Allegany County Public Schools
2023-2024
Middle School Improvement Plan

School: Westmar Middle **Principal: Lora Puffenberger**

Section	Table of Contents	Page
	Title Page	
I	**Integrated Educational Framework**	1-3
II	**School Demographics**	4-5
III	**Attendance**	5-9
IV	**Graduation Rates (high school only)**	n/a
V	**School Safety/ Suspensions**	10-11
VI	**Early Learning (elementary only)**	n/a
VII	**Academic Progress**	12-44
VIII	**MD School Survey Results (student and staff)**	45-50
IX	**Multi-tiered System of Support**	51-54
X	**Positive Behavioral Intervention & Supports or Behavior Management Systems**	55-57
XI	**Family and Community Engagement**	58-62
XII	**Professional Community for Teachers and Staff**	63-64
XIII	**Management Plan**	65-66

Allegany County Public Schools

2023-2024

Middle School Improvement Plan

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.

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

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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 fire 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 are also in the stages of developing 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 Green Club was developed this 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 extends the Green Club work by participation 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.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

II. SCHOOL DEMOGRAPHICS **Number of years the principal has been in the building? 7**

A. Staff Demographic

B. Student Demographics

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	0
Hawaiian/Pacific Islander	1
African American	9
White	232
Asian	1
Two or More Races	9
Special Education	37
LEP	0
Males	120
Females	123

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	24	24
Itinerant staff	6	0	6
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	13	9	22
Total Staff	19	42	61

Gender X	0
Total Enrollment	243
FARMS Rate (2022-2023)	70.82

Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	3	06 Emotional Disturbance	1	12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	5	14 Autism	1
04 Speech/Language Impaired	4	09 Specific Learning Disability	22	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities		**TOTAL COUNT**	36

III. ATTENDANCE

Table 4a	**2022-2023**
Grade Level – School Level	**Attendance Rate**

All (Excluding PreK & K)	90.2
Grade 6	89.6
Grade 7	89.8
Grade 8	91.0

Table 4b: Subgroup Attendance Rate	**2022-2023**
All Students	**90.2**
Hispanic/Latino of any race	≤10
American Indian or Alaska Native	n/a
Asian	n/a
Black or African American	≤10
Native Hawaiian or Other Pacific Islander	≤10
White	90.3
Two or more races	≤10
Male	90.3
Female	90.1
EL	n/a

Special Education	91.7
Free/Reduced Meals (FARMS)	88.7

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 (88.7%)
- Grade 6 (current grade 7) (89.6%)
- Grade 7 (current grade 8) (89.8%)
- Females (90.1%)

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. When a special education student reaches 10 unexcused absences, the special ed team will hold a manifestation meeting to determine if the absences are due to the student's disability.

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

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

- A multi-tier attendance monitoring and intervention protocol will be implemented.
- The PST will review student attendance.

- Positive attendance announcements will be made by administration at dismissal each day.
- The Check In-Check Out program for students with poor attendance will be implemented.
- Weekly and monthly attendance incentives will be implemented for all students.
- Incentives will target lowest attendance days.
- Enhanced incentives will target chronically absent students.

Chronically Absent

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

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	71.8	47.9	58.52
Not Chronically Absent (student count)		.	134
Report Card Points Earned	5.5	2.5	5.5

Habitually Truant

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

Table 6	2022	2023

Habitually Truant (percentage)	8.23	2.60
Habitually Truant (student count)	19	6

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. For 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.

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

Home visits are conducted by the PPW, counselor, and resource officer on an as needed basis. These students are offered additional support such as After School Program or Project YES. Attendance contracts are made between students and administration, and rewards are given through PBIS for improved attendance. When assigning an advisor, these students are strategically placed.

IV. GRADUATION RATE – High Schools Only

N/A

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
	All Students	
Subgroup	2021-2022	2022-2023
Total Referrals	200	251
All Suspensions	34	21
In School	0	0
Out of School	34	21

Sexual Harassment Offenses	1	1
Harassment/Bullying Offenses	1	1

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

Westmar will continue to use early interventions and strategies in our efforts to decrease the number of referrals. All students will complete Second Step lessons to help build social-emotional skills such as nurturing positive relationships, managing emotions, and setting goals. We are a school-wide PBIS school where students earn “Paw Stamps” for showing positive behavior. Students can use their “Paw Stamps'' at our Roar Store to purchase school supplies, treats, clothing, and other items. They can also earn attendance to our PBIS Booster Activities. One of the criteria to attend is having no referrals. Students who are identified as having multiple discipline referrals, will be referred to our PST Team. The team will work with the teacher to provide support and strategies to help with classroom management. Teachers will utilize the ACPS-Secondary Schools Office Referral.

During this process, teachers will contact home and identify some strategies that they have tried to help with behavior. By doing this, students will correct their behavior before an office referral is written. In the event of conflict, administration and staff will have a Conflict Resolution Circle with the student(s). For students having the consequence of ISI, Mrs. Cuthbertson, ISI Coordinator, will have them complete the ISI reflection lesson. Those students will then meet with Mrs. Glencoe, Social Emotional Coach, to review the reflection sheet. For students who struggle with behavior on a consistent basis, Mr. Murphy, Behavioral Specialist, will assist in setting them up with Check In-Check Out. He will also

collect and compile the Check in/ Check out data. He will review it with the staff. Mr. Murphy and Mrs. Glencoe will also meet with students to form a lunch group. During the lunch group, they will teach the students certain strategies to maintain self control.

VI. EARLY LEARNING (Elementary Only)

N/A

I. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

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

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

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63172	13	43	44	63596	11	41	50	+6
ACPS Results	605	11	49	40	586	10	37	53	+13
All school students	69	9	56	35	75	5	51	44	+9

American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	68	9	56	35	74	5	50	**45**	**+10**
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	16	38	44	18	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	68	9	56	35	58	7	54	**37**	**+2**
Female	31	10	48	42	43	5	47	**48**	**+6**
Male	38	8	63	29	32	6	57	**37**	**+8**

* indicates no students or fewer than 10 students in category

TABLE 10b **ELA Grade 7**	**2022**				**2023**				2022 to 2023
	Total Test Takers	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Total Test Takers**	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Change in proficiency rate**
		%	**%**	**%**		**%**	**%**	**%**	**+ or - %**
Maryland Results	64672	11	46	43	63563	6	47	**47**	**+4**
ACPS Results	588	13	50	37	598	6	42	**52**	**+15**
All school students	83	11	55	34	72	4	45	**51**	**+17**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	83	11	55	34	71	4	4	**52**	**+18**
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	17	35	59	6	13	16	69	**15**	**+9**
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	49	14	61	25	51	6	47	**47**	**+22**
Female	44	2	43	55	35	6	34	**60**	**+5**
Male	39	21	69	10	37	3	54	**43**	**+33**

* indicates no students or fewer than 10 students in category

	2022				**2023**				2022 to 2023
TABLE 10c **ELA Grade 8**	**Total Test Takers**	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Total Test Takers**	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Change in proficiency rate**
		%	**%**	**%**		**%**	**%**	**%**	**+ or - %**
Maryland Results	66514	17	40	43	65477	13	40	**47**	**+4**

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

ACPS Results	590	17	39	44	5889	11	39	**50**	**+6**
All school students	72	17	40	43	82	16	41	**43**	**+0**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	71	17	39	44	82	16	41	**43**	**-1**
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	15	47	47	**6**	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	42	21	48	31	53	17	49	**34**	**+3**
Female	34	6	44	50	42	7	36	**57**	**+15**
Male	38	26	37	37	40	25	48	**27**	**-10**

Table 11a:	Cohort Growth (Cohort 2028)		
ELA Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Please enter as + or -
Maryland	44	47	+3

