Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Mt. Savage Middle   **Principal: Martin E C**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

ount Savage School, we are committed to upholding an environment that fosters mutual respect among members of our learning nunity, which includes students, parents, teachers, administrators, and other stakeholders.

nission is to provide engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and n order to promote learning to a higher level.

e facilitators of learning, we are prepared to collaborate with colleagues, administration, students, and parents to promote high leve vement. We believe all students can learn and therefore will be held to high expectations.

Vision/Values

Curriculum

vage staff will provide engaging, transdisciplinary, student-centered instruction that is challenging, authentic, and meets the needs o of learners.

l 1: Reading
Implement new standards-based scope and sequence in ELA classes. (ELA)
Implement Interactive Notebooks. (ELA)
Students will use key details from informational text and stem activities when writing conclusions. (Science)

l 2: Math
Implement the Interactive Notebook. (Math)
Utilize the resource "Ready Common Core" to access all grade/ability levels. (Math)
Use Common Core vocabulary with coherence across all grade levels. (Math)

l 3: Other Subjects
Use same key terms the math department has adopted when using math in the science curriculum. (Science)
The teachers within the Creative Arts Team will design and teach lessons focusing on the vocabulary used in Common Core such

analyze, compare and contrast, infer, draw a conclusion, cite details, evaluate, and develop. Students will be exposed to the voc within different disciplines. (Creative Arts)

The hands on nature of the Creative Arts will address a variety of learning styles. (Creative Arts)

Staff

...osphere of acceptance will be fostered by staff members that will function collaboratively in both grade-level or vertical teams in o... ...e instruction, student learning, discipline, and school wide communication benefiting all students.

A math vertical team grades 3-8 will be established and meet at least quarterly during the 2018-19 school year. (A)

An ELA vertical team grades 3-8 will be established and meet at least quarterly during the 2018-19 school year. (A)

Input from staff will be considered when developing special schedules. (Testing, programs, etc.)

Administration

...ministration will serve as the school's instructional leaders and work collaboratively with staff in order to improve instruction and st... ...g. Administration will maintain regular communication with staff via emails and meetings regarding educational issues, discipline is... ...tra-curricular activities. Administrative roles regarding duties and disciplinary referrals will be clearly established.

A schedule of instructional team meetings will be established for elementary and secondary staff. (A)

School Climate

...ministration and staff will collaborate with one another to establish and maintain high morale based on mutual respect and professi... ...nor. Behavior expectations will be defined for different situations. In all settings, respect, safety, and maturity will be exhibited. Th... ...stration and staff will plan and participate in educational and social activities to build a cohesive community and boost morale. The ...rs and students will work together in an atmosphere of mutual respect and consideration, to promote a positive environment.

A progressive discipline policy will be developed and implemented. (A)

Student behavior expectations for the middle school hallways and cafeteria will be developed and modeled by the administration.

Standards and Expectations

...andards in behavior, citizenship, and academics will promote a safe, nurturing environment where students and staff take risks and ...ment with learning. This will lead to higher engagement, greater investment in learning, and deeper independent thinking. Instructi... ...driven by the standards, will focus on meeting students where they are and promoting individual growth.

The administration will work with staff to assist in increasing the rigor of SLOs.(A&T)

Staff will implement the four E model of instruction when designing lessons. (A&T)

Elementary team meetings will focus on improving instruction with an emphasis this year on planning and writing. (A&T)

Community

s, visitors, and subs will feel welcome and at ease when in our school. Supportive programs and activities are scheduled throughout

 engage parents, students, staff, and community. All staff will be good-will ambassadors to promote and disseminate positive attitu

side the school building and out in the school community.

Parent input will be sought to investigate ideas to increase parent and community involvement. (A)

Two parent information events will be scheduled during the school year. (A)

School staff will make two positive phone contacts each month. (A&T)

A.   **VISION, MISSION, CORE VALUES, AND LEADERSHIP**

1.   What is the role of the principal in the School Improvement Process at your school?

- Assists in analyzing and interpreting data to prepare for SIP activity development.
- Coordinates and leads meetings with the SIT co-chairs.
- Leads vertical academic team meetings.
- Writes portions of the plan that address instruction.
- Leads SIT meetings.
- Develops and leads professional development activities that address the SIP.
- Conducts classroom walkthroughs and shares data with the staff.

2.   What is the purpose of your school leadership team in the School Improvement Process?
- The school leadership team meets on a monthly basis to discuss progress of the SIP goals and make adjustmen plan as necessary.

3.   Does your school improvement team (SIT) represent your entire school community, including parents/guardi
- Yes

3

4. What additional opportunities exist for everyone in your school community to meaningfully participate in sc decision-making processes?

    ● A parent advisory group meets monthly to provide input on school activities and academic needs.
    ● A schedule has been developed to allow monthly vertical department meetings to analyze data and discuss ne instructional adjustments.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and core within the school and community?

    ● The mission and vision statements are posted in classrooms and on the school web page. The mission and visi statements are reviewed yearly during a professional development session.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occu

    ● Spring of 2018

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school changing needs and situations of students? If so, why?

    ● Yes - The current mission/Vision has been in place for 5 years and was scheduled for a review at the implementation of the previous document.

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the schoo community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff an experiences of school life. School climate refers to a school's social, physical, and academic environment. It ref is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organi structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, a

to student learning, fulfillment, and well-being. The following examples are commonly associated with positive cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland 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.

In narrative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

The discipline data in the middle school for the school year 2016-17 compared to 2017-18 showed a decrease in the overal of referrals from 174 in 2016-17 to 148 in 2017-18. The number of suspensions decreased from 35 (33 OSS, 2 ISS) in 2016- (24 OSS, 0 ISS) in 2017-18. 50 of the 148 referrals in 2017-18 were for class disruption.

- Administration continued with a proactive discipline strategy. Professional development was given to teachers of office-managed behaviors vs. classroom-managed behaviors, and strategies were reviewed for the three-tiers of intervention for behaviors.
- Office referrals continued to include a section entitled "Action Before Referral." Teachers were encouraged to d two of the following prior to referring students to the office for minor behaviors: student conference, phone cal parent conference, teacher detention, guidance conference, or letter to parent.

The attendance rate for Mount Savage Middle School teachers was 93.5% and the student rate was 93.9%. The school enj and comfortable environment where students are able to grow socially and academically as evidenced by our excellent att rates of both students and staff.

Mount Savage strives to provide a safe learning environment and an atmosphere free of harassment in any form. Both mo arrivals and afternoon dismissal procedures are monitored by administrators, teachers, and the school resource officer. Te

and administrators are visible during the day monitoring hallways, bathrooms, and cafeteria. Cameras located throughout building monitor activity as well. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to suppo safety in the event of an emergency. The custodial staff further maintains a clean surrounding for students, taking extra m when needed.

The guidance counselor teaches lessons and coordinates an advisory program to address topics on bullying/harassment, re cooperation, drug/alcohol abuse, career development, and resilience. In addition, Mt. Savage School uses the WEB curricu leverage the influence of select 8th grade leaders as mentors to 6th grade students. The WEB program develops leadershi the participating 8th grade students. WEB leaders are responsible for the 5th grade orientation program, 6th grade charac advisory lessons, and 6th grade mentoring throughout the year.

