use of MCAP Public Releases as teaching tools, reviews and assessments • Ongoing use of School21 website for online MCAP-like experiences • Repeated, scaffolded use of questions involving modeling and reasoning • Introduction of problem solving template as a scaffold for modeling/reasoning questions
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular.. Use of Moby Max to target individual student deficits will begin in the first nine weeks with lowest section math students at a minimum of once per grading period within their regular math classes and with all eighth grade students twice a year during co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. The Math Inventory will be administered to all students biannually--fall and early spring. Student growth and growth goals will be monitored by the SIS and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. County benchmarks will be given three times a year. Intervention program data (Math 180) will also be collected quarterly.

Monitoring Procedure:	**Math Inventory** September 2019, February 2020 **Math Benchmarks** October 2019, January 2020, March 2020 **Intervention Data** Quarterly or End of Workshop **MCAP Assessment** May 2020

FOCUS AREA 2:	**Grade Level:** Grade 8
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students not meeting or partially meeting expectations will decrease from 53% to 43%.
Root Cause(s):	**Grade 8:** Students lack strategic reading skills
Focus Content Standard(s):	● **8.EE.A.4:** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology ● **8.EE.B.5:** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. ● **8.EE.C.8B:** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. ● **8.F.A.1:** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ● **8.F.B.5:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Barriers:	● High percentage of students chronically absent/tardy ● Students lack resources for completing independent work at home ● Students lack fluency with foundational math skills ● Unreliable school Internet and computers prevent students from accessing programs to target specific student needs
Needed Resources:	● New or upgraded desktop computers ● Upgraded Internet (particularly wireless) ● Chromebooks, Laptops, or iPads

	● A Math foundations course ● Math intervention for 8th grade students ● Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	● Ongoing use of grade-specific math reviews during co-curricular ● Ongoing use of MobyMax to target individual gaps in mathematical knowledge ● Use of spiraled warm-ups within the classroom ● Increasing emphasis on mastery-oriented feedback ● Use of MCAP-like experiences in classroom lessons and assessments ● Ongoing use of MCAP Public Releases as teaching tools, reviews and assessments ● Ongoing use of School21 website for online MCAP-like experiences ● Repeated, scaffolded use of questions involving modeling and reasoning ● Introduction of problem solving template as a scaffold for modeling/reasoning questions
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular.. Use of Moby Max to target individual student deficits will begin in the first nine weeks with lowest section math students at a minimum of once per grading period within their regular math classes and with all eighth grade students twice a year during co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. The Math Inventory will be administered to all students biannually--fall and early spring to monitor student growth goals.
Monitoring Procedure:	**Math Inventory** September 2019, February 2020 **Math Benchmarks** October 2019, January 2020, March 2020 **MCAP Assessment** May 2020

FOCUS AREA 3:	**Content:** Mathematical Modeling, Grades 6-8
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students meeting or exceeding expectations in the area of mathematical modeling will increase from 26% to 36%.
Root Cause(s):	**Grade 6:** Students have trouble with critical reading of long questions **Grade 7:** Students struggle with determining the information needed to solve complex word problems requiring multiple steps. **Grade 8:** Students do not read the questions carefully leading to incomplete answers
Focus Content Standard(s):	**Grade 6:**

	● **6.C.3:** On Grade Level Modeling and Reasoning: Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. ○ **6.EE.B.6:** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. ○ **6.EE.B.7:** Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **Grade 7:** ● **7.D.1:** On Grade Level Modeling and Reasoning: Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7. ○ **7.SP.B.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. **Grade 8:** ● **8.C.3.1:** On Grade Level Modeling and Reasoning: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. ○ **8.F.A.1:** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ○ **8.F.B.5:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Barriers:	● High percentage of students chronically absent/tardy ● Students lack strategic reading skills ● Students lack fluency with foundational math skills ● Unreliable school Internet and computers prevent students from accessing programs to target specific student needs
Needed Resources:	● New or upgraded desktop computers ● Upgraded Internet (particularly wireless) ● Chromebooks, Laptops, or iPads ● A Math foundations course ● Math intervention for 8th grade students