ACPS	40	52	+12
All Students	35	51	+16
Economically Disadvantaged	35	7	+12
Special Education	18	15	-3
Male	29	43	+14
Female	42	60	+18
Other subgroup (White)	35	52	+17

Table 11b:	Cohort Growth (Cohort 2027)		
ELA Percent Proficient	Grade 7 2021-2022	Grade 8 2022-2023	Growth from Grade 7 to Grade 8 Please enter as + or -
Maryland	43	47	+4
ACPS	37	50	+13
All Students	34	43	+9
Economically Disadvantaged	25	34	+9
Special Education	6	6	+0
Male	10	27	+17
Female	55	57	+2
Other subgroup (White)	34	43	+9

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Writing 6-8, *Special Education*

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase scores in the Writing Domain. ● In GR 6 (incoming 6th graders), the percentage of students scoring Proficient will increase from 27% to 40%. ● In GR 7 (last year's 6th graders), the percentage of students scoring Proficient will increase from 44% to 60%. ● In GR 8 (last year's 7th graders), the percentage of students scoring Proficient will increase by 24% to 40%. ● *In Special Education, GR 6-8, the percentage of students scoring Proficient will increase from 11% to 20%.* The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase. ● In GR 6 (incoming 6th graders)... ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase from 8% to 25%. ○ The % of students scoring "0" on the rubric will decrease from 34% to 10%. ● In GR 7 (last year's 6th graders)... ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase from 16% to 30%. ○ The % of students scoring "0" on the rubric will decrease from 8% to 0%. ● In GR 8 (last year's 7th graders)... ○ The percentage of students scoring 6+ on the 11 pt. Writing Rubric will increase from 0% to 25%. ○ The % of students scoring "0" on the rubric will decrease from 48% to 25%. ● *In Special Education, GR 6-8…* ○ *The percentage of students scoring >1 on the 11 pt. Writing Rubric will increase from 42% to 50%.* ○ *The percentage of students scoring "0" on the rubric will decrease from 58% to 40%.*
Root Cause(s):	Students struggle with writing responses to meet the expectations of the MCAP Writing rubrics addressing both written expression and conventions.
Focus Content Standard(s):	W.1: Write arguments to support claims with clear reasons and relevant evidence. W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Barriers:	● The rigor of the pacing guide prohibits in-depth coverage of the complete writing process. ● The level of writing skills in students is below grade-level expectations. ● Background knowledge and skills in writing conventions is below grade-level expectations. ● Student engagement and motivation in the writing process has decreased. ● Exemplary responses to use with students for modeling and assessing are lacking.
Needed Resources:	● Collaboration time for ELA teachers in vertical team meetings

	● Daily Language Practice to use as warm-up/bell-ringer activities in ELA classes ● Checklists for writing assignments modeling the MCAP writing rubrics but in student-friendly terms (including self-assessment, peer assessment, and teacher assessment) ● Shorter writing assignments/activities to engage/motivate students ● Collection of exemplary responses to model with students
Strategies and/or evidence-based interventions:	❖ Implement the use of the 11 pt. MCAP rubric adopted in July 2023 for all extended writing assignments (argumentative, informative/explanatory, narrative). ❖ Use checklists based on those rubrics with students to self-assess prior to teacher assessment. ❖ Continue to use the R.A.C.E. strategy to identify text evidence to use in writing, and then add explanations/elaborations to support responses. ❖ Increase focus on writing activities in i-Ready reading labs using textbook extensions, MCAP releases, DBQs. ❖ Continue use of Writing Workshops and templates embedded in READ 180 intervention labs. ❖ Create school-wide shared writing templates and student resources to establish a focus in GR 6-8. ❖ Use Daily Language Practice in GR 6-8 as class warm-ups/bell ringers to increase student knowledge and application of writing conventions. ❖ Implement school-wide writing activities to increase student motivation and engagement in writing. ❖ Use Writing as a school-wide SLO this year following a guidance document from the ELA supervisor. ❖ Allow students to share their writing with students in the Pre-K program in order to increase motivation and engagement.
How will it be funded?	Use School Improvement funds to allow for after-school collaboration among ELA, intervention, and special education teachers.
Steps towards full implementation with timeline:	● ELA Teachers will collaborate with SIS to score writing on county benchmarks using the 11 pt. Rubric. ● Intervention teachers will collaborate with SIS to score End-of-Workshop writing assessments using the 11 pt. Rubric. ● ELA Vertical team meetings will be scheduled to review templates, resources, and writing activities designed to increase student engagement.
Monitoring Procedure:	● Ongoing: Formative Writing Assessments in ELA and reading labs ● End of Unit Writing Assignments ● ELA Benchmarks - Extended Response Questions ● READ 180: End of Workshop Writing ● MCAP Practice Test (prior to MCAP): Check for student success with written responses. ● MCAP, Spring 2024

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

ELA FOCUS AREA 2:	Citing Textual Evidence and Text Annotation, 6-8, *Special Education* (Answering Questions with Parts A & B)
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase scores in the Reading Informational and Literary Domains for questions with Parts A & B. ● In GR 6-8 , the percentage of correct answers for Questions with Parts A & B will increase to 50%. ○ Incoming 6th is at 41% correct. ○ Current GR 7 is at 27% correct. ○ Current GR 8 is at 28% correct. ● *In Special Education, GR 6-8, the percentage of correct answers for Questions with Parts A & B will increase from 29% to 40%.*
Root Cause(s):	Students struggle to answer questions with two parts where they are asked to identify the correct answer in Part A and then find textual support for that answer in Part B.
Focus Content Standard(s):	At each grade level, there were several standards from the Reading Informational and Literary Text Domains. Each standard had 2-part questions in one or more items. ❖ READING INFORMATIONAL RI.1 (CITE TEXTUAL EVIDENCE/INFERENCES), RI.2 (CENTRAL IDEA; SUMMARY), RI.3 (KEY INDIVIDUAL/EVENT/IDEA is INTRODUCED/ILLUSTRATED/ ELABORATED), RI.5 (TEXT STRUCTURE; DEVELOPMENT OF IDEAS), RI.6 (AUTHOR'S POINT OF VIEW; PURPOSE IN A TEXT), RI.7 (ADVANTAGE/DISADVANTAGE USING DIFFERENT MEDIUMS) * *Incoming GR 6 - RI.5.8* (AUTHOR'S USE OF REASONS/EVIDENCE TO SUPPORT POINTS) ❖ READING LITERARY RL.1 (CITE TEXTUAL EVIDENCE/INFERENCES), RL.2 (THEME; CENTRAL IDEA, SUMMARY), RL.3 (PLOT/CHARACTER DEVELOPMENT), RL.4 (WORD MEANINGS), RL.5 (TEXT STRUCTURE; IMPACT OF), RL.9 (COMPARE/CONTRAST GENRES) ● Incoming 6th (RI.1 , RI.2 , RI.8; RL.1, RL.2, RL.3, RL.4, RL.5) ● Current 7th (RI.2, RI.3, RI.5, RI.7; RL 1, RL.2, RL.3,RL.4, RL.5, RL.9) ● Current 8th (RI.1, RI.2, RI.3, RI.5, RI.6; RL.2, RL.3, RL.4)
Barriers:	● Struggling readers have difficulty answering a question correctly in Part A and also finding the appropriate text evidence for Part B. ● Students reading on/above grade level often do not take time to closely look for text evidence.
Needed Resources:	● Collaboration time for ELA teachers in vertical team meetings ● Additional 2-part question practice beyond the "assessment practice" questions found in the textbook
Strategies and/or evidence-based interventions:	❖ Continue use of "assessment practice" questions embedded in ELA textbook. ❖ Focus on annotating text using the GRRUDL model to move students toward independently annotation of text. ❖ Provide additional practice within reading labs.

