Allegany County Public Schools
2017 – 2018 School Improvement Plan

Mount Savage Middle School   Principal: Martin Crump

TED EDUCATIONAL FRAMEWORK

ssion, Vision, and Core Values

Mission Statement

Savage School, we are committed to developing an environment that fosters mutual respect among members of our learning comm
ludes students, parents, teachers, administrators, and other stakeholders.

ission to provide rigorous, engaging instruction in a safe environment, which results in mastery of concepts and independent learni
bers, we believe we are the facilitators of learning and are prepared to collaborate with colleagues, students, and parents to promc
chievement. We believe all children can learn and we uphold high expectations for all students.

Vision and Core Values

Curriculum

staff will provide engaging, transdisciplinary, student-centered instruction that is challenging, authentic, and meets the needs of all

Staff

here of acceptance will be fostered by staff members to function collaboratively in both grade-level or vertical teams in order to imp
, student learning, discipline, and school-wide communication that will benefit all students.

Administration

istration will serve as the school's instructional leaders and work collaboratively with staff in order to improve instruction and stude
dministration will maintain regular communication with staff through emails and meetings regarding educational issues, discipline is
urricular activities. Administrative roles regarding duties and disciplinary referrals will be clearly established.

School Climate

istration and staff will collaborate with one another to establish and maintain high morale which is based on mutual respect and
al demeanor. Behavioral expectations will be defined for different situations. In all settings, respect, safety, and maturity will be exh
istration and staff will plan and participate in educational and social activities to build a cohesive community and boost morale. The
nd students will work together in an atmosphere of mutual respect and consideration to promote a positive environment.

Standards and Expectations

ards in behavior, citizenship, and academics will promote a safe, nurturing environment where students and staff take risks and exp
ng. This will lead to higher engagement, greater investment in learning, and deeper independent thinking. Instruction, while driven
will focus on meeting students where they are and promoting individual growth.

Community

sitors, and substitutes will feel welcome and at ease when in our school. Supportive programs and activities will be scheduled throu
engage parents, students, staff, and community. All staff will be goodwill ambassadors to promote and disseminate positive attitud
school building and out in the school community.

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

t and Sign)	Affiliation/Title
Crump	Principal
oran	Assistant Principal
ris	Math School Improvement Specialist/Co-Chair
own	ELA School Improvement Specialist/Co-Chair
ens	Teacher/Creative Arts
	Teacher/Math
arke	Teacher/ELA
	Teacher/Spec. Ed
rner	Teacher/Science
as	Teacher/Social Studies

hat is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school a mmunity?

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

hen did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?

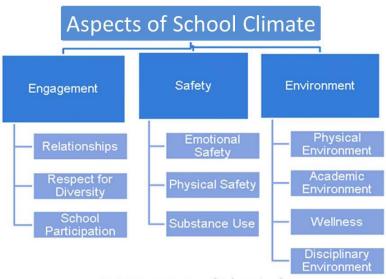> Fall of 2016

ve you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and s students? If so, why?

> The plan for the 2017-18 school year is to review the school's mission and vision and make any adjustments and revisions as n This will take place during the January staff development.

Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Pos 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 and parents experien school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? W Connected?

Aspects of School Climate

Engagement	Safety	Environment
Relationships	Emotional Safety	Physical Environment
Respect for Diversity	Physical Safety	Academic Environment
School Participation	Substance Use	Wellness
		Disciplinary Environment

**U.S. Department of Education's
Safe and Supportive Schools Model**

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

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to studen fulfillment, and well-being. The following examples are commonly associated with positive school 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's public schools, exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disa have the right to educational environments that are:

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

e or bulleted form, address your school's **climate**, **culture, and inclusive community**. (Refer to Professional Standards for Education andards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

The discipline data in the middle school for the school year 2015-2016 compared to 2016-2017 showed a decrease in the overa of referrals from 236 in 2015-2016 to 174 in 2016-2017. The number of suspensions increased from 29 (29 OSS, 0 ISS) in 2015-35 (33 OSS, 2 ISS) in 2016-2017. 64 of the 174 referrals in 2016-2017 were for class disruption.

● Administration continued with a proactive discipline strategy. Professional development was given to teachers defir office-managed behaviors vs. classroom-managed behaviors, and strategies were reviewed for the three-tiers of int for behaviors.
● Office referrals continued to include a section entitled "Action Before Referral." Teachers were encouraged to do at

of

the following prior to referring students to the office for minor behaviors: student conference, phone call home, pa conference, teacher detention, guidance conference, or letter to parent.

The attendance rate for Mount Savage Middle School teachers was 93.3% and the student rate was 94.7%. The school enjoys comfortable environment where students are able to grow socially and academically as evidenced by our excellent attendance both students and staff.