	• Math intervention prior to 6th grade
Strategies and/or evidence-based interventions:	• Use of MCAP-like experiences in classroom lessons and assessments • Ongoing use of MCAP Public Releases as teaching tools, reviews and assessments • Ongoing use of School21 website for online MCAP-like experiences • Repeated, scaffolded use of questions involving modeling and reasoning • Introduction of problem solving template as a scaffold for modeling/reasoning questions
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Grade specific co-curricular math reviews will continue to take place beginning in the second marking period during academic co-curricular.. Use of Moby Max to target individual student deficits will begin in the first nine weeks with lowest section math students at a minimum of once per grading period within their regular math classes and with all eighth grade students twice a year during co-curricular. School 21 will continue to be utilized to monitor student progress toward mastery of grade level standards. In addition, a problem solving template will be introduced in late October/early November as a scaffold for modeling/reasoning style questions to improve the quality of written responses. The Math Inventory will be administered to all students biannually--fall and early spring to monitor student growth goals. Intervention with Math180 will occur daily during co-curricular.
Monitoring Procedure:	**Math Inventory** September 2019, February 2020 **Math Benchmarks** October 2019, January 2020, March 2020 **Intervention Data** Quarterly or End of Workshop **MCAP Assessment** May 2020

Table 19	**UDL for Math**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Customizing display of information (highlighting, color coding text…) ● Clarifying vocabulary and symbols ● Illustrating concepts through multiple media (video, music, games…) ● Activating background knowledge
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Varying methods for response ● Optimizing access to assistive technologies (e.g. text-to-speech) ● Using multiple tools for construction/composition (Geogebra, hands-on manipulatives…)
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Fostering collaboration and community (roundtable, team stand and show, sage and scribe…) ● Minimizing distractions ● Varying demands and resources to optimize challenge (School21, Prodigy…) ● Increasing mastery-oriented feedback (School21, MobyMax...)

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
		Level 2		Level 3		Level 4 or 5			Level 2		Level 3		Level 4 or 5		
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
All Students	92	13	14.1	55	59.8	24	26.1	88	8	9.1	53	60.2	27	30.7	+4.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	90	13	14.4	54	60.0	23	25.6	87	8	9.2	52	59.8	27	31.0	+5.4
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	62	12	19.4	38	61.3	12	19.4	60	7	11.7	39	65.0	14	23.3	+3.9

Female	44	4	9.1	26	59.1	14	31.8	45	5	11.1	24	53.3	16	35.6	+3.8
Male	48	9	18.8	29	60.4	10	20.8	43	3	7.0	29	67.4	11	25.6	+4.8

2. FOCUS AREAS

FOCUS AREA 1:	**Subgroup:** All Grade 8 students
Focus Area Goal	By the end of MISA 2020, the percentage of students meeting or exceeding expectations on MISA will increase by 5%.
Root Cause(s):	Students have trouble analyzing data in order to draw conclusions and construct explanations or arguments
Focus Content Standard(s):	● MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. ● MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. ● MS-PS3-1: Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and the speed of an object. ● MS-PS3-5: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. ● MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Barriers:	Students lack lab experiences prior to middle school Previous 4 block schedule did not allow adequate time to teach students how to analyze and draw conclusions Previous 4 block schedule did not allow students adequate time to reflect on data collection
Needed Resources:	New science computers (old ones have multiple issues that have been reported but not addressed) Spiraled review items
Strategies and/or evidence-based interventions:	Development and implementation of increased hands-on lab activities Continued use of GRR/UDL model Use of MobyMax lessons as necessary for enrichment/review
How will it be funded?	N/A

Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Beginning in the 2019-2020 school year, Westmar moved to a 5 block schedule which allows for 60 minutes of Science instruction instead of the previous 4 block schedule which only allowed for 38 minutes. Development and implementation of increased lab activities will occur throughout the year along with continued use of the GRR/UDL model. In addition, these lab activities will focus on the hands-on collection and analysis of data which will be used to draw conclusions or support an argument. Increased reading passages requiring students to analyze text and use key ideas to support an argument or draw conclusions will also be implemented throughout the year. Appropriate MobyMax Science lessons will be used as necessary for enrichment/review throughout the year.
Monitoring Procedure:	Quarterly Science Benchmarks MISA 2020