	❖ Use the R.A.C.E. strategy with these questions to reinforce "answering" and "citing evidence".
How will it be funded?	Use School Improvement funds to allow for after-school collaboration among ELA, intervention, and special education teachers.
Steps towards full implementation with timeline:	● ELA Teachers will collaborate with SIS to examine data from county benchmarks with these questions. ● Intervention teachers will collaborate with SIS to review this type of question within the program and create additional practice questions as needed. ● ELA Vertical team meetings will be scheduled to review templates, resources, and writing activities designed to increase student engagement.
Monitoring Procedure:	● Ongoing: Use of 2-part questions as formative assessments in ELA class and i-Ready labs. ● ELA Benchmarks at end of units: Monitor student success with 2-part questions. ● MCAP Practice Test (prior to MCAP): Check for student success with 2-part questions. ● MCAP, Spring 2024

FOCUS AREA 3:	Reading Informational and Literary Text Domains, Standard 5: Text Structure and Organization
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase the % correct on questions in Standard 5 (Text Structure and Organization Contribution to the Text Development) of the Reading Domains to 45% (currently - 35% overall). ● Incoming 6th graders had few items and those were only seen by 6 students. ● GR 6 (Now 7th) is at 29% correct. ● GR 7 (Now 8th) is at 36% correct. ● GR 8 (Now 9th) is at 39% correct.
Root Cause(s):	Students struggle to answer questions addressing the structure/organization of informational and literary texts and its effect on their comprehension of the text.
Focus Content Standard(s):	**GR 6** 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.

	GR 7 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. **GR 8** 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.
Barriers:	● Struggling readers have difficulty answering a question correctly in Part A and also finding the appropriate text evidence for Part B. ● Students reading on/above grade level often do not take time to closely look for text evidence.
Needed Resources:	● Collaboration time for ELA teachers in vertical team meetings ● Scaffolded mini-lessons (i-Ready toolbox and additional resources) addressing concepts in this standard ● Exit slips/end of selection review questions with a focus on this standard
Strategies and/or evidence-based interventions:	❖ Create slides to share with students focusing on the text structure/organizational patterns as they align with the selections in the ELA textbook. ❖ Use smaller texts with direct skill instruction and GRR to reinforce skills in the standard. ❖ Use graphic organizers and foldables to create visuals and increase student understanding of text structures. ❖ Use video clips from textbook resources to introduce/review text structures.
How will it be funded?	Use School Improvement funds to allow for after-school collaboration among ELA, intervention, and special education teachers.
Steps towards full implementation with timeline:	● ELA Teachers will collaborate with SIS to examine data from county benchmarks with these questions. ● Intervention teachers will collaborate with SIS to review this type of question within the program and create additional practice questions as needed. ● ELA Vertical team meetings will be scheduled to review templates, resources, and writing activities designed to increase student engagement.
Monitoring Procedure:	● Ongoing: Use textbook resources and toolbox resources as formative assessments with RI and RL Standard 5 in ELA and labs. ● Ongoing: Use READ 180 textbook resources and software program as formative assessments addressing these standards. ● ELA Benchmarks at end of units: Monitor student success with questions from Standard 5. ● MCAP Practice Test (prior to MCAP): Check for student success with questions from Standard 5. ● MCAP, Spring 2024

Universal Design for Learning for ELA.

Table 12	

UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Communicate content, language, and social purposes both visually and orally. ● Use R.A.C.E. strategy to thoroughly answer a constructed response with text support and evidence citation (includes templates, checklists, rubrics). ● Use anchor videos and the interactive online textbook to build background knowledge. ● Use the HMH online textbook to present text selections and provide audio support. ● Use visuals, powerpoints, and videos to preteach Signposts (Notice and Note strategy). ● Implement varying computer based programs based on individual student learning needs (iReady, Read 180, Read 180: Foundational Skills). ● Develop small group activities using scaffolded lessons from the i-Ready Teacher Toolbox.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Use highlighting and post-it notes to identify key points and create questions for discussions. ● Facilitate managing information and resources (providing graphic organizers and templates). ● Use assessment checklists and rubrics.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Create a supportive environment. ● Use GRRUDL model to create collaborative culture. ● Use flexible grouping. ● Provide a variety of texts at differing Lexile levels (text selections in i-Ready labs, Readworks, and CommonLit). ● Utilize choice board activities and gallery walks. ● Emphasize process, effort, and improvement. ● Provide feedback--frequently and specific.

A. 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

Allegany County Public Schools

2023-2024

Middle School Improvement Plan

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

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

* indicates no students or fewer than 10 students in category

TABLE 13a MATH Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63193	37	44	19	63644	36	45	19	0
ACPS Results	606	30	51	19	586	30	48	22	+3
All school students	69	33	58	9	75	32	51	17	+8
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	68	34	57	9	74	31	51	18	+9
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	16	56	38	6	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	68	34	57	9	58	36	50	14	+5
Female	31	29	65	6	43	35	44	21	+15
Male	38	37	53	10	32	28	59	13	+3

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

* indicates no students or fewer than 10 students in category

TABLE 13b MATH Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	56286	52	36	12	56106	48	37	15	+3
ACPS Results	568	47	36	17	570	38	40	22	+5
All school students	84	58	37	5	72	33	57	10	+5
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	84	58	37	5	71	32	58	10	+5
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	17	88	12	0	13	69	16	15	+15
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	50	68	28	4	31	37	53	10	+6
Female	44	50	45	5	35	28	69	3	-2
Male	40	68	27	5	37	38	46	16	+11

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

* indicates no students or fewer than 10 students in category

TABLE 13c MATH Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	41267	54	39	7	41740	52	41	7	0
ACPS Results	367	48	46	6	390	46	48	6	0
All school students	54	33	65	2	64	58	42	0	-2
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	53	32	66	2	64	58	42	0	-2
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	15	87	13	0	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	37	38	62	0	46	63	37	0	0

Female	25	28	68	4	27	56	44	**0**	**-4**
Male	29	38	62	0	37	59	41	**0**	**0**

* indicates no students or fewer than 10 students in category

TABLE 13d ALGEBRA I	**2022**				**2023**				2022 to 2023
	Total Test Takers	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Total Test Takers**	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Change in proficiency rate**
		%	**%**	**%**		**%**	**%**	**%**	**+ or - %**
Maryland Results	69986	36	49	15	67135	30	52	**18**	**+3**
ACPS Results	615	34	53	13	731	21	54	**25**	**+12**
All school students	17	6	82	12	18	0	78	**22**	**+10**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	17	6	82	12	18	0	78	**22**	**+10**
Two or more races	*	*	*	*	*	*	*	*	*

Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	15	0	80	**20**	*
Male	*	*	*	*	*	*	*	*	*

* indicates no students or fewer than 10 students in category

TABLE 13e GEOMETRY	**2022**				**2023**				2022 to 2023
	Total Test Takers	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Total Test Takers**	**Level 1**	**Level 2**	**Proficient Level 3 or 4**	**Change in proficiency rate**
		%	**%**	**%**		**%**	**%**	**%**	**+ or - %**
Maryland Results	16647	25	49	26	19907	28	48	**24**	**-2**
ACPS Results	424	33	60	7	563	43	48	**9**	**+2**
All school students	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*

Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*

Table 14: Cohort Growth (Cohort 2024)			
MATH Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Enter as + or -
Maryland	19	15	-4
ACPS	19	22	+3
All school students	9	10	+1
Economically Disadvantaged	9	10	+1
Special Education	6	15	+9
Male	10	16	+6

