

**Allegany County Public Schools  
2024-2025 Middle School Improvement Plan**

**School: Westmar Middle School**

**Principal: Lora Puffenberger**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

**A. VISION, MISSION, AND CORE VALUE**

**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.

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

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**B. SCHOOL CLIMATE AND CULTURE**

**Climate**

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 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.

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#### **Culture**

##### **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 Respect, Organization, Achievement, and Responsibility.

Westmar strives to provide a safe learning environment in an atmosphere free of harassment, while nurturing academic achievement. 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 drills and practices the Standard Response Protocols to support student safety in the event of an emergency. A school safety team exists and meets quarterly. We also offer a student safety club.

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

Westmar has been recognized as a Maryland Green School since 2019. The Green School program includes aspects of global, state, and local wellness. We aim to help our students understand how their actions locally impact the environment. We believe that by creating a healthy school environment, learning can be enhanced. Our student Ag Club was developed last school year and has worked to clean up the school rain garden, harvest native seeds from the rain garden, and work to get our green house up and running to plant seeds for winter. We hope to give back to the community with the plants. The school also has a Green Club that participates in a recycling program for paper, plastics, and Trex for plastic film. Each classroom and large gathering areas are equipped with recycling bins. Students collect and sort the recycled items. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed.

As a Maryland State Community School, Westmar provides support to students, working in collaboration with community partners, local governments, and other stakeholders to provide services that address barriers to learning and success. Westmar Community School leverages the power of neighborhoods through asset-based approaches that strengthen the connections between home, school, and communities and creates change for Westmar families. Westmar Community School builds relationships, fosters a sense of community, and provides hope to students and families.

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**II. SCHOOL DEMOGRAPHICS**

Number of years the principal has been in the building? 8

**A. Staff Demographic**

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		24	24
Itinerant staff	6		6
Paraprofessionals		3	3
Support Staff		4	4
Other	13	9	22
Total Staff	19	42	61

**B. Student Demographics**

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	n/a
Hawaiian/Pacific Islander	≤10
African American	≤10
White	243
Asian	n/a
Two or More Races	≤10
Special Education	36
LEP	n/a
Males	125
Females	131
Gender X	n/a
<b>Total Enrollment</b>	<b>256</b>
FARMS Rate (2023-2024)	72.31%

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**Special Education Data 2024-2025 School Year**

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10	06 Emotional Disturbance	≤10	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	n/a	08 Other Health Impaired	≤10	14 Autism	≤10
04 Speech/Language Impaired	≤10	09 Specific Learning Disability	21	15 Developmental Delay	n/a
05 Visual Impairment	n/a	10 Multiple Disabilities	≤10	<b>TOTAL COUNT</b>	<b>36</b>

**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>	<b>Attendance Rate</b>
All Grades	90.2	91.0
Grade 6	89.6	92.0
Grade 7	89.8	90.5
Grade 8	91.0	90.1

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<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>	<b>2023-2024</b>
All Students	<b>90.2</b>	<b>91.0</b>
Hispanic/Latino of any race	≤10	≤10
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Black or African American	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10
White	90.3	91.1
Two or more races	≤10	≤10
Male	90.3	90.2
Female	90.1	91.7
EL	n/a	n/a
Special Education	91.7	90.6
Free/Reduced Meals (FARMS)	88.7	89.8

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

Attendance challenges are in the following categories:

- Free and Reduced Meals (89.8%)
- Grade 6 (current grade 7) (92.0%)
- Grade 7 (current grade 8) (90.5%)
- Females (91.7%)

All students will be monitored for attendance using a multi-tier system of support. Based upon previous attendance records, the free and reduced meal (FARM) sub-group, Grade 6 (current grade 7), and Grade 7 (current grade 8) have fallen below the threshold for absenteeism. Specifically, the target group for FARM attendance will be current 7th graders. This subgroup fell frequently below the total school attendance percentage per month. The female subgroup was also identified as a group targeted to prevent any further decline in attendance.

All target groups will be tracked through the MTSS attendance monitoring system and pupil service team for attendance. The school has established an attendance focus group that meets quarterly. When a special education student reaches 10 unexcused absences, the special ed team will meet to determine if the absences are due to the student's disability.

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

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

- A multi-tier attendance monitoring and intervention protocol will be implemented.
- The PST will review student attendance.
- Positive attendance announcements will be made by administration and Community School Coordinator.
- The Check In-Check Out program for students with poor attendance will be implemented.
- Weekly, monthly, and yearly attendance incentives will be implemented for all students.
- Incentives will target lowest attendance days.
- Enhanced incentives will target chronically absent students.
- Attendance contracts are established and upheld between all stakeholders.
- Positive incentives are provided for improved attendance by the Social Emotional Learning Coach and PBIS.



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**Chronically Absent**

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2022	2023	2024
Not Chronically Absent (percentage)	47.9	58.52	64.8
Not Chronically Absent (student count)		134	158
Report Card Points Earned	2.5	5.5	3.0

**Habitually Truant**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

<b>Table 6</b>	2022	2023	2024
Habitually Truant (percentage)	8.23	2.60	1.65
Habitually Truant (student count)	19	6	4

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

Westmar has taken a tiered approach to address attendance utilizing Attendance Works. The school has several foundational supports that promote positive conditions for learning for all students. We provide initiatives for students that support physical/emotional health/safety, connection/belonging, and academics. The following are available to all students:

- Daily automated phone calls are made to notify/confirm absences with parents/guardians.
- Free breakfast is offered.
- An initiative has been established for all staff to use a positive tone when addressing attendance.
- An advisor is assigned to all students for morning check in.
- Daily tutoring in math and reading is offered.
- Hygiene products are provided.
- Friyay Clubs were established
- Additional after school interest clubs have been established.

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 (school nurse, psychologist, social services, health department)

In addition, the following interventions are considered:

- Referral to Project YES
- Referral to Mental Health Specialist
- Referral to Social Emotional Learning Coach
- Lunch Bunch with Social Emotional Learning Coach
- Check In-Check Out
- After School Program
- Co-Curricular homework help
- Additional resources for academic needs such as after hours tutoring and the after school program

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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, parents, and administration, and rewards are given through PBIS for improved attendance. When assigning an advisor, these students are strategically placed.

**IV. GRADUATION RATE – High Schools Only**

**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	200	251	197
All Suspensions	34	21	34
In School	0	0	0
Out of School	34	21	34
Sexual Harassment Offenses	1	1	5
Harassment/Bullying Offenses	1	1	7

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

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Westmar follows a tiered intervention approach to school discipline, emphasizing restorative practices to foster a positive learning environment. At the Tier I level, we focus on early interventions and proactive strategies to reduce disciplinary referrals. All students participate in Second Step lessons, which help develop essential social-emotional skills such as building positive relationships, managing emotions, and setting goals. As a PBIS school, we reinforce positive behavior through our Paw Stamps reward system. Students earn Paw Stamps for demonstrating good behavior, which they can redeem at the Roar Store for school supplies, treats, clothing, and other items. Additionally, students who meet the criteria—including no referrals—can participate in PBIS Booster Activities. Each classroom is equipped with a Sensory Tool Kit to assist students to self sooth and remain in the classroom. Staff and students were trained on how to utilize the Sensory Took Kits.

Teachers utilize the ACPS-Secondary Schools Office Referral process to document behavior concerns. When conflicts arise, administration and staff facilitate Conflict Resolution Circles, peer mediation, and other restorative practices to help students resolve issues constructively. Students with multiple discipline referrals are identified as Tier II and referred to our Pupil Service Team (PST) for targeted interventions. The team collaborates with teachers to provide classroom management support and implement individualized strategies. For Tier III students, the PST team and parents work together to develop Individual Support Plans (ISP) or Behavior Intervention Plans (BIP). During this process, teachers maintain ongoing communication with families, discussing strategies they have tried to help the student improve behavior before an office referral is issued.

Students assigned to In-School Intervention will complete a reflection lesson with Mrs. Cuthbertson, ISI Coordinator. They will then meet with Mrs. Glencoe, Social Emotional Coach, to review their reflection sheet and discuss strategies for improvement. For students who consistently struggle with behavior, Mrs. Glencoe provides additional support through the Check-In/Check-Out program. She collects and shares progress data with staff and parents and leads a morning check-in group, helping students develop self-regulation strategies. She also holds various lunch bunch groups that focus on social skills.

Students receiving an Out-of-School Suspension (OSS) must attend a Student Reentry Meeting with their parent/guardian to establish a plan for successful reintegration into the school community.

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**VI. EARLY LEARNING (Elementary Only)**

**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

**Short Term Goal:** to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

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

Points for ELA Proficiency out of 5 = 2.5

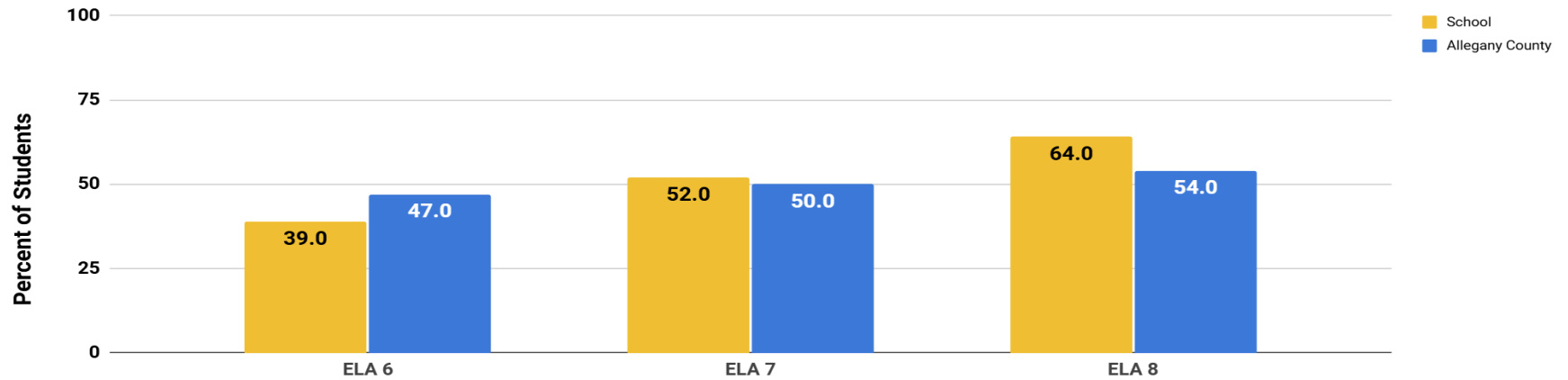
Points for ELA average levels out of 5 = 3.1

Points for ELA Growth out of 12.5 = 8.5

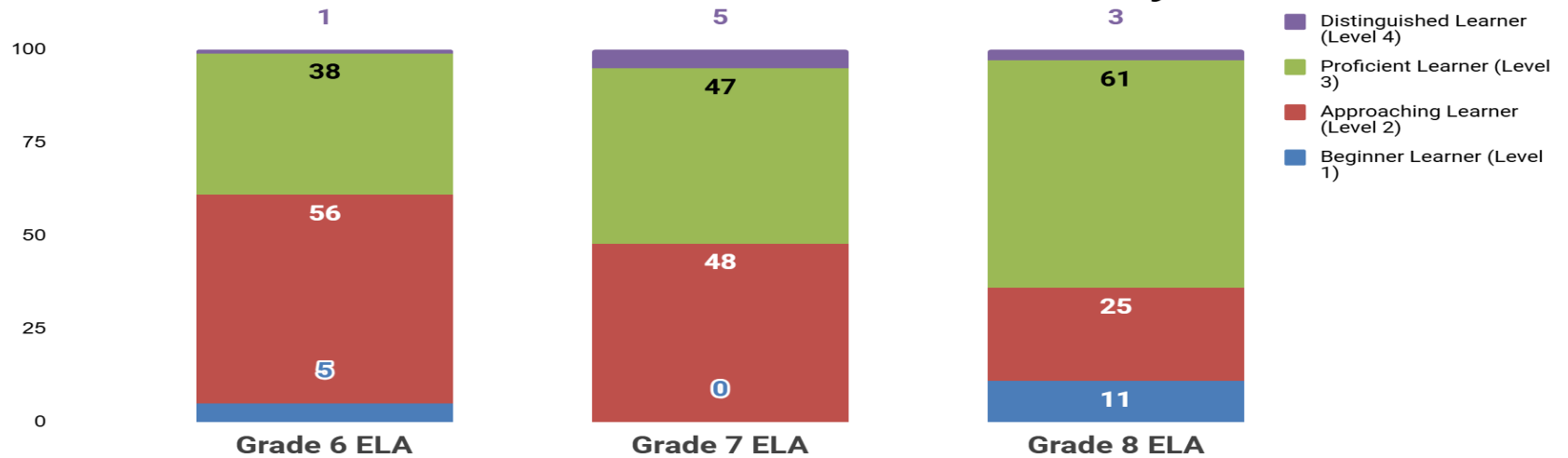
- 1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph**