FOCUS AREA 2:	**Content Area:** Life Science
Focus Area Goal	By the end of MISA 2020, the percentage of students meeting or exceeding expectations in the area of Life Science will increase by 5%.
Root Cause(s):	Students are not retaining information that was taught prior to grade 8
Focus Content Standard(s):	**Grade 6:** ● MS-LS1-1: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. ● MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. ● MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. **Grade 7:** ● MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. ● MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. **Grade 8:** ● MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. ● MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. ● MS-PS3-5: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Barriers:	Frequent changes to the curriculum Previous block schedule did not allow enough time for students to make connections to prior knowledge from earlier grades Previous scheduling had teachers teaching multiple grade levels.
Needed Resources:	Spiraled review items New science computers (old ones have multiple issues that have been reported but not addressed)
Strategies and/or evidence-based interventions:	Development and implementation of increased hands-on lab activities Continued use of GRR/UDL model Use of MobyMax lessons as necessary for enrichment/review
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2019-2020 school year. Beginning in the 2019-2020 school year, Westmar moved to a 5 block schedule which allows for 60 minutes of Science instruction instead of the previous 4 block schedule which only allowed for 38 minutes. Development and implementation of increased lab activities will occur throughout the year along with continued use of the GRR/UDL model. In addition, these lab activities will focus on the hands-on collection and analysis of data which will be used to draw conclusions or support an argument. Increased reading passages requiring students to analyze text and use key ideas to support an argument or draw conclusions will also be implemented throughout the year. Appropriate MobyMax Science lessons will be used as necessary for enrichment/review throughout the year.
Monitoring Procedure:	Quarterly Science Benchmarks MISA 2020

Table 21	**UDL for SCIENCE**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Discovery Education text and videos with closed captioning ● Smart Notebook projecting PPTs, texts, and filling in worksheets ● Hard copy textbooks ● Graphic organizers in Interactive Science Notebook ● Text-to-speech options ● Written, verbal, and pictorial lab procedures ● Clarifying vocabulary through multiple means of instruction
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● whole classroom formative assessments and knowledge checks ● bell ringers and exit tickets ● voice-to-text and closed captioning ● constructing models of science phenomena ● calculators ● online simulations and games including PHET, Gizmos, and Legends of Learning ● student choice boards for projects

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	● real-world science labs and investigation of student questions ● peer groups for activities ● self assessment through post-lab questions ● self checking of test responses ● red-yellow-green system for requesting teacher assistance ● classroom procedures and routines ● independent, partner, and group work

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

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

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Create a supportive environment. ● Design lessons with GRRUDL model. ● Use flexible grouping. ● Establish routines. ● Provide specific and frequent feedback.

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

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

MTSS Multi-Tiered System of Support Action Planning School: Westmar Middle School
Date: November, 2019

PRIORITY: #1 School personnel will utilize school-wide positive behavior interventions and supports.			
PRACTICE: Align and refine current PBIS practices and framework focusing on Tier II/III			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			

• Focus on maintaining and refining PBIS. • Use schoolwide and classroom research- based positive behavioral supports for achieving social and learning outcomes.	Administration PBIS PST Staff	Aug. 2019- June 2020	Review data for students in subgroups. Access case managers and district supports for teachers.
INSTALLING			
• Present data to faculty for review and problem solving. • Follow through with a 3 step discipline policy process for teachers to follow, from minor to major. • Redesign the behavioral referral process that includes "Lunch Reteach". • Implement the use of Check In/Check Out. • Implement a collaborative approach to analyze student data and the intervention process. • Implement Tier II and Tier III interventions.	Administration PBIS PST Staff	Monthly January 2018 November 2019- January 2020	Continue to examine data for subgroups in monthly PBIS meetings and review the data with all staff. Provide staff development on the 3 step discipline policy and infractions. Provide staff development on Check in Check Out. Prepare staff presentation. Send staff to summer training
IMPLEMENTING			
Continue implementation of current PBIS standards.	Administration Staff PST	Ongoing School year 2019-20	Apply for PBIS recognition, Gold for Tier II/III.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Continue monthly meetings and involve all staff in shared decision making and professional development.	Administration	Ongoing	Continued staff development
Notes- Focus classroom vs. office based referrals; focus on developing a framework for building leadership within the PBIS system.			