Female	6	3	-3
Other subgroup	*	*	*

1. **MATH FOCUS AREAS**

MATH FOCUS AREA 1:	Content: Mathematical Modeling 6-8
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase the percentage of students scoring proficient or distinguished in the Modeling Subclaim. ● In GR 6, (incoming 6th graders) the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 24%. ● In GR 7, (last year's 6th graders) the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 20%. ● In GR 8, including students taking Algebra 1, (last year's 7th graders) the percentage of students scoring Proficient in the Modeling Subclaim will increase by 3% to 16%.
Root Cause(s):	Students find modeling questions difficult to deconstruct in order to begin the process of answering these

	types of questions.
Focus Content Standard(s):	**6-8.M.1a-e:** Choose and produce appropriate mathematics to model quantities and mathematical relationships in order to analyze situations, make predictions, solve multi-step problems, and draw conclusions.
Barriers:	Students lack skills in how to determine the information needed to solve a given problem. Students lack skills in how to interpret lengthy problems involving mathematical modeling.
Needed Resources:	Additional MCAP-like example problems Three Reads protocol posters Modeling cycle posters Kami chrome extension MSDE Modeling rubric
Strategies and/or evidence-based interventions:	● Use student friendly version of MSDE modeling cycle in conjunction with the Three Reads strategy. ● Use lab time to teach approaches to modeling questions.
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on data from ASPEN. The Three Reads protocol and MSDE modeling cycle will be introduced in the second quarter along with a template as a scaffold for modeling questions to improve the quality of written responses. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.
Monitoring Procedure:	● **ASPEN** attendance and grades monitored throughout the year ● **HMH Math Growth Measure** September 2023, January 2024, April 2024

	● **i-Ready Math Diagnostics** September 2023, January 2024, April 2024 ● **ALEKS (Alg. 1 students only)** September 2023, January 2024, April 2024 ● **Modeling using Three Reads and Modeling Cycle** Minimum one per quarter ● **MCAP Math Assessment** May 2024

MATH FOCUS AREA 2:	Content: Fractions, Ratios, Rates, and Proportional Relationships 6-8
Focus Area Goal	By the end of the 2023-2024 school year, students in Grades 6-8 will increase the percentage of students scoring proficient or distinguished in the Content Subclaim. ● In GR 6, (incoming 6th graders) the percentage of students scoring Proficient in the Content Subclaim will increase by 5% to 28%. ● In GR 7, (last year's 6th graders) the percentage of students scoring Proficient in the Content Subclaim will increase by 5% to 22%. ● In GR 8, including students taking Algebra 1, (last year's 7th graders) the percentage of students scoring Proficient in the Content Subclaim will increase by 5% to 17%.
Root Cause(s):	Additional review and reteaching of fraction sense and reasoning is needed
Focus Content Standard(s):	Focus standards chosen are those related to concepts involving fractions, ratios, rates, and proportions as these skills build from having a solid base in fraction sense and reasoning: Incoming 6th Grade Focus: **6.NS.A.1** Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. **6.RP.A.2** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. **6.RP.A.3b** Solve unit rate problems including those involving unit pricing and constant speed. **6.RP.A.3c** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. **6.RP.A.3d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

	Current 7th Grade Focus: (Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) **7.NS.A.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **7.NS.A.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **7.NS.A.3** Solve real-world and mathematical problems involving the four operations with rational numbers. **7.RP.A.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. **7.RP.A.2a** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. **7.RP.A.2b** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **7.RP.A.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **7.G.A.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Current 8th Grade (including Alg. 1) Focus: (Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) **8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. **8.EE.C.7B** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **HSN-RN.B.3** Explain why the sum or product of two rational numbers is rational; that the sum of a rational

	number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. **HSS-ID.C.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Barriers:	Students lack prerequisite skills involving fractions. Students lack real world experience with manipulation of fractions. Students lack quick recall of basic facts.
Needed Resources:	Fraction/Decimal based spiral review Fraction bars or other fraction based manipulatives Fraction based games
Strategies and/or evidence-based interventions:	● Focus 7th grade Math 180 on Fractions and 8th grade on Decimal and Fraction Relationships ● Focus iReady groups on manipulation of fractions with emphasis on how fractions relate to ratios, rates, and proportional relationships ● Use spiral review focused on working with fraction and decimal relationships
How will it be funded?	N/A
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on data from ASPEN. A spiral review focused on fraction and decimal relationships along with lessons focused on the manipulation of fractions will be introduced in i-Ready and ALEKS labs starting in the second quarter. Focus on Fractions and on Decimal and Fraction Relationships will be ongoing throughout the year in 7th and 8th grade Math 180 labs. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals.

Monitoring Procedure:	● **ASPEN** attendance and grades monitored throughout the year ● **HMH Math Growth Measure** September 2023, January 2024, April 2024 ● **i-Ready Math Diagnostics** September 2023, January 2024, April 2024 ● **ALEKS (Alg. 1 students only)** September 2023, January 2024, April 2024 ● **MCAP Math Assessment** May 2024

MATH FOCUS AREA 3:	Subgroup- Females GR. 8 (including Alg. 1)
Focus Area Goal	By the end of the 2023-2024 school year, females in Grades 8 (including Algebra 1), will increase the percentage of students scoring proficient or distinguished by 3% bringing the Math 8 percentage to 3% and the Algebra 1 percentage to 23%.
Root Cause(s):	Female students do not see the real world relevance of mathematics in their daily lives.
Focus Content Standard(s):	The focus content standards were based on areas of weakness shown by the selected subgroup's 2023 (grade 7) MCAP scores. These standards are the students' current grade level (gr.8 and Alg.1) standards that map to the subgroup's previous year's weak areas: Grade 8: **8.NS.A.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. **8.EE.A.2** Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. **8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. **8.EE.B.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. **8.EE.C.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an

	equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). **8.EE.C.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8.F.A.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. **8.F.A.2** Compare properties of two functions, each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). **8.F.B.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values. **8.G.B.6** Explain a proof of the Pythagorean Theorem and its converse. Algebra 1: **HSA-SSE.A.1** Use the properties of exponents to transform expressions for exponential functions. **HSN-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Barriers:	This subgroup showed a 3% decrease in students scoring proficient or distinguished when compared to their 2022 MCAP Math scores. In addition, this subgroup shows a 13% achievement gap when compared to their male peers. Female students show a fixed mindset regarding math. There is a lack of positive math talk at home for our female students.
Needed Resources:	Career Counselor Family and Community Coordinator Volunteers to run a STEM night
Strategies and/or evidence-based interventions:	● Creative arts teachers will emphasize how math is used within their classes, for example in tech ed or family and consumer science. ● The Career Counselor will speak with female students about careers in math. ● Teachers will promote STEM LIKE A GIRL festival in the spring and stem clubs (math counts, robotics) at the school to garner female interest in math and its use in various fields. ● The Community School Coordinator will organize a STEM night for the middle school families focusing on positive math talk and growth mindset.

	● 8th grade students will participate in Focus on the Future to emphasize career fields which incorporate mathematics
How will it be funded?	Funding will be through the Community School
Steps towards full implementation with timeline:	Implementation of resources, instruction, and assessment is for the 2023-2024 school year. Students will be identified for intervention/enrichment via Math 180 or i-Ready labs by the end of September. i-Ready and Math 180 will be used to address learning gaps through use of the individualized learning pathway and flexible small group work throughout the year. In addition, students will be identified in the first quarter for a working co-curricular group based on grades and attendance. These working co-curricular groups will focus on helping students complete missing assignments and giving additional academic support in a small group setting as needed. The working co-curricular groups will be re-evaluated bi-weekly based on data from ASPEN. The Three Reads protocol and MSDE modeling cycle will be introduced in the second quarter along with a template as a scaffold for modeling questions to improve the quality of written responses. The HMH Math Growth Measure and i-Ready Math diagnostics will be administered three times per year (fall, winter, spring) to monitor student growth goals. In addition, the School Based Career Coach will be invited into the math classrooms to emphasize the importance of math in various careers and may either invite business leaders or take identified students to visit local businesses who use mathematics in the real world to improve the students' attitudes towards math. Eighth grade students will also participate in Focus on the Future on November 8th to emphasize career fields which incorporate mathematics.
Monitoring Procedure:	● **ASPEN** attendance and grades monitored throughout the year ● **HMH Math Growth Measure** September 2023, January 2024, April 2024 ● **i-Ready Math Diagnostics** September 2023, January 2024, April 2024 ● **ALEKS (Alg. 1 students only)** September 2023, January 2024, April 2024 ● **Modeling using Three Reads and Modeling Cycle** Minimum one per quarter ● **MCAP Math Assessment** May 2024

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Structure whole and small group lessons around a gradual release model. ● Use anchor videos to build background knowledge. ● Use visuals to preteach vocabulary and model problem solving. ● Vary computer based programs based on individual student learning needs (iReady, Math 180, ALEKS, etc.) ● Vary presentation of material (online, paper based, whiteboard, etc.). ● Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.). ● Maximize transfer and generalization (mnemonic strategies such as PEMDAS and FOIL, templates, and other graphic organizers to support note taking, etc.).
	Expression/Action- This is how the student will demonstrate their knowledge.