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***Westmar Middle 2024 ELA Proficiency Rates***

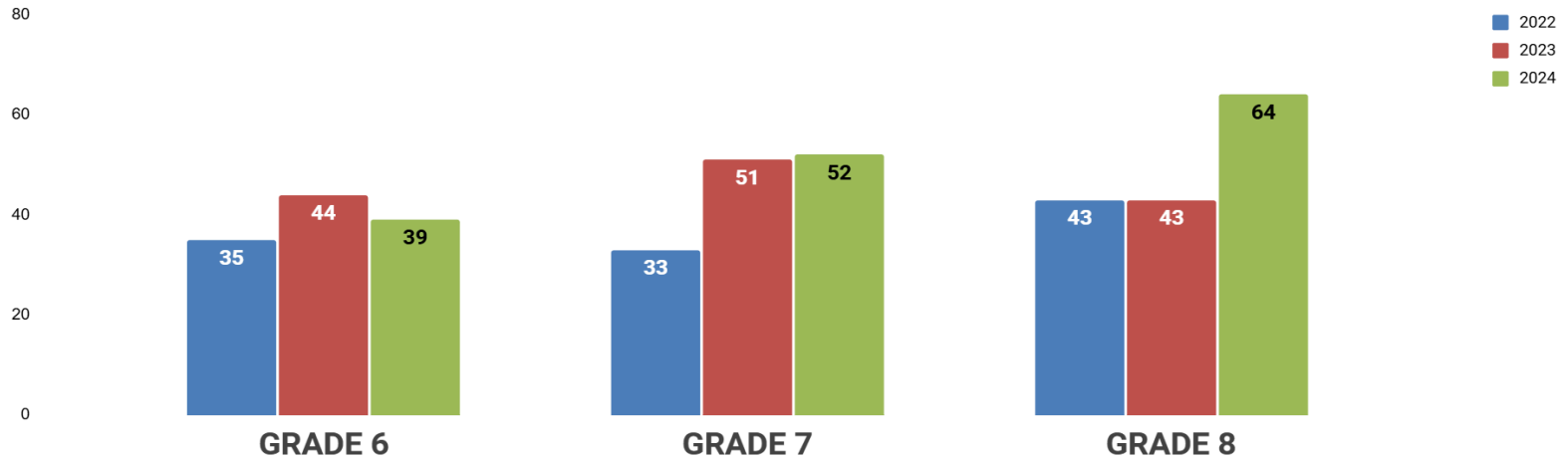


***Westmar Middle 2024 MCAP ELA Proficiency Levels***

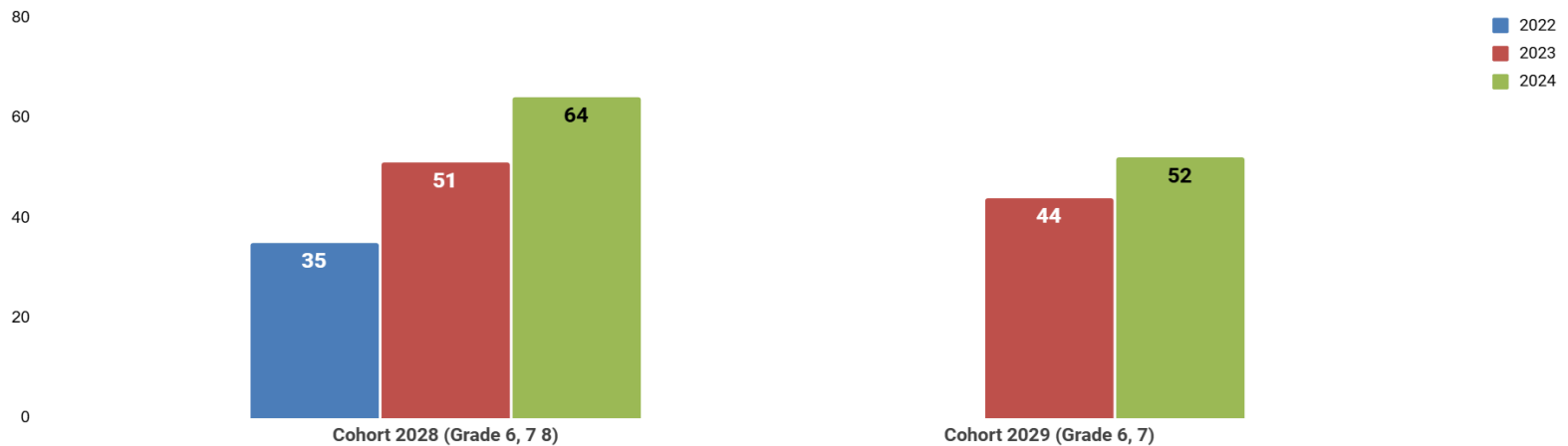


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***Westmar Middle ELA Proficiency Trend***



***Westmar Middle ELA Cohort Proficiency Growth***



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<b>ELA FOCUS AREA 1:</b>	Writing 6-8
<b>Focus Area Goal</b>	<p>By the end of the 2024-2025 school year, students in Grades 6-8 will increase scores in the Writing Domain by 5%.</p> <p>A total of 61% of sixth grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 56% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5%</p> <p>A total of 48% of seventh grade students scored as beginner or approaching learners. Of these, 0% scored as beginner learners, and 48% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p> <p>A total of 36% of eighth grade students scored as beginner or approaching learners. Of these, 11% scored as beginner learners, and 25% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• In the current scope and sequence of HMH, the curriculum places complex writing tasks before basic writing skills have been reviewed with students.</li> <li>• The pacing guide inhibits in-depth coverage of the writing standards.</li> <li>• The MCAP rubric is not written in a student friendly manner.</li> </ul>
<b>Focus Content Standard(s):</b>	<p>W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• The rigor and structure of the pacing guide prohibits in-depth coverage of the complete writing process.</li> <li>• Prior to the 2024-25 school year, the writing rubrics were not written in a student friendly manner.</li> <li>• The success criteria for writing was unclear.</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Supplemental materials and mini-lessons to target specific writing skills in reading labs</li> <li>• Practice activities with MCAP rubrics</li> </ul>



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	<ul style="list-style-type: none"> <li>● RACE and GTAP models and practice materials</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Teaching and implementing the RACE strategy</li> <li>● Teaching and implementing the GTAP strategy</li> <li>● Using the ACPS student rubrics and checklists for peer editing and self-reflection</li> <li>● Using the 11 pt. MCAP rubric to score students' extended writing</li> <li>● Providing student exemplars for analysis</li> <li>● Addressing prewriting and organization with graphic organizers and templates</li> <li>● Using Read180 writing zones and small group guided writing lessons</li> <li>● Continuing use of daily warm-ups and mini-lessons</li> <li>● Planning collaboratively with grade level teams and the reading coach</li> <li>● Planning for co-teaching with special educators</li> <li>● Tutoring in co-curricular class during the school day for additional support with smaller groups</li> <li>● Tutoring after-school to support academic needs</li> </ul>
How will it be funded?	ACPS Funding (School Improvement)
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>● Quarter 1: Get baseline data through the use of quarter 1 benchmarks.</li> <li>● Quarter 2: Focus on developing writing lessons and assignments through teacher collaboration and input from the reading coach.</li> <li>● Quarter 3: Implement lessons during both ELA and i-Ready labs where appropriate through guided instruction and independent practice.</li> <li>● Quarter 4: Review lessons, use MCAP public releases/practice tests, and model exemplary responses using the MCAP rubric prior to testing.</li> <li>● Year-long: Begin bi-weekly collaborative and co planning with grade level and vertical teams.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>● Use both formative and summative writing grades from ELA class and labs.</li> <li>● Monitor student understanding and progress using county benchmarks and ELA writing assignments.</li> <li>● Use the MCAP rubric for scoring benchmarks and extended writing assignments.</li> <li>● Continued writing assignments throughout the curriculum.</li> <li>● Continued collaborative planning meeting with coaches and administration.</li> </ul>

<b>ELA FOCUS AREA 2:</b>	Citing Textual Evidence and Text Annotation, 6-8 (Answering Two-part Questions)
Focus Area Goal	By the end of the 2024-2025 school year, students in Grades 6-8 will increase scores in the Reading Informational and Literary Domains for two-part questions.

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	<p>A total of 61% of sixth grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 56% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5%</p> <p>A total of 48% of seventh grade students scored as beginner or approaching learners. Of these, 0% scored as beginner learners, and 48% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p> <p>A total of 36% of eighth grade students scored as beginner or approaching learners. Of these, 11% scored as beginner learners, and 25% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>• Two-part questions are challenging.</li> <li>• The curriculum lacks adequate practice with two-part questions.</li> <li>• Essential details in a text are difficult to distinguish from general details.</li> </ul>
Focus Content Standard(s):	<p>At each grade level, there were several standards from the Reading Informational and Literary Text Domains. Each standard had two-part questions in one or more items.</p> <ul style="list-style-type: none"> <li>• <b>READING INFORMATIONAL</b>            RI.1 (CITE TEXTUAL EVIDENCE/INFERENCES), RI.2 (CENTRAL IDEA; SUMMARY), RI.3 (KEY INDIVIDUAL/EVENT/IDEA IS INTRODUCED/ILLUSTRATED/ELABORATED), RI.5 (TEXT STRUCTURE; DEVELOPMENT OF IDEAS), RI.6 (AUTHOR'S POINT OF VIEW; PURPOSE IN A TEXT), RI.7 (ADVANTAGE/DISADVANTAGE USING DIFFERENT MEDIUMS)            * <i>Incoming GR 6 - RI.5.8</i> (AUTHOR'S USE OF REASONS/EVIDENCE TO SUPPORT POINTS)         </li> <li>• <b>READING LITERARY</b></li> <li>• <b>RL.1</b> (CITE TEXTUAL EVIDENCE/INFERENCES), <b>RL.2</b> (THEME; CENTRAL IDEA, SUMMARY), <b>RL.3</b> (PLOT/CHARACTER DEVELOPMENT), <b>RL.4</b> (WORD MEANINGS), <b>RL.5</b> (TEXT STRUCTURE; IMPACT OF), <b>RL.9</b> (COMPARE/CONTRAST GENRES)</li> </ul> <ul style="list-style-type: none"> <li>• Current 7th (RI.2, RI.3, RI.5, RI.7; RL 1, RL.2, RL.3,RL.4, RL.5, RL.9)</li> <li>• Current 8th (RI.1, RI.2, RI.3, RI.5, RI.6; RL.2, RL.3, RL.4)</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Complex texts written above many students' independent reading Lexile level</li> <li>• Lack of tools to teach and implement strategies for answering two-part questions</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Supplemental materials offering further practice with two-part questions</li> <li>• Lessons targeting two-part questions to be taught in reading labs</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Modeling and providing direct instruction when teaching the Assessment Practice questions from text selections in the HMH <i>Into Literature</i> textbook.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Providing ongoing practice using the GRRUDL method.</li> <li>• Implementing the Notice &amp; Note strategy embedded within the textbook.</li> <li>• Using the RACE strategy consistently.</li> <li>• Using the Reading Zone in the Read180 intervention program.</li> <li>• Scaffolding to increase student access to complex texts.</li> <li>• Practice with MCAP public release materials.</li> <li>• Planning collaboratively with grade level teams and the reading coach.</li> <li>• Planning for co-teaching with special educators.</li> <li>• Tutoring in working co-curricular class during the school day for additional support with smaller groups.</li> <li>• Tutoring after-school to support academic needs.</li> </ul>
How will it be funded?	ACPS Funding (School Improvement)
Steps towards full implementation with timeline:	<p>Quarter 1: Establish a baseline for students' understanding and success with two-part questions.</p> <p>Quarter 2: Focus on developing lessons through teacher collaboration and input from the reading coach.</p> <p>Quarter 3: Implement Assessment Practice embedded in the textbook as guided practice and modeling examples for answering the two-part questions.</p> <p>Quarter 4: Review the strategies used throughout the year prior to testing.</p> <p>Use MCAP public releases and practice tests as guided practice prior to testing.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Monitor and analyze student responses to the two-part questions on the county benchmarks given at the end of each HMH unit.</li> <li>• Monitor and analyze student responses to the two-part questions on the Assessment Practice following each HMH text selection.</li> </ul>

<b>FOCUS AREA 3:</b>	Text Structure and Organization, Reading Informational and Literary Texts, 6-8
Focus Area Goal	<p>By the end of the 2024-2025 school year, students in Grades 6-8 will increase the percentage correct on questions in Standard 5 (Text Structure and Organization Contribution to the Text Development) of the Reading Domains by 5%.</p> <p>A total of 61% of sixth grade students scored as beginner or approaching learners. Of these, 5% scored as beginner learners, and 56% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5%</p> <p>A total of 48% of seventh grade students scored as beginner or approaching learners. Of these, 0% scored as beginner learners, and 48% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners .</p>