PRIORITY: #2 GRR and UDL Practices become standard practice daily in the classroom across all grade levels.

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PRACTICE: Consolidate efforts that focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances in the classroom daily.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
● Focus on aligning entire system of initiatives, supports, and resources. ● Systematically address support for all students through differentiated content, processes, and products.	Administration Leadership Team Math/ELA Specialists All staff	August 2019-June 2020	Review data for students in subgroups. Continue monthly vertical team meetings for ELA/Math. Establish monthly vertical team meetings for Science and Social Studies
INSTALLING			
● Integrate instructional and intervention support so systemic changes are sustainable and based on CCRS-aligned classroom instruction. ● Challenge all school staff to change the way in which they have traditionally worked across all school settings. ● Implement a collaborative approach to analyze student data and work together in the intervention process.	Administration Leadership Team Math/ELA Specialists All staff	bi-weekly Leadership Meetings Sept 2019-May 2020 January 2020	Math and ELA specialists will review student MCAP, MI, and RI scores with all staff including teachers and instructional assistants. Math and ELA specialists will provide all teachers with resources support MCAP.
IMPLEMENTING			
Conduct bi-weekly leadership team meetings and monthly vertical team meetings	Administration Leadership Team Math/ELA Specialists	Sept. 2019-May 2020	Administration will conduct walkthroughs to monitor progress.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Professional development and support at county and school level	Administration Supervisors	Ongoing 2019-2020	Walkthroughs on focused and guided instruction
Notes-			

X. 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.

Westmar has a strong Tier I PBIS program. Three years of data shows 85% of students are responding to Tier I strategies. An overwhelming 239/282 students had 0-1 referrals last school year (85%). This is an increase of 1% from the previous year. Another 31 students had 2-5 referrals (11%). This is a decrease of 4% from the previous year. Twelve students had over 6 referrals (4%). This is an increase of 3%.

All Referrals

School Year	Enrollment	0 or 1 Referrals	2-5 Referrals	6+ Referrals	% for 0 or 1	% for 2-5	% 6+
2016-2017	288	245	35	8	85	12	3
2017-2018	292	244	45	3	84	15	1
2018-2019	282	239	31	12	85	11	4
2019-2020	278	259	17	2	93	6	1

The school continues to see the male population having the highest percentage of referrals with 174/232 (75%) of the referrals in 2018-19 from males. Although the number of referrals increased, the male population saw a decrease of 6% as compared to last year. The data chart belows shows a breakdown by male and female.

2018-19	**Male**	**Female**
Number of ODR's - 232	174 (75%)	58 (25%)
Number of ODR's in the classroom - 111 (48%)	91 (82%)	20 (18%)
Number of ODR's in other areas - 121 (52%)	82 (68%)	39 (32%)

Data also show that majority of ODR's occur in the classroom decreased in the classroom from 63% to 48% from the previous school year. There was a 10% increase in the female population ODR's outside of the classroom. There was also an increase in repeat offenders.

In order to improve the implementation of the PBIS framework, the following are occuring at Westmar:

- Staff development continues around the MD Code of Conduct as it pertains to discipline and restorative practices.
- Staff continues to refer to classroom-based versus office-based behaviors.
- Improvements to Tier I supports are enhanced with student buy-in, choice and student council recommendations
- Project Wisdom positive messages are read daily on the announcements.
- Monthly/weekly character education lessons utilizing Project Wisdom are based on monthly character education traits.

- School recognition programs continue with enhancements of rewards. The school recognizes monthly "ROAR" students for demonstrating monthly character traits. The school will present a fall and spring "Rising and Shining Star" program.
- The increase of community support continues to be a focus.
- The team also supports staff through regular positive reinforcements including staff luncheons, notes of encouragement and additional staff wellness activities. The PBIS team also recognizes school bus drivers, nurses and administrative assistants during designated weeks.
- Instructional leaders took a stance on being proactive in the hallway. Changes to lunch duty supervision were made as well as morning supervision routine.