C. Student and/or Staff Engagement Action Plan

Staff Engagement Action Plan

y areas of needed improvement: s/are the issue (s) that needs sed?	Communication within the building
tivities: What steps will be taken in :o obtain the desired outcome(s).	Make staff aware of school calendar locations on the web and within the office. Administration will meet with team leaders on Fridays to provide information on student concerns and critical announcements.

ve leader and team: Who is sible and involved in the work?	Administration
ces: What investments (people, ment, time, etc) will be needed to ut the initiative(s) gies/activities) to achieve the d outcome(s)?	None at this time
ones: What are the major events accomplishments for this?	Awareness activities - August August 22 Team Meetings - Weekly
mance Metrics: What will you re to gauge progress on your action nd to determine if the identified s been met?	Review of team leader logs for meeting dates Presence of calendar of events on web and in office

ne: Include dates for implementation on steps.	Awareness activities - August August 22 Team Meetings - Weekly

Student Engagement Action Plan

y areas of needed improvement: s/are the issue (s) that needs sed?	According to question 19, approximately ⅓ of our students do not feel safe at schoo According to question 25, the presence of school staff makes them feel safer.
tivities: What steps will be taken in o obtain the desired outcome(s).	1. Close the breezeway for student traffic which is an area not monitored by st 2. Increase visibility of teachers administration in hallways. 3. Increase visibility of school resource officer in hallways. 4. Educate students on the presence of cameras in the school setting.

ve leader and team: Who is sible and involved in the work?	1. Principal and assistant principal
ces: What investments (people, nent, time, etc) will be needed to ut the initiative(s) gies/activities) to achieve the d outcome(s)?	Personnel willing to make a concerted effort to be present and visible within the sc
ones: What are the major events accomplishments for this?	Possible mid-year survey of students through the student council
nance Metrics: What will you re to gauge progress on your action nd to determine if the identified s been met?	Student perception of safety within the building

ne: Include dates for implementation on steps.	Implement actions immediately Measure student perceptions (February 2019)

SCHOOL DEMOGRAPHICS

A. **Staff Demographics**

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	1	28	29
Itinerant staff	3	3	6
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	10	11	21
Total Staff	14	51	65

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Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**201 Offi**
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	2	3	4	5	
Teacher Average Daily Attendance	94.8	93.3	92.7	93.5%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	≤10	≤10	≤10	≤10

Hawaiian/Pacific Islander	n/a	≤10	≤10	≤10
African American	12	12	15	18
White	379	393	377	375
Asian	12	11	≤10	≤10
Two or More Races	≤10	≤10	≤10	≤10
Special Education	50	57	56	55
LEP	≤10	≤10	≤10	n/a
Males	216	214	210	202
Females	182	196	182	186
Total Enrollment (Males + Females)	398	410	392	388
Farms (Oct 31 data)	**44.68%**	**45.04%**	**41.81%**	**n/a**

C.   Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOT**
01 Intellectual Disability	2	06 Emotional Disturbance	0	12 Deaf-Blindness	(

02 Hard of Hearing	0	07 Orthopedic Impairment	1	13 Traumatic Brain Injury	(
03 Deaf	0	08 Other Health Impaired	21	14 Autism	5
04 Speech/Language Impaired	4	09 Specific Learning Disability	21	15 Developmental Delay	(
05 Visual Impairment	0	10 Multiple Disabilities	2		

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	93.9	N
Grade 6	94.6	Y

	93.8	N
Grade 7	93.8	N
Grade 8	93.3	N

Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	>95	94.7	94.6	93.9	-0.7
Hispanic/Latino of any race	*	*	*	*	
American Indian or Alaska Native	*	*	*	*	
Asian	*	*	*	*	
Black or African American	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	
White	>95	94.6	94.5	93.8	-0.7
Two or more races	96.2	95.3	94.7	94.1	-0.6
Special Education	94.4	94.8	94.1	93.7	-0.4
Limited English Proficient (LEP)	*	*	*	*	
Free/Reduced Meals (FARMS)	94.7	93.4	93.3	92.4	-0.9

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.

e attendance rate for all students was 93.9% which is a decrease from last year's 94.6%. Grades 7 (93.8%) and 8 (93.3%) did not mee
MO of 94%. Neither the special needs (93.7%) nor the FARMs populations (92.4%) met the AMO. Both subgroups have shown decrea
endance in the past 3 years.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

- Daily phone calls will be made to any student who is absent from school.
- Students will be met with once the student has 5 unexcused absences and/or 9 total absences.
- Parent conferences will be held after the student has more than 9 total absences including both excused and unexcused.
- Positive attendance announcements will be made by administration at dismissal each day.

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 un
absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markin
semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t
20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

How many students were identified as habitual truants?

Two students were identified as habitual truants.

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

Prior to having a habitually truant student, administration/guidance counselors meet regularly with students with a high absen
Student/parent conferences are held, an attendance contract for the student is created, and a student's daily attendance is rev
weekly at the school's PST meeting. Administration/SROs and the school's PPW may also conduct a home visit. Habitually tru
students can also earn incentives for improving their attendance rate (cafeteria coupon, buddy-lunch group, extra gym time du
curricular, etc.)

GRADUATION AND DROPOUT RATE – High Schools Only --n/a

SCHOOL SAFETY/ SUSPENSIONS
Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying
Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses
bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-20
Represent as + or - based on increase or decrease of data. ▮▮▮▮▮▮▮▮

Table 9				
SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	236	174	148	-14.9%
All Suspensions	32	35	24	-31.4%
In School	3	2	0	-100%
Out of School	29	33	24	-27.3%
Sexual Harassment Offenses	3	3	0	-100%
Harassment/Bullying Offenses	2	1	5	+400%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu
applicable.

   As can be seen from the data the number of suspensions decreased 31.4%. We will continue with current programs.

EARLY LEARNING--n/a

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ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation c objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A. ENGLISH LANGUAGE ARTS

1. **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 FARMS, Special Education and other low performing subgroups.
   Reading – Proficiency Data (Elementary, Middle and High Schools)
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

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a	2015							2016							2017							2018				
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Lev	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
dents	130	38	29.3	49	37.7	43	33.0	139	47	33.8	44	31.7	48	34.5	136	38	28.0	42	30.9	56	41.2	115	32	27.9	31	2
Indian or Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
ian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤
African rican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
/Latino of race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
waiian or Pacific der	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
ite	119	36	30.2	45	37.8	38	31.9	125	43	34.4	39	31.2	43	34.4	124	32	25.8	38	30.6	54	43.5	107	28	26.2	31	2
ore races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ducation	16	13	81.3	3	18.8	0	0.0	18	14	77.7	3	16.7	1	5.6	22	13	59.1	8	36.4	1	4.5	17	15	88.2	2	1
English nt (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤
educed FARMS)	57	21	36.8	25	43.9	11	19.3	61	26	42.6	20	32.8	15	24.6	66	29	43.9	20	30.3	17	25.8	59	20	33.9	20	3
nale	67	10	14.9	30	44.8	27	40.3	61	11	18.0	19	31.1	31	50.8	66	12	18.2	20	30.3	34	51.5	54	12	22.2	12	2

ale	63	28	44.5	19	30.2	16	25.4	78	36	46.2	25	32.1	17	21.8	70	26	37.1	22	31.4	22	31.4	61	20	32.8	19	3…

	2015							2016							2017							201…				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Tot al #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev…
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
ts	125	45	36.0	31	24.8	49	39.2	136	45	33.1	39	28.7	52	38.2	134	38	28.3	39	29.1	57	42.5	143	31	21.7	42
Indian or tive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
frican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Latino of	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
waiian or ific	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	114	42	36.9	29	25.4	43	37.8	125	44	35.2	35	28.0	46	36.8	120	34	28.3	36	30.0	50	41.7	129	27	20.9	35
ore races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
ucation	14	14	100	0	0.0	0	0.0	17	17	100	0	0.0	0	0.0	14	12	85.8	1	7.1	1	7.1	20	15	75.0	5
nglish (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a

...ced (RMS)	62	33	53.2	14	22.6	15	24.2	58	26	44.9	16	27.6	16	27.6	49	15	30.6	17	34.7	17	34.7	75	23	30.6	27	3...
	53	11	20.8	18	34.0	24	45.3	67	13	19.4	20	29.9	34	50.8	60	11	18.3	13	21.7	36	60.0	72	13	18.0	16	2...
	72	34	47.2	13	18.1	35	34.8	69	32	46.3	19	27.5	18	26.0	74	27	36.5	26	35.1	21	28.4	71	18	25.4	26	3...