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	<p>A total of 36% of eighth grade students scored as beginner or approaching learners. Of these, 11% scored as beginner learners, and 25% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase students' scores by 5% that were identified as beginner or approaching learners.</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>● Complexity of text questions impedes comprehension</li> <li>● Lexile level of texts are above student levels.</li> <li>● Curriculum lacks a variety of text structures.</li> <li>● Curriculum lacks sufficient practice with text structure concepts.</li> </ul>
Focus Content Standard(s):	<p><b><u>GR 6</u></b>            RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.            RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b><u>GR 7</u></b>            RL.7.5 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.            RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b><u>GR 8</u></b>            RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.            RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
Barriers:	<ul style="list-style-type: none"> <li>● Based on diagnostic testing, many students are reading below the level of the complex texts embedded within the curriculum.</li> <li>● HMM curriculum provides limited opportunities for analyzing how text structures and organizational patterns contribute to the overall meaning of a text.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Supplemental materials offering further practice identifying text structure and organization patterns</li> <li>● Lessons targeting text structure and organization patterns to be taught in reading labs</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Providing direct in-depth instruction in the text structures and organizational patterns found both in informational and literary texts in reading labs.</li> <li>● Using school-wide charts and graphic organizers specific to the topics to increase student understanding.</li> <li>● Supplementing reading labs with targeted lessons in i-Ready (teacher toolbox scaffolded lessons) and READ 180.</li> <li>● Planning collaboratively with grade level teams and the reading coach.</li> <li>● Planning for co-teaching with special educators.</li> </ul>

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

**Universal Design for Learning for ELA.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p><b>UDLR.L&amp;S.1 -- Clarify vocabulary and symbols</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner's experience and prior knowledge</li> <li>• Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)</li> </ul> <p><b>UDLR.C.1 -- Activate or supply background knowledge</b></p> <ul style="list-style-type: none"> <li>• Use advanced organizers</li> <li>• Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom)</li> </ul>

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	<p><b>UDLR.C.2 -- Highlight patterns, critical features, big ideas, and relationships</b></p> <ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</li> <li>● Use multiple examples and non-examples to emphasize critical features</li> <li>● Use cues and prompts to draw attention to critical features</li> </ul> <ul style="list-style-type: none"> <li>● Communicate learning intentions both visually and orally.</li> <li>● Structure whole and small group lessons around GRRUDL.</li> <li>● Use anchor videos and the interactive online textbook to build background knowledge.</li> <li>● Use the HMH online textbook to present text selections and provide audio support.</li> <li>● Use visuals and videos to preteach the Notice and Note strategy.</li> <li>● Implement varying computer-based programs based on individual student learning needs (iReady, Read 180, Read 180: Foundational Skills).</li> <li>● Vary presentation of material (online, paper based, whiteboard, etc.).</li> <li>● Use R.A.C.E strategy to thoroughly answer a constructed response with text support and evidence citation (including checklists, templates, and rubrics).</li> <li>● Use GTAP strategy to organize introductory statements when writing constructed responses.</li> </ul>
<p><b>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <p><b>UDLA &amp;E.E&amp;C.1 -- Use multiple media for communication</b></p> <ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> </ul> <p><b>UDLA &amp;E.E&amp;C.3 -- Build fluencies with graduated levels of support for practice and performance</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide feedback or inform)</li> </ul> <p><b>UDLA &amp;E.EF.2 -- Support planning and strategy development</b></p> <ul style="list-style-type: none"> <li>● Embed prompts to “stop and think” before acting as well as adequate space</li> <li>● Embed prompts to “show and explain your work”</li> </ul> <ul style="list-style-type: none"> <li>● Use graphic organizers and templates provided by the teacher.</li> <li>● Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.).</li> <li>● Use multiple tools for construction and composition (web applications such as Kahoot, Quizziz, Blooket, etc.).</li> <li>● Use highlighting and post-it notes to identify key points and create questions for discussions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use discussion strategies to increase and demonstrate understanding of complex texts (turn and talk; Socratic seminars; think, pair, share, etc.).</li> <li>• Use assessment checklists and rubrics to develop and evaluate written responses.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<p><b>UDLE.RI.1 -- Optimize individual choice and autonomy</b></p> <ul style="list-style-type: none"> <li>• Provide learners with as much discretion and autonomy as possible by providing choices in such things as:  The type of rewards and recognition available  The tools for information gathering or production</li> </ul> <p><b>UDLE.RI.2 -- Optimize relevance, value and authenticity</b></p> <ul style="list-style-type: none"> <li>• Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</li> <li>• Invite personal response, evaluation and self-reflection to content and activities (journals)</li> </ul> <p><b>UDLE.SE&amp;P.3 -- Foster collaboration and community</b></p> <ul style="list-style-type: none"> <li>• Create cooperative learning groups with clear goals, roles, and responsibilities</li> <li>• Create school-wide programs of positive behavior support with differentiated objectives and supports</li> <li>• Provide prompts that guide learners in when and how to ask peers and/or teachers for help</li> <li>• Provide a variety of texts at differing Lexile levels (text selections in i-Ready labs, Newsela, Scope Magazine, Readworks &amp; CommonLit).</li> <li>• Foster collaboration and community through small groups and GRRUDL.</li> <li>• Facilitate discussion strategies (turn and talk; Socratic seminars; think,-pair, share, etc.).</li> <li>• Utilize choice board activity, gallery walks, and stations.</li> <li>• Create a supportive environment.</li> <li>• Use flexible groupings to meet student needs.</li> <li>• Emphasize process, effort, and improvement.</li> <li>• Provide frequent and specific feedback.</li> </ul>

**B. MATHEMATICS**

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

**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

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

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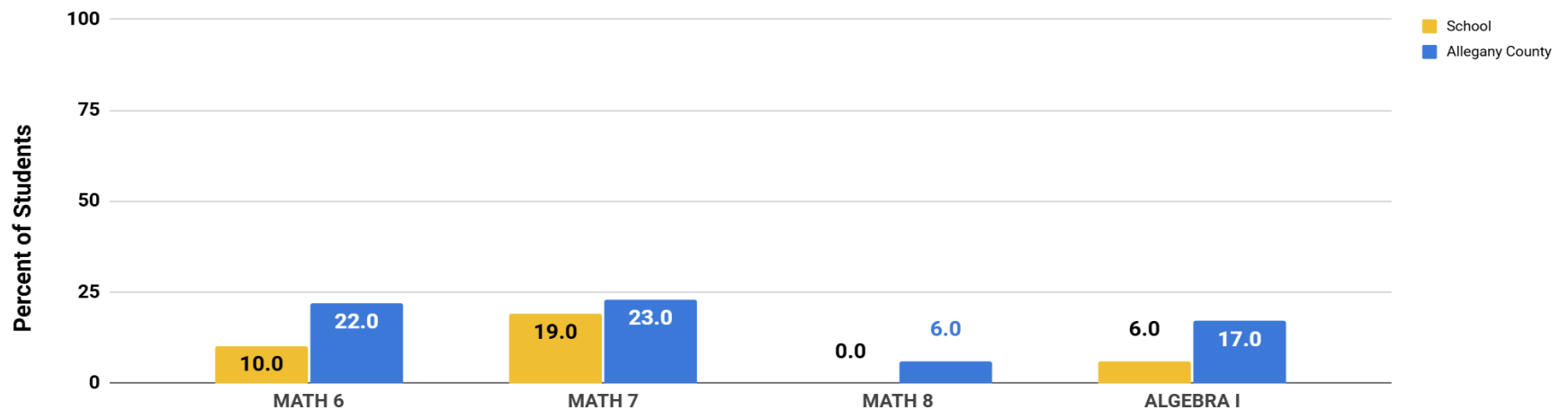
Points for Math Proficiency out of 5 = 0.5

Points for Math average levels out of 5 = 1.7

Points for Math Growth out of 12.5 = 12.5

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

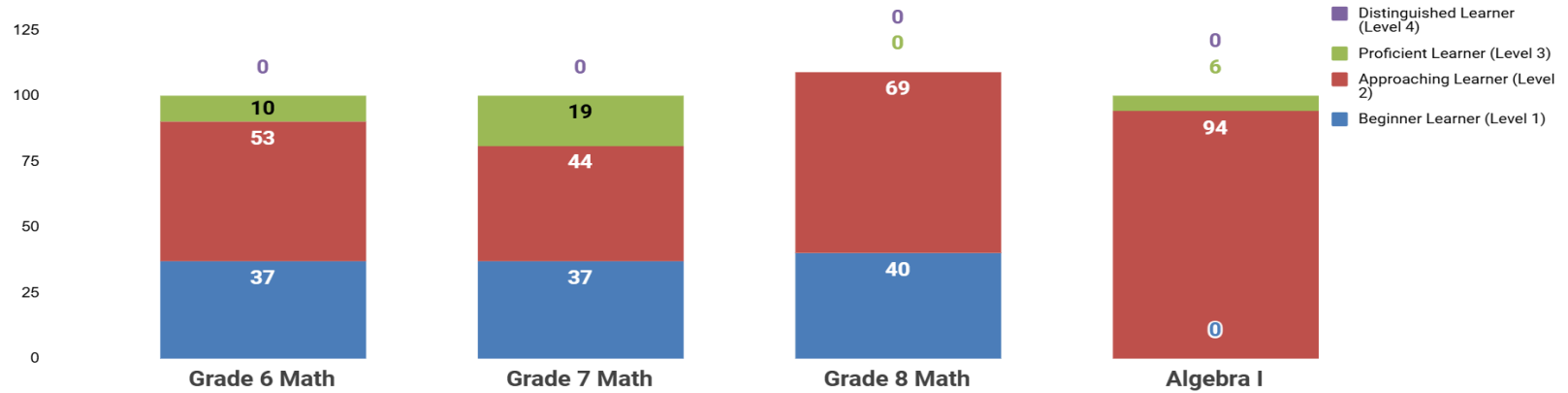
***Westmar Middle 2024 Math Proficiency Rates***



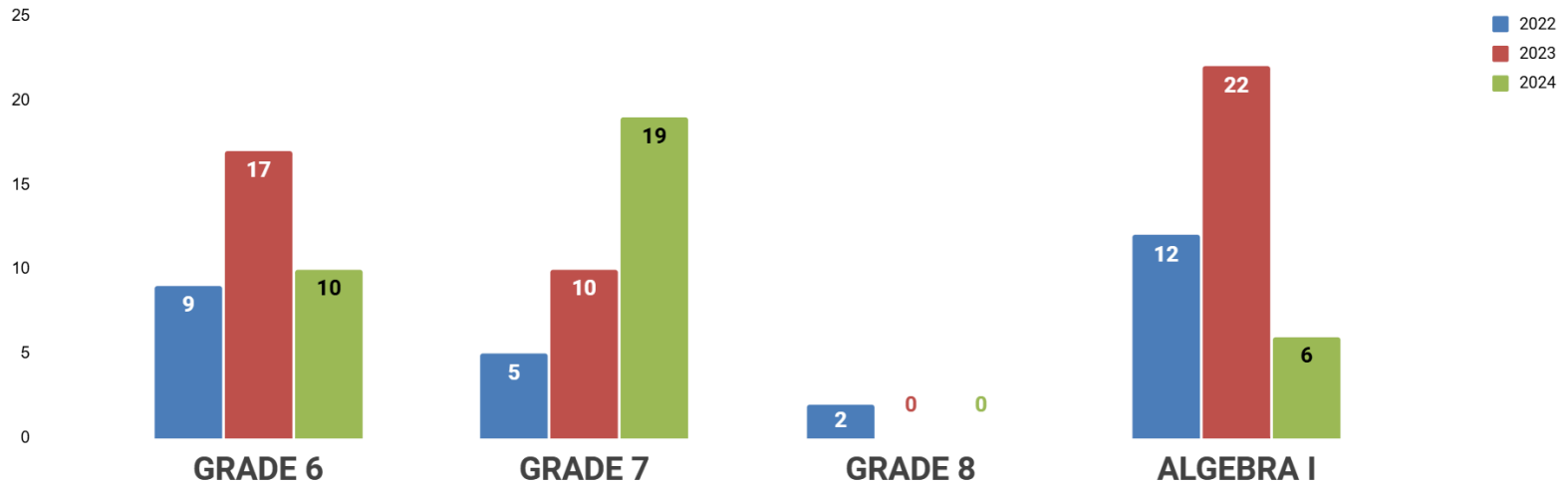


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## Westmar Middle 2024 MCAP MATH Proficiency Levels