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	• Facilitate managing information and resources (graphic organizers and templates for organizing information). • Use multiple media for communication (physical/digital manipulatives, interactive web tools, etc.). • Use multiple tools for construction and composition (virtual and concrete mathematics manipulatives, web applications such as Kahoot, Quizziz, Prodigy, etc.).
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** • Optimize individual choice and autonomy through differentiated stations, gallery walks, etc. • Foster collaboration and community through cooperative learning groups, PBIS, expectations for group work, etc. • Vary demands and resources to optimize challenges such as differentiated stations, Prodigy, School 21, gallery walks, etc. • Minimize threats and distractions by creating a supportive environment, varying social demands, etc. • Collaborate in flexible groups

B. SCIENCE

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

* indicates no students or fewer than 10 students in category

TABLE 16 SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	67233	18	47	35	66026	25	49	**26**	**-9**
ACPS Results	592	18	52	30	588	23	56	**21**	**-9**

All school students	72	15	58	27	79	30	57	**13**	**-14**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	71	14	59	27	79	30	57	**13**	**-14**
Two or more races	≤	*	*	*	≤	*	*	*	*
Special Education	≤	*	*	*	≤	*	*	*	*
Limited English Proficient (LEP)	≤	*	*	*	≤	*	*	*	*
Free/Reduced Meals (FARMS)	42	24	62	14	51	35	57	**8**	**-6**
Female	34	9	73	18	40	12	70	**18**	**0**
Male	38	21	45	34	39	49	43	**8**	**-26**

2. FOCUS AREAS

FOCUS AREA 1:	**DCI:** Earth and Space Science, 6-8
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of students scoring meeting or exceeding expectations in the area of Earth and Space Science will increase by 5%.
Root Cause(s):	Students taking MISA in GR 8 struggle with Earth and Space Science area because it is the focus of study in GR 6, two years prior to the assessment without adequate time for spiraling or review of the standards. In addition, this group of students had virtual instruction during GR 6 and missed lab experiences.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Focus Content Standard(s):	*The standards below also include the NGSS evidence statements.* **MS-ESS2-1 Earth's Systems** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. ● **2 Relationships** ○ 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. ○ a.iv The temporal and spatial scales over which the relevant Earth processes operate. **MS-ESS3-1 Earth and Human Activity** 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. ● **2 Identifying the scientific evidence to construct the explanation** ○ 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. ● **3 Reasoning** ○ 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.
Barriers:	● Complex text beyond students' independent reading levels ● Weakness in deconstructing to identify key words and phrases in questions ● Struggle with using text features (diagrams, charts, etc.) to increase comprehension of text ● Lack of time for spiraling of curriculum and review due to decreased instructional time ● Additional teacher prep due to cross-grade level schedule
Needed Resources:	● Daily warm-ups/bell ringers to use as a spiral review of GR 6/7 curricular topics ● Additional MISA-like practice questions used throughout year ● Student-friendly rubrics/checklists for constructed responses ● Class set of *Inspire Science* (McGraw-Hill: Earth, Life, Physical) workbooks for practice beyond online resources ● Compilation of MSDE MISA public release items for GR 5/8
Strategies and/or evidence-based interventions:	● Create and use warm-ups/bell ringers to spiral and review content from GR 6/7. ● 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. ● Identify and use questions from benchmarks to provide ongoing practice of assessment-like questions. ● Use curricular matching questions from MISA practice test throughout the year as a practice tool. ● Use of game-based review programs.
How will it be funded?	Looking into funding for the science workbooks

Steps towards full implementation with timeline:	● Quarter 2 ○ Identified strategies will be implemented at the start of the Quarter 2 and continue to be implemented throughout the year. ○ Resources will be compiled to use as ongoing review. ● Quarter 3 ○ Teachers will continue with strategies implemented in Quarter 2. ○ GR 8 teachers will review material and test-taking skills (questions building upon others, etc.) prior to MISA using the practice test. ● Quarter 4 ○ In GR 6/7 curricular material will be reviewed.
Monitoring Procedure:	● **MISA,** March 2024

FOCUS AREA 2:	**Subgroup:** Males
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of males scoring proficient or distinguished will increase by 5%.
Root Cause(s):	Many male students have a fixed mindset in science due to learning gaps. They resist reading and responding in writing to complex science texts. As a result, students lack confidence and interest in science which prevents them from adequately understanding material within the focus content standards.
Focus Content Standard(s):	The selected focus standards are identified in the Male Item Analysis by Standard report. **MS-ESS1-1** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. Analyze and interpret data to determine scale properties of objects in the solar system. **MS-PS1-2** Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. **MS-PS3-2** Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. **MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
Barriers:	● Lack of student engagement ● Developmental differences with males v. females ● Need to design lessons to include movement within instruction and activities ● Complex text beyond students' independent reading levels ● Weakness in deconstructing to identify key words and phrases in questions

	● Struggle with using text features (diagrams, charts, etc.) to increase comprehension of text
Needed Resources:	● Daily warm-ups/bell ringers to use as a spiral review of GR 6/7 curricular topics ● Student-friendly rubrics/checklists for constructed responses ● Class set of *Inspire Science* (McGraw-Hill: Earth, Life, Physical) workbooks for practice beyond online resources ● School based Career Coach ● Additional science instructional time prior to 6th grade to build positive experiences
Strategies and/or evidence-based interventions:	● Create and use warm-ups/bell ringers to spiral and review content from GR 6/7. ● Design lessons/labs to include movement within instruction and activities ● Use of game-based review programs. ● Create a positive learning environment in science classrooms. ● Encourage a growth mindset. ● Address missing work and assignments in working co-curricular for additional support with smaller groups ● Offer tutoring to support academic needs. ● Provide visits from the school-based Career Coach to classrooms for real-world career connections.
How will it be funded?	Looking into funding for science workbooks
Steps towards full implementation with timeline:	● Quarter 2 ○ Identified strategies will be implemented at the start of the Quarter 2 and continue to be implemented throughout the year. ○ Resources will be compiled to use as ongoing review. ● Quarter 3 ○ Teachers will continue with strategies implemented in Quarter 2. ○ GR 8 teachers will review material and test-taking skills (questions building upon others, etc.) prior to MISA, using the practice test. ● Quarter 4 ○ In GR 6/7 curricular material will be reviewed.
Monitoring Procedure:	● **MISA** March 2024

FOCUS AREA 3:	Constructed Responses Using MISA Rubrics (Score 3 and 4)
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of students with a rubric score $\geq$2 (rubric scores 3 and 4) will increase from 3% to 15%.