	2015						2016						2017						2018		
	Total	Level 1 or 2		Level 3		Level 4 or 5	Total	Level 1 or 2		Level 3		Level 4 or 5	Total	Level 1 or 2		Level 3		Level 4 or 5	Total	Level 1 or 2	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
s	127	57	44.9	33	26.6	37	29.2	122	47	38.5	28	23.0	47	38.5	140	57	40.7	28	20.0	55	39.3	128	48	37.5	30	2...
ndian or ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤...
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
rican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
atino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
aiian or c 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	n/a	n/a	n/a	n...
	122	56	45.9	33	27.0	33	27.0	110	41	37.3	28	25.5	41	37.2	128	53	41.4	26	20.3	49	38.2	115	45	39.1	27	2...
re races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
ucation	12	9	75.0	1	8.3	2	16.7	10	10	100.0	0	0.0	0	0.0	16	16	100.0	0	0.0	0	0.0	12	11	91.7	0	0...

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glish (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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ced Meals	53	35	66.0	11	20.8	7	13.2	61	35	57.4	16	26.2	10	16.4	57	28	49.2	12	21.1	17	29.9	45	18	40.0	11	24
	54	18	33.3	16	26.9	20	37.1	53	14	26.4	12	22.6	27	50.9	72	17	23.6	18	25.0	37	51.4	59	15	25.4	14	2
	73	39	53.4	17	23.3	17	23.2	69	33	47.8	16	23.2	20	29.0	68	40	58.8	10	14.7	18	26.4	69	33	47.8	16	2

2. **Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas.**
     Include FARMS, SE and other selected focus subgroups in your analysis.

   a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

      ● Were the identified goal(s) met? If so, how will the goal be sustained?

      The goal to increase the number/percentage of students within the special needs population who meet or exceed PARCC expectations (Levels 4 or 5) was not met. At Level 4, there was 1 student out of 49 for a 2% decrease from last year. At Le were 7 students out of 49 for a 3% decrease from last year. Increasing 1 performance level were 4 of 49 (8%) special need

      The goal to increase the number/percentage of economically disadvantaged students who meet or exceed PARCC expecta (Levels 4 or 5) was met. Within the subgroup, 60/179 students were at Level 4 or 5 for a 4% increase from last year.

      This goal will be sustained through continued use of UDL strategies, monitoring progress, and the implementation of a sta based scope and sequence.

      Describe the gains made in focus areas.

      When examining ELA data at the school, district, and state levels, Mount Savage Middle performed at higher rate in Grade groups except special education; in Grade 7 all groups performed at an equal to or higher rate in all areas except special e in Grade 8 economically disadvantaged students were at a higher rate than both district and state, while special educatio were at a higher rate than the state.

      Economically Disadvantaged Population Gains:
      Grade 6: Reading for Information, 15% increase
      Grade 7: Reading for Literature, 9% increase; Reading for Information, 6% increase
      Grade 8: Reading for Information, 8% increase

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Level 3 Student Gains:
Grade 6: 5/29 (17%) students moved from Level 3 to Level 4; 14 more Level 3 students scored between 740-749
Grade 7: 15/36 (42%) students moved from Level 3 to Level 4; 5 more Level 3 students scored between 740-749
Grade 8: 6/35 (17%) students moved from Level 3 to Level 4; 6 more Level 3 students scored between 740-749

- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effecti
  The most effective UDL strategies implemented in the 2017-18 plan included:
    - Providing templates/organizers
    - Using assessment checklists and rubrics
    - Creating a supportive environment
    - Emphasizing process, effort and improvement
    - Revisiting key ideas

ecial Education Subgroup, ELA 6-8	WHY/ROOT CAUSE ANALYSIS	
1. Our special education population is not meeting expectations on the PARCC assessment.	**WHY?**	Special education students struggle with PARCC because the r level of the test is above their independent reading level.
	WHY?	The passages on PARCC and local benchmarks are longer and complex.
	WHY?	The passages require abstract thinking and application in writi students who are more concrete thinkers.
	ROOT CAUSE:	**Students struggle with reading more complex, longer passages requiring analysis and written responses sup by text evidence.**

nomically Disadvantaged Subgroup, ELA 6-8	WHY/ROOT CAUSE ANALYSIS	
DE 6	**WHY?**	Many of these students struggle with PARCC because the rea of the test is above their independent reading level. Thinking is also difficult for the many students who are still concrete th
Levels 4 & 5 Overall 26% Gap (FARMs 33%; Non FARMs 59%)		
Reading 23% Gap (FARMs 32%; Non FARMs 55%)		

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Writing	**26% Gap**	(FARMs 35%; Non FARMs 61%)	

DE 7			
Levels 4 & 5 Overall	**32% Gap**	(FARMs 34%; Non FARMs 66%)	
Reading	**28% Gap**	(FARMs 36%; Non FARMs 64%)	
Writing	**28% Gap**	(FARMs 36%; Non FARMs 64%)	

DE 8:			
Levels 4 & 5 Overall	**5% Gap**	(FARMs 36%; Non FARMs 41%)	
Reading	**0% Gap**	(FARMs 34%; Non FARMs 34 %)	
Writing	**12% Gap**	(FARMs 28%; Non FARMs 40%)	

WHY? Evidence statement analysis indicates a struggle for students summarizing both literary and informational text. Analyzing te structure and organization is an area of weakness with inform (RH and RST) texts.

WHY? Such text analysis requires students to identify supporting tex evidence when responding to EBSR and TECR items. Applicatio these skills in the prose constructed responses (especially liter analysis and research simulation tasks) is a further struggle fo students.

ROOT CAUSE: **Students need focused, guided, and repeated instructi these reading skills in both literary and informational t Students need further exposure and practice with thes in social studies and science classes.**

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le Subgroup, ELA 6-8		WHY/ROOT CAUSE ANALYSIS

	GRADE 6	GRADE 7	GRADE 8
	22% Gap (M 34%; F 56%)	**22% Gap** (M 38%; F 60%)	**22% Gap** (M 29%; F 51%)
i	36	36	31

WHY? Male students tend to be more physically active than females in the classroom. They often mature at a slower rate than fer this age.

WHY? Male students don't tend to engage in extensive readings. Th more likely to respond to shorter and more varied texts.

WHY? Male students across the grades struggle with the writing dor along with prose constructed responses (especially the litera tasks). Gaps between males and females also exist in reading and informational texts.

ROOT CAUSE: **Male students would benefit from reading and respor writing to shorter and varied texts. Focused lessons w include opportunities for physical movement within a**

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g	%	%	%
	Gap	**Gap**	**Gap**
	(M	(M	(M
	31%	31%	21%
	; F	; F	; F
	67	67	52
	%)	%)	%)

M ELA, 6-8 Evidence Statement Analysis	WHY/ROOT CAUSE ANALYSIS	
.DE 6: RL summarizing, word choice effect on meaning/tone **RH** text organization **RST** multi-step procedures (experiments, measurements, tasks) *ming Grade 6:* text structure, theme, summarizing, figurative language **.DE 7: RL** text evidence (explicit/infer), point of view, **RI** text organization, author's purpose, summarizing **.DE 8: RL** theme, dialogue (action/character), summarizing **RI** central idea, author's purpose **RST** text organization	**WHY?**	The standards of identifying central idea/theme, summarizing organizational patterns, and author's purpose continues to be struggle for students.
	WHY?	These reading skills require students to go beyond reading lite informational texts. Student comprehension and analysis of te deepen. This is also evident in the Reading History/Science an Technology standards.
	WHY?	Students struggle with the identification and analysis of these standards in selected response questions. The application of t analysis in the prose constructed responses (especially literar and research simulation tasks) is even more challenging for st
	ROOT CAUSE:	**Students need more focused and repeated instruction these literary elements within shorter and varied texts Students also need direct and repeated exposure to th analysis of informational texts in social studies and sci classes, as well as ELA.**

b. Establish Focus Areas

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- Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
- Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next pu reports.
- Implement data from the DMRS in the Goal Planning Process.
- Use the ACPS Goal Planning Process