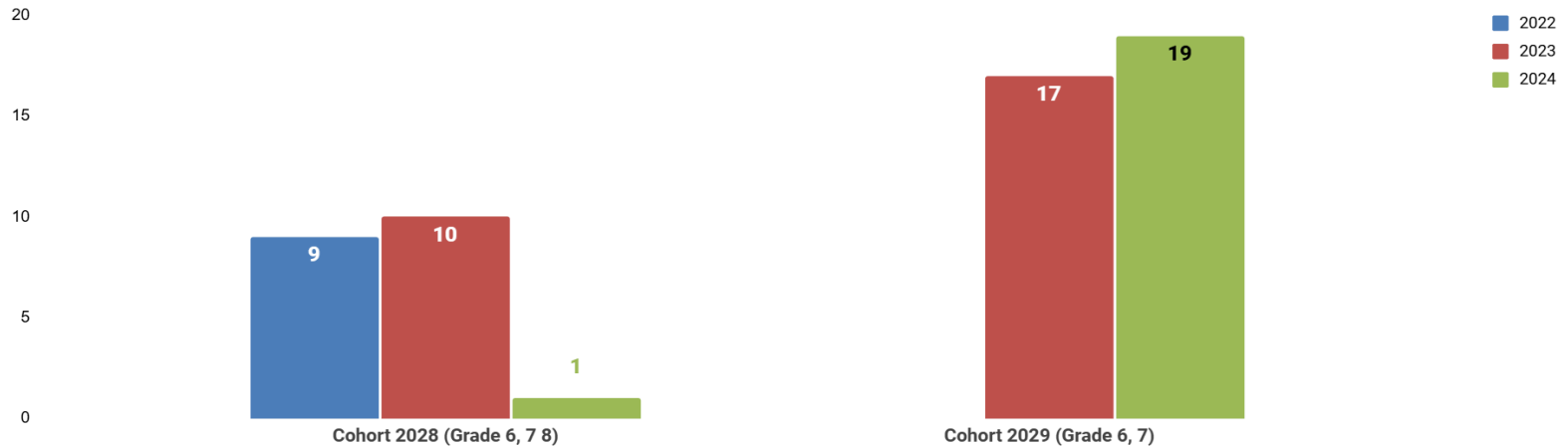


## Westmar Middle Math Proficiency Trend



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***Westmar Middle Math Cohort Proficiency Growth***



<b>MATH FOCUS AREA 1:</b>	Content: Mathematical Modeling 6-8
Focus Area Goal	<p>In 2024, 14% of students in grades 6 - 8 scored as proficient or distinguished learners within the Modeling Subclaim. By the end of the 2024-2025 school year, students in Grades 6-8, will increase the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim by 5%.</p> <p>A total of 92% of sixth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 51% scored as beginner learners, and 41% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim by 5%.</p> <p>A total of 77% of seventh grade students scored as beginner or approaching learners. Of these, 33% scored as beginner learners, and 44% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim by 5%.</p>

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	<p>A total of 92% of eighth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 34% scored as beginner learners, and 58% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim by 5%.</p> <p>A total of 77% of Algebra 1 students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 6% scored as beginner learners, and 71% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim by 5%.</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>• Mathematical modeling questions encompass reading and writing components that may be above the student's skill level.</li> <li>• Modeling questions are challenging because the questions are written at a complex Lexile level.</li> <li>• Modeling questions require cross-curricular skills.</li> </ul>
Focus Content Standard(s):	<p><b>6-8.M.1a-e:</b> Choose and produce appropriate mathematics to model quantities and mathematical relationships in order to analyze situations, make predictions, solve multi-step problems, and draw conclusions.</p> <p><b>6-8.SMP.4:</b> Model with mathematics</p>
Barriers:	<ul style="list-style-type: none"> <li>• Students have a difficulty translating complex situations into mathematical terms.</li> <li>• Over-scaffolding in the previous curriculum created barriers to students' abilities to deconstruct questions involving mathematical modeling.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Increased practice in using the ReNEW writing strategy</li> <li>• Scaffolded lessons that specifically address how to write mathematically</li> <li>• Professional Development on the Science of Reading</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Use of student-friendly version of MSDE modeling cycle in conjunction with the Three Reads strategy</li> <li>• Utilize lab time to teach strategies to answer modeling questions</li> <li>• Implement i-Ready curriculum which provides more modeling based questions for student practice</li> <li>• Use the ReNEW writing strategy with questions within the iReady curriculum.</li> <li>• Continue to implement ACPS Literacy Plan in all discipline areas.</li> </ul>

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How will it be funded?	N/A
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Continue use of I-Ready Routine for word problems (Three Reads) to increase student comprehension.</li> <li>• Utilize county-created tasks to target focus content standards.</li> <li>• Continue use of MCAP practice tests to establish student success criteria.</li> <li>• Continue use of the i-Ready pathway to target individual student needs.</li> <li>• Make use of standards based i-Ready Comprehension Checks.</li> <li>• The Three Reads protocol and MSDE modeling cycle will continue to be reinforced using the ReNEW strategy to scaffold questions involving mathematical modeling to improve the quality of written responses.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• <b>ASPEN</b> attendance and grades monitored throughout the year</li> <li>• <b>NWEA MAP Math Assessment (Alg. 1 and Math 180 students only)</b> September 2024, January 2025, May 2025</li> <li>• <b>i-Ready Math Diagnostics</b> September 2024, January 2025, May 2025</li> <li>• <b>ALEKS (Alg. 1 students only)</b> September 2024, January 2025, May 2025</li> <li>• <b>MCAP Math Assessment</b> May 2025</li> </ul>

<b>MATH FOCUS AREA 2:</b>	Economically Disadvantaged Subgroup (FARMS) 6-8
Focus Area Goal	<p>In 2024, 9% of students within the economically disadvantaged subgroup in grades 6 - 8 scored as proficient or distinguished learners on MCAP Math. By the end of the 2024-2025 school year, the goal is for students in this subgroup who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%.</p> <p>A total of 93% of sixth grade students in this subgroup scored as beginner or approaching learners. Of these, 42% scored as beginner learners, and 51% scored as approaching learners of the 2023-2024 MCAP. By the end of the 2024-2025 school year, the goal is for students in this subgroup who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p> <p>A total of 81% of seventh grade students in this subgroup scored as beginner or approaching learners. Of these, 37% scored as beginner learners, and 44% scored as approaching learners of the 2023-2024 MCAP. By the end</p>

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	<p>of the 2024-2025 school year, the goal is for students in this subgroup who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p> <p>A total of 100% of eighth grade students scored as beginner or approaching learners. Of these, 40% scored as beginner learners, and 60% scored as approaching learners of the 2023-2024 MCAP. By the end of the 2024-2025 school year, the goal is for students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>• Students are entering middle school behind in mathematics</li> <li>• Students lack confidence in their mathematics ability</li> </ul>
Focus Content Standard(s):	<p>Focus standards chosen are the lowest standard for each grade based on their previous year's scores.</p> <p><b>6th Grade Focus:</b>  6.RP.A.3.d  Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p><b>7th Grade Focus:</b>  7.EE.B.4.a  Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p><b>8th Grade (including Algebra 1) Focus:</b>  8.NS.A.2  Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>).</p> <p>F.IF.C.8.a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>
Barriers:	<ul style="list-style-type: none"> <li>• The economically disadvantaged subgroup falls in the lower percentage of reading scores on the MCAP.</li> <li>• Partial implementation of Ruby Payne model of student culture among staff</li> </ul>

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Needed Resources:	<ul style="list-style-type: none"> <li>• Additional Ruby Payne PD</li> <li>• Scheduled math intervention classes prior to 6th grade</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Provide tutoring during working co-curricular during the school day for additional support with smaller groups.</li> <li>• Create weekly incentives to increase desire to attend school.</li> <li>• Use i-Ready and Math 180 to address learning gaps.</li> <li>• Offer tutoring to support academic needs through the afterschool program.</li> <li>• Utilize the MQI model which is a Common Core-aligned observational rubric that provides a framework for analyzing mathematics instruction in several domains.</li> <li>• Meet bi-weekly with MQI coach for collaborative planning or coaching using the MQI model.</li> <li>• Continue implementation of Ruby Payne framework</li> </ul>
How will it be funded?	ACPS funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will address learning gaps by using individualized learning pathways and flexible small group work.</li> <li>• The NWEA MAP Math Assessment (Algebra 1 and Math 180 students) and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.</li> <li>• Grade level classroom and special education teachers will meet bi-weekly with the MQI coach for collaborative planning or coaching using the MQI model.</li> <li>• Students will be identified in the first quarter for a working co-curricular group based on grades and attendance. The working co-curricular group will help students complete missing assignments and provide academic support in a small group setting. The working co-curricular groups will be assigned bi-weekly based on student need.</li> <li>• The Three Reads protocol and MSDE modeling cycle will be reinforced using the ReNEW strategy to improve the quality of written responses.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• <b>ASPEN</b> attendance and grades monitored throughout the year</li> <li>• <b>NWEA MAP Math Assessment (Alg. 1 and Math 180 students only)</b> September 2024, January 2025, May 2025</li> <li>• <b>i-Ready Math Diagnostics</b> September 2024, January 2025, May 2025</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>ALEKS (Alg. 1 students only)</b> September 2024, January 2025, May 2025</li> <li>● <b>MCAP Math Assessment</b> May 2025</li> </ul>
<b>MATH FOCUS AREA 3:</b>	Special Education Grades 6-8
Focus Area Goal	<p>By the end of the 2024-2025 school year, Grades 6-8 will increase the scores of students in special education identified as beginning or approaching learners by 5% in accordance with the Allegany County Comprehensive Math Plan.</p> <p>The focus area for this goal is to increase scores of students in special education in grades 6-8 who were identified as beginner or approaching learners by 5% on 2024-2025 MCAP Assessment .</p> <p>A total of 90% of sixth grade students scored as beginner or approaching learners. Of these, 37% scored as beginner learners, and 53% scored as approaching learners of the 2023-2024 MCAP. By the end of the 2024-2025 school year, the goal is for students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p> <p>A total of 81% of seventh grade students scored as beginner or approaching learners. Of these, 37% scored as beginner learners, and 44% scored as approaching learners of the 2023-2024 MCAP. By the end of the 2024-2025 school year, the goal is for students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p> <p>A total of 100% of eighth grade students scored as beginner or approaching learners. Of these, 40% scored as beginner learners, and 60% scored as approaching learners of the 2023-2024 MCAP. By the end of the 2024-2025 school year, the goal is for students who were identified as beginning or approaching learners on the 2024 MCAP will increase their growth rate by 5%</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>● Students are entering middle school behind in mathematics</li> <li>● Prerequisite math skills necessary for success do not transfer from year to year.</li> <li>● Transferable comprehensive reading and writing skills may be lacking.</li> </ul>
Focus Content Standard(s):	The focus content standards were based on areas of weakness shown by the selected subgroup's 2024 (grades

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	<p>5, 6, and 7) MCAP scores. These standards are the students' current grade level standards that map to the subgroup's previous year's weak areas:</p> <p><b>Current 6th Grade Focus:</b>          6.RP.A.3.d          Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p><b>Current 7th Grade Focus:</b>          7.EE.B.4.a          Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p><b>Current 8th Grade Focus:</b>          8.NS.A.2          Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>).</p>
Barriers:	<ul style="list-style-type: none"> <li>• Students lack confidence in their mathematics ability</li> <li>• Limited timely mathematical intervention prior to grade 6</li> <li>• Academic deficiencies in mathematics</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Scheduled math intervention classes prior to 6th grade</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Create a positive learning environment in math classrooms by encouraging a growth mindset.</li> <li>• Collaborate with grade level team members bi-weekly.</li> <li>• Address missing work and assignments in working co-curricular for additional support.</li> <li>• Use i-Ready and Math 180 to address learning gaps.</li> <li>• Provide tutoring during the school day in co-curricular classes to support academic needs.</li> <li>• Offer tutoring to support academic needs through the afterschool program.</li> <li>• Utilize the MQI which is a Common Core-aligned observational rubric that provides a framework for analyzing mathematics instruction in several domains.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Meet bi-weekly with MQI coach for collaborative planning or coaching using the MQI model.</li> </ul>
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will address learning gaps by using individualized learning pathways and flexible small group work.</li> <li>• The NWEA MAP Math Assessment (Algebra 1 and Math 180 students) and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.</li> <li>• Grade level classroom and special education teachers will meet bi-weekly with the MQI coach for collaborative planning or coaching using the MQI model.</li> <li>• Students will be identified in the first quarter for a working co-curricular group based on grades and attendance. The working co-curricular group will help students complete missing assignments and provide academic support in a small group setting. The working co-curricular groups will be assigned bi-weekly based on student need.</li> <li>• The Three Reads protocol and MSDE modeling cycle will continue to be reinforced using a template to scaffold the modeling of questions to improve the quality of written responses.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• <b>ASPEN</b> attendance and grades monitored throughout the year</li> <li>• <b>NWEA MAP Math Assessment (Alg. 1 and Math 180 students only)</b> September 2024, January 2025, May 2025</li> <li>• <b>i-Ready Math Diagnostics</b> September 2024, January 2025, May 2025</li> <li>• <b>ALEKS (Alg. 1 students only)</b> September 2024, January 2025, May 2025</li> <li>• <b>MCAP Math Assessment</b> May 2025</li> </ul>