	The percentage of students with a rubric score of "0" will decrease from 47% to 30%. **When analyzing data by item, it was not possible to differentiate between those with Parts A & B and Constructed Response items.*
Root Cause(s):	Students score poorly on constructed responses in science because they… ● struggle with deconstructing the questions prior to writing. ● struggle with reading complex texts, tables, diagrams, and charts. ● struggle with supporting responses with text evidence. ● struggle with putting effort forth in writing extended responses.
Focus Content Standard(s):	*The standards listed below were found in Constructed Response items (MISA 2023).* ● Science and Engineering Practices (SEP) | Physical Science MS-PS1-2.2.a *and* MS-PS2-5.5.a ● Crosscutting Concepts (CCC) | Physical Science MS-PS3-2.2.a.i ● Physical Science MS-PS3-5.4.b ● Crosscutting Concepts (CCC) | Earth and Space Science MS-ESS1-2.3.b.i ● Earth and Space Science MS-ESS2-2.3.a.v *and* MS-ESS3-1.2.a.iii ● Life Science MS-LS1-3.4.a.iii and MS-LS4-6.3.a *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.* ❖ WST.6-8.1 Support claim(s) with logical reasoning and relevant, accurate data/evidence that demonstrate an understanding of the topic/text. ❖ WST.6-8.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ❖ WST.6-8.8 Quote or paraphrase the data and conclusions of others. ❖ WST.6-8.9 Draw evidence from informational texts to support analysis and reflection.
Barriers:	● Complex text beyond students' independent reading levels affects written response based on text. ● Weakness in deconstructing the question to identify key words and phrases in questions impedes understanding of what's being asked. ● Struggles with using the text features (diagrams, charts, etc.) limits students' quality of written responses. ● Additional teacher prep due to cross-grade level schedule
Needed Resources:	● Student friendly versions of the MISA Rubrics (checklist for self-assessment/teacher-assessment) ● Public release items with constructed responses from state website aligned with curricular topics ● Time for collaboration with middle school science teachers ● Class set of *Inspire Science* (McGraw-Hill: Earth, Life, Physical) workbooks for practice beyond online resources
Strategies and/or evidence-based interventions:	● Instruct students using GRR to deconstruct constructed response questions, looking for key words and phrases. ● Use student friendly rubrics and checklists to assess students' writing of constructed responses. ● Use public releases from MSDE for modeling, guided practice, and formative assessments. ● Reinforce the need to examine text features (diagrams, charts, tables, illustrations)
How will it be funded?	Looking into funding for science workbooks

Steps towards full implementation with timeline:	● Quarter 2 ○ Identified strategies will be implemented at the start of the Quarter 2 and continue to be implemented throughout the year. ○ Resources will be compiled to use with GRR. ● Quarter 3 ○ Teachers will continue with strategies implemented in Quarter 2. ○ 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.
Monitoring Procedure:	● **MISA** March 2024

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**

Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Structure whole and small group lessons around a gradual release model. ● Use anchor videos to build background knowledge. ● Use visuals to preteach vocabulary and model problem solving. ● Vary presentation of material (online, paper based, whiteboard, etc.). ● Activate background knowledge (advanced organizers, pre-teach prerequisite concepts, etc.). ● Maximize transfer and generalization (mnemonic strategies such as RACE or CER, templates, and other graphic organizers to support note taking, etc.). ● Implement station lessons that allow students to view new content in several different ways. ● Use various digital tools (McGraw Hill science online textbook, online simulations, game-based reviews, etc) to review content. ● Incorporate lab activities that generate prior knowledge but also introduce new content.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Facilitate managing information and resources (graphic organizers and templates for organizing information). ● Use multiple media for communication (physical/digital manipulatives, interactive web tools, Nearpod). ● Use various tools for construction and composition (virtual and concrete manipulatives, web applications such as Kahoot, Quizziz, Blooket, Gimkit, etc.). ● Use multiple media drawings, comics, text, & speech. ● Use a variety of ways to reach the same conclusion. ● Use Nearpod and INB (Interactive Notebook).
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Create a learning environment that is creative and welcoming. ● Activate prior knowledge by showing the real world applications of science. ● Use online games (Legends of Learning, Quizlet, Kahoot) to spark interest. ● Use collaborative, hands-on lab experiences that provide real-world connection.

VII. MD School Survey Results and Plan

Staff Engagement Action Plan:
2023 MD Report Card Score out of 3 = 1.69

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Projected MD Report Card Score (2024) out of 3 = 2	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Relationships Student-student Relationships 3.52
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.	● Monthly school wide character activities (i.e. National Bullying Prevention Month) ● Second Step Curriculum lessons weekly ● Year round Advisory with a focus on conflict resolution and restorative circles ● Club day (Friyay Club) every Friday. Student focus on community and group work. ● Student nominations for a Caring Cat Award in Wildcat Corner ● Tier I Lunch Bunch with Mrs. Glencoe Social Emotional Learning Coach ● Tier II/II social groups with Mr. Murphy (behavior coach and Mrs. Glencoe (SEL Coach) ● Peer Mediation Program ● Student Peer Relations/Bullying Survey ● School instructional focus on collaborative learning per GRR ● PBIS activities in the ROAR Store that groups of students can participate in
Initiative leader and team: Who is responsible and involved in the work?	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. ● Administration ● Teachers and Instructional Assistants ● School Counselor ● School Resource Officer ● Social Emotional Learning Coach ● Behavior Specialist ● PST members ● Community School Coordinator

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	In order to carry out the initiatives the school will need : ● Time to develop the procedures for Caring Cat Award ● Peer Mediation Training - October 24/25 for Social Emotional Learning Coach ● Office Supplies to create Second Step student booklets ● Time to develop, administer, and analyze student survey ● Staff Development needs focusing on collaborative learning ● Updated games in the ROAR Store and coupons for outside seating
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Student Survey Data ● Track number of mediations conducted ● Discipline Data ● Student Peer Relations/Bullying Survey
Timeline: Include dates for implementation of action steps.	● Weekly second step lessons (student reflection sheets)- Begin October 2023 ● Peer Mediation Training - October 24/25 then a slow roll out ● Staff Development - January 2 ● Student Peer Relations/Bullying Survey-November 2023
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community Participation and Engagement 3.67
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.
Strategies: What steps will be taken in order to obtain the desired outcome.	● Implementation of MSDE Community School - Year 1 ● Club day (Friyay Club) every Friday. Students focus on community and group work in groups, including Green Club, SHOP, Student Council, PBIS, KinderCare, Robotics, Safety Club ● Weekly grade level teams - Agenda with focus on student solutions and positivity, notes sent to Administration after each meeting (T/H) ● Bi-weekly Instructional Leaders Meeting - Agenda with focus on student solutions and positivity, notes shared with all staff ● SIP Focus Groups - Safety, PBIS, Attendance, Wellness, Community- Meet Quarterly ● Staff/Student Survey Focus Group- October/February ● After School Program-Robotics, Green School, Tutoring, MD Extension Office ● Vertical instructional teams meet monthly for math, reading, social studies, and science

Initiative leader and team: Who is responsible and involved in the work?	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. ● Administration ● Teachers and Instructional Assistants ● School Counselor ● Social Emotional Learning Coach ● Behavior Specialist ● PST members ● Community School Coordinator ● District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	In order to carry out the initiatives the school will need : ● Time to develop the procedures for Club Day ● Materials to support Club Day activities (Community School funding) ● Substitutes as need to assist with coverage for meetings
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Team Notes ● SIP agenda and Notes ● Student Council Meeting Notes
Timeline: Include dates for implementation of action steps.	● Weekly Second Step lessons (student reflection sheets)- Begin October 2023 ● October 14 - Unity Day Celebration ● Peer Mediation Training - October 24/25 then a slow roll out online Staff Development - MSDE Bullying Training - October 27 ● Student Survey - November 2023