Please include the following:

- What is the issue?
- What data support the need for a resolution to the identified issue?
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
- What is currently preventing the identified goal from being attained?
- What outcome(s) will determine the identified goal has been met?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

: and DATA

PARCC reading data indicates the following:

Special Needs Population:
Students with special needs in Grades 6-8 have a significant gap in reading achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8
Students with IEPs/504s	5% (1/19)	4% (1/23)	12% (2/17)
Students without IEPs	53%	57%	42%
PERFORMANCE GAP	48%	53%	30%

- ❖ *When examining PCR (prose constructed response scores) on the DMRS, the following % of students wit needs scored "0" on the LAT (Literary Analysis Task), RST (Research Simulation Task), and NWT (Narrativ Task):*

  49% of incoming 6th graders; 76% of current 7th graders, 65% of current 8th graders; 85% of last year's 8th

- ❖ *The fall administration of the Reading Inventory in Grades 6-8 showed the following:*

  40 out of 51 (78%) special needs students scored Below Basic; 7 out of 51 (14%) scored Basic

- ❖ *The fall administration of the Gates-MacGinitie in Grades 6-8 showed the following:*

  28 out of 51 (55%) special needs students are reading 2+ years below grade level.

Economically Disadvantaged Population:

Economically disadvantaged students in Grades 6-8 show deficits when reading both literary and information
writing overall.

% at LEVELS 4 and 5	Grade 6			Grade 7			Grade 8	
	Reading Literature	Reading Information	Writing	Reading Literature	Reading Information	Writing	Reading Literature	Reading Informatio
FARMs	27%	36%	35%	39%	32%	36%	31%	36%
FARMs--no	55%	55%	61%	60%	67%	64%	31%	39%
PERFORMANCE GAP	28%	19%	26%	21%	35%	28%	0%	3%

Male Population:

Male students in Grades 6-8 show deficits when reading both literary and informational texts and writing overa

% at LEVELS 4 and 5	Grade 6			Grade 7			Grade 8	
	Reading Literature	Reading Information	Writing	Reading Literature	Reading Information	Writing	Reading Literature	Reading Informati
MALES	34%	43%	31%	45%	38%	31%	26%	30%
FEMALES	48%	48%	67%	53%	60%	67%	37%	42%
PERFORMANCE GAP	14%	5%	**36%**	8%	**22%**	**36%**	11%	12%

	❖ *The fall administration of the Reading Inventory in Grades 6-8 showed the following:*
	53 out of 205 (26%) male students scored Below Basic; 54 out of 205 (26%) scored Basic
	❖ *The fall administration of the Gates-MacGinitie in Grades 6-8 showed the following:*
	36 out of 205 (18%) male students are reading 2+ years below grade level; 11 out of 180 females (

L

The goal is to increase the number/percentage of students within the special needs, economically disadvantaged, and male who meet or exceed PARCC expectations (Levels 4 and 5).

Special needs students will increase their scaled score performance on the PARCC assessment.

Across all grades and subgroups, the number of "0%" scores on the three writing tasks will decrease.

This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the special need disadvantaged and male populations.

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ers to
nment

Special Needs Population (6-8)

This subgroup of students continues to struggle with reading more complex, longer passages requiring independen written responses. Students in the special needs population need to be given opportunities to work in smaller grou variety of co-teaching models) and perform more independent work. The use of SIM strategies and interactive note addition to a standards-based scope and sequence, will be a school-wide approach.

Economically Disadvantaged Population

Examination of the evidence statements (overall) indicates students need more focused and repeated instruction i comprehension and analysis of literary and informational texts. In writing, the prose constructed response (especia analysis) is also an area of struggle for students. A countywide ELA scope and sequence with an emphasis on stand exposure to a variety of texts, is being implemented. Ongoing collaboration with social studies and science teacher informational text standards needs to be an emphasis.

Male Population (6-8) By Grade or Overall Reading/Writing

Although gaps do exist in literary and informational reading between males and females, the largest gap is found in examining the PCR (prose constructed response) scores for literary analysis, research simulation, and narrative writ significant differences in the average score of males and females. The largest gap appears in narrative writing; and area for both genders is literary analysis. Students need more practice with PARCC-like writing lessons using teache

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	public release prompts.
COMES	The scaled score for students with special needs will increase.
	The number of "0%" scores on writing tasks will decrease across the grades and subgroups.
	The number/percentage of both economically disadvantaged and male students will decrease in Levels 1-2 and increase in

URCES

Resources Available:
- ❖ ELA Scope and Sequence (Standards-Based)
  - Holt textbook selections (multiple genres)
  - SIM daily warm-ups
  - Novels and Literature Circles
  - DBQ Projects
  - Discovery Education Lessons
  - PARCC Public Releases
  - Finish Line
  - Benchmarks
- ❖ School Improvement Specialists--maintain grade level curriculum binders/google drive; organize additional resources and materials

Resources Not Available:
- ❖ Laptop carts in every ELA classroom

Resources Needed:
- ❖ Update of PARCC Public Release Items (ong released)
- ❖ Additions and revisions of ELA Scope and Se (ongoing as year progresses)
- ❖ Addition of text-dependent questions from including CommonLit and Achieve the Core selections (working on now)
- ❖ Time for co-teaching collaboration

EMENTATION
s, Monitoring

Strategies to Attain Goal:

Implementation of ELA Scope and Sequence with a Standards Emphasis
- ➢ Increase reading of shorter, varied texts with a focus on reading literature and information
- ➢ Focused and repeated instruction on literary elements
- ➢ Quarterly writing focus with sample topics, organizational templates and rubrics to guide students in writin

Use of DBQ Projects in both social studies and language arts
- ➢ Selected projects connecting to curriculum and standards (addition this year of two projects in ELA at ea
- ➢ Increase exposure to informational texts and writing process in both content areas

Use of specific UDL strategies in ELA classes
- ➢ Use of interactive notebooks in ELA classes to promote organization, note-taking in different formats, an
- ➢ Use of R.A.C.E. (Read-Restate/Answer/Cite/Explain-Extend) strategy to enhance quality of written respon

➢ Use of think alouds, advanced organizers, templates, checklists and rubrics
➢ Use of physical movement within and between classroom activities

Collaboration with social studies and science to address informational text standards
➢ Review of Evidence Based Statements addressing RH (Reading History) and RST (Reading Science and Tec
➢ Use of PARCC-like question stems specific to RH/RST standards in classroom activities and assessments

Use of PARCC-like experiences in classroom lessons and assessments
➢ Ongoing use of PARCC Public Releases as teaching tools, reviews and assessments
➢ Introduction to CommonLit website for online PARCC-like experiences
➢ Increase connection with school/teacher SLOs to PARCC data

Implementation of resources, instruction, and assessment is for the 2018-2019 school year. The Reading Inventory will be a
all students three times each year—fall, winter, and spring. Student growth and growth goals will be monitored by the SIS
classroom teachers. The Gates-MacGinitie will be administered to all students in the fall and spring. Several teachers use th
their SLO. Subgroup data with the Reading Inventory and Gates-MacGinitie will also be monitored. County Benchmarks wil
following "groups" in the scope and sequence. Intervention program data (READ 180/SRA) will also be collected.