**Universal Design for Learning for MATH.**

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UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><b>Means of Representation:</b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p><b>UDLR.P.1 – Offer ways of customizing the display of information</b></p> <ul style="list-style-type: none"> <li>• The size of text, images, graphs, tables, or other visual context</li> <li>• The layout of visual or other elements</li> </ul> <p><b>UDLR.P.2.1 — Clarify vocabulary and symbols in math</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge.</li> </ul> <p><b>UDLR.L&amp;S.3 — Supporting decoding of text, mathematical notation, and symbols</b></p> <ul style="list-style-type: none"> <li>• Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)</li> <li>• Structure whole and small group lessons around a gradual release model focused on explicit and intensive instruction.</li> <li>• Use anchor videos to build background knowledge.</li> <li>• Use visuals to preteach vocabulary and model problem solving.</li> <li>• Vary computer based programs based on individual student learning needs (iReady, Math 180, ALEKS, etc.)</li> <li>• Vary presentation of material (online, paper based, whiteboard, etc.).</li> <li>• Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.).</li> <li>• Maximize transfer and generalization (mnemonic strategies such as PEMDAS and FOIL, templates and other graphic organizers to support note taking, etc.).</li> </ul>
<p><b>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <p><b>UDLA&amp;E.E&amp;C.1 — Use multiple media for communication</b></p> <ul style="list-style-type: none"> <li>• Use physical manipulatives (e.g., blocks, 3D media, base-ten blocks)</li> <li>• Solve problems using a variety of strategies</li> </ul> <p><b>UDLA&amp;E.E&amp;C.2 — Use multiple tools for construction and composition</b></p> <ul style="list-style-type: none"> <li>• Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper</li> <li>• Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)</li> <li>• Use web applications</li> </ul> <p><b>UDLA&amp;E.E&amp;C.3 — Build fluency with graduated levels of support for practice and performance</b></p>

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	<ul style="list-style-type: none"> <li>● <b>Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)</b></li> <li>● Facilitate managing information and resources (graphic organizers and templates for organizing information).</li> <li>● Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.).</li> <li>● Use multiple tools for construction and composition (virtual and concrete mathematics manipulatives, web applications such as Kahoot, Quizziz, Prodigy, etc.).</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<p><b>UDLE.SE&amp;P.2 — Vary demands and resources to optimize challenge</b></p> <ul style="list-style-type: none"> <li>● Differentiate the degree of difficulty or complexity within which core activities can be completed</li> </ul> <p><b>UDLE.SE&amp;P.3 — Foster collaboration and community</b></p> <ul style="list-style-type: none"> <li>● Encourage and support opportunities for peer interactions and supports</li> <li>● Create expectations for group work (e.g., rubrics, norms, etc.)</li> </ul> <p><b>UDLE.SE&amp;P.4 — Increase mastery-oriented feedback</b></p> <ul style="list-style-type: none"> <li>● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success</li> <li>● Optimize individual choice and autonomy through differentiated stations, gallery walks, etc.</li> <li>● Foster collaboration and community through cooperative learning groups, PBIS, expectations for group work, etc.</li> <li>● Vary demands and resources to optimize challenges such as differentiated stations, Prodigy, School 21, gallery walks, etc.</li> <li>● Minimize threats and distractions by creating a supportive environment, varying social demands, etc.</li> <li>● Collaborate in flexible groups.</li> </ul>

**C. SCIENCE**

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

**Allegany County Public Schools**  
**2024-2025 Middle School Improvement Plan**

Points for Science Proficiency out of 3.5 = 0.8

**1. Update data charts using 2024 data results.**

\* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%		%	%	%	+ or - %
<b>MISA (SCIENCE)</b>													
<b>Maryland Results</b>	67233	18	47	35	66026	25	49	26	64811	26	49	25	<b>-10%</b>
<b>ACPS Results</b>	592	18	52	30	588	23	56	21	602	16	59	25	<b>-5%</b>
<b>All school students</b>	72	15	58	27	79	30	57	13	66	20	58	22	<b>-5%</b>

<b>FOCUS AREA 1:</b>	<b>DCI:</b> Earth and Space Science, 6-8
Focus Area Goal	By the end of the 2024 - 2025 school year, the percentage of students scoring proficient on MISA will increase by 5%. In 2023-24, 22% scored proficient or higher on the MISA as compared to 25% for the district and state.
Root Cause(s):	<ul style="list-style-type: none"> <li>There is a lack of Earth and Space science content and application prior to entering 8th grade.</li> <li>Science has had multiple curriculum changes.</li> </ul>
Focus Content Standard(s):	<p><i>The standards below also include the NGSS evidence statements.</i></p> <p><b>MS-ESS2-1 Earth's Systems</b>            Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <ul style="list-style-type: none"> <li><b>2 Relationships</b> <ul style="list-style-type: none"> <li>a.ii The movement of energy that originates from the Earth's hot interior and causes the cycling of matter through the Earth processes of melting, crystallization, and deformation.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ a.iv The temporal and spatial scales over which the relevant Earth processes operate.</li> </ul> <p><b>MS-ESS3-1 Earth and Human Activity</b></p> <p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <ul style="list-style-type: none"> <li>● <b>2 Identifying the scientific evidence to construct the explanation</b> <ul style="list-style-type: none"> <li>○ a.ii Evidence for the past and current geologic processes (e.g., volcanic activity, sedimentary processes) that have resulted in the formation of each of the given resources.</li> </ul> </li> <li>● <b>3 Reasoning</b> <ul style="list-style-type: none"> <li>○ a.ii The environment or conditions that formed the resources are specific to certain areas and/or times on earth, thus identifying why those resources are found only in those specific places/periods.</li> </ul> </li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>● Complex text beyond students' independent reading levels</li> <li>● Weakness in deconstructing to identify key words and phrases in questions</li> <li>● Lack of practice with using text features (diagrams, charts, etc.) to increase comprehension of text</li> <li>● Lack of time for spiraling of curriculum and review due to decreased instructional time</li> <li>● Additional teacher prep due to cross-grade level schedule</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Daily warm-ups/bell ringers to use as a spiral review of GR 6/7 curricular topics</li> <li>● Additional MISA-like practice questions used throughout year</li> <li>● Student-friendly rubrics/checklists for constructed responses</li> <li>● Additional Open SciEd training and time to implement</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Create and use warm-ups/bell ringers to spiral and review content from GR 6/7.</li> <li>● Model and use GRR to teach students how to “deconstruct” questions to identify key words and phrases in order to increase understanding of what’s being asked.</li> <li>● Identify and use questions from previous benchmarks to provide additional practice of assessment-like questions.</li> <li>● Use curricular matching questions from MISA practice test throughout the year as a practice tool.</li> <li>● Use of game-based review programs.</li> </ul>
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>● Quarter 2 <ul style="list-style-type: none"> <li>○ Identified strategies will be implemented at the start of the Quarter 2 and continue to be implemented throughout the year.</li> <li>○ Resources will be compiled to use as ongoing review.</li> </ul> </li> <li>● Quarter 3 <ul style="list-style-type: none"> <li>○ Teachers will continue with strategies implemented in Quarter 2.</li> <li>○ GR 8 teachers will review material and test-taking skills (questions building upon others, etc.) prior to</li> </ul> </li> </ul>

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	<p>MISA using the practice test.</p> <ul style="list-style-type: none"> <li>• Quarter 4 <ul style="list-style-type: none"> <li>○ In GR 6/7 curricular material will be reviewed.</li> </ul> </li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• <b>MISA</b>, March 2025</li> </ul>

<b>FOCUS AREA 2:</b>	Constructed Responses Using MISA Rubrics (Score 3 and 4)
Focus Area Goal	By the end of the 2024 - 2025 school year, the percentage of students scoring proficient on MISA will increase by 5%. In 2023-24, 22% scored proficient or higher on the MISA as compared to 25% for the district and state.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Curriculum has insufficient practice with scientific writing tasks.</li> <li>• Prior scientific knowledge to draw from to complete the variety of writing tasks is limited.</li> <li>• Transferable comprehensive writing skills may be lacking.</li> </ul>
Focus Content Standard(s):	<p><i>The standards listed below were found in Constructed Response items (MISA 2023).</i></p> <ul style="list-style-type: none"> <li>• Science and Engineering Practices (SEP)   Physical Science MS-PS1-2.2.a and MS-PS2-5.5.a</li> <li>• Crosscutting Concepts (CCC)   Physical Science MS-PS3-2.2.a.i</li> <li>• Physical Science MS-PS3-5.4.b</li> <li>• Crosscutting Concepts (CCC)   Earth and Space Science MS-ESS1-2.3.b.i</li> <li>• Earth and Space Science MS-ESS2-2.3.a.v and MS-ESS3-1.2.a.iii</li> <li>• Life Science MS-LS1-3.4.a.iii and MS-LS4-6.3.a</li> </ul> <p><i>In addition, there are Writing Standards that align with the Constructed Response questions requiring students to write a detailed response to a question or prompt. They are the Writing Science and Technology standards found with reading informational text.</i></p> <ul style="list-style-type: none"> <li>• WST.6-8.1 Support claim(s) with logical reasoning and relevant, accurate data/evidence that demonstrate an understanding of the topic/text.</li> <li>• WST.6-8.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• WST.6-8.8 Quote or paraphrase the data and conclusions of others.</li> <li>• WST.6-8.9 Draw evidence from informational texts to support analysis and reflection.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Limited instructional time to cover current material and review from previous years</li> <li>• Lack of questions that resemble the MISA format</li> <li>• Limited teacher professional development on NGSS standards and constructing scientific arguments</li> <li>• Additional teacher prep due to cross-grade level schedule</li> </ul>

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Needed Resources:	<ul style="list-style-type: none"> <li>• Student friendly versions of the MISA Rubrics (checklist for self-assessment/teacher-assessment)</li> <li>• Public release items with constructed responses from state website aligned with curricular topics</li> <li>• Time for collaboration with middle school science teachers</li> <li>• Additional Open SciEd training and time to implement</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Instruct students using GRR to deconstruct constructed response questions, looking for key words and phrases.</li> <li>• Use student friendly rubrics and checklists to assess students' writing of constructed responses.</li> <li>• Use public releases from MSDE for modeling, guided practice, and formative assessments.</li> <li>• Use the R.A.C.E. strategy to construct responses based on science texts.</li> <li>• Reinforce the need to examine text features (diagrams, charts, tables, illustrations).</li> </ul>
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Quarter 2 <ul style="list-style-type: none"> <li>○ Identified strategies will be implemented at the start of the Quarter 2 and continue to be implemented throughout the year.</li> <li>○ Resources will be compiled to use with GRR.</li> </ul> </li> <li>• Quarter 3 <ul style="list-style-type: none"> <li>○ Teachers will continue with strategies implemented in Quarter 2.</li> <li>○ GR 8 teachers will review deconstructing questions requiring a written response prior to MISA using the practice test to demonstrate how questions in a section build upon each other, leading to the constructed response.</li> </ul> </li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• <b>MISA March 2025</b></li> </ul>

**Universal Design for Learning for SCIENCE.**

<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
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<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Structure whole and small group lessons around a gradual release model.</li> <li>● Use anchor videos to build background knowledge.</li> <li>● Use visuals to preteach vocabulary and model problem solving.</li> <li>● Vary presentation of material (online, paper based, whiteboard, etc.).</li> <li>● Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.).</li> <li>● Maximize transfer and generalization (mnemonic strategies such as RACE or CER, templates, and other graphic organizers to support note taking, etc.).</li> <li>● Implement station lessons that allow students to view new content in several different ways.</li> <li>● Use various digital tools (Open-Sci Ed resources, online simulations, game-based reviews, etc) to review content.</li> <li>● Incorporate lab activities that generate prior knowledge but also introduce new content.</li> </ul>
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>● Facilitate managing information and resources (graphic organizers and templates for organizing information).</li> <li>● Use multiple media for communication (physical/digital manipulatives, interactive web tools, Nearpod).</li> <li>● Use various tools for construction and composition (virtual and concrete manipulatives, web applications such as Kahoot, Quizziz, Blooket, Gimkit, etc.).</li> <li>● Use multiple media drawings, comics, text, &amp; speech.</li> <li>● Use a variety of ways to reach the same conclusion.</li> <li>● Use Nearpod and INB (Interactive Notebook).</li> </ul>
<b><i>Means for Engagement: tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></b>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>● Create a learning environment that is creative and welcoming.</li> <li>● Activate prior knowledge by showing the real world applications of science.</li> <li>● Use online games (Legends of Learning, Quizlet, Kahoot) to spark interest.</li> <li>● Use collaborative, hands-on lab experiences that provide real-world connection.</li> </ul>

**A. SOCIAL STUDIES**

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

Points for Science Proficiency out of 3.5 = 1.8



**Allegany County Public Schools**  
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**1. Update data charts using 2024 data results.**