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Student Engagement Action Plan: 2023 MD Report Card Score out of 7 = 2.66 Projected MD Report Card Score (2024) out of 7 = 4	
Primary Area of Need State the Domain, Topic, and Score	Safety Physical Safety 1.00
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	● Continuation of SIT Safety Team ● School Wide initiative for all staff to be in the hallways ● Assign staff to monitor the bathrooms between each bell and stairwells at arrival/dismissal ● Daily Routine Safety Checks conducted by the School Resource and School Safety Officer (SRO, SSO) ● Designated SSO/SRO are in the School Lobby as visitors enter the building ● Educate parents/Staff of arrival and dismissal safety. SSO/SRO placement at entrance/exit daily. ● Mandatory Restorative Conference for students/parents when return to school from OSS ● Mandatory In-School Intervention procedures that include a reflection sheet, project wisdom, and session with Social Emotional Coach ● Formation of Student Safety Club during Co-Curricular led by SIT member ● Weekly Second Step lessons with focus on student relationship building ● Staff Development Training on School Safety with Jim Hott, MD Center for School Safety ● CPI training for administration, ISI, and one safety team member ● Implementation of Standard Response Protocol from district level ○ Staff training on codes, videos/mini lesson on each code for students, uniform posters in all school areas, teacher quick reference cards

Initiative leader and team: Who is responsible and involved in the work?	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. ● Administration ● Teachers and Instructional Assistants ● School Counselor ● Social Emotional Learning Coach ● Behavior Specialist ● School Safety Team Members ● Student Safety Team Members ● School Resource Officer ● District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Materials for posters and quick reference cards and time to create ● Coordinate Staff Development with Jim Hott, MD Center for School Safety ● Planning time for School Safety Team member to create and implement Student Safety Team
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Discipline Data ● ISI reflection sheets ● Staff Development Survey
Timeline: Include dates for implementation of action steps.	● CPI training completed yearly ● Weekly Second Step Lesson booklet ● Student Reflection Sheets in ISI daily ● Safety Team Meeting Minutes-quarterly ● Staff Development - Jan 1
Secondary Area of Need 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).	● Student Survey on bullying and student relationships ● Second Step Curriculum unit on bullying ● Celebration of National Bullying Prevention Month with Pacer.org- lessons, pledge sheet, announcements, Unity Day ● ISI reflection sheet follow up with guidance/SEL coach ● Guest speaker on bullying -Crossroads School Assembly with Jay Lowder ● Bullying form support - readily available form in central location ● Educate parents and students on bullying during orientation ● Implementation phase of Peer Mediation by the Social Emotional Coach
Initiative leader and team: Who is responsible and involved in the work?	● Administration ● Teachers and Instructional Assistants ● School Counselor ● Social Emotional Learning Coach ● Behavior Specialist ● PST members ● Community School Coordinator ● District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Peer Mediation Training ● Second Step Training for new staff ● Guest Speaker -Arranged through Community Organization ● Wireless Microphone and adapter for Auditorium ● Time for creation of PBIS lessons and activities for Bullying Prevention Week
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Number of Bullying and Harassment investigations/conduct referral information ● Analyze student survey results ● Discipline Data
Timeline: Include dates for implementation of action steps.	● Guest Speaker- Crossroads School Assembly with Jay Lowder ● Weekly second step lessons (student reflection booklets) - Begin October 2023 ● Peer Mediation Training - October 24/25 then a slow roll out ● Staff Completion of MSDE Bullying training - October 27, 2023

VIII. MULTI-TIERED SYSTEM OF SUPPORT

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

This MTSS Practice Profile was developed in November, 2019. Updates and revisions have been made to the profile in Fall 2023. The two priorities will continue with adaptations.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

PRIORITY: #1 School personnel will utilize school-wide positive behavior interventions and supports.

PRACTICE: Align and refine current PBIS practices and framework focusing on Tier II/III.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
● Focus on maintaining and refining PBIS. ● Use schoolwide and classroom research- based positive behavioral supports for achieving social and learning outcomes.	Administration PBIS Team PST Staff	August 2019-June 2020 Ongoing: August 2020-Present	● Review data for students in subgroups. ● Access case managers and district supports for teachers.
INSTALLING			
● Present data to faculty for review and problem solving. ● Follow through with a 3-step discipline policy process for teachers to follow, from minor to major. ● Redesign the behavioral referral process that includes "Lunch Reteach". ● Implement the use of Check In/Check Out. ● Implement a collaborative approach to analyze student data and the intervention process. ● Implement Tier II and Tier III interventions.	Administration PBIS Team PST Staff	Monthly January 2018-June 2019 2019-2023 Ongoing: 2023-2024	● Continue to examine data for subgroups in monthly PBIS meetings; review the data with all staff. ● Provide staff development on the 3-step discipline policy and infractions. ● Provide staff development on Check In-Check Out. ● Prepare a staff presentation. ● Send staff to summer training. ● Share profile and priorities with new staff members. ● Introduce new personnel and programs: Behavior Specialist, Social and Emotional Support Coach, Community School Coordinator
IMPLEMENTING			
Continue implementation of current PBIS standards.	Administration PBIS Team PST	2019-2023 Ongoing	● Apply for PBIS recognition, Gold for Tier II/III. ● Continue Behavior Screener (SRSS Internal/External Behaviors). Yearly (October, January, May)

	Staff	2023-2024	● Complete MTSS Practice Profile Survey (Spring 2023). ● Review data from Spring 2023 Profile Survey. ● Present to Instructional Leaders. ● Present to grade level and creative arts teams. ● Begin small group/individual work with behavior specialist and social/emotional learning coach.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Continue monthly meetings and involve all staff in shared decision making and professional development.	Administration	Ongoing 2019-2023 Ongoing 2023-2024	● Continue staff development and provide updates in team meetings. ● Provide staff development from the Social/Emotional Learning Coach.
Notes- Focus classroom vs. office based referrals; focus on developing a framework for building leadership within the PBIS system			

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

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
● Focus on aligning the entire system of initiatives, supports, and resources. ● Systematically address support for all students through differentiated content, processes, and products.	Administration Leadership Team Math/ELA Specialists All staff	2019-2020 Ongoing 2020-2022 2022-2023 Ongoing: 2023-2024	● Review data for students in subgroups. ● Continue monthly vertical team meetings for ELA/Math. ● Establish monthly vertical team meetings for Science and Social Studies. ● Implement a new middle school schedule creating reading and math labs for intervention, acceleration, and enrichment.
INSTALLING			
● Integrate instructional and intervention supports so systemic changes are sustainable and based on CCRS-aligned classroom instruction. ● Challenge all school staff to change the way in which they have traditionally worked across all school settings. ● Implement a collaborative approach to analyze student data and work together in the intervention process.	Administration Leadership Team Math/ELA Specialists All staff	Bi-weekly Leadership Meetings 2019-2020 Ongoing 2020-2023 Ogoing: 2023-2024	● Math and ELA specialists will review student MCAP, MI, and RI scores with all staff including teachers and instructional assistants. ● Math and ELA specialists will provide all teachers with resources to support MCAP. ● Specialists will review Growth Measure, READ 180/Foundational Skills, and i-Ready data with teams.
IMPLEMENTING			

● Conduct bi-weekly leadership team meetings and monthly vertical team meetings	Administration Leadership Team Math/ELA Specialists	2019-2020 Ongoing 2020-2023 2022-2023 Ongoing: 2023-2024	● Administration will conduct walkthroughs to monitor progress. ● Reading labs will be determined by MCAP and reading/math data. Adjustments will be made at the end of semester. ● MCAP, Growth Measure, and intervention data will be updated and reviewed with teams.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
● Professional development and support at county and school level	Administration Supervisors	2019-2020 Ongoing: 2020-2022 2022-2023 2023-2024	● Conduct walkthroughs by administration to "look for" focused and guided instruction. ● Provide county professional development on the new middle schedule and lab programs. ● Provide county and school-based professional development in the Growth Measure, R180/Code, and M180 intervention programs.
Notes-			

Allegany County Public Schools

2023-2024

Middle School Improvement Plan

IX. 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 enlists a proactive approach to discipline through PBIS initiatives and restorative practices. Two years of data shows 80-85% of students are responding to Tier I strategies. 190/242 students had 0-1 referrals last school year (80%). This is a decrease from the previous year. Another 41 students had 2-5 referrals (11%). This is an increase of 6% from the previous year. Eleven students had over 6 referrals (5%). This was the same as the previous year. The PBIS team believes the increase in the percentage of repeat offenders was influenced by a change in administration (full time assistant principal), an addition of 60 Pre K students, and adjustments from Covid.