Reading Inventory	September 2018, January 2019, April 2019
Gates-MacGinitie	September 2018, May 2019
ELA Benchmarks	At completion of "groups" of instruction
Intervention Data	Quarterly or End of Workshop
PARCC Assessment	May 2019

c. **To Be Completed when 2019 PARCCC data is available**

● Based on the implementation outcome (s), has the identified goal been reached?
● If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for ELA.**

   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies u
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategie
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning a
   provide positive academic outcomes for all students.

ble 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	● Use interactive notebooks. ● Provide templates/organizers. ● Model organizational methods. ● Chunk information into smaller elements.
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what*	**Expression/Action- Product** ● Use think alouds. ● Give guides/checklists/note-taking. ● Give scaffolded prompts. ● Use assessment checklists and rubrics.

ey know).	
eans for Engagement: *tap to learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement**
	• Create supportive environment. • Use collaboration (GRR model). • Emphasize process, effort and improvement. • Provide feedback--frequently and specific. • Revisit key ideas.

B. MATHEMATICS

1. Math 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 FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | | | 2018 | | | | |
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
s	130	44	33.8	42	32.3	44	33.8	139	49	35.3	43	30.9	47	33.8	136	38	27.9	48	35.3	50	36.8	115	23	20	22	1'
ıdian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤
ican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤

tino of	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
iian or 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	n/a	n/a	n
	119	40	33.6	39	32.8	40	33.6	125	44	35.2	39	31.2	42	33.6	124	34	27.4	42	33.9	48	38.7	107	20	18.7	21	1
e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
cation	16	14	87.5	2	12.5	0	0.0	18	15	83.3	1	5.6	2	11.1	22	17	77.3	3	13.6	2	9.1	17	13	76.4	2	1
glish LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤
ed Meals	57	26	45.6	19	33.3	12	21.1	61	23	37.7	24	39.3	14	23.0	66	24	36.4	26	39.4	16	24.2	59	16	27.1	17	2
	67	20	29.9	26	38.8	21	31.3	61	19	31.1	21	34.4	21	34.4	66	17	25.6	21	31.8	28	42.4	54	8	14.8	12	2
	63	24	38.1	16	25.4	23	36.5	78	30	38.5	22	28.2	26	33.3	70	21	30	27	38.6	22	31.4	61	15	24.6	10	1

	2015							2016							2017							201			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
	125	44	35.2	40	32.0	41	32.8	136	48	35.3	54	39.7	34	25	134	45	33.6	54	40.3	35	26.1	143	40	28	52	3
dian or e	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n
	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n

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can	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ino of	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
aiian or c 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	n/a	n/a	n/a	n
	114	42	36.8	36	31.6	36	31.6	125	45	36.0	50	40.0	30	24.0	120	40	33.3	51	42.5	29	24.2	129	36	27.9	43	33
e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ation	14	13	92.9	1	7.1	0	0.0	17	15	88.2	2	11.8	0	0.0	14	13	92.9	0	0.0	1	7.1	20	16	84.2	4	15
ish EP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n
ed Meals	62	30	48.4	22	35.5	10	16.1	58	31	53.4	19	32.8	8	13.8	49	18	36.7	21	42.9	10	20.4	75	27	36	35	46
	53	16	30.2	15	28.3	22	41.5	67	18	26.9	36	53.7	13	19.4	60	18	30.0	29	48.3	13	21.7	72	23	31.9	18	2
	72	28	38.9	25	34.7	18	25.0	69	30	43.5	18	26.1	21	30.4	74	27	36.5	25	33.8	22	29.7	71	17	23.9	34	47

	2015						2016						2017						2018			
	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	% → Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	% → Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	% → Total #	Level 1 or 2 #	%
s	76	49	64.5	21	27.6	6	7.9	66	41	62.1	15	22.7	10	15.2	84	56	66.7	26	31.0	2	2.4	66	46	69.7	18	27

dian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
tino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
aiian or ic 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	n/a	n/a	n/a	n/a
	75	48	64.0	21	28	6	8.0	59	38	64.4	12	20.3	9	15.3	78	51	65.4	25	32.1	2	2.6	60	43	71.6	15	25
e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
cation	11	4	36.4	1	9.1	6	54.5	≤10	≤10	≤10	≤10	≤10	≤10	≤10	16	16	100.0	0	0.0	0	0.0	11	9	81.8	2	18
lish .EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
ed Meals	44	29	65.9	11	25.0	4	9.1	47	31	66.0	10	21.3	6	12.7	41	27	65.9	12	29.3	2	4.9	28	17	60.8	10	35
	27	16	59.3	11	40.7	0	0.0	25	17	68.0	5	20.0	3	12.0	42	24	57.1	16	38.1	2	4.8	29	22	75.8	5	17
	49	33	67.3	10	20.4	6	12.2	41	24	58.5	10	24.4	7	17.1	42	32	76.2	10	23.8	0	0.0	37	24	64.8	13	35

	2015				2016				2017				2018
ebra I	Total #	Level 1 or 2	Level 3	Level 4 or 5	Tota l #	Level 1 or 2	Level 3	Level 4 or 5	Total #	Level 1 or 2	Level 3	Level 4 or 5	Total #	Level 1 or 2	Lev

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		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
dents	51	2	3.9	17	33.3	32	62.7	56	4	7.1	12	21.4	40	71.4	56	1	1.2	10	17.9	45	80.4	62	1	1.6	22	3
Indian or 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	n/a	n/a	n/a	n
an	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
African ican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
Latino of ace	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
waiian or ic 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	n/a	n/a	n/a	n
ite	47	2	4.3	16	34.0	29	61.7	51	3	5.9	12	23.5	36	70.6	50	0	0.0	10	20.0	40	80.0	55	1	1.8	21	3
ore races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
ducation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	
English t (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	≤10	≤10	≤10	≤10	
ed Meals MS)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	14	1	7.1	3	21.4	10	71.4	16	0	0.0	3	18.8	13	81.3	17	1	5.9	5	2
ale	27	2	7.4	12	44.4	13	48.1	28	1	3.6	7	25.0	20	71.4	30	1	3.3	7	23.3	22	73.3	30	0	0	14	4
le	24	0	0.0	5	20.8	19	79.2	28	3	10.7	5	17.9	20	71.4	26	0	0.0	3	11.5	23	88.5	32	1	3.1	8	2

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

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a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP.
- Were the identified goal(s) met? If so, how will the goal be sustained?

  The goal of improving the performance level of students in special education by one performance level was not met. average performance level for this subgroup for the 2016-17 school year was Level 2 (Partially Met Expectations). The performance level did not change for the 2018-19 school year. 12/52 (23%) students in this subgroup increased by at performance level.

  The goal of decreasing the percentage of students with economic disadvantages scoring a Level 3 (Approached Expec was not met. This subgroup saw a 1% increase in the percentage of students approaching expectations on PARCC.

  The goal of increasing the percentage of students with economic disadvantages scoring Level 4 or 5 (Met or Exceeded Expectations) was met. This subgroup saw a 4% increase in the percentage of students meeting or exceeding expecta PARCC. This goal will be sustained through continued use of UDL strategies, use of Text-to-Speech accessibility featur qualifying students, and initiating a break between PARCC ELA and Math testing.

- Describe the gains made in focus areas.

  When examining mathematics data at the school, district, and state levels, Mount Savage Middle School performed h the state average in Grade 6 in all groups; in Grade 7, students scored equal to or higher than the state average in all Grade 8, both students with special needs and students with economic disadvantages scored equal to or higher than average.

  Special Needs Population Gains:
  Within the special needs population, 12/52 (23%) students increased by at least one performance level.
  Grade 6: Level 4 or 5: 3% increase; Increasing at least one performance level: 12%
  Grade 7: Increasing at least one performance level: 40%
  Grade 8: Increasing at least one performance level: 14%

  Economically Disadvantaged Population Gains:
  Within the economically disadvantaged population, the percentage of students scoring a 4 or 5 increased by 4%.