\* indicates no students or fewer than 10 students in category

	2023				2024				2023 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>SOCIAL STUDIES</b>									
<b>Maryland Results</b>	65322	16	49	35	64341	19	44	37	<b>+2%</b>
<b>ACPS Results</b>	587	20	58	22	592	17	50	33	<b>+11%</b>
<b>All school students</b>	81	18	56	26	67	7	24	51	<b>+25%</b>

<b>FOCUS AREA 1:</b>	Standard 2.0 Peoples of the Nations and World
Focus Area Goal	By the end of the 2024-2025 school year, students in grade 8 will increase their growth rate by 5% in Standard 2.0 Peoples of the Nations and World.
Root Cause(s):	<ul style="list-style-type: none"> <li>Insufficient coverage of cultural-based content and application prior to entering 8th grade impacts student performance.</li> <li>Scope and Sequence of curriculum lacks structure for students to recall previously learned material.</li> <li>Previous 6th and 7th grade curriculum did not provide in-depth coverage of Domain 2.0</li> </ul>
Focus Content Standard(s):	Maryland State Framework Content Standard 2.0 Peoples of the Nations and World
Barriers:	<ul style="list-style-type: none"> <li>The rigor of the pacing guide prohibits effective coverage of Domain 2.</li> <li>The Grade 8 scope and sequence inhibits in-depth review of the topic.</li> <li>Lack of collaborative planning among Social Studies staff.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>Additional time focusing on targeted lessons across grade levels</li> <li>Adjusted scope and sequence to provide time for ample coverage of material</li> </ul>

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	<ul style="list-style-type: none"> <li>• Co-planning for the social studies department</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Provide direct in-depth instruction based on basic concepts of Standard 2.0 Peoples of the Nations and World.</li> <li>• Sustain the use of DBQ Online lesson activities.</li> <li>• Carry on with the use of the ACPS Knowledge Checkpoint practice tests (Edcite).</li> <li>• Provide ongoing practice using the GRRUDL method.</li> <li>• Use online resources specific to the topic to increase student understanding (Newsela &amp; DBQ Online).</li> <li>• Use itempra for public release items, sample MCAP EBAS</li> <li>• Use MCAP rubrics and the provided student exemplars for range-finding exercises</li> <li>• Use of classroom debates relating information to current events</li> <li>• Provide tutoring in working co-curricular class during the school day for additional support.</li> <li>• Offer after-school tutoring to support academic needs.</li> </ul>
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1: Introduce identified strategies. (e.g. SOAPSTONE, RACE, &amp; Document Analysis)</p> <p>Quarter 2: Continue to implement identified strategies.</p> <p>Quarter 3: Continue to implement identified strategies.</p> <p>Quarter 4: Review and practice identified strategies prior to MCAP Social Studies testing.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Use both formative and summative assessments from social studies classes.</li> <li>• Use Maryland State MCAP practice test for social studies.</li> <li>• Monitor student understanding and progress using the ACPS practice tests.</li> </ul>

<b>FOCUS AREA 2:</b>	Standard 1.0 Civics
Focus Area Goal	By the end of the 2024-2025 school year, students in Grade 8 will increase the percent correct on questions in Maryland State Framework Content Standard 1.0 (Civics) by 5%.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Insufficient coverage of civics-based content and application prior to entering 8th grade impacts student performance.</li> <li>• Scope and Sequence of curriculum lacks structure for students to recall previously learned material.</li> <li>• Previous 6th and 7th grade curriculum did not provide in-depth coverage of the civics standards</li> </ul>

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Focus Content Standard(s):	Maryland State Framework Content Standard 1.0 Civics
Barriers:	<ul style="list-style-type: none"> <li>• The rigor of the pacing guide prohibits effective coverage of Standard 1.0 Civics.</li> <li>• Lack of collaborative planning among Social Studies staff</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Additional time focusing on targeted lessons across grade levels</li> <li>• Adjusted scope and sequence to provide time for ample coverage of material</li> <li>• Co-planning for the social studies department</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Provide direct in-depth instruction based on basic concepts of civic education.</li> <li>• Sustain the use of DBQ Online lesson activities.</li> <li>• Carry on with the use of the ACPS Knowledge Checkpoint practice tests (Edcite).</li> <li>• Provide ongoing practice using the GRRUDL method.</li> <li>• Use online resources specific to the topic to increase student understanding (Newsela &amp; DBQ Online).</li> <li>• Use itempra for public release items, sample MCAP EBAS</li> <li>• Use MCAP rubrics and the provided student exemplars for range-finding exercises</li> <li>• Use of classroom debates relating information to current events</li> <li>• Provide tutoring in working co-curricular class during the school day for additional support.</li> <li>• Offer after-school tutoring to support academic needs.</li> <li>• Promotion of the National Civics Bee.</li> </ul>
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	<p>Quarter 1: Introduce identified strategies. (e.g. SOAPSTONE, RACE, &amp; Document Analysis)</p> <p>Quarter 2: Continue to implement identified strategies.</p> <p>Quarter 3: Continue to implement identified strategies.</p> <p>Quarter 4: Review and practice identified strategies prior to MCAP Social Studies testing.</p>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Use both formative and summative assessments from social studies classes.</li> <li>• Use Maryland State MCAP practice test for social studies.</li> <li>• Monitor student understanding and progress using the ACPS practice tests.</li> </ul>

**Universal Design for Learning for SOCIAL STUDIES.**

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UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Communicate content, language, and social purposes both visually and orally.</li> <li>• Structure whole and small group lessons around GRRUDL.</li> <li>• Vary presentation of material (online, paper based, whiteboard, etc.).</li> <li>• Use R.A.C.E strategy to thoroughly answer a constructed response with text support and evidence citation (including checklists, templates, and rubrics).</li> <li>• Use SOAPSTONE to analyze sources.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>• Facilitate managing information and resources (providing graphic organizers and templates).</li> <li>• Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.).</li> <li>• Use multiple tools for construction and composition (web applications such as Kahoot, Quizziz, Blooket, etc.).</li> <li>• Use assessment checklists and rubrics.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>• Foster collaboration and community through small groups and GRRUDL.</li> <li>• Create a supportive environment.</li> <li>• Use flexible groupings to meet student needs.</li> <li>• Emphasize process, effort, and improvement.</li> <li>• Provide frequent and specific feedback.</li> </ul>

**VIII. MD School Survey Results and Plan**

**Allegany County Public Schools**  
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<b>Staff Engagement Action Plan:</b> <b>2024 MD Report Card Score out of 3 = 2</b> <b>Projected MD Report Card Score (2025) out of 3 = 2</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Safety Substance Abuse 5.31
<b>Topic Description:</b>	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
<b>Strategies:</b> What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>● Continuation of SIT Safety Team</li> <li>● Assign staff to monitor the bathrooms between each bell and stairwells at arrival/dismissal</li> <li>● Daily Routine Safety Checks conducted by the School Resource and School Safety Officer (SRO, SSO)</li> <li>● Designated SSO/SRO are in the School Lobby as visitors enter the building</li> <li>● Educate parents/staff or community resources for substance abuse. The school has partnered with Concerta Care Group. The team has been present at school parent events to provide information on substance abuse prevention and behavior services.</li> <li>● Mandatory Restorative Conference for students/parents when return to school from OSS</li> <li>● Mandatory In-School Intervention procedures that include a reflection sheet, project wisdom, and session with Social Emotional Coach</li> <li>● Formation of Community Club during Co-Curricular led by SIT members to focus an initiative on substance abuse awareness campaign and community outreach</li> <li>● Partnership with YMCA in health classes for Project AIM- promoting positive self image and goal setting</li> <li>● Partnership with Allegany County Health Department to teach Project Alert in the afterschool program focusing on substance abuse prevention</li> <li>● Partnership with the Allegany County Health Department to teach Cannabis Curriculum course in 8th grade health classes</li> <li>● Implementation of Standard Response Protocol from district level               <ul style="list-style-type: none"> <li>○ Staff training on codes, videos/mini lesson on each code for students, uniform posters in all school areas, teacher quick reference cards</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Readily accessible Narcan, AED, and Bleeding Control kit locations in the building including the office and nurse</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<p>The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan.</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Teachers and Instructional Assistants, specifically Health and PE</li> <li>● School Counselor</li> <li>● Social Emotional Learning Coach</li> <li>● Behavior Specialist</li> <li>● School Safety Team Members</li> <li>● Community School Coordinator</li> <li>● School Resource Officer</li> <li>● District Level Leaders</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>● Materials for posters and quick reference cards and time to create</li> <li>● Coordinate Staff Development with Concerta Care</li> <li>● Planning time for School Safety Team member to create and implement initiatives</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>● Discipline Data</li> <li>● ISI reflection sheets</li> <li>● Staff Survey results</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>● Project Alert Lessons in afterschool - October-April 2025</li> <li>● Project Aim Lessons- December - April 2025</li> <li>● Staff Development - January 2025</li> <li>● 8th Grade Cannabis Curriculum - March 2005</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Relationships Student-Student Relationships 5.47

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Topic Description:	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Monthly school wide character activities (i.e. National Bullying Prevention Month)</li> <li>• Second Step Curriculum lessons weekly</li> <li>• Year round Advisory with a focus on conflict resolution and restorative circles</li> <li>• Club day (Friyay Club) every Friday. Students focus on community and group work. <ul style="list-style-type: none"> <li>◦ Kindness Club, Kindercare, Recycling, Community Helpers Club, Ag Club, Student Council, and PBIS Club</li> </ul> </li> <li>• Student nominations for a Caring Cat Award in Wildcat Corner</li> <li>• Tier I lunch bunch with Mrs. Glencoe, Social Emotional Learning Coach</li> <li>• Tier II/II social groups with Mrs. Glencoe (SEL Coach)</li> <li>• Peer Mediation Program</li> <li>• Student Peer Relations/Bullying Survey</li> <li>• School instructional focus on collaborative learning per GRR</li> <li>• PBIS activities in the ROAR Store that groups of students can participate in</li> <li>• PBIS activities that encourage team work (i.e: Reindeer Games)</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<p>The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan.</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers and Instructional Assistants</li> <li>• School Counselor</li> <li>• School Resource Officer</li> <li>• Social Emotional Learning Coach</li> <li>• Behavior Specialist</li> <li>• PST members</li> <li>• Community School Coordinator</li> <li>• PBIS Tier I Team</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>In order to carry out the initiatives the school will need :</p> <ul style="list-style-type: none"> <li>• Procedures for Caring Cat Award</li> <li>• Peer Mediation Training - October 24/25 for Social Emotional Learning Coach</li> <li>• Office Supplies to create Second Step student booklets</li> <li>• Procedure for carrying out and analyzing student bullying survey</li> <li>• Staff Development needs focusing on collaborative learning</li> <li>• Updated ROAR Store items to encourage peer interactions</li> </ul>

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Student Survey Data</li> <li>• Track number of mediations conducted</li> <li>• Discipline Data</li> <li>• Student Peer Relations/Bullying Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Weekly Second Step lessons- September 2024</li> <li>• Peer Mediation Training - October 24</li> <li>• Staff Development - January</li> <li>• Student Peer Relations/Bullying Survey-October 2024</li> </ul>

<b><i>Student Engagement Action Plan:</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Safety Bullying 1.0
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Student Survey on bullying and student relationships</li> <li>• Second Step Curriculum unit on bullying</li> <li>• Celebration of National Bullying Prevention Month with Pacer.org- lessons, pledge sheet, announcements, Unity Day</li> <li>• Bulletin Board and posters that focus on bullying prevention</li> <li>• ISI reflection sheet follow up with guidance/SEL coach</li> <li>• Bullying form support - readily available form in central location -Schoolology</li> <li>• Educate parents and students on bullying during orientation</li> <li>• Guest Speaker -Arranged through Community School</li> <li>• Implementation phase of Peer Mediation by the Social Emotional Coach</li> <li>• Online Bullying Form reviewed with students during orientation with students and parents</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers and Instructional Assistants</li> <li>• School Counselor</li> <li>• Social Emotional Learning Coach</li> </ul>