Nonetheless, the school decreased the number of Out of School Suspensions. In 2021-2022 there were 34 OSS. In 2022-2023 there were 21 OSS. Our male population continues to dominate the majority of ODRs 183/251 or 73%.

The school continues to see the male population having the highest percentage of referrals with 183/251 (73%) of the referrals in 2022-23. Although the number of referrals increased, the male population saw a decrease of 1% as compared to 2021-22. The data chart below shows a breakdown by gender.

2022-2023	**Male**	**Female**
Number of ODRs - 251	183	68
Number of ODORs in the classroom - 123	86	37
Number of ODRs in gym- 39	26	13
Number of ODRs on the bus -36	27	9
Number of ODRs in the hallway-19	17	2

Data also show that the majority of ODRs occur in the classroom. There was a 10% increase in the female population ODRs and an increase in the percentage of repeat offenders. 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, 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:

- Revamped the ROAR Store. Due to covid and social distancing, the school store was modified to online purchases and a mobile store. This year, we reopened the store. Administration purchased a new basketball hoop, games, and items to fill the shelves of the store. A student suggestion box was also created. New signage and other improvements have been made.
- Develop a 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.
- Create new gift certificates for students to sit outside and 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 increase in the percentage Tier II (2-5 ODRs) we have done 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.
- Revamped our Check In-Check Out program. 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 behavior support coach conducts a weekly "man cave" with Tier II/III male students.

Tier III

- 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 date 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.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

X. 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 of 2023. 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.

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
- Community Baby Shower (fall and spring)
- Community Outreach Student Club
- Maryland Extension Services
- Green Student Club: Community Rain Garden, Community Greenhouse
- Community Farmers Markets
- Parent Conference Incentives
- Westmar Pawcare (hygiene)
- Weekly Attendance Incentives
- Addressing Specific Family Needs
- Motivational Speakers
- Red Ribbon (Addiction Awareness) Week lessons
- Veterans Day Celebrations
- Community Coney Christmas Event
- Community Summer Pop Up Activity Events
- School Wide Service Learning Project: Ronald McDonal House
- Community Holiday Food Baskets
- Monthly Community Schools Advisory Meetings - Includes parent members
- FSU student volunteers

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Parent Involvement Plan

Parent Advisory Committee 2019-2020

Name	Position
Lora Puffenberger	Principal
Josh Cook	Assistant Principal
Julie Snyder	Community School Coordinator
Lindsay Heavner	Teacher
Brian Grove	Parent Representative
Natalie Glass	Parent Representative
Greg Harvey	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

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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

Requirements	Description of Activities/Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➢ The parent involvement plan is developed with input from parents.	SIT and Parent Involvement Focus Group Parent Advisory Committee Westmar Student/Parent Handbook	August-October 2023 Ongoing	Mrs. Puffenberger Mrs. Snyder, Community School Coordinator
II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	Back to School Night Parent Conference Days	August 2023 Quarter 1/Quarter 3 Ongoing	Administration Faculty/Staff
	MCAP Reports Parent Conference Days Progress Reports	September 2023 Quarter 1/Quarter 3 Ongoing	Administration Faculty/Staff
➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Classroom Syllabi Progress Reports Parent Conference Days Online Grade Reports	August 2023 Ongoing Quarter 1/Quarter 3 Ongoing	Administration Faculty/Staff
➢ Ensure information is presented in a format and/or language parents can understand.	Newspaper Radio Westmar Facebook & ACPS Website Telephone/School Messenger School Marquis Email	Ongoing	Administration Faculty/Staff ACPS

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

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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 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

Total	53	310	1,938

XI. Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. James Hott School Safety Emergency Preparedness Specialist Training and Certification	January 2, 2024 8 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 2023-24 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

2. Sensory Tools in the Classroom Sheree Glencoe, Social and Emotional Support Coach	October 27, 2023 9 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. School Improvement Plan Focus Groups: Using a Collaborative Team Approach and Using Data for Effective Decision Making	August 2023 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.

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

XII. Management Plan

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

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

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

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

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

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

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

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

5. How will the administration monitor the plan?

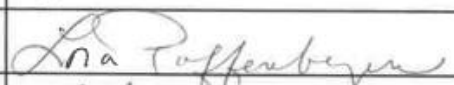
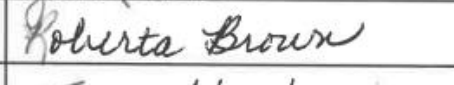
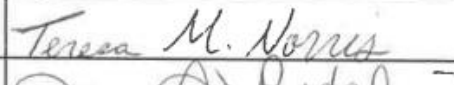
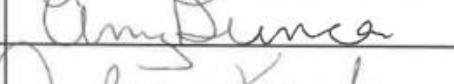
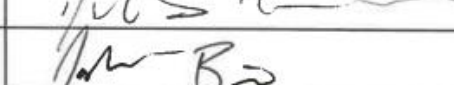
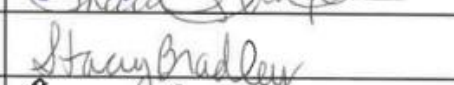
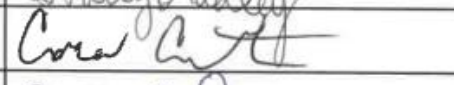
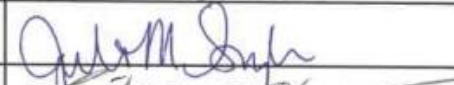
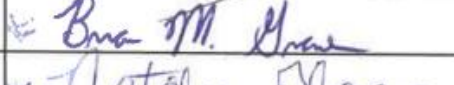
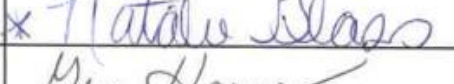
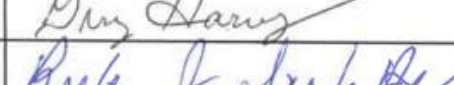
   The administration will chair bi-weekly instructional leader meetings and team meetings for data review.

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.

Allegany County Public Schools

School Improvement Team Roster

Name	Signature	Role
Lora Puffenberger		Principal
Josh Cook		Assistant Principal
Roberta Brown		School Reading Specialist/Co-chair
Teresa Norris		School Math Specialist/Co-chair
Jen Ritchie		GR 6 Instructional Leader
Amy Duncan		GR 7 Instructional Leader
Julie Kostovick		GR 8 Instructional Leader
Krista Wilson		CA Instructional Leader, Wellness Chair
Jacob Schoenadel		Teacher, Science/Green School
Josh Biser		Teacher, Safety Focus Group Chair
Jen Raines		Teacher, PBIS Chair
Shawn Shroyer		Instructional Assistant
Stacey Bradley		Reading Interventionist
Cora Carter		Math Interventionist
Julie Snyder		Community School Coordinator
Lindsay Heavner		Teacher, PAC Member
Brian Grove		Parent/Family Member
Natalie Glass		Parent/Family Member
Greg Harvey		Community Member
Rick Scaletta		Community Member