  Level 3 Student Gains:
  Grade 6: 14/36 students (39%) increased from Level 3 to Level 4
  Grade 7: 6/50 students (12%) increased from Level 3 to Level 4; 6 more students scored between 740-749
  Grade 8 and Algebra: 9/50 students (18%) increased from Level 3 to Level 4; 1 more student scored between 740-749

- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effecti

The most effective UDL strategies implemented in the 2017-18 plan included:

- Fostering collaboration and community
- Illustrating through multiple media
- Offering alternatives for visual information

b. Establish Focus Areas

Special Education Subgroup, Math 6-8	Why/Root Cause
Our special education population is not meeting expectations on PARCC.	**WHY?:** Students have trouble reading and comprehending word **WHY?:** Problems are long and complex. **WHY?:** Students have difficulty finding information needed to so problem. **WHY?:** Students lack fluency with basic facts. **WHY?:** Students show fluency with processes, but lack comprehe skills. **ROOT CAUSE:** Although students show some fluency with mathe processes, they have difficulty finding the informa need to answer the question due to lack of compr of word problems.

Economically Disadvantaged Subgroup, Math 6-8, Algebra	Why/Root Cause
When examining Domain and Standards Analysis, students tend to perform weakest in the area of Modeling and Reasoning. **Grade 6:** Modeling and Reasoning: 35%	**WHY?:** Students have difficulty identifying the question being asl **WHY?:** Students need additional practice with this type of proble **WHY?:** There is a lack of resources with examples of this type of

Grade 7: Modeling and Reasoning: 28% **Grade 8:** Modeling and Reasoning: 19% **Algebra:** Modeling and Reasoning: 21%	**ROOT CAUSE:** Students need additional resources to practice ho identify the question being asked and how to find information needed to answer the question.

ISSUE and DATA	*PARCC* mathematics data indicate the following:
	Special Needs Population:
	Students with special needs in Grades 6 and 7 show a significant gap in mathematics achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	A
Students with IEPs	11.8%	0.0%	0.0%	Subgro for ac repre
Students without IEPs	69.4%	41.1%	3.6%	
PERFORMANCE GAP	57.6%	41.1%	3.6%	

Economically Disadvantaged Population:

Economically disadvantaged students in Grades 6 and 7 show a significant gap in mathematics achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	A
FARMs	44.1%	17.3%	3.6%	6
FARMs- no	78.6%	55.9%	2.6%	6
PERFORMANCE GAP	34.5%	38.6%	1.0%	

Male/Female Population:

Male students in Grade 7 and female students in Algebra show a significant gap in mathematics achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	A
Male	59.0%	28.2%	0.0%	7
Female	63.0%	43.1%	6.9%	5
PERFORMANCE GAP	4.0%	14.9%	6.9%	1

*The fall administration of the **Math Inventory** in Grades 6-8 showed the following:*
Total Population:

Performance Level	Grade 6	Grade 7	Grade 8 (non-Algebra)
Below Basic	39.6%	45.7%	80.5%
Basic	35.8%	29.3%	16.9%
Proficient or Advanced	24.6%	25.0%	2.6%

Special Needs Population:

Students with special needs in Grades 6 and 7 show a significant gap in mathematics achievement.

% Proficient or Advanced	Grade 6	Grade 7	Grade 8 (non-Algebra)
Students with IEPs	0.0%	0.0%	0.0%
Students without IEPs	28.7%	29.0%	3.3%
PERFORMANCE GAP	28.7%	29.0%	3.3%

Economically Disadvantaged Population:

Data is not available on this subgroup due to privacy issues.

Male/Female Population:

Male students in Grade 7 show a significant gap in mathematics achievement.

% Proficient or Advanced	Grade 6	Grade 7	Grade 8 (non-Algebra)
Male	28.0%	19.4%	2.8%
Female	20.3%	31.5%	2.4%
PERFORMANCE GAP	7.7%	12.1%	0.4%

GOAL	**Economically Disadvantaged:** The percentage of students meeting or exceeding expectations (levels 4 or 5) on increase by 5%. The percentage of students not meeting or partially meeting expectations (levels 1 or 2) on PAI decrease by 10%. **Special Education:** 50% of students in this subgroup will increase mathematics scores by 1 performance level o assessment.
ANALYSIS and Barriers to Attainment	**Special Needs Population (6-8)** This subgroup of students struggles with reading and comprehending word problems, particularly prob long and complex and require multiple pieces of information in order to answer the question. This subg

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	struggles with fluency involving basic facts. Students in this subgroup show fluency with the processes problems, but lack the reading comprehension to identify both the question being asked and the inform to answer the question. **Economically Disadvantaged Population** Examination of the evidence statements indicates students struggle with questions requiring modeling skills. These problems tend to be long and complex, requiring multiple steps to solve and students have identifying what the problem is asking them to find. Students require more practice with additional PAI release items and resources to learn how to identify the question being asked and how to find the infor needed to answer the question.
RESOURCES	**Resources Available:** Illustrative Math Co-curricular Math Reviews 2018-2019 Math Curriculum Resources Interactive Notebooks PD on GRR and UDL School Improvement Specialists- organize additional resources and materials School 21 Prodigy **Resources Not Available:** Math classroom laptops/tablets **Resources Needed:** Math classroom laptops/tablets
IMPLEMENTATION, Dates, Monitoring	Implementation of resources, instruction, and assessment is for the 2018-2019 school year. The Math Inventor administered to all students twice each year--in fall and early spring. Student growth and growth goals will be r the SIS and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. Co benchmarks will be given quarterly. Intervention program data (Math 180) will also be collected. **Math Inventory** September 2018, February 2019 **Math Benchmarks** October 2018, January 2019, March 2019

Intervention Data	Quarterly or End of Workshop
PARCC Assessment	May 2019

    c. To Be Completed when 2019 PARCC data is available
- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies u
last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategie
each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning a
provide positive academic outcomes for all students.

ble 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: *oviding the learner various* *ys of acquiring information* *d knowledge.*	● Customizing display of information (highlighting ideas/vocabulary, varying text size, font, color for em ● Illustrating through multiple media (video, interactive notebook, digital tools, etc…) ● Activating background knowledge (advanced organizers, pre-teach prerequisite concepts, co-curricula ● Maximizing transfer and generalization (mnemonic strategies such as PEMDAS and FOIL, templates ar graphic organizers within interactive notebook to support note taking, etc…)
eans for Expressions: *oviding the learner* *ernatives for demonstrating* *eir knowledge and skills* *hat they know).*	**Expression/Action- How the students demonstrates their knowledge.**
	● Facilitate managing information and resources (providing graphic organizers and templates for organi information through interactive notebook) ● Using multiple media for communication (physical/digital manipulatives, interactive web tools, etc…) ● Using multiple tools for construction and composition (virtual and concrete mathematics manipulative

	applications such as Kahoot, Plickers, Prodigy, etc…)
eans for Engagement: *tap o learners interests, allenge them appropriately, d motivate them to learn.*	**Multiple Options for Engagement**
	● Optimizing individual choice and autonomy (differentiated stations, gallery walks, etc..) ● Fostering collaboration and community (cooperative learning groups, PBIS, expectations for group wc ● Varying demands and resources to optimize challenge (differentiated stations, Prodigy, School 21, gal etc…) ● Minimizing threats and distractions (creating a supportive environment, varying social demands, etc… ● Collaborating in flexible groups

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

D. SOCIAL STUDIES/GOVERNMENT--n/a

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba
evidence (See SLO rubric)

A. **Principal SLO 1**

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

   The READING SLO will focus on the following standards for Grade 8:

   RL 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a charact
   provoke a decision.

   RL 8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the
   dramatic irony) create such effects as suspense or humor.

   W 8.2: Write explanatory texts to examine a topic and convey ideas, and concepts, through the selection, organization, and a
   relevant content.

   W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpos
   audience.

   W 8.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

   W 8.9: Draw evidence from literary texts to support analysis and reflection.