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	<ul style="list-style-type: none"> <li>● Behavior Specialist</li> <li>● PST members</li> <li>● Community School Coordinator</li> <li>● District Level Leaders</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>● Peer Mediation Training</li> <li>● Second Step Training for new staff</li> <li>● Guest Speaker -Arranged through Community Organization</li> <li>● Time for creation of PBIS lessons and activities for Bullying Prevention Week</li> <li>● Procedure for carrying out and analyzing student bullying survey</li> <li>● Bullying Form readily accessible in Wildcat Corner.</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>● Number of Bullying and Harassment investigations/conduct referral information</li> <li>● Analyze student survey results</li> <li>● Discipline Data</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>● Unity Day Activities October 16</li> <li>● Guest Speaker- Speaker Wes Rinehart "Take Care of Whole Self"</li> <li>● Weekly Second Step lessons (student reflection booklets) - Begin September 24 with completion of Bullying Unit by the end of the 1st quarter</li> <li>● Peer Mediation Training - October 24/25 then a roll out</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Relationships Student-Student Relationships 5.47
Topic Description:	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>● Monthly school wide character activities (i.e. National Bullying Prevention Month)</li> <li>● Second Step Curriculum lessons weekly</li> <li>● Year round Advisory with a focus on conflict resolution and restorative circles</li> <li>● Club day (Friyay Club) every Friday. Students focus on community and group work. <ul style="list-style-type: none"> <li>○ Kindness Club, Community Helpers Club, Ag Club, and PBIS Club</li> </ul> </li> <li>● Student nominations for a Caring Cat Award in Wildcat Corner</li> <li>● Tier I Lunch Bunch with Mrs. Glencoe Social Emotional Learning Coach</li> <li>● Tier II/II social groups with Mr. Murphy (behavior coach and Mrs. Glencoe (SEL Coach)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Peer Mediation Program</li> <li>• Student Peer Relations/Bullying Survey</li> <li>• School instructional focus on collaborative learning per GRR</li> <li>• PBIS activities in the ROAR Store that groups of students can participate in</li> <li>• PBIS activities that encourage team work (i.e: Reindeer Games)</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<p>The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan.</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers and Instructional Assistants</li> <li>• School Counselor</li> <li>• School Resource Officer</li> <li>• Social Emotional Learning Coach</li> <li>• Behavior Specialist</li> <li>• PST members</li> <li>• Community School Coordinator</li> <li>• PBIS Tier I Team</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>In order to carry out the initiatives the school will need :</p> <ul style="list-style-type: none"> <li>• Time to develop the procedures for Caring Cat Award</li> <li>• Peer Mediation Training - October 24/25 for Social Emotional Learning Coach</li> <li>• Office Supplies to create Second Step student booklets</li> <li>• Time to develop, administer, and analyze student survey</li> <li>• Staff Development needs focusing on collaborative learning</li> <li>• Updated ROAR Store items to encourage peer interactions</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Student Survey Data</li> <li>• Track number of mediations conducted</li> <li>• Discipline Data</li> <li>• Student Peer Relations/Bullying Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Weekly second step lessons- September 2024</li> <li>• Peer Mediation Training - October 24</li> <li>• Staff Development - January</li> <li>• Student Peer Relations/Bullying Survey-October 2024</li> </ul>

**IX. MULTI-TIERED SYSTEM OF SUPPORT**

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

<b>PRIORITY: #1 School personnel will utilize school-wide positive behavior interventions and supports.</b>			
<b>PRACTICE: Align and refine current PBIS practices and framework focusing on Tier II/III.</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Focus on maintaining and refining PBIS.</li> <li>Use schoolwide and classroom research- based positive behavioral supports for achieving social and learning outcomes.</li> </ul>	Administration PBIS Team PST Staff	Ongoing: August 2020-Present	<ul style="list-style-type: none"> <li>Review data for students in subgroups.</li> <li>Access case managers and district supports for teachers.</li> </ul>
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Present data to faculty for review and problem solving.</li> <li>Follow through with a 3-step discipline policy process for teachers to follow, from minor to major.</li> <li>Redesign the behavioral referral process that includes "Lunch Reteach".</li> <li>Implement the use of Check In/Check Out.</li> <li>Implement a collaborative approach to analyze student data and the intervention process.</li> <li>Implement Tier II and Tier III interventions.</li> </ul>	Administration PBIS Team PST Staff	Monthly       Ongoing: 2024-2025	<ul style="list-style-type: none"> <li>Continue to examine data for subgroups in monthly PBIS meetings; review the data with all staff.</li> <li>Provide staff development on the 3-step discipline policy and infractions.</li> <li>Provide staff development on Check In-Check Out.</li> <li>Prepare a staff presentation.</li> <li>Share profile and priorities with new staff members.</li> <li>Introduce personnel and programs: Behavior Specialist, Social and Emotional Support Coach, Community School Coordinator</li> </ul>
<b>IMPLEMENTING</b>			

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Continue implementation of current PBIS standards.	Administration PBIS Team PST Staff	Ongoing 2024-2025	<ul style="list-style-type: none"> <li>• Apply for PBIS recognition, Gold for Tier II/III.</li> <li>• Continue Behavior Screener (SRSS Internal/External Behaviors). Yearly (October, January, May)</li> <li>• Complete MTSS Practice Profile Survey (Spring 2025).</li> <li>• Review data from Spring 2024 Profile Survey.</li> <li>• Present to Instructional Leaders.</li> <li>• Present to grade level and creative arts teams.</li> <li>• Begin small group/individual work with Social Emotional Learning Coach.</li> </ul>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
Continue monthly meetings and involve all staff in shared decision making and professional development.	Administration	Ongoing 2024-2025	<ul style="list-style-type: none"> <li>• Continue staff development and provide updates in team meetings.</li> <li>• Provide staff development from the Social and Emotional Learning Coach.</li> </ul>
<b>Notes- Focus classroom vs. office based referrals; focus on developing a framework for building leadership within the PBIS system</b>			

<b>PRIORITY: #2 GRR and UDL Practices become standard practice daily in the classroom across all grade levels.</b>			
<b>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.</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>• Focus on aligning the entire system of initiatives, supports, and resources.</li> <li>• Systematically address support for all students through differentiated content, processes, and products.</li> </ul>	Administration Leadership Team	Ongoing: 2024-2025	<ul style="list-style-type: none"> <li>• Review data for students in subgroups.</li> <li>• Continue monthly vertical team meetings for ELA/Math.</li> <li>• Establish monthly vertical team meetings for Science and Social Studies.</li> </ul>

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	Math/ELA Specialists All staff		<ul style="list-style-type: none"> <li>Implement the middle school schedule including reading and math labs for intervention, acceleration, and enrichment.</li> </ul>
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Integrate instructional and intervention supports so systemic changes are sustainable and based on CCRS-aligned classroom instruction.</li> <li>Challenge all school staff to change the way in which they have traditionally worked across all school settings.</li> <li>Implement a collaborative approach to analyze student data and work together in the intervention process.</li> </ul>	Administration Leadership Team Math/ELA Specialists All staff	Bi-weekly Leadership Meetings  Ongoing: 2024-2025	<ul style="list-style-type: none"> <li>Math and ELA specialists will review student MCAP, MAP, and i-Ready scores with all staff including teachers and instructional assistants.</li> <li>Math and ELA specialists will provide all teachers with resources to support MCAP.</li> <li>Specialists will review MAP, READ 180/Foundational Skills, and i-Ready data with teams.</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Conduct bi-weekly leadership team meetings and monthly vertical team meetings</li> </ul>	Administration Leadership Team Math/ELA Specialists	Ongoing: 2024-2025	<ul style="list-style-type: none"> <li>Administration will conduct walkthroughs to monitor progress.</li> <li>Reading labs will be determined by MCAP and reading/math data. Adjustments will be made at the end of semester.</li> <li>MCAP, MAP, and intervention data will be updated and reviewed with teams.</li> </ul>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Professional development and support at county and school level</li> </ul>	Administration Supervisors	Ongoing: 2024-2025	<ul style="list-style-type: none"> <li>Conduct walkthroughs by administration to “look for” focused and guided instruction.</li> <li>Provide professional development on the key instructional strategies.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Provide county and school-based professional development in the MAP, R180/Code, and M180 intervention programs.</li> </ul>
<b>Notes-</b>			

**X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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

Westmar takes a proactive approach to discipline through PBIS initiatives and restorative practices. A review of data over the past three years shows that, on average, 80-85% of students have responded positively to Tier I strategies. During the 2023-2024 school year, 211 out of 254 students (83%) had zero to one referral, reflecting a positive increase from the previous year. Additionally, 34 students (13%) had 2-5 referrals, marking a 4% decrease from the previous year, while 9 students (4%) had 6 or more referrals, a 1% decrease from the prior year.

Overall, the school saw a 21.5% reduction in total discipline referrals, decreasing from 251 to 197 referrals. Notably, classroom-based discipline referrals saw a 47% decrease, dropping from 123 to 65. The PBIS team attributes this decline to the addition of the Social-Emotional Coach (SEL Coach) and increased community school efforts. The SEL Coach played a critical role in keeping students in the classroom to ensure instructional consistency. Key initiatives included ensuring the Second Step Curriculum was taught with fidelity, providing Sensory Tool Kits for classrooms, offering push-in support rather than pulling students from instruction, facilitating peer mediation for conflict resolution, leading attendance meetings and contracts for habitually truant students, implementing weekly and monthly attendance incentives, encouraging parent participation in conferences, and addressing students' basic needs by providing hygiene items.

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Despite these positive trends, the number of Out-of-School Suspensions (OSS) increased. In 2021-2022, there were 34 OSS, followed by a decrease to 21 OSS in 2022-2023. However, in 2023-2024, the number rose back to 34 OSS. Additionally, male students continue to account for the majority of Office Discipline Referrals (ODRs), with 134 out of 197 referrals (68%). This represents a 5% decrease from the previous year.

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

The school continues to see the male population having the highest percentage of referrals with 134/197 (73%) of the referrals in 2023-24. Although the number of referrals decreased, the female population saw an increase in referrals in unstructured areas such as bus and hallway. The data chart below shows a breakdown by gender.

2023-2024	Male	Female
Number of ODRs - 197	134	63
Number of ODRs in the classroom - 65	49	16
Number of ODRs in gym- 21	16	5
Number of ODRs on the bus -33	20	13
Number of ODRs in the hallway-23	18	5

Data also show that the majority of ODRs occur in the classroom. Below is a description of each team and how we are addressing the data.

### Tier I

Westmar has a strong Tier I PBIS program. Teachers and staff are trained using our PBIS teaching matrix. The matrix outlines behavior expectations in the classroom, hallways, restroom, cafeteria, auditorium, bus, and digital. These expectations are taught to students during the first weeks of school and reviewed each quarter. Students who exhibit these behaviors are positively rewarded with PAW stamps on a daily, weekly,

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quarterly, and yearly basis. Students also may earn PAW stamps for attendance, positive behavior, and academic achievements. All staff are equipped with a custom school stamper allowing them to place a stamp on a student card. Students can use Paw Stamps at the Roar Store to purchase school supplies, treats, clothing, and play games such as basketball, air hockey, board games, pool, and Wii. They can also earn attendance to our PBIS Booster Activities. Westmar also completes a universal behavior screener on all students.

Since there was a slight decrease in the percentage of students receiving 0-1 referrals, Westmar has done the following:

- Continued use of the ROAR Store and student suggestion box.
- Continued use of the ROAR club. Students in ROAR Club assist with planning PBIS booster activities, stocking the ROAR store, and providing student voice to the PBIS program. The long range goal is for students to develop a student recognition program for lockers.
- Continued use of gift certificates for students to sit outside and/or purchase items such as ice cream for sale at lunch.
- Second Step lessons are taught weekly to students that address character education.
- Increase the number of positive referrals given to students. Students receiving positive referrals are recognized on the morning announcements
- Daily announcements are ended each day with our PBIS motto: Westmar ROAR'S with Respect, Organization, Achievement, AND Responsibility. Make it a great day Westmar!
- Lunch Bunches for all students to begin the year with the social emotional learning coach.
- Include more items for sale that male students request.

#### **Tier II**

Due to the slight decrease in the percentage Tier II (2-5 ODRs) we will continue the following:

- Examine the data provided by the behavior screener to identify students in need of Tier II support. The data is shared at PST meetings and appropriate interventions are assigned.
- Continued use of the Check In-Check Out program (CICO). The CICO coordinator role is now a responsibility of our Social Emotional Support Coach. She is able to consistently implement CICO. Students who are identified in need of CICO meet with her each morning to have a positive start to their day. They report to her prior to dismissal to end their day. She also periodically checks on the students throughout the day. Her room is designed for Social/Emotional learning and provides tier II/III students with additional support. She tracks and monitors the CICO data with the assistance of the behavior specialist.
- The SEL coach has created tier II lunch bunch groups based on common behaviors/needs.
- The SEL coach and assistant principal conduct a weekly "man cave" with Tier II/III male students.

#### **Tier III**



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- The PST team monitors CICO, ODRs, behavior screener data, and attendance to identify students in need of Tier III support. If the student receives special education services, an IEP team determines the need for a FBA and BIP. If the students are in a general education setting, the team then uses the data to determine the need for an integrated support plan (ISP). In both cases, the Behavior support specialist takes the lead role.
- Both the SEL coach and Behavior Coach conduct individual Tier III sessions with students
- Mental Health Specialists conducts both small group and individual counseling for Tier III students.
- Individualized student goals and rewards are developed for the BIP or ISP.

In addition to the Tier Interventions, the following are occurring at Westmar to improve the overall implementation of the PBIS framework:

- 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.
- Project Wisdom positive messages are read daily on the announcements.
- 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. We recognize MCAP growth and proficient students.
- 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.