Westmar enlists a proactive approach to discipline through PBIS initiatives and restorative practices. Students are rewarded daily, weekly, monthly, and quarterly through the use of PAWS stamps. Guidance and administration encourage reporting of school, home, and community-based harassment concerns before situations that require extreme disciplinary action occur. Conferences with administration, guidance counselor, and school resource officers are a regular practice. In addition, restorative practices, warnings, parent contacts, and lesser consequences, such as lunch detentions and in-school intervention, have been instrumental in minimizing suspension level.

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

A Tier II/III Behavior Intervention Team consists of administration, guidance, pupil service worker, special education facilitator, Project Yes Coordinator, teacher, and school psychologist. The team meets weekly to look at academic and behavioral data to plan for students in Tier II/III. All students are screened three times each year with a Universal Behavior Screener. The BIT team gathers and analyzes the data to form Advisory groups, identify students in need of targeted interventions and supports, and monitor progress. Check In/Check Out is used primarily as a Tier II/III intervention. Students receiving more than 3 disciplinary referrals, identified as habitually truant, failing 2 or more classes, or referred by staff, are considered. The school further utilizes Check and Connect with our school resource officer. The school has a RETEACH room during lunch, in-school intervention and therapeutic interventions. Students are referred for outside counseling to the Health Department. The school has partnered with Family Crisis Resource Center to provide a boys' mentoring group and plans to incorporate a girls' empowerment group.

XI. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

Parent Advisory Committee 2019-2020

Name	Position
Lora Puffenberger	Principal
Jeff Avey	Assistant Principal
Brian Hogan	Parent Representative
Rachel Hogan	Alt. Parent Representative
Greg Harvey	Community Representative
Nikki Lewis	Teacher

Parent Involvement Plan

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

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WESTMAR PARENT INVOLVEMENT PLAN

Expectations

Westmar 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?

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I. Shared Decision Making ➢ The parent involvement plan is developed with input from parents.	SIT Parent Advisory Committee Westmar Student/Parent Handbook	Aug. 2019 Ongoing	Mrs. Puffenberger
II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	Back to School Night Classroom Syllabi Parent Conference Days Online Grade Reports	Aug. 2019 Quarter 1/Quarter 3 Ongoing	Administration Faculty/Staff
➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	MCAP Reports Parent Conference Days Progress Reports	September 2019 Quarter 1/Quarter 3 Ongoing	Administration Faculty, & Staff
➢ Ensure information is presented in a format and/or language parents can understand.	Newspaper Radio Westmar & ACPS Websites Telephone/School Messenger School Marquis Email	Ongoing	Administration Faculty, & Staff
➢ Provide full opportunities for participation of parents of students from diverse	IEP Meetings All teachers post grades using ASPEN Parent Conferences	Ongoing	Administration Faculty, & Staff

backgrounds.	Emails and phone calls to parents and guardians Recognition events		
Requirements	**Description of Activities/Actions/Initiatives**	**Date(s)**	**Who should you contact for more information?**
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement Meetings	Ongoing	Mrs. Puffenberger
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents actively volunteer in many ways throughout the school year: ● Chaperone school dances ● Attend and chaperone field trips ● Band/choral concerts ● Art shows ● Work with youth sports ● Help students organize food drives for local food pantries in conjunction with service learning hours ● Fundraisers	Ongoing	Administration Faculty, & Staff

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.

Westmar Middle School provides opportunities for successful school personnel/parent/community interactions to offer suggestions and participate, as appropriate, in decisions about the education of our children. Students and parents are invited to Back-to School Night, musical programs, and recognition events.

Westmar Middle School coordinates parental involvement programs and activities with Head Start, Home Instruction, MRHS Band Boosters, Sheriff's Department, Goodwill and Midland Fire Companies, and First Assembly of God Church as partners in our community. The Western Maryland Food Bank donates weekly to our backpack program; our school counselor and school resource officer organize food baskets and a school store for shopping. Chick-fil-a donates gift cards for student recognition programs. Each year our students participate in the Patriot's Pen essay contest. The VFW of Oldtown donates school supplies and monetary donation yearly.