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Writing Evidence Statements:

Development of Ideas

The student response addresses the prompt and provides effective and comprehensive development of the elements by using clear and convincing reasoning, details, text-based evidence, and/or description.

Organization

The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong intro conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progressio

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conver the

discipline.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effect edited

writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the r

These standards were chosen because the PCR (prose constructed response) question consistently the weakest at Mou Middle is the LAT (literary analysis task). The Reading Literature standards (RL 8.3 and 8.6) address point of view and characterization, and are often the type of question students respond to in the LAT. The Writing standard (W 8.9.a) as students to draw evidence from literary texts to support analysis and reflection.

The 8th grade group of students was chosen after examining PARCC data for writing overall and finding an increase in number of students scoring at Levels 1 / 2 and 3. This increase is also consistent for GR 8 students in our special needs populations, both identified subgroups with gaps in achievement.

Of the 124 eighth grade students chosen for this SLO, 19 are students with disabilities, and 67 are male.

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

Data from the 2018 PARCC assessment reveals the following:

- 60% of GR 8 students scored in Levels 1-3 overall.
  This is a 2% decrease since 2016; 12% decrease since 2015.

- 40% of GR 8 students scored in Level 4 overall.
  This is a 2% increase since 2016; 12% increase since 2015.

For Writing Overall:

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- 66% of GR 8 students scored in Levels 1-3
- 97% of students with disabilities scored in Levels 1-3
    - This is a gap of 31% in this subgroup.
- 83% of males scored in Levels 1-3 (62% at Levels 1 & 2; 21% at Level 3)
- 54% of females scored in Levels 1-3 (27% at Levels 1 & 2; 27% at Level 3)
    - This is a gap of 29% in this subgroup.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

    The Goal Planning Process and School Improvement Goals and Strategies are to increase the number of students meet
    expectations (scoring Levels 4 - 5) on the PARCC assessment and to decrease the performance gaps within subgroups.
    writing overall and PCR scores will have a positive effect on both individual and school performance on the PARCC asse

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

    A pre-test will be given to all 8th graders at the beginning of Group 3 instruction with a focus on point of view
    characterization. Following the instructional period of time, and prior to PARCC, a post-test will be given to t
    students to measure growth. Both tests will consist of several EBSR questions and one PCR as a literary task a

COMPARISON of 2018 GR 8 STUDENTS and 2019 GR 8 STUDENTS

	Overall % Levels 1-3	Written Expression % Levels 1-3		Knowledge & Conventions % Levels 1-3		LAT Literary Analysis	SPED Writing Overall % Levels 1-3		MALES Writing Overall % Levels 1-3		FEMA Writing % Leve
s of 2022 (In 9th GR now)		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Avg. School Score	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2
Grade 8, 2018	60%	44%	21%	44%	21%	21%	92%	0%	60%	19%	25%
Grade 7, 2017	58%	33%	20%	37%	18%	25%	86%	7%	50%	21%	17%

		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Avg. School Score	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2
Grade 6, 2016	56%	27%	35%	32%	30%	-	70%	25%	41%	37%	17%
s of 2023 (In 8th GR now)		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Avg. School Score	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2
Grade 7, 2018	51%	23%	27%	26%	26%	25%	70%	25%	30%	39%	19%
Grade 6, 2017	59%	35%	25%	32%	27%	22%	53%	41%	52%	21%	14%

COMPARISON of 2018 GR 8 STUDENTS from 2015 - 2018

	Overall % Levels 1-3	Written Expression % Levels 1-3		Knowledge & Conventions % Levels 1-3		LAT Literary Analysis	SPED Writing Overall % Levels 1-3		MALES Writing Overall % Levels 1-3		FEMA Writing % Leve
		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Avg. School Score	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2
s of 2022, PARCC 2018 (In 9th GR now)	60%	44%	21%	44%	21%	21%	92%	0%	60%	19%	25%
s of 2021, PARCC 2017	61%	23%	28%	19%	31%	29%	100%	0%	64%	20%	21%
s of 2020, PARCC 2016	62%	49%	19%	52%	20%	-	100%	0%	64%	21%	34%
s of 2019, PARCC 2015	72%	51%	28%	40%	31%	-	-	-	61%	25%	26%

A. Principal SLO 2

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

   The MATH SLO will focus on the following standards for students enrolled in Math 308:

   8.EE.C.7: Solve linear equations in one variable.

   8.EE.C.8: Analyze and solve pairs of simultaneous linear equations.

   8.F.A.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set

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        pairs consisting of an input and the corresponding output.

8.F.A.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in t
verbal descriptions).

8.F.A.3: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functi
are

        not linear.

These standards were chosen because the type of questions consistently missed at Mount Savage Middle School are th
involving showing a model or reason for the answer. The standards addressed are often used for this type of question.

Students enrolled in Math 308 were chosen after examining PARCC data for overall Math scores and finding a trending
in the number of these students scoring at levels 1 or 2 and very low percentages scoring at levels 4 or 5.

Of the 78 students selected for this SLO, there are 36 male students, 42 female students, and 17 students with special

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

Data from the 2018 PARCC assessment reveals the following:

- 97% of MATH 308 students scored in Levels 1-3 overall.
  This is a 1% decrease since 2017; 5% increase since 2015.
- 3% of MATH 308 students scored in Level 4 overall.
  This is a 1% increase since 2017; 5% decrease since 2015.

For Modeling and Reasoning Overall:

- 86% of GR 8 students scored in Levels 1-3
- 99% of students with disabilities scored in Levels 1-3
  This is a gap of 13% in this subgroup.
- 88% of males scored in Levels 1-3 (68% at Levels 1 & 2; 20% at Level 3)
- 85% of females scored in Levels 1-3 (57% at Levels 1 & 2; 28% at Level 3)
  This is a gap of 3% in this subgroup.

In addition, students enrolled in the Math 308 course showed a low percentage of students scoring proficient or advan
the Fall Math Inventory assessment. Of the 79 students enrolled in Math 308, 2 were unable to complete the assessme
remaining 77 students, 2.6% scored in the proficient range (Quantile score of 1030-1255), 16.9% scored in the basic ra
(Quantile score 855-1025), and 80.5% scored in the below basic range (Quantile score of EM400-850).

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3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

   The Goal Planning Process and School Improvement Goals and Strategies are to increase the number of students meet
   expectations (scoring Levels 4 - 5) on the PARCC assessment and to decrease the performance gaps within subgroups.

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

   The Math Inventory was given to all students enrolled in Math 308 in September 2018. Following the instructional peri
   Math Inventory will be given to the same students to measure growth.

COMPARISON of 2018 MATH 308 STUDENTS and 2019 MATH 308 STUDENTS

	Overall % Levels 1-3	Expressing Reasoning % Levels 1-3		Modeling & Application % Levels 1-3		SPED Modeling & Reasoning Overall % Levels 1-3		MALES Modeling & Reasoning Overall % Levels 1-3		FEMALES Modeling & Reasoning Overa % Levels 1-3	
Class of 2022 (In 9th GR now)		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3
Grade 8, 2018	97%	68%	21%	57%	26%	68%	31%	68%	20%	57%	28%
Grade 7, 2017	74%	35%	29%	41%	31%	86%	11%	40%	28%	35%	32%
Grade 6, 2016	66%	37%	24%	46%	18%	81%	14%	46%	19%	37%	23%
Class of 2023 (In 8th GR now)		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3
Grade 7, 2018	64%	31%	33%	42%	18%	85%	10%	39%	32%	35%	19%
Grade 6, 2017	63%	31%	26%	40%	29%	67%	18%	39%	29%	31%	27%

Allegany County Public Schools
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COMPARISON of 2018 MATH 308 STUDENTS from 2015 - 2018