Mount Savage strives to provide a safe learning environment and an atmosphere free of harassment in any form. Both mornin and afternoon dismissal procedures are monitored by administrators, teachers, and the school resource officer. Teachers and administrators are visible during the day monitoring hallways, bathrooms, and cafeteria. Cameras located throughout the buil monitor activity as well. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student sa event of an emergency. The custodial staff further maintains a clean surrounding for students, taking extra measures when ne

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

w are paraeducators (IAs) utilized in your school?

Four IA's provide close adult support to 6 students, and 1 IA is the academic village coordinator.

w do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

- Instructional assistance is provided to students in a close adult support setting.

Have you created a schedule that allows IA collaboration with teachers?

- IAs have time in their schedule to meet with teachers during grade-level teaming sessions.

e your general and special education teachers able to collaborate and plan together on behalf of the students for whom t tructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and p

- Special education teachers are assigned by grade and meet with their grade level teachers during team planning tir the three special educators are operating in a co-teaching environment and complete detailed planning in those classe

vide an example (s) of how your school engages students of all abilities with each other.

- Students with disabilities are treated at all times with the same respect and expectations as their peers without disabil
- The awards program at the school provides equal opportunities for all students to receive recognition.
- Students without disabilities are grouped with students who have IEPs.
- IAs and special educators provide assistance to all students in the classroom.

t professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive vironment for students?

- Co-teaching training has been provided to staff.
- Book studies have been completed to address co-teaching and providing an engaging learning environment for all stud

II

DEMOGRAPHICS

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	29	29
Itinerant staff	8	0	8
Paraprofessionals	0	5	5
Support Staff	0	4	4
Other	0	19	19
Total Staff	8	59	67

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
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	

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Student Demographics

Table 3:	SUBGROUP DATA		
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	n/a	≤10	≤10
African American	12	12	15
White	379	393	377
Asian	12	11	≤10
Two or More Races	≤10	≤10	≤10
Special Education	50	57	56
LEP	≤10	≤10	≤10
Males	216	214	210
Females	182	196	182
Total Enrollment (Males + Females)	398	410	392

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year		45.04	41.81

Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	20	14 Autism	5
04 Speech/Language Impaired	3	09 Specific Learning Disability	23	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	2		

II

TRATIVE LEADERSHIP

nat 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.

nat 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 adjustments to the plan as cessary.

es your school improvement team (SIT) represent your entire school community, including parents/guardians?

Yes

nat additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making proc

- 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 necessary instruct adjustments.

**L'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evid
ubric)**

INCIPAL SLO 1

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

    Reading - This SLO will focus on all students who scored a level 3 on the 2017 PARCC assessment. This decision is in line with
    based initiative this year to identify "cusp" students who, with a little additional assistance, can raise their PARCC score to a pro
    level.

    There are 108 students chosen for this SLO.
    - 30/108 or 28% are 6th graders
    - 41/108 or 38% are 7th graders
    - 37/108 or 34% are 8th graders

    See supporting documents for list of individual students.

    Of the 108 students, 54 or 50% are economically disadvantaged students.
    - 19/54 or 35% are 6th graders
    - 20/54 or 37% are 7th graders
    - 15/54 or 28% are 8th graders

    Of the 108 students, 16 or 15% receive special education services.
    - 8/16 or 50% are 6th graders
    - 7/16 or 44% are 7th graders
    - 1/16 or 6 % are 8th graders

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

   Data from the 2017 PARCC assessment reveals the following:

   Percentage of **all students** scoring a Level 4 or higher:
   - Grade 6 - 41%
   - Grade 7 - 42%
   - Grade 8 - 39%

   A gap was found when examining the percentage of students with disabilities scoring a Level 4 or higher:
   - Grade 6 - 4%
   - Grade 7 - 10%
   - Grade 8 - 18%

   A gap also exists when examining the percentage of economically disadvantaged students scoring a Level 4 or higher:
   - Grade 6 - 26%
   - Grade 7 - 34%
   - Grade 8 - 30%

   In addition, this gap increases when subgroup students are eliminated from the testing data.
   See attached document titled, "No Subgroups."

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 percentage of underrepresented s and all students not scoring proficient on the PARCC assessment.

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

   The Scholastic Reading Inventory will be the pre-, mid-, and post-assessment for this SLO. The Growth Goals Report for the SLO show how students are benchmarking toward grade level proficiency and College and Career Readiness.

IV

C PROGRESS

emains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master P

As are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine thei

hievement and classroom practices. Schools in Allegany County are required to do the same.

your analysis of ELA 6-8 for FARMS, SE and subgroup data, please address the following for students in your school:

1.   **Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

hat do you believe are the **Root Cause (s) (**Deepest underlying cause(s) of negative symptoms) for your achievement gap?

ucation Subgroup, ELA 6-8	WHY/ROOT CAUSE ANALYSIS	
r special education population is not meeting expectations on the RCC assessment.	**WHY?**	Special education students struggle with PARCC because the readin of the test is above their independent reading level.
	WHY?	The