## **XI. Family and Community Engagement**

### **Parent/Community Involvement Needs**

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

Westmar Middle School is a Maryland State Community School. As a Maryland State Community School, Westmar provides support to students, working in collaboration with community partners, local governments, and other stakeholders to provide services that address barriers to learning and success. Westmar Community School leverages the power of neighborhoods through asset-based approaches that strengthen the

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connections between home, school, and communities and creates change for Westmar families. Westmar Community School builds relationships, fosters a sense of community, and provides hope to students and families.

Due to Westmar Middle School's Community School status as of 2023, several family community engagement initiatives have been put into place.

- ❖ Parent/Teacher Back to School Night
- ❖ Weekly Community Perks for Parents
- ❖ Community Baby Shower (fall and spring)
- ❖ Community Outreach Student Club
- ❖ Kindercare Student Club
- ❖ Agriculture Student Club: Community Rain Garden, Community Greenhouse
- ❖ Hydroponic Growth Education Lessons
- ❖ R.O.A.R Student Club
- ❖ Green Recycling Club
- ❖ Rising and Shining Stars Recognition Ceremonies
- ❖ Maryland Extension Services classroom lessons
- ❖ Community Farmers Markets
- ❖ Community Nutritional Lessons
- ❖ Parent Conference Incentives
- ❖ Westmar Monthly Pawcare (hygiene)
- ❖ Weekly Attendance Incentives
- ❖ Nine Week Attendance Incentives
- ❖ Yearly Attendance Incentives
- ❖ Addressing Specific Family Needs
- ❖ Addressing Emergency Family Needs
- ❖ Motivational Speakers
- ❖ Internet Safety Speakers
- ❖ Drug/Addiction Awareness Speakers
- ❖ Fire Safety Prevention Speakers
- ❖ Red Ribbon (Addiction Awareness) Week lessons
- ❖ Veterans Day Celebrations
- ❖ Community Coney Christmas Event
- ❖ Community Coney Days Event
- ❖ Community Summer Pop Up Activity Events
- ❖ School Wide Service Learning Project: Ronald McDonald House
- ❖ School Wide Service Learning Project: Ornaments and Card for Local Nursing Homes
- ❖ Community Holiday Food Baskets
- ❖ Monthly Community Schools Advisory Meetings - Includes parent members, partners, staff, and local community members
- ❖ FSU student volunteers
- ❖ Parent Volunteer

#### **Community School Partners:**

- **University of Maryland Extension Services**
- **Concerted Care Group**
- **Maryland Physicians Care**
- **Maryland Center for School Safety**
- **Maryland Department of Natural Resources**
- **Center for Mind and Body Medicine**
- **Western Maryland Food Bank**
- **Aetna Insurance**
- **Capering Kids**
- **High Rock 4H Club**
- **Toys for Happiness**
- **Kickmasters Karate**
- **Department of Social Services**
- **County United Way**
- **Mountain City Center for the Arts**
- **Jumpstart Theatre**

## Allegany County Public Schools

### 2024-2025 Middle School Improvement Plan

- FSU- S.A.F.E & BURG Peer Education Network
- Allegany County Health Department: Nutrition, Prevention
- Salvation Army
- Maryland Coalition of Families
- Maryland Rural Health Association
- Mountain Laurel Medical Center
- Project Alert
- Miss Cumberland Services
- UPMC: Health and Wellness Coaching
- The First Presbyterian Church of Barton
- George's Creek Food Pantry
- Tri-Towns Food Pantry
- America's Hauling for Hope
- Nourishing Neighbors
- McCole VFW
- Eagle Nursing Home
- Moran Nursing Home
- Judy Center & WELC
- Westernport Elementary Community School
- George's Creek Elementary Community School
- Mountain Ridge High School
- Lonaconing Ladies Auxiliary/Armory/Fire Company
- Evergreen Heritage Center Foundation
- County United Way, Inc.
- Local Management Board
- Lowe's Local Heroes Project
- ChickfilA
- Savage Mountain Famers
- Cozy Country Farms
- Martins Grocery
- Weis Grocery
- Kona Ice
- 10 Cows Creamery
- Port West
- Coney Pizza
- Jeremy Kiddy Construction Services
- Allegany County Legal Aid Services
- Allegany County Library Systems - George's Creek Library
- Bob Evans
- Main Street Books
- Commercial Graphics
- AHEC West
- Allegany College of Maryland Continuing Education and Adult Education
- Allegany College of Maryland Community Residence Network

#### Parent Involvement Plan

#### Parent Advisory Committee 2024-2025

Name	Position
Lora Puffenberger	Principal
Neil Kamp	Assistant Principal

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Julie Snyder	Community School Coordinator
Lindsay Heavner	Teacher
Brian Grove	Parent Representative
Natalie Glass	Parent Representative
Greg Harvey	Community Representative
P. J. Crossland	Community Representative

**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.

Requirements	Description of Activities/Actions/Initiatives	Date(s)	Who should you contact for more information?
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<b>I. Shared Decision Making</b>  ➤ The parent involvement plan is developed with input from parents.	SIT and Parent Involvement Focus Group Parent Advisory Committee Westmar Student/Parent Handbook	August-October 2024 Ongoing	Mrs. Puffenberger Mrs. Snyder, Community School Coordinator
<b>II. Building Parental Capacity</b>  ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.  ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement  ➤ Ensure information is presented in a format and/or language parents can understand.  ➤ Provide full opportunities for participation of parents of students from diverse backgrounds.	Back to School Night Parent Conference Days  MCAP Reports Parent Conference Days Progress Reports  Classroom Syllabi Progress Reports Parent Conference Days Online Grade Reports Tutoring  Newspaper Radio Westmar Facebook & ACPS Website Telephone/School Messenger School Marquis Email  IEP Meetings All teachers post grades using ASPEN Parent Conferences	August 2024 Quarter 1/Quarter 3 Ongoing  September 2024 Quarter 1/Quarter 3 Ongoing  August 2024 Ongoing Quarter 1/Quarter 3 Ongoing  Ongoing  Ongoing	Administration Faculty/Staff  Administration Faculty/Staff  Administration Faculty/Staff ACPS  Administration Faculty, & Staff

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	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?
<b>III- Review the Effectiveness</b>  The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement Meetings	Ongoing	Mrs. Puffenberger
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</b>	Parents actively volunteer in many ways throughout the school year: <ul style="list-style-type: none"> <li>● Attend and chaperone field trips</li> <li>● Band/choral concerts</li> <li>● Art shows</li> <li>● Work with youth sports</li> <li>● Help students organize food drives for local food pantries in conjunction with service learning hours</li> <li>● Fundraisers</li> <li>● Community School events</li> </ul>	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, and Goodwill and Midland Fire Companies. The Western Maryland Food Bank donates weekly to our backpack program; our school

## Allegany County Public Schools 2024-2025 Middle School Improvement Plan

counselor and school resource officer organize food baskets and a school store for shopping. Chick-Fil-A and McDonalds donate gift cards for student recognition programs.

To increase participation this year, the school will:

- Collect a list of parents who would like to volunteer in the school and distribute it to staff.
- Continue to distribute and post online a monthly calendar of events.
- Continue a parent Facebook information group.
- Invite parents to STARS recognition programs.
- Create and encourage the completion of Family Needs Assessment surveys
- Implement Community School monthly advisory meetings to promote parent and school involvement

**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
Veterans Day Program	13	2	26
Basketball Coaches	9	150	1350
Basketball Concession	16	4	64
Community School and PBIS Activities	4	4	16
Total	53	310	1,938

### **XII. Professional Community for Teachers and Staff- Standard 7**

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

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Neil Kamp Assistant Principal School Safety Emergency Preparedness  Training and Certification	August 20, 2024  AM Westmar	Westmar Staff	As a result of the professional learning, staff will become more aware of and understand the Standard Response Protocol (SRP) in our 2024-25 Westmar Critical Incident Plan. Westmar will see an increase in the safety rating on the Student and Engagement Survey.	Staff will understand the new SRP Language and be able to execute the 5 SRPs with confidence. Teachers then will be able to teach and enforce these safety protocols to students. Students identified Safety as a concern on the Student Engagement Survey.	Westmar Administration and the school's SRO will conduct drills to make sure all staff members understand and follow our Critical Incident Plan. The number of ODRs for bullying and physical altercations and the safety rating on the Student Engagement Survey will be used to assess the implementation.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom



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2. Sensory Tools in the Classroom Sheree Glencoe, Social and Emotional Support Coach	September 30th AM Westmar	Westmar Staff	As a result of this professional learning, staff will implement effective strategies for students to help self regulate, self sooth, and focus, thus increasing student engagement and learning. Special Education students and economically disadvantaged students are more likely to exhibit these behaviors.	Staff will learn about common student stressors, the difference between sensory tools and fidgets, and how sensory tools can be utilized to help students self regulate to achieve learning goals.	Assessment will be ongoing throughout the year. The Social and Emotional Support Coach will monitor the usage of the tools. Data for students signing in and out of the classroom will all be monitored.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
3. Getting Better Faster- Phase 1 Routines and Procedures 100	August 21, 2024 AM January 17, 2025 AM  Westmar	Westmar Staff	As a result of this professional learning staff will identify and implement school wide common procedures for classrooms. By identifying 3-5 schoolwide common classroom routines, the goal will be to provide consistency for students, keep students in the classroom to focus on instruction, and reduce classroom referrals.	Utilizing Phase 1 of Getting Better Faster book, Staff will work collaboratively across grade levels and content areas to identify common routines for classroom entry, attendance, student questions, supplies, work completion, centers/small group, and classroom dismissal.	Assessment will be ongoing throughout the year. Administration will monitor classrooms.. Data for students signing in and out of the classroom will all be monitored. Discipline Data will be monitored.
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

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					classroom
4. School Improvement Plan Focus Groups: Using a Collaborative Team Approach and Using Data for Effective Decision Making	August 2024 Ongoing	Westmar Staff	As a result of the professional learning, the school will implement a collaborative model for creating, revisiting, and implementing an effective school improvement plan. Staff will have a deeper understanding of the SIP process and have greater input in developing the plan. Staff will articulate in small groups and share in the large group setting.	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.	The focus groups began in response to the staff survey in 2019. This year, the focus groups are being implemented with fidelity, allowing staff members greater input into the school's mission and decision making process. Assessment will be ongoing. Quarterly agendas and team meeting logs will be used to measure the implementation.

**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 professional learning day in January. 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 and social media announcement 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?

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*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?

*Instructional Coaches 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 the administration monitor the plan?


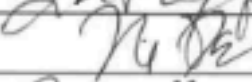
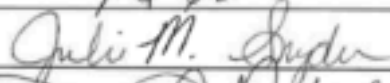
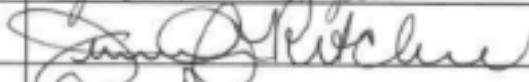
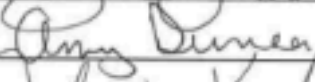
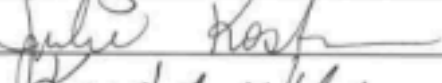
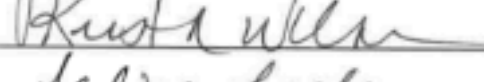
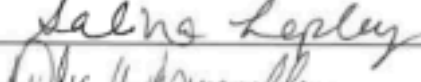
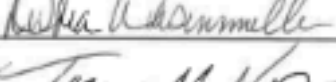
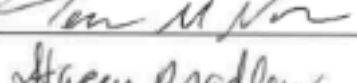
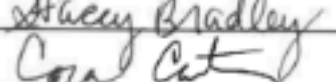
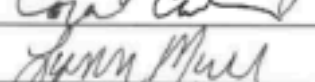
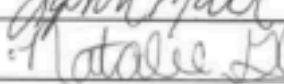
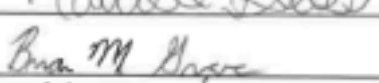
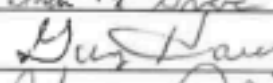
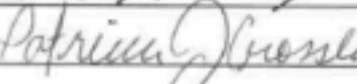

*The administration will chair bi-weekly instructional leader meetings and team meetings for data review.*

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.*

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

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Name	Signature	Role
Lora Puffenberger		Principal
Neil Kamp		Assistant Principal
Julie Snyder		Community School Coordinator
Jennifer Ritchie		Teacher - 6th Grade Instructional Leader
Amy Duncan		Teacher - 7th Grade Instructional Leader
Julie Kostovick		Teacher - 8th Grade Instructional Leader
Krista Wilson		Teacher - Creative Arts Instructional Leader
Salina Lepley		Special Education Facilitator
Debra Weisenmiller		Reading Coach/Specialist
Teresa Norris		Math Coach/Specialist
Stacey Bradley		Reading Interventionist
Cora Carter		Math Interventionist
Lynn Muir		Guidance Counselor
Natalie Glass		Parent/Family Member
Brian Grove		Parent/Family Member
Greg Harvey		Community Member
Patricia J. Crossland		Community Member