	Overall % Levels 1-3	Expressing Reasoning % Levels 1-3		Modeling & Application % Levels 1-3		SPED Modeling & Reasoning Overall % Levels 1-3		MALES Modeling & Reasoning Overall % Levels 1-3		FEMALES Modeling & Reasoning Overall % Levels 1-3	
		Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3	Levels 1 & 2	Level 3
Class of 2022, PARCC 2018 (In 9th GR now)	97%	68%	21%	57%	26%	68%	31%	68%	20%	57%	28%
Class of 2021, PARCC 2017	98%	79%	12%	58%	25%	91%	9%	80%	12%	57%	25%
Class of 2020, PARCC 2016	85%	71%	15%	70%	13%	85%	15%	68%	17%	74%	10%
Class of 2019, PARCC 2015	92%	59%	21%	55%	28%	-	-	63%	21%	46%	30%

MULTI-TIERED SYSTEM OF SUPPORT

Please include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make sure t
your goal planning process to show the integration and linkage between your goal planning process and your MTSS p

A. **Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team select**

School personnel will consistently use the GRR framework to provide strategies promoting collaborative learning among al

1. **How will the priority/ priorities be addressed?**

   Aligned with district professional development, administration will conduct school-based professional development t
   support and enhance the system-wide initiative. Administration will determine the next steps based on data from wa
   observations using the district walk through observation document.

2. **What district support is needed to address your priority/priorities?**

   See above.

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 res
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 oc

   Mt. Savage Middle School is in year one of implementing PBIS. Team members were trained in the PBIS progran
   meet regularly to organize and review the PBIS Action Plan. The PBIS team:

   a. analyzes discipline data at the monthly PBIS meetings.
   b. uses the discipline data to plan booster activities targeting location/actions.
   c. announces student names on the morning announcements who have earned a "Top of the Totem Pole" or have
      continuously displayed positive behavior. "Top of the Totem Pole" winners for each week are chosen based on stu
      who exceptionally follow the three school rules.
   d. conducts monthly class meetings with the assistant principal/guidance counselor to emphasis the PBIS expectation
      Students are also reminded of the upcoming PBIS behavior celebrations.

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

   Students requiring Tier II behavioral support conference individually with the guidance counselor and ISI instructo
   participate in the Check-In/Check-Out program, and receive personal behavior plans/points sheets.

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Family and Community Engagement; Non-Title I Schools

Parent/Community Involvement Needs

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

Parent Advisory Committee 2018 - 2019

Name	Position
Melissa Robinson	PAC/Parent
Beth Stallings	Parent
Codi Clanagan	Parent
Mike Lehman	Parent

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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." the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the s community.**

MOUNT SAVAGE MIDDLE PARENT INVOLVEMENT PLAN

Expectations

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

  I   – Shared decision-making opportunities

  II   – Opportunities to build and increase understanding, communication, and support between home and school

  III   – Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should yo for more inforn
red Decision Making			
The parent involvement plan is developed with input from parents.	SIT meetings	As needed	Mr. Cr
ilding 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.	Parent Conference Days Online grade reports PARCC updates/reports	September Quarterly Yearly	Mr. Cr Mr. Orr Mrs. N Miss B Teachin,
Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Parent Conference Days Online grade reports	September Quarterly Yearly As requested	Mr. Cr Mr. Orr Mrs. N Miss B Teachin,

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should yo... for more infor...
Ensure information is presented in a format and/or language parents can understand.	PARCC updates/reports	Ongoing	Staff me...
Provide full opportunities for participation of parents of students from diverse backgrounds.	Newsletter Assignment notebooks Calendar of events Online grading School messenger (phone) IEP meetings	Ongoing	Staff me...
...eview the Effectiveness ...ffectiveness of the school's ...tal involvement activities will ...iewed.	School Improvement meetings	Ongoing	Mr. Cr...
...ther School Level Parent ...ement Initiatives Based ...ce Epstein's Third Type ...olvement: Volunteering	Book fairs Band/choral concerts Art shows Parent conferences Field trip chaperones	Ongoing	Staff me...
	Rising Stars Program	Quarterly	Mr. Cr...

Identify two or three strategies you will use this year to increase parent participation and parent awareness in academic/instructio...

activities and processes. Please include a timeline for implementation.

1. We are installing a message screen in the lobby to provide information to parents as they enter the building. (Fall 2018 and
2. We are Increasing internet presence by making better use of the school Twitter page. (Ongoing)

TITLE I PARENT/FAMILY ENGAGEMENT; Title I Schools--n/a

Professional Community for Teachers and Staff- Standard 7
When it comes to closing the achievement gap for any group of students, we know that focused and targeted profession
learning is a critical feature of the school improvement effort.   What school based professional learning will be/has bee
coordinated this year to address your school's achievement gaps?

Professional Learning Title: Alignment of Teaching Strategies Across Grade Levels

Date (s): TBD

Location and Time: TBD

Intended Audience: Grades 3-8

What changes are expected to occur in the classroom as a result of this professional learning?
Staff will use consistent language and teaching strategies across grade levels and in a vertical fashion to provide consistency in instruc

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Staff will understand the instructional needs and processes for grades prior to and forward of the grade level they are teaching.

How will you measure the implementation of the the knowledge and skills in the classroom?
Classroom Observations and follow-up professional development

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Professional Learning Title: Book Study - Growth Mindset

Date (s):   TBD

Location and Time: Mount Savage Media Center, 2:45 - 4:00

Intended Audience: Grades 3-8

1. What changes are expected to occur in the classroom as a result of this professional learning?
    Staff will change practices from a fixed mindset to a growth mindset.

2. What knowledge and skills will the participants attain in this professional learning to make these changes happen
    Staff will learn how to work with students from a growth mindset perspective.

3. How will you measure the implementation of the the knowledge and skills in the classroom?
    Classroom observations

Management Plan

1. How will the plan be shared with the faculty and staff? *SIT will share an overview of the plan during a faculty meeting wit* *ups providing updates during grade-level or vertical team planning time and after-school meetings.*

2. How will student progress data be collected, reported to, and evaluated by the SIT? *The school improvement specialists w* *sort, and process data to be evaluated by the team and shared with the faculty and staff.*

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress? *Based on* *benchmarks, results from last year's PARCC assessments, and other data pertaining to student progress, certain target goa* *need to be amended.*

4. What role will classroom teachers and/or departments have in implementing and monitoring the plan? *The administrativ* *will monitor and report walkthrough observations during team meetings. Grade level teams have an opportunity to meet d* *department teams can meet as needed after student dismissal. The school improvement specialists will be available to faci* *discussions on SIP strategies, review data, examine student work, and provide staff development as needed.*

5. How will the initial plan be shared with parents and community members? *The SIP is posted on the school page of the Al* *County Public School website. Also, newsletters will inform parents and community of the plan and where they can obtain i* *information regarding the document.*

6. How will revisions to the SIP be presented to the staff, parents, and community? *Revisions to the SIP will be presented to* *faculty at team and faculty meetings. The SIP will be placed on a shared local school drive (z-drive) so faculty can review th* *any time. Newsletters and the school page on the internet will apprise parents and community of any additions/revisions.*

7. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? *data, as well as future data, is and will be available courtesy of the Central Office. The Central Office is helpful in providing*

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when requested pertaining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Offi
arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.

8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.   *In addition to dates stated abo*
    monthly staff meetings and bi-monthly Parent Advisory meetings will be used for sharing, monitoring, and revising the plan

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

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ne (Print and Sign)	Affiliation/Title
rtin E Crump	Principal
lissa Robinson	Parent
rles Moran	Assistant Principal
esa Norris	Math School Improvement Specialist/Co-Chair
erta Brown	ELA School Improvement Specialist/Co-Chair
ra Godfrey	Teacher/Creative Arts
n Shaw	Teacher/Math
erta Clarke	Teacher/ELA
e Oyer	Teacher/Spec. Ed
ssa Werner	Teacher/Science
y Thomas	Teacher/Social Studies