To increase participation this year the school will:

- Collect a list of parents who would like to volunteer in the school and distribute to staff.
- Create, distribute, and post online a monthly calendar of events.
- Create a parent Facebook information group.
- Invite parents to STARS recognition programs.

Estimated Hours of Volunteers in the building

Activity	# of Parents	# of Hours	Total Hours
Volleyball Coaches	3	150	450
Volleyball Referees/Concession	12	4	48
Basketball Coaches	9	150	1350
Basketball Concession	16	4	64
Band Field Trip	26	10	260
8th Grade Field Trip	35	10	350
8th Grade Parent Meetings	22	2	44
Superintendent PAC	1	14	14

Total	124	344	2,580

XII. Professional Community for Teachers and Staff- Standard 7

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

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
School Improvement Plan Focus Groups: Using a Collaborative Team Approach and Using Data for Effective Decision Making	August 2019 Ongoing	Westmar Staff	As a result of the professional learning, Westmar School will implement a collaborative model for creating, revisiting, and implementing an effective SIP. Staff will have a deeper understanding of the SIP process, have input into the plan, and be able to articulate in a group.	The participants will attain a deeper understanding of how data drives classroom instruction and school improvement plans. Using teamwork and data-based decision making, the participants will work to create strategies to strengthen students' daily classroom performance, attendance, safety, and behavior. Increasing community involvement and wellness activities will also be a focus.	Assessment will be ongoing. Quarterly/monthly agendas and team meeting logs will be used to measure the implementation.

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
Disproportionality and Special Education	November/ February 2019-2020 Westmar Middle School	Westmar Staff	As a result of the professional learning, Westmar will create an effective model for educating all students to high standards in the general education curriculum and classroom and decrease the disproportionality gap between students with and without disabilities.	Participants will attain knowledge of biases and beliefs and how it pertains to discipline. They will explore how having a growth mindset and an understanding of poverty can help reduce disruptive behaviors.	Assessment will be ongoing. PBIS team will monitor discipline data.
3. 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
Building Effective School Communities, Cohort IV	Westmar Middle School, monthly meetings with School-based Leadership Teams	Westmar Staff	As a result of the professional learning, Westmar School will create an effective model for educating all students to high standards in the general education curriculum and classroom and reduce the achievement gap, particularly for students with disabilities.	Participants will attain knowledge that will aid in improving student performance and student engagement at Westmar Middle. They will explore strategies and models that will build a school community where ALL students have a sense of belonging and are successful both academically	Assessment will be ongoing. Academic data, behavior data, student observations, and teacher observations will be used to measure the implementation of the cohort work.

				and behaviorally.	

XIII. Management Plan

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

   The SIP will be shared with faculty during team meetings in December. Follow-ups will take place in team and vertical team meetings.

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

   The SIP will be posted on the school website; a phone call through school messenger will inform parents where to find more information regarding the plan.

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

   Teachers participated in the Root Cause Analysis and Goal Setting Process of the SIP. Walkthrough observations will be shared with faculty during team meetings to allow for discussion. Data will be reviewed to determine needs for additional training and support at vertical team meetings.

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

   School Improvement Specialists will collect, sort, and process data to be shared with the administration, faculty, and staff. Updates will be given at bi-weekly instructional leader meetings.

5. How will administration monitor the plan?

   The administration will chair bi-weekly instructional leader meetings and team meetings for data review.

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

   The Central Office provides the data and template for creating the plan. Support is given by content area supervisors and the assessment coordinator to address questions, concerns, and the need for professional development.

Allegany County Public Schools
2019-2020 School Improvement Plan

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
Lora Puffenberger	Principal
Jeff Avey	Assistant Principal
Roberta Brown	Reading School Improvement Specialist/Co-Chair
Teresa Norris	Math School Improvement Specialist/Co-Chair
Lynn Muir	Guidance Counselor
Amber Rotruck	8th Grade Team Leader/Teacher-in Charge
Khrista Brown	7th Grade Team Leader
Jennifer Ritchie	6th Grade Team Leader
Krista Wilson	Creative Arts Team Leader
Brian Hogan	Parent

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