Allegany County Public Schools
2016 – 2017 School Improvement Plan

School: Westmar Middle

Principal: Stephanie Wesolowski

Facilitating the Development of a School Vision

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 support they need to implement standards in their classrooms every day so students are College and Career Ready.

Beliefs

Wellness as a means to enhance individual's self-image as well as intellectual, social, physical, and emotional growth

Individualizing educational experiences for all students that remove any barriers to their success and promote independence

Lifelong learning and professional growth as the basis for outstanding instruction and positive outcomes in student learning

Diversity as our strength and means of promoting civility and appreciation for differences that exists in our learning community

Creating and maintaining a culture of excellence

Academic programs that focus on problem solving, critical thinking, instructional technology, and innovation

Trust, respect, and the acceptance of responsibility for actions as the foundation for character development in a democratic society

Shared responsibility for fostering a positive and productive school environment

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Vision

Educational Excellence

This vision statement holds the hope all students will make a personal commitment to excellence through achieving their personal best each and every day. It is our belief when we perform our best, our best keeps getting better, resulting in excellence. At Westmar Middle School, we believe in the potential of each child and provide a learner-centered environment that fosters 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.

Now more than ever a high quality education is needed for all students to meet the challenges they will face in their post-graduation lives. Our educational challenge is to be able to get our students to a functionally literate level, to think critically, problem solve, 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 in order to support each student's dreams and future goals.

1. **What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**
2. **When did the last periodic, collaborative review of the vision by stakeholders occur?**

All staff members participated in a CLOSE Reading activity at the opening of the 2016-2017 school year in which we compared the prior mission statement with the revised mission statement (proposed by new principal) to compare similarities and differences between the two. During this activity, staff members were able to identify ways our vision aligns to the 21st Century skills we want our students to develop and affirm the beliefs we share about the teaching and learning process at Westmar Middle School. The revised statement uses the letters in WILDCAT (school mascot) as the sentence starter for each belief. The statement is posted on our website; it is the cover of our Personnel Handbook; it was used as the foundation of expectations for students during the opening grade level assemblies; it is referenced during instructional meetings as well as classroom look-for feedback and applied in everyday decision-making to determine alignment for the allocation of resources and funds.

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I. Local Planning Team Members

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

Name (Print and Sign)	Affiliation/Title
Stephanie Wesolowski	Principal
Jeffrey Avey	Assistant Principal
Tamara Thompson	Math School Improvement Specialist
Roberta Brown	ELA School Improvement Specialist
Amber Rotruck	Math Committee; Math 8
Randall Larry	Math Committee; Social Studies 7/8
Khrista Brown	ELA Committee; ELA 7
Julie Snyder	ELA Committee; ELA 8
Krista Wilson	Science Committee; Science 7/8
Julie Hutton	Science Committee; Consumer Science 6-8
Alex Grieves	Science Committee; World Language 6-8
Desiree Witt	Science Committee; Music/Chorus 6-8
Chris Wilson	Attendance Committee; Social Studies 6/7
Caroline Jose	Attendance Committee; Science 6/7

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Robbie Rawlings	Attendance Committee; Math 6
Tracey Leonard	Attendance Committee; Health & Physical Education 6-8
Margie Rawlings	Attendance Committee; Math 7/8
Derek Sarfino	Attendance Committee; Art 6-8
Nick Amick	PBIS/Discipline Committee; ELA 6/8
Sheila Riggleman	PBIS/Discipline Committee; Math 7
Rick Scaletta	PBIS/Discipline Committee; Health & Physical Education 6-8
Jill Bell	MTSS Committee; Special Education 7
Lynn Muir	MTSS Committee; Guidance Counselor
Amy Duncan	MTSS Committee; Special Education 6
Michelle Maust	MTSS Committee; Special Education 8
Jennifer Ritchie	MTSS Committee, Language Arts 6

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	24	24
Itinerant staff	5	0	5
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	8	6	14
Total Staff	13	39	52

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	**2016 – 2017 Official Data**	**2015 – 2016 Official Data**	**2014 – 2015 Official Data**	**2013 – 2012 Official Data**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	 100 0	 100 0	 100 0	 100 0
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	1	1(Acting)	8	7
Teacher Average Daily Attendance	[redacted]	94.8	94.6	95.0

B. Student Demographics

Table 3 **SUBGROUP DATA**

Data from prior year's SIP

	2016 – 2017 TOTAL	2015 – 2016 TOTAL	2014-2015 TOTAL
American Indian/Alaskan Native	**n/a**	**n/a**	**n/a**
Hawaiian/Pacific Islander	**≤10**	**n/a**	**≤10**
African American	**≤10**	**≤10**	**≤10**
White	**279**	**278**	**256**
Asian	**≤10**	**n/a**	**≤10**
Two or More Races	**≤10**	**≤10**	**≤10**
Special Education	**47**	**44**	**38**
LEP	**n/a**	**n/a**	**n/a**
Males	**150**	**147**	**125**
Females	**130**	**135**	**134**
Total Enrollment (Males + Females)	**280**	**282**	**259**

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: **63.67%**

C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	11
05 Visual Impairment	n/a
06 Emotional Disturbance	n/a
07 Orthopedic Impairment	n/a
08 Other Health Impaired	11
09 Specific Learning Disability	15
10 Multiple Disabilities	n/a
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	n/a

III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs, and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

At Westmar Middle School we believe in the potential of each child and provide a learner-centered environment that fosters 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 values diversity and maintains a focus on the continuous enhancement of teaching for all members of the community. Teachers plan lessons matched to the learning styles of their students in order to engage them in learning. 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. The use of courtesy enables everyone to feel comfortable in the school and makes learning the main focus of the day. It is our responsibility to restrict behaviors that interfere with teaching and learning. Examples of discourteous behavior include blocking or interfering with the passage of others in the hallways, articles of clothing that may be offensive to others,

loud or abusive language, and rude comments to staff or other students. Courtesy requires self-control and judgment. Discourtesy misbehavior results from making poor choices. Students are held responsible for these poor decisions and will be subject to disciplinary action.

School Motto – *ROAR to Excellence*

The motto suggests if our world is to be made better, each of us must begin improving it by taking 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. In order to ROAR you must stay focused on the importance of Respect, Organization, Achievement, and Responsibility.

Westmar strives to provide a safe learning environment that nurtures academic achievement and an atmosphere free of harassment in any form. Both morning arrivals and afternoon dismissal procedures are monitored by administrators, teachers, and school resource officers. A resource officer is visible during the day monitoring hallways, bathrooms, and the cafeteria, along with teachers and administrators. Cameras located throughout the building monitor activity as well. New radios were purchased to provide additional coverage within the building. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student safety in the event of an emergency. The fire drill in October is coordinated with the Goodwill Fire Company and includes a presentation by its volunteers. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed.

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Through the application of UDL principles, we will ensure the curriculum, instruction, and assessments represent the best practices in our profession, with emphasis on accommodating individual student differences, balanced literacy in all content areas (Reading/Writing/Collaboration/Speaking & Listening), data driven instruction, strategic use of technology in the classroom as well as increased levels of rigor (Reasoning/Problem Solving) and engagement.

All WMS teachers and support staff will continue to implement the concepts of Universal Design and instructional strategies for differentiation during classroom instruction. Administrators will use the ACPS Look For protocol to collect evidence of implementation of UDL/differentiation techniques and strategies. Our goal is to observe these principles in practice 100% of the time.

Strategies

Monitor daily for consistent implementation of the curriculum and instructional initiatives established in our School Improvement Plan.

Classroom Look-For Data Collection--Data will be shared each quarter with the entire staff and individual departments

- Lesson Plan templates articulating emphasis on UDL principles will be used to guide instructional delivery; CAST/ACPS lesson planning opportunities will be provided on a monthly basis during common planning blocks.
- PLC discussion opportunities will take place during team meetings.
- GRR lesson demonstrations will be part of professional development.
- Implementation of school-wide use of comprehension strategies for the application of CCRS embedded vocabulary and questioning levels will take place across all content areas.
- Teachers will help students make connections between new learning and how it will be useful.
- Increased access and use of technology will become a consistent instructional practice.

Observation and Evaluation of Staff

- Conduct regular and effective evaluations of certificated staff based on student learning and the ACPS Standards for professional practice.
- Provide both formal and informal feedback to staff regarding performance.
- Identify and develop potential leaders among the staff.
- Conduct daily, informal visits, meetings, and conversations with staff regarding successful job performance.

UDL Principle/Mode	**Representation – Process**
Means of Representation: providing the learner various ways of acquiring information and knowledge.	o Communicates with students about Instructional Goals, Content and/or Language Purpose, Essential Questions o Utilizes multiple media when presenting lessons Varied text levels, digital files, PPT, audio/visual prompts o Utilizes multiple methods of comprehension strategies Verbal discourse evident between student and teacher Uses higher order questioning Depth of Knowledge Questioning: *Recall Skill Concept Strategic Reasoning Extended Reasoning* o Evidenced-based practices for vocabulary Links, QAL, PAL, Guided WMS CCRS Quarterly Emphasis Clarifies Tier I/II terms, symbols, syntax and/or structure Gradual Release Model o Co-teaching Models are Evident Alternative, One Teach One Observe, Parallel, Station, Teams **What does this look like?** · Learning objective/standard is posted and visible to students. · Teacher explains the standard to students and its rationale. All students could tell an observer the goal of

	the lesson. · Teacher reads directions while projecting them with document camera, or students watch a video with closed captioning. · Teacher uses Powerpoint, Prezi, online textbook, Youtube, or other presentation software to present content. This integrates visuals, audio, and text. · As students read, teacher reminds them to highlight patterns, critical features, and/or big ideas--not just reading text without scaffolds. · Teacher pre-teaches vocabulary and activates prior knowledge--Frayer models, vocabulary tables, images, etc. · Teacher uses diagrams, charts, and images throughout the lesson--does not only rely on text. · Model note-taking while presenting information (i.e. Cornell notes). · Teacher provides stations where students can learn information on their own (i.e. read a text, view a video, listen to audio, work in collaborative group, etc.).
Means for Expressions: ***providing the learner alternatives for demonstrating their knowledge and skills (what they know).***	**Expression/Action- Product** o Student generated questioning is evident. o Feedback is used to adjust teaching and learning to improve student achievement of intended outcomes. o Students are encouraged and given opportunities to elaborate (applying new knowledge, problem solving, decision-making, resolving conflict, seeking clarification). **What does this look like?** · Teacher has multiple methods of assessing student knowledge when working toward content standards--may be a combination of the following: debates, Socratic circles, essays, objective tests, projects, skits, lab reports, and journals. · Teacher uses exit slips or other dip-sticking method to assess students daily. · When teaching specific methods, such as solving an algebraic equation or writing an essay, teacher provides the following: work exemplars, rubrics, frequent mastery-oriented feedback, and all necessary resources and materials necessary to complete assignment (i.e. textbooks, pencils, paper). · Teacher allows students to access technology (IPads, Nooks, etc.) to customize the display of

	information or access tools to help them apply/comprehend knowledge and skills.
Means for Engagement: ***tap into learners interests, challenge them appropriately, and motivate them to learn.***	**Multiple Options for Engagement** o Lesson design promotes student engagement-- prior knowledge, interests, question prompts, interactive technology, problem solving, self-reflection. o Cooperative Learning/Flexible Grouping, Differentiation: interest, skill, product o High Expectations/Rigor Students are challenged--demonstrate perseverance. o Positive learning environment--respectful interactions, display of student work, celebrations of success, classroom climate o Balance between student/teacher directed learning--wait time is appropriately used o Supports are provided to students as appropriate--enrichment, scaffolding, accommodations **What does this look like?** · Provide a daily agenda or checklist to help students monitor their progress. · Teacher is walking and monitoring the classroom to keep students stay task and prevent frustration. · Classroom arrangement is set up for minimal distractions. · Students are allowed to work collaboratively. Teacher may facilitate, Socratic circles, etc. · Teacher offers engaging choices for assignments: simulations, mock interviews, poetry slams, Blogs, debates.

The WMS staff will embrace the use of Professional Learning Communities (on team, grade level, and across discipline areas) and commit to collaborative practices that assist one another in the ongoing process of:

- examining the MD College & Career Readiness Standards students are required to master.
- planning effective lessons that include the use of the Gradual Release Model and on-going assessment of standards.
- critiquing student work to determine mastery levels of performance.
- solving common challenges of teaching and learning occurring within individual subject areas in order to enhance professional growth and improve student learning.

V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of **students requiring special education services**, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum***. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

   Students are accessing the general education curriculum in the inclusive setting with accommodations and modifications based on individualized needs as determined by their IEPs.

2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

   Collaboration exists between general and special education staff through team meetings and informal conversations. Explanations are provided and discussed concerning student's individual accommodations (testing and instructional), including supplemental aids and supports. Modifications are generated by both general and special education teachers. This collaboration continues throughout the year and is updated/revised following IEP meetings.

3. ***Strategies used to address the Achievement Gap***. When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

   In addition to the math and reading intervention supports addressed in the next question, students in the achievement gap receive support from the general and special education teacher in the inclusive classroom. Further support is offered during co-curricular class, lunchtime, and after-school program.

4. ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

   Students with disabilities receive intervention during the co-curricular period in addition to the general curriculum. Using the SAM (Scholastic Achievement Manager), they are screened with the RI (Reading Inventory) and MI (Math Inventory) to determine qualification (two or more years below grade level). Qualifying students are then placed in either a READ 180 (Grades 6/7) or MATH 180 (Grade 6) intervention class.

   Students (Grades 6-8) who struggle with phonic skills and sight word vocabularies are administered the SPI (Scholastic Phonics Inventory) and SRA Decoding screening test and placed accordingly in an SRA Decoding intervention at the appropriate level (A, B1, B2, C). Throughout the decoding intervention, several mastery tests are given. If the student is performing at or above mastery, they are re-evaluated for the chance to move up in level or be dismissed.

   These intervention programs are implemented with fidelity in addition to the language arts and math programs.
   All students placed in an intervention program during co-curricular are given the opportunity to participate in enrichment programs offered. Every student is rotated through the appropriate financial literacy program—Vault/Venture/Financial Literacy 8. They also have access to the keyboarding program. Many of these students also take part in our band, chorus, and/or orchestra programs. Schedules are adjusted to allow participation in the intervention programs.

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A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 6

ELA	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 6		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	87	16	18.4	22	25.3	36	41.4	13	14.9	0	0.0	97	16	16.5	23	23.7	29	29.9	28	28.9	1	1.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latin	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

o of any race																						
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	85	16	18.8	22	25.9	34	40.0	13	15.3	0	0.0	95	16	16.8	23	24.2	29	30.5	26	27.4	1	1.1
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	15	7	46.7	6	40.0	2	13.3	0	0.0	0	0.0	14	9	64.3	4	28.6	1	7.1	0	0.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	53	13	24.5	15	28.3	20	37.7	5	9.4	0	0.0	64	12	18.8	21	32.8	17	26.6	13	20.3	1	1.6
Female	37	7	18.9	7	18.9	15	40.5	8	21.6	0	0.0	48	6	12.5	5	10.4	15	31.3	21	43.8	1	2.1
Male	50	9	18.0	15	30.0	21	42.0	5	10.0	0	0.0	49	10	20.4	18	36.7	14	28.6	7	14.3	0	0.0

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Table 7

ELA	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 7		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	87	16	18.4	24	27.6	28	32.2	17	19.5	2	2.3	91	21	23.1	29	31.9	21	23.1	20	22.0	0	0.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	86	16	18.6	23	26.7	28	32.6	17	19.8	2	2.3	89	21	23.6	28	31.5	20	22.5	20	22.5	0	0.0

Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	9	5	55.6	2	22.2	2	22.2	0	0.0	0	0.0	16	10	62.5	5	31.3	1	6.3	0	0.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	51	13	25.5	17	33.3	15	29.4	5	9.8	1	2.0	57	18	31.6	21	36.8	10	17.5	8	14.0	0	0.0
Female	49	11	22.4	8	16.3	16	32.7	12	24.5	2	4.1	37	7	18.9	9	24.3	10	27.0	11	29.7	0	0.0
Male	38	5	13.2	16	42.1	12	31.6	5	13.2	0	0.0	54	14	25.9	20	37.0	11	20.4	9	16.7	0	0.0

Table 8

ELA	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 8		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	79	14	17.7	30	38.0	11	13.9	23	29.1	1	1.3	89	20	22.5	21	23.6	27	30.3	20	22.5	1	1.1

American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	74	14	18.9	27	36.5	10	13.5	22	29.7	1	1.4	88	20	22.7	20	22.7	27	30.7	20	22.7	1	1.1
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	10	5	50.0	5	50.0	0	0.0	0	0.0	0	0.0	10	6	60.0	3	30.0	1	10.0	0	0.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals	49	12	24.5	19	38.8	7	14.3	11	22.4	0	0.0	54	12	22.2	16	29.6	19	35.2	7	13.0	0	0.0

(FARMS)																						
Female	**48**	**6**	**12.5**	**15**	**31.3**	**9**	**18.8**	**18**	**37.5**	**0**	**0.0**	**48**	**10**	**20.8**	**8**	**16.7**	**14**	**29.2**	**15**	**31.3**	**1**	**2.1**
Male	**31**	**8**	**25.8**	**15**	**48.4**	**2**	**6.5**	**5**	**16.1**	**1**	**3.2**	**41**	**10**	**24.4**	**13**	**31.7**	**13**	**31.7**	**5**	**12.2**	**0**	**0.0**

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

Westmar Middle School has a high level of socioeconomically disadvantaged students, which has a direct impact on the achievement gap at the school. In order to lessen the achievement gap, teachers will participate in professional development and implement research-based interventions including the use of professional learning teams and collaborative teaching.

In a review of academic data, the challenges facing Westmar Middle in English Language Arts/Literacy, Grades 6-8, are the reduction in the achievement gaps between all students and both the economically disadvantaged and special education students.

A review of available PARCC data from 2015 and 2016 shows the following for Westmar:

For Grade 6:

From 2015 to 2016, the overall student population performing at Levels 4/5 increased from 14.9% to 29.9%; economically disadvantaged students increased from 9.4% to 21.9%; no special education students reached these levels.

In 2015, 100% of special education students performed at Levels 1-3—(15 students).
In 2016, 100% of special education students performed at Levels 1-3—(14 students).

In 2015, 90.5% of economically disadvantaged students performed at Levels 1-3—(5 students were at Level 4).
In 2016, 78.2% of economically disadvantaged students performed at Levels 1-3—(14 students were at Levels 4/5).

For Grade 7:

From 2015 to 2016, the overall student population performing at Levels 4/5 increased from 21.8% to 22.0%; economically disadvantaged students increased from 11.8% to 14.0%; no special education students reached these levels.

In 2015, 100% of special education students performed at Levels 1-3—(9 students).
In 2016, 100% of special education students performed at Levels 1-3—(16 students).

In 2015, 88.2% of economically disadvantaged students performed at Levels 1 -3—(6 students were at Levels 4/5).
In 2016, 85.9% of economically disadvantaged students performed at Levels 1-3—(8 students were at Level 4).

For Grade 8:

From 2015 to 2016, the overall student population performing at Levels 4/5 decreased from 30.4% to 23.6%; economically disadvantaged students decreased from 22.4% to 13.0%; no special education students reached these levels.

In 2015, 100% of special education students performed at Levels 1-3—(10 students).
In 2016, 100.0% of special education students performed at Levels 1-3—(14 students).

In 2015, 77.6% of economically disadvantaged students performed at Levels 1 -3—(11 students were at Level 4).
In 2016, 87.0% of economically disadvantaged students performed at Levels 1-3—(7 students were at Level 4).

A review of the 2016 District Summary of Schools shows the following proficiency rates for Westmar:

Grade 6 students performing at **Levels 1-3**:

66% in Reading Literary
69% in Reading Information
67% Reading Vocabulary
69% Writing Expression and 69% in Writing Conventions

Grade 7 students performing at **Levels 1-3**:

73% in Reading Literary
73% in Reading Information
74% Reading Vocabulary
80% Writing Expression and 81% Writing Conventions

Grade 8 students performing at **Levels 1-3**:

68% in Reading Literary
66% in Reading Information

67% Reading Vocabulary
80% in Writing Expression and 84% in Writing Conventions

A review of the Evidence Statement Analysis provided by PARCC shows the following for Westmar:

Grade 6 students performed below the state and district primarily in the domains of:

Reading Information
Reading Science and Technology
Reading History
Writing Knowledge
PCR Task Literary Analysis

Grade 7 students performed below the state and district primarily in the domains of:

Reading Information
Reading Science and Technology
Reading History
Reading Literary
Written Expression and Writing Knowledge
PCR Task Literary Analysis, Research Simulation, and Narrative Writing

Grade 8 students performed below the state and district primarily in the domains of:

Reading Information
Reading History
Reading Literary
Written Expression and Writing Knowledge
PCR Task Literary Analysis, Research Simulation, and Narrative Writing

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

In review of academic data, the main concern in terms of student achievement is the reduction in the gap between all students and special education students. In addition, the movement of economically disadvantaged students from Levels 1-3 to Levels 3-5 will also be a priority.

A shift in instructional focus is needed toward Reading Information, including the Reading History and Reading Science/Technology standards. Westmar students in Grades 6-8 consistently performed lower on questions in these areas. A review of the School Evidence Statement Analysis shows in Grades 6-8, 61% of the questions came from the standards in Reading Information, History, and Science/Technology. Westmar students performed lower than the state average on 65% of the questions. Our weakest performing standards across the grade levels include analysis of text structure, organization, textual evidence, author's point of view, and use of sources. Also, our students struggled with writing summaries and comparing/contrasting information across texts and mediums. Addressing this discrepancy and these standards will become a priority for not only ELA teachers but teachers across all content areas, especially social studies and science.

Westmar will implement the following strategies to improve performance by our special education and economically challenged students as well as our entire student population by:

- writing quality daily lesson plans with specific objectives and content, and language purposes.
- using text dependent questions across content areas.
- using close analytical reading across content areas.
- supplementing ELA anchor texts with informational reading texts using Achieve the Core, PARCC Partnership Resource Center, and Holt McDougal Anthology's Nonfiction Connections.
- using social studies and science textbooks to identify main ideas and supporting details in chapter readings.
- quarterly rotating across content areas the emphasis of College and Career Readiness Vocabulary.
- ensuring every teacher knows "what PARCC looks like".
- making the PARCC writing rubric more specific to student needs.

Through "Walkabouts," the principal will collect data to share quarterly as feedback for teachers in the areas of objectives, content/language purposes, questioning style, and vocabulary emphasis in lessons focusing on reading information/history/science and technology. Data will also be collected and analyzed from quarterly benchmarks using Engrade.

Professional development, implemented during team meetings, will be needed in the areas of:

- reading and writing in the content areas
- writing and scoring text dependent questions
- close analytical reading
- Achieve the Core, PARCC Partnership Resources, Holt McDougal anthology resources
- PARCC writing rubric

We will also continue to use and expand the use of before-during-after reading strategies with increased emphasis on informational text by developing metacognitive skills to help students construct meaning. We will further explore opportunities to establish a school-wide writing plan and connect this to needs addressed in vertical team meetings with Mountain Ridge High School. The ELA department will collaborate in professional learning teams to analyze achievement deficiencies and plan research based lessons to improve instruction and learning.

Special education students will continue to receive intervention during co-curricular, in addition to accommodations in the general curriculum and testing. Using the SAM (Scholastic Achievement Manager), students were screened with the RI (Reading Inventory) to determine qualification—those two or more years below grade level. Qualifying students were then placed in READ 180 (Grades 6/7). Students (Grades 6-8) who struggle with phonic skills and sight word vocabularies were administered the SPI (Scholastic Phonics Inventory) and SRA Decoding screening test and placed accordingly in an SRA Decoding intervention at the appropriate level (A, B1, B2, C). Throughout the decoding intervention, several mastery tests are given. If the student is performing at or above mastery, they are re-evaluated for the chance to move up in level or be dismissed.

B. Mathematics Data Overview

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

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 6		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	87	16	18.4	22	25.3	27	31.0	22	25.3	0	0.0	97	15	15.5	17	17.5	31	32.0	30	30.9	4	4.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	85	16	18.8	21	24.7	26	30.6	22	25.9	0	0.0	95	15	15.8	17	17.9	30	31.6	29	30.5	4	4.2
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	15	4	26.7	9	60.0	1	6.7	1	6.7	0	0.0	14	8	57.1	3	21.4	2	14.3	1	7.1	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	53	15	28.3	14	26.4	14	26.4	10	18.9	0	0.0	64	14	21.9	15	23.4	20	31.3	14	21.9	1	1.6
Female	37	7	18.9	8	21.6	9	24.3	13	35.1	0	0.0	48	3	6.3	8	16.7	15	31.3	18	37.5	4	8.3
Male	50	9	18.0	14	28.0	18	36.0	9	18.0	0	0.0	49	12	24.5	9	18.4	16	32.7	12	24.5	0	0.0

Table 10

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 7		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	87	9	10.3	32	36.8	39	44.8	7	8.0	0	0.0	91	16	17.6	24	26.4	23	25.3	27	29.7	1	1.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	86	8	9.3	32	37.2	39	45.3	7	8.1	0	0.0	89	16	18	22	24.7	23	25.8	27	30.3	1	1.1

Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	9	3	33.3	3	33.3	3	33.3	0	0.0	0	0.0	16	6	37.5	8	50.0	1	6.3	1	6.3	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	51	8	15.7	22	43.1	17	33.3	4	7.8	0	0.0	57	14	24.6	18	31.6	13	22.8	12	21.1	0	0.0
Female	49	3	6.1	17	34.7	26	53.1	3	6.1	0	0.0	37	6	16.2	6	16.2	11	29.7	14	37.8	0	0.0
Male	38	6	15.8	15	39.5	13	34.2	4	10.5	0	0.0	54	10	18.5	18	33.3	12	22.2	13	24.1	1	1.9

Table 11

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade8		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	46	20	43.5	21	45.7	5	10.9	0	0.0	0	0.0	63	21	33.3	13	20.6	19	30.2	10	15.9	0	0.0

American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	43	18	41.9	20	46.5	5	11.6	0	0.0	0	0.0	62	20	32.3	13	21.0	19	30.6	10	16.1	0	0.0
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	10	7	70.0	2	20.0	1	10.0	0	0.0	0	0.0	10	6	60.0	3	30.0	0	0.0	1	10.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals	34	16	47.1	15	44.1	3	8.8	0	0.0	0	0.0	45	18	40.0	8	17.8	11	24.4	8	17.8	0	0.0

(FARMS)																					
Female	26	11	42.3	13	50.0	2	7.7	0	0.0	0	0.0	30	10	33.3	7	23.3	8	26.7	5	16.7	0	0.0
Male	20	9	45.0	8	40.0	3	15.0	0	0.0	0	0.0	33	11	33.3	6	18.2	11	33.3	5	15.2	0	0.0

Table 12

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Algebra I		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	33	0	0.0	9	27.3	22	66.7	2	6.1	0	0.0	26	0	0.0	3	11.5	5	19.2	18	69.2	0	0.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	31	0	0.0	8	25.8	21	67.7	2	6.5	0	0.0	26	0	0.0	3	11.5	5	19.2	18	69.2	0	0.0
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	15	0	0.0	4	26.7	11	73.3	0	0.0	0	0.0	9	0	0.0	1	11.1	3	33.3	5	55.6	0	0.0
Female	22	0	0.0	5	22.7	16	72.7	1	4.5	0	0.0	18	0	0.0	2	11.1	4	22.2	12	66.7	0	0.0
Male	11	0	0.0	4	36.4	6	54.5	1	9.1	0	0.0	8	0	0.0	1	12.5	1	12.5	6	75.0	0	0.0

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

   In review of academic data, challenges facing Westmar Middle in Mathematics grades 6-8, and Algebra I are the achievement gaps that exist between all students and both the economically disadvantaged and special education students. These challenges are evidenced in the Math Inventory scores as deficits in foundational skills. There are also time constraints for content instruction before testing occurs, as well as teacher resource shortages and curriculum realignment.

   A review of available PARCC data from 2015 and 2016 shows the following:

   Overall, 37% of the total Westmar students passed the PARCC assessments with level 4 or 5 as compared to the total Allegany County middle school passing rate of 30%.

   For Grade 6:

   From 2015 to 2016, the overall student population performing at passing Levels 4/5 increased from 25.3% to 35%; economically disadvantaged students increased from 18.9% to 23.5%; special education students increased from 6.7% to 7.1%.

   In 2015, 93.4% of special education students performed at Levels 1-3—(14 of 15 students).
   In 2016, 92.8% of special education students performed at Levels 1-3—(13 of 14 students).
   In 2015, 81.1% of economically disadvantaged students performed at Levels 1-3—(10 students were at Level 4).
   In 2016, 76.6% of economically disadvantaged students performed at Levels 1-3.—(15 students were at Levels 4/5).

   For Grade 7:

   From 2015 to 2016, the overall student population performing at passing Levels 4/5 increased from 8% to 30.8%; economically disadvantaged students increased from 7.8% to 30.8%; special education students increased from 0 to 6.3%.

In 2015, 100% of special education students performed at Levels 1-3—(9 students).
In 2016, 93.8% of special education students performed at Levels 1-3—(15 of 16 students).

In 2015, 92.1% of economically disadvantaged students performed at Levels 1-3—(4 students were at Level 4).
In 2016, 79% of economically disadvantaged students performed at Levels 1-3—(12 students were at Level 4).

For Grade 8:

From 2015 to 2016, the overall student population performing at Levels 4/5 increased from 0% to 15.9%; economically disadvantaged students increased from 0 % to 17.8%; special education students increased from 0% to 10%.

In 2015, 100% of special education students performed at Levels 1-3—(10 students).
In 2016, 90% of special education students performed at Levels 1-3—(9 of 10 students).

In 2015, 100% of economically disadvantaged students performed at Levels 1-3—(34 students).
In 2016, 82.2% of economically disadvantaged students performed at Levels 1-3—(8 students were at Level 4).

For Algebra I:

From 2015 to 2016, the overall student population performing at Levels 4/5 greatly increased from 6.1% to 69.2%.

A review of the Evidence Statement Analysis provided by PARCC for Westmar shows the following:

Grade 6 students performed below the state and district primarily in the domains of:

Expression & Equations
Geometry
The Number Systems

Grade 7 students performed below the state and district primarily in the domains of:

Expression & Equations
Statistics & Probability
The Number System
Ratios & Proportional Reasoning

Grade 8 students performed below the state and district primarily in the domains of:

Expression & Equations
Functions
Modeling & Reasoning

Algebra I students performed below the state and district primarily in the domains of:

Interpreting Functions
Reasoning with Equations and Inequalities

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Westmar will implement the following strategies to improve performance by our special education and economically challenged students as well as our entire student population by:

- writing quality lesson plans with specific objectives and content and language purposes on a daily basis.
- emphasizing math practices at appropriate opportunities.
- using "PARCC like" rubrics.
- using technology during instruction.
- using the Google Drive middle school mathematics resource file to accompany instruction and allow for more classroom differentiation.

- using PARCC data evidence statement analysis (root cause analysis) from PearsonAccessNext to address content deficiencies and adjusting or supplementing instruction.
- using quarterly rotations on academic vocabulary across content areas with the emphasis on College and Career Readiness Vocabulary.
- ensuring every teacher knows "what PARCC looks like."
- practicing prior PARCC problems using technology.
- continually screening students through an approved math inventory tool and analyzing results.
- increasing student participation in their learning through the focused instruction segment of GRR.
- developing PARCC like teacher quizzes.
- using after-school program opportunities to challenge/remediate students.
- addressing and understanding student needs during team collaborative meetings.

Through "Walkabouts," the principal will collect data to share quarterly as feedback for teachers in the areas of objectives, content/language purposes, questioning style, and vocabulary. Data will also be collected and analyzed from quarterly benchmarks using Engrade. Professional development, implemented during team meetings, will be needed in the areas of:

- GRR/UDL
- Engrade analysis of data
- PARCC rubric writing
- Current technological advances for classroom instruction

Special education and economically disadvantaged students will continue to receive intervention during co-curricular in addition to accommodations in the general curriculum and testing. Using SAM (Scholastic Achievement Manager), 6th and 7th grade students were screened using MI (Math Inventory) to determine qualification. Qualifying students were placed in Math 180 (Grades 6) during co-curricular in addition to their core math class. The program is administered with fidelity.

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	**All Students**								
	2016			**2015**			**2014**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	88	61	69.3	78	51	65.4	109	68	62.4
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	n/a	n/a	n/a	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	87	61	70.1	73	48	65.8	106	65	61.3
Two or more races	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	≤10	≤10	≤10	10	≤10	20	15	≤10	26.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	56	33	58.9	48	26	54.2	59	29	49.2

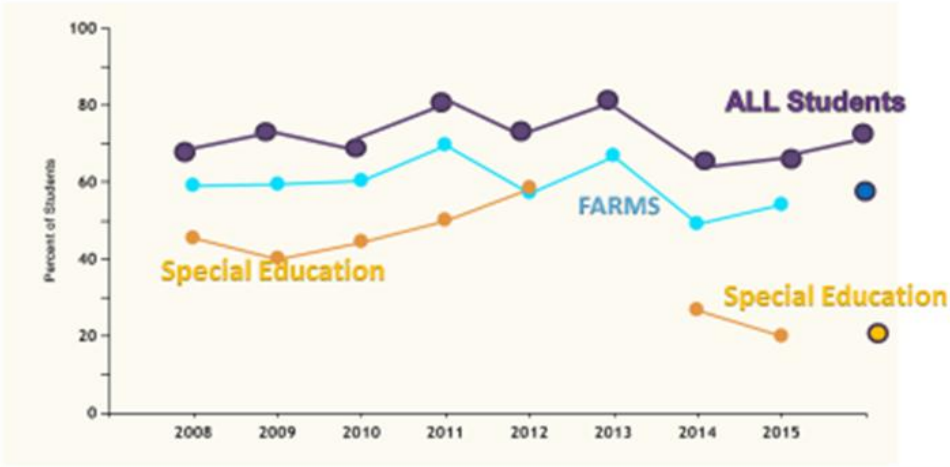
1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address any challenges.

   Performance on the Grade Eight Science MSA at Westmar Middle School has fluctuated between 64%-70% since 2008. During 2016, the school proficiency rate was 69.3, our highest since 2013. On the state accountability scorecard few subgroups met the target proficiency goal. The subgroups that did not meet the target goal are: Special Education at 22.2 % and Economically Disadvantaged at 58.9%. A significant performance gap continues to exist between Special Education and Economically Disadvantaged students and compared to the performance of their non-categorical peers.

Grade 8 Science
Are we making progress over time?

	Westmar	ACPS
All Students	69.3	64.1
Farms	58.9	55
Non Farms	87.5	74.9

	Westmar	ACPS
Special Education	22.2	17.1
Non Special Education	74.7	70



Student performance on the Maryland State Assessment in Science (Grade 8) has slightly improved each year since 2013. In 2016, 69.5 % of all students performed at proficient/advanced levels. While sub-group populations also showed incremental gains, there are still disproportional performance gaps that exist among special education and economically disadvantaged students.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Starting this school year, eighth grade students will no longer take MSA. Instead, they will pilot the Maryland Integrated Science Assessment (MISA). 8th Grade MISA will contain material from Earth Science (6), Life Science (7), and Physical Science (8). The changes require science instruction to place more emphasis on developing explanations and designing solutions supported by evidence based arguments and reasoning. Lessons design and instructional assessment in science will focus on the following:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

To support student achievement with our lowest performing subgroups, Special Education and FARMS, implementation of the following strategies have taken place:

- Science teachers will meet for vertical team planning and include Special Education teachers in the instructional decision making process.
- Discovery Education will be utilized.
- Experiential learning opportunities (field trips, labs) will be used at all grades to promote hands-on learning.
- Online Engrade benchmarks will be used for all grade levels to assess growth and prepare for the MISA.
- The Skills and Processes tests will be given in grades 6-8 at the predetermined time by the district.

The Science Department is currently updating and modifying the curriculum to include more emphasis on the Next Generation Science Standards for each grade level and working with the district to fully implement a spiraled curriculum to blend scientific concepts from Earth Science, Life Science, and Physical Science. Our science teachers analyze data from MSA to determine what content and standards need prioritizing.

The school improvement plan addresses the science challenges using several strategies. The improvement plan includes increased emphasis on literacy strategies to help students build their meta-cognition skills for better understanding and comprehension of informational text across all disciplines. Reading and math specialists serve as coaches to help teachers build inquiry-based lessons to include shifts in reading and mathematical practices.

The school improvement plan also requires teachers to incorporate UDL strategies and Gradual Release of Responsibility model as the preferred pedagogy for focused lesson design and implementation of differentiated instruction. This will help students structure thought processes, build content knowledge, and collaboratively develop a plan for solving SCIENCE inquiry-based problems. All teachers will be provided on-going professional development for ways to embed these strategies into daily instruction and emphasize ways these skills can be applied across disciplines.

Professional Learning Communities is another approach the improvement plan use to help teachers identify areas of weakness or need and to develop lessons based on best practices. The science department uses a specific protocol to analyze Engrade benchmark data, research best-practice strategies, develop lessons and activities, and reflect on results from the teaching and learning. All departments are to include some form of reading strategy from the school improvement plan as part of their instructional approach.

The improvement plan provides for a collaborative teaching approach which is designed to support special education students in a general education setting. Each core content subject has a collaborative setup which consists of a general education teacher and a special education teacher. The majority of special education students are scheduled with a collaborative teaching course based on the individualized need.

Finally,the integrated science lessons in grade six this year includes enrichment activities to support reading and writing for science through integrated STEM lessons. Students receive support for reading and writing through several intervention programs, field experiences, and online access to Discovery Education, Public Release Tasks, and Gizmos. We would like to explore thinkCERCA (Claims, Evidence, Reasoning, Counter-Arguments, and Audience) as an additional resource to engage students in high interest texts for science and social studies in order to develop student in argumentative writing skills.

3. What program(s) is being implemented to ensure that all students will meet the HSA graduation requirement (high school only) for Biology? **N/A**

VI. EARLY LEARNING N/A

VII. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	93.7	N
Grade 6	94.7	Y
Grade 7	93.9	N
Grade 8	92.5	N

Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	**94%**	**94%**	**94%**	**94%**	**94%**
	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
All Students	94.3	94.4	94.5	94.5	93.7
Hispanic/Latino of any race	n/a	n/a	≤10	n/a	≤10
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	≤10	n/a	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	≤10	n/a	n/a
White	94.3	94.4	94.6	94.4	93.7
Two or more races	n/a	n/a	≤10	n/a	≤10
Special Education	92.5	91.8	92.7	93.6	92.4
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	93.3	93.6	93.4	93.6	92.9

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

Westmar Middle School did not achieve the 94% attendance rates ACPS required during the 2015-2016 school year. While students in grade 6 exceeded the target with a 94.7, students in grades 7 and 8 achieved slightly below at 93.9 and 92.5. The overall attendance rate for Westmar was 93.7. There was not a significant gap in attendance rates among student populations.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a ding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Attendance Conferences will be held with students and parents according to timelines below:

Attendance Protocol for Students with Attendance Issues

9-10 absences

- The parent will be contacted by the school administrator and/or counselor to make them aware of the school's concerns and explain efforts are being made to address the issue.
- An attendance plan will be developed by the school to address the issue.
- Ongoing conferences will be held with administrator, PPW, and/or counselor.
- Teachers will be alert for continuous absences.

12-14 absences

- Conference with administrator.
- Parent conference to discuss issues with Counselor, PPW, Teacher, Administrator, and/or other school based personnel (Is the student on a contract? Has an SST/Attendance plan been developed and had time to be implemented in order to address this issue? Is there a chronic health issue?)
- Documentation should be collected showing what has been done to address the issue and the effectiveness of each Intervention.

15-20 absences

- An attendance review meeting scheduled at Central Office.
- Documentation to show parent contact/conference/SST plan/Attendance plan.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

   Our PBIS program has been revised this school year and includes positive reinforcement stamps for students who maintain less than 4 unexcused absences each quarter. Students use the stamps to purchase items in our ROAR store and achievement of this criteria earns opportunity to participate in a quarterly ROAR celebration. Students will earn a paw for each week that they have no unexcused absences. New business partners from our community are being recruited as well for the purpose of recognizing students achieve excellent attendance each quarter.

   Enforcement of official posting of daily attendance has been established for 7:55. A daily listing of students who are absent will be emailed to staff and include accumulated totals as well as the number of consecutive days missed. Teachers will use this information to verify accuracy of reporting and to assist in monitoring patterns of absenteeism.

   Publication of ACPS Attendance policy will be sent to parents and published on the school website.

VIII. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:

   a. How many students were identified as habitual truants?
   Less than 10 students were identified as habitual truants.

   b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
   Westmar utilizes a variety of techniques and resources to address our attendance issues, which includes monitoring of students in alternative programs. For all students, daily phone calls are made to notify/confirm absence with parent.
   For habitual truant students, attendance is discussed weekly at Pupil Service Team Meetings. The following plans of action are discussed:
   - phone calls
   - parent meetings
   - home visits
   - truancy charges
   - other resources needed to assist the family (school nurse, school psychologist, social services, health dept.)
   - referral to Project Yes

   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 student and administration, and rewards are given through PBIS.

IX. GRADUATION AND DROPOUT RATES n/a

X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions
School Safety – Suspension for Sexual Harassment, Harassment, and Bullying
Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

The number of suspensions at Westmar Middle School is expected to drop due to adoption of the following measures:

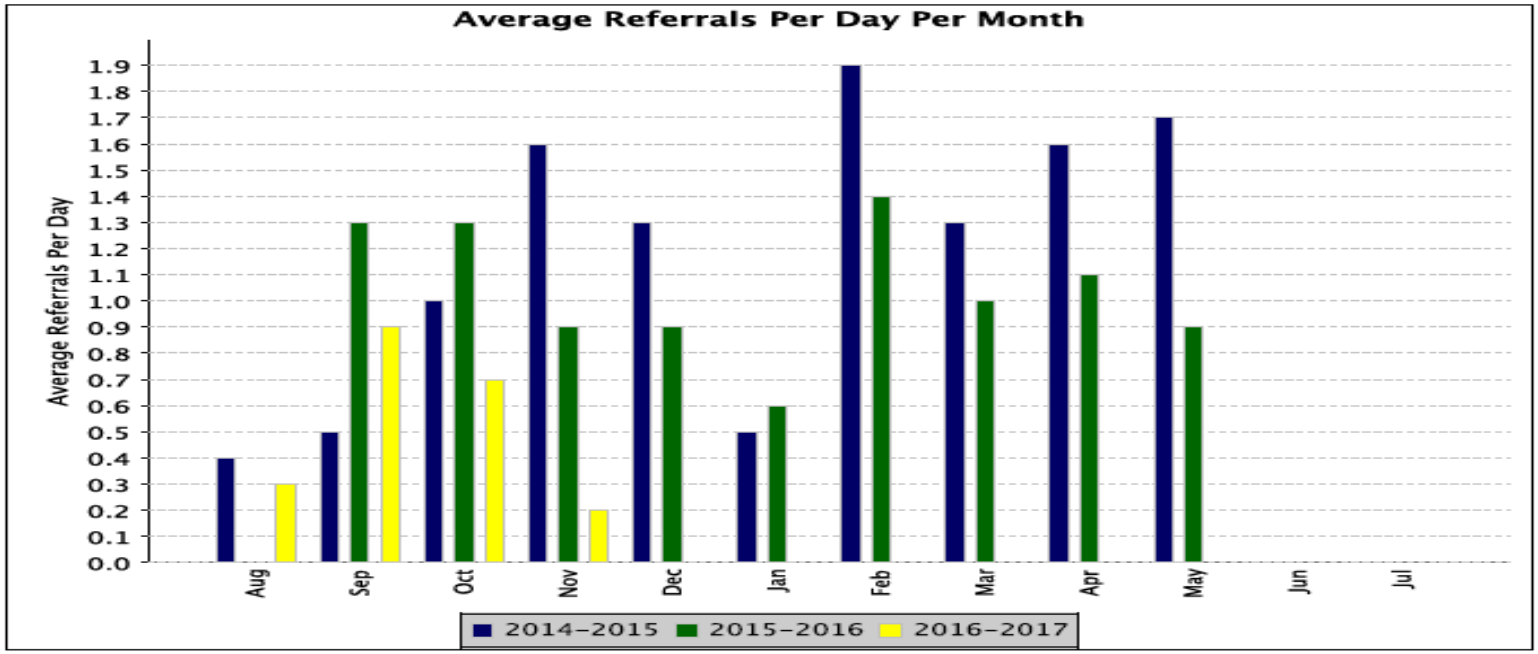
- Use of assertive discipline strategies monitoring student traffic in hallways, specifically those areas in which disruptions, horseplay and fighting has occurred.
- Consistent use of In-School-Intervention and Therapeutic Intervention in place of in-school suspension. This adjustment will be applied as an alternative to Out-of-School Suspension only when appropriate.
- Sending and receiving information regarding student concerns with Guidance Counselors, IEP team members, and academic teams in efforts to use interventions, peer mediations, and counsel to prevent negative behaviors and future referrals.
- Maintaining or increasing the number of parent phone calls for both positive behaviors and possible behaviors of concern.
- Fostering and developing all aspects of PBIS, including the following parameters as they apply to school-wide discipline:
    - Encouraging the three-step classroom referral process in accordance with PBIS.
    - Maintaining code-of-conduct eligibility requirements for PBIS reward activities.
    - Rewarding positive behaviors by creating, promoting and expanding useful PBIS incentives that are both periodic and ongoing.
    - Periodic activities such as dances, tailgate parties, movie nights, etc.
    - Incentive/Rewards
    - Store for purchasing prizes with earned school based currency

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Allegany School District

WESTMAR MIDDLE SCHOOL

Average Referrals Per Day Per Month



2016-2017: Days 185 Referrals 38 2014-2015: Days 175 Referrals 207 2015-2016: Days 179 Referrals

Total Days: 539 **Total Referrals:** 429

Average Referrals Per Day Per Month

Year	Month	Days Count	Referral Count	Average Referrals
2014	Aug	5	2	0.4
2014	Sep	21	10	0.5
2014	Oct	22	22	1.0
2014	Nov	16	26	1.6
2014	Dec	15	20	1.3
2015	Jan	13	6	0.5
2015	Feb	16	30	1.9
2015	Mar	19	24	1.3
2015	Apr	21	33	1.6
2015	May	20	34	1.7
2015	Jun	7	0	0.0

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Allegany School District WESTMAR MIDDLE SCHOOL

Average Referrals Per Day Per Month

Average Referrals Per Day Per Month

Year	Month	Days Count	Referral Count	Average Referrals
2015	Jul	0	0	0.0
2015	Aug	6	0	0.0
2015	Sep	21	27	1.3
2015	Oct	21	27	1.3
2015	Nov	19	18	0.9
2015	Dec	17	16	0.9
2016	Jan	14	9	0.6
2016	Feb	18	26	1.4
2016	Mar	21	21	1.0
2016	Apr	20	22	1.1
2016	May	21	18	0.9
2016	Jun	1	0	0.0
2016	Jul	0	0	0.0
2016	Aug	7	2	0.3
2016	Sep	20	19	0.9
2016	Oct	20	14	0.7
2016	Nov	18	3	0.2
2016	Dec	16	0	0.0
2017	Jan	19	0	0.0
2017	Feb	18	0	0.0
2017	Mar	22	0	0.0
2017	Apr	18	0	0.0
2017	May	22	0	0.0
2017	Jun	5	0	0.0
2017	Jul	0	0	0.0
Totals		539	429	

Code Conduct Action Total Number
Apology Apology ≤10
Conference Conference 11
Detention-After School Detention - After School ≤10
Detention-All Day Detention-All Day ≤10
≤10 In school suspension 58
In-School Intervention 43
Lunch Detention Lunch Detention 14
Note Sent Home Note Sent Home≤10
O Out of school Suspension - NO 101, 102 or 103 42
Phone Telephone Call ≤10
Therapeutic Interv Therapeutic Interv ≤10
Time Out (of class) Time Out (of class) ≤10
Total: 185

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

Westmar Middle utilizes a three tier system of behavioral support. Tier I supports are embedded into the school day. Students follow the ROAR To Excellence school-wide rules by Respecting themselves and others, Being Organized, Achieving and Being Responsible. Students earn daily paws for good deeds, attendance, academic achievement, and behavior achievement. *Wildcat Cash* may be spent in the ROAR Store, deposited into school-based drawings, and other incentives. The PBIS team and guidance also provide/teach monthly character lessons. The school has an established student recognition program. Each semester students are recognized for attendance, DARE, community awards, Character Counts, behavior achievement, and academic achievements. Students are also recognized through a Rising and Shining Stars ceremony each winter and spring. Students are recognized on the morning announcements by administration for positive deeds.

Students in need of Tier II and Tier III supports are referred to the Pupil Services Team, School Counselor, School Psychologist, Pupil Personnel Worker, School Resource Officer, SEF, Health Department, Project YES (Youth Experiencing Success), and/or the School Intervention Center and alternative programs. The school recently received training and has begun implementing the Check-in Check & Connect system.

Purpose Statement

The purpose of implementing Positive Behavior Supports and Interventions at Westmar Middle School is to:

- Create a more positive culture in the entire learning community: buses, extra-curricular activities, and community households.
- Continue to improve life in school for all students.
- Challenge students and adults to maintain consistent expectations.

- Inspire positive behaviors within learning environment.
- Empower decision-making process by utilizing behavioral data.

School Motto

Students at Westmar Middle School will demonstrate qualities of **ROAR**:

Teacher and Staff Responsibilities

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet our four expectations.
- Teachers and staff will follow the Six Components of School-wide PBIS:

1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
2. Teach behaviors and routines directly in all settings.
3. Actively monitor behavior.
4. Acknowledge appropriate behavior.
5. Review data to make decisions.
6. Correct behavioral errors.

We believe this positive behavior program will enable our students to strive for social competence and successful academic achievement. To ensure a successful program, students and faculty are surveyed during the school year to gain feedback on the program. This information allows the PBIS team to modify the program and make necessary changes to address questions or concerns.

- WMS has invested time and energy into promoting a positive school climate by creating a Positive Behavioral Intervention Supports (PBIS) team.

- One component of our team is to encourage students to behave in appropriate ways by providing them with incentives. On an ongoing basis, students are recognized by staff for exhibiting expected behaviors with individual and group acknowledgements. Faculty and staff are forming positive relationships with students by recognizing those students who exhibit PBIS expectations throughout the school community.

XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1 Reading

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The specific content is the Common Core 6th -8th grade ELA curriculum with the focus on key ideas and details of literary and informational texts. All students at Westmar Middle School (276) will participate in this SLO. Students will be monitored for reading vocabulary development and comprehension throughout the year. The Gates-MacGinite Reading Test (GMRT) pre-test for baseline data was given in September 2016. Students will take the post-test in April 2016.

2. Describe the information and/or data that was collected or used to create the SLO.

According to the GMRT, the following can be stated: In 6th grade, 32/89 students or 36% are reading 2 or more grade levels below proficiency. Additionally, 29/32 of those students are economically disadvantaged. In 7th grade, 40/95 students or 42% are reading 2 or more grade levels below proficiency. In this group of low performing readers, 31/41 students are economically disadvantaged. In 8th grade, 60/92 students or 65 % are reading two or more grade levels below proficiency and 30 of those students are classified as economically disadvantaged. Similar patterns of low reading performance were evidenced on the Scholastic Reading Inventory results administered to all students in the fall of 2016 and review of available PARCC data from 2016 shows the following for Westmar:

Grade 6:
In 2016, 78.2% of economically disadvantaged students performed at Levels 1-3—(14 students were at Levels 4/5).

Grade 7:
In 2016, 85.9% of economically disadvantaged students performed at Levels 1-3—(8 students were at Level 4).

Grade 8:
In 2016, 87.0% of economically disadvantaged students performed at Levels 1-3—(7 students were at Level 4).

2. How does the SLO support School Improvement Needs and/or Goals?

The SLO for ELA supports the School Improvement needs by addressing the disproportionate performance gap between the economically disadvantaged subgroup and their non-disadvantaged peers. The concentration to increase the overall reading level of students reading below grade level, specifically those among the economically disadvantaged subgroup in order to prepare all students to be college and career ready.

4. Describe what evidence will be used to determine student growth for the SLO.

The Gates-MacGinitie Reading test is designed to assess student reading levels throughout the course of their education. Aligned with state and national reading standards (Common Core Standards), these exams were created to determine overall reading ability, specifically in the areas of decoding, phonemic awareness, phonics, vocabulary, and comprehension. The Gates-MacGinite Reading Test will determine student growth. The pretest will be given in September 2016, and the post-test will be administered in April to track overall growth in reading.

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PRINCIPAL SLO 2 Reading For Information In History, Science and Technical Subjects

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects call on social studies teachers to share in the responsibilities for literacy instruction in K-12 education" (NCSS, 2013).

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The learning content standards and focus areas are derived from the required College & Career Readiness Standards for English Language Arts, and are the foundation needed for successful transition to subsequent grades. Key areas for cross-curricular focus in reading with emphasis on disciplinary literacy: Reading and Comprehending Literary & Informational Text, Deeper Analysis of both Literary and Informational Text, Determining Central Themes of a Text, Point of View, and Figurative Language. These key areas are essential for success in subsequent reading courses and across the disciplines when students interact with informational text.

Students in grades 7 will improve their skills in reading informational text. Specifically,

Key ideas and details:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

<u>Craft and structure:</u>

1. Identify aspects of a text to reveal author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of knowledge and ideas:

1. Distinguish among fact, opinion, and reasoned judgment in a text.

<u>Writing</u>

Text types and purposes:

1B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

1C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

1D. Establish and maintain a formal style.

1E. Provide a concluding statement or section that follows from and supports the argument presented.

2. Describe the information and/or data that was collected or used to create the SLO.

A shift in instructional focus is needed toward Reading Information, including the Reading History and Reading Science/Technology standards. Westmar students in Grades 6-8 consistently performed lower on questions in these areas. A review of the School Evidence Statement Analysis shows in Grades 6-8, 61% of the questions came from the standards in Reading Information, History, and Science/Technology. Westmar students performed lower than the state average on 65% of the questions. The standards challenging us most across the grade levels include analysis of text structure, organization, textual evidence, author's point of view, and use of sources. Also, our students struggled with writing summaries and comparing/contrasting information across texts and mediums. Addressing this discrepancy and these standards will become a priority for not only ELA teachers but teachers across all content areas, especially social studies and science.

3. How does the SLO support School Improvement Needs and/or Goals?

The learning content standards and focus areas are derived from the required College & Career Readiness Standards for English Language Arts, and are the foundation needed for successful transition to subsequent grades. Key areas for cross-curricular focus in reading with emphasis on disciplinary literacy: Reading and Comprehending Literary & Informational Text, Deeper Analysis of both Literary and Informational Text, Determining Central Themes of a Text, Point of View, and Figurative Language. These key areas are essential for success in subsequent reading courses and across the disciplines when students interact with informational text.

4. Describe what evidence will be used to determine student growth for the SLO.

Using the DBQ Project, students ability to analyze primary source documents will be measured with an ACPS pre and post assessment. Teacher modeling of analyzing primary source documents is also a fit into the Focused Instruction component of the GRR. The instructional period will take place after the pre-test completion Quarter III through Rubric/Achievement
Level Increase. Students are expected to move up a minimum of 1 level from pre to post DBQ analysis.
70% Full Attainment
40%-69% Partial Attainment
39% or below Insufficient

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XIII. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

Westmar Middle School provides opportunities for successful school personnel/parent/community interactions to formulate suggestions and to participate, as appropriate, in decisions about the education of our children.

Open House/New Student Orientation

- New family orientation and communication throughout year
- Computer generated student data
- Recognition events

Westmar Middle School coordinates and integrates parental involvement programs and activities with Head Start, Home Instruction, MRHS Band Boosters, Bruce Outreach Center, Goodwill and Midland Fire Companies, and First Assembly of God Church as partners in our community.

Activity	# of Parents	# of Hours	Total Hours
Volleyball Coaches	**3**	**150**	**450**
Volleyball Referees/Concession	**12**	**4**	**48**
Basketball Coaches	**9**	**150**	**1350**
Basketball Referees	**14**	**12**	**168**

Basketball Concession	**16**	**4**	**64**
Dance/Chaperone	**10**	**4**	**40**
Band Field Trip	**26**		**286**
8th Grade Field Trip	**35**	**10**	**350**
8th Grade Parent Meetings	**22**	**2**	**44**
Superintendent PAC	**1**	**14**	**14**
Total	**148**		**2814**

Parent Advisory Committee 2016 – 2017

Name	Position
Jennifer Stickley	School Representative
Lynn Muir	Alternate Rep
Darrell Wildeson	Parent/School Resource Officer
Carrie DeMichael	Community /Substitute
Alec Detrick	Media Technician

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Non Title I Parent Involvement Plan

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

WESTMAR MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Westmar Middle School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact students in our school. To promote effective parent involvement, 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 involvement activities

IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2015-2016.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making			

➢ The parent involvement plan is developed with input from parents.	SIT Parent Advisory Committee Westmar Student/Parent Handbook	Aug. 2016 Ongoing	Ms. Wesolowski
II. Building Parental Capacity			
➢ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments.	Back to School Night Classroom Syllabi Back To School Newsletter	Aug. 2016	Faculty & Staff
➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Disseminate information to parents on issues including: reforms, policies, discipline procedures, assessment tools/results, district goals, supplemental services, and opportunities for parent participation using a variety of media-- • Newspapers • Radio • Westmar & ACPS Websites • Telephone/School Messenger • School Marquis • Email	Ongoing	Faculty & Staff
➢ Ensure information is presented in a format and/or language parents can understand.	All teachers post grades using ASPEN Parents are notified when interim reports are posted; a paper copy is issued to those who make a request. Parent Conferences	Ongoing	Classroom Teachers

➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	Emails and phone calls to parents and guardians Recognition events	Quarterly	Team Leaders/Counselor/Admn

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.	Comparison of rate of participation will be conduc in June.	Ongoing	Mrs. Wesolowski
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents actively volunteer in many ways throughout the school year: ❖Chaperone for school dances ❖Attend and chaperone field trips ❖Work with youth sports ❖Help students organize food drives for local food pantries in conjunction with service	Ongoing	Mrs. Wesolowski

	learning hours		

XIV. PROFESSIONAL DEVELOPMENT n/a

XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?

In this initial year of implementation, our goal is to introduce the Multi-Tiered System of Supports (MTSS) as a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve College and Career Readiness Standards (CCRS).

Westmar has a long history of providing numerous systems of support to students. These include interventions within the RTI processes as well as supports for Special Education. Consensus from committees suggest an increased need of services for high achieving students as well.

MTSS at Westmar Middle School will be presented as an integrated, comprehensive framework that focuses on CCRS, core instruction, differentiated learning, student-centered learning, individualized student needs, and alignment of systems necessary for all students' academic, behavioral, and social success. Successful implementation of MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match the needs of all students.

2. How will these priorities be addressed?

PBIS/UDL & GRR Practices become the norm
Goal: Consolidate efforts that focus on students who are struggling and provide a vehicle for teamwork and data-based decision making

to strengthen their performances before and after educational and behavioral problems increase in intensity.

- Focus on aligning entire system of initiatives, supports, and resources.
- Identify and support systems for alignment of resources.
- Systematically address support for all students, including gifted and high achievers, through differentiated content, processes, and product.
- Integrate instructional and intervention support so systemic changes are sustainable and based on CCRS-aligned classroom instruction.
- Challenge all school staff to change the way in which they have traditionally worked across all school settings.
- Use school-wide and classroom research-based positive behavioral supports for achieving social and learning outcomes.
- Implement a collaborative approach to analyze student data and work together in the intervention process.

XVI. MANAGEMENT PLAN

1. How will the plan be shared with the faculty and staff?

The full document will be available on the Westmar Middle School Website (http://www.acpsmd.org/wm). All staff members will participate in a "Gallery Walk" to review final document prior to implementation.

Ongoing discussion and assessment of school-wide improvement initiatives will be conducted throughout the school year as part of the professional learning communities/ ISD meetings, SIT meetings, and other staff meetings that will address SLO's, benchmarks, and assessment updates.

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

Classroom and content area teachers will be responsible for collecting benchmarks data via Engrade in Language Arts, Math, Science and, Social Studies. Departments will meet to discuss and analyze data to inform the design of instructional interventions. Instructional leaders will submit data to the principal and SIT chairs who will record in the School Improvement Plan, to be reviewed by SIT members.

Administration will conduct classroom walkthroughs (minimum 5 per week) to specifically look-for and collect statistical data on the implementation of UDL practices, emphasis on CCRS Academic Vocabulary, and the implementation of PBIS initiatives designed to increase student engagement.

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?

The team collects data and artifacts from all departments to monitor progress of the improvement plan goals. Periodically, teachers are provided an update of the status of improvement plan, and modifications needing to be addressed. Monthly department meetings and Principal's Council meetings will evaluate available data and make recommendations to SIT team. As part of that review process, changes in the plan will be addressed and appropriately modified.

The school improvement team will meet once a month to monitor the progress of all the improvement plan strategies and discuss ideas to support its objectives. The team will have check points throughout the school year to collect achievement, process, and perception data. The team will use this information to make informed decisions about revisions and additional support needed throughout the

school year to meet the plan's objectives.

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

We have created a checklist for planning and implementing lessons with emphasis on research-based characteristics of quality instruction. The administrative team will continue to monitor and report our Walkabout data to faculty each quarter to determine the achievement rate of SIP goals for quality instruction. Grade level teams have an opportunity to meet each day as an interdisciplinary team and twice a week with content partners. Content Specialists facilitate weekly discussions on SIP initiatives, examination of student work, staff development needs, and instructional implications of various assessment data received throughout the year.

5. How will the initial plan be shared with parents and community members?

Back to School night was held August 23, 2016, to explain the academic requirements and goals, school rules and policies, and school programs offered to students and parents.

Back to School letter to parents included details about efforts to improve the instructional program and student success in all areas of our school.

The full document is available on Westmar Middle School and ACPS websites.

6. How will revisions to the SIP be presented to the staff, parents, and community?

The Westmar Middle School Website and Parent Newsletters will include updates and changes as appropriate.
Quarterly PLC and SIT committee meetings will be scheduled to discuss revisions and updates.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

Members of the Central Office will offer data and guidance during the development of the initial plan. Members will be asked to assist with making revisions and updates based on available data from https://md.pearsonaccessnext.com/customer/index.action and the MDReport Card. Central Office staff will also meet with the SIT to approve the plan.

8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

Currently, the School Improvement Plan is being updated to focus on four school initiatives: collaborative teaching, professional learning teams, Reading Informational Text, and Literacy in Math. The intent of this focus is to help students develop strong thinking skills and provide teachers with professional development needed to create vigorous learning paths.

School Improvement Data Meeting
September 28, 2016
Each team met with Ms. Wesolowski to review PARCC score reports available at
https://md.pearsonaccessnext.com/customer/index.action and to identify areas for needed improvement.

Reports Tab / Published Reports
Home Reports

- ***What Do They Tell You?***

Student Roster/Student Performance Summary

- ***Subgroup Performance Gaps?***

Content Standards Roster

- ***Performance Level for Content Clusters- What Standards are emphasized?***

  Quarterly Review of Walk-Through Data with Faculty-- November, January, March, June
  Principals Council Meeting (Team Leaders/Specialists/ Department Chairs) Monthly Consultation

Evidence Statement Summary

- ***Comparison of State/District/School of Performance Levels on Assessed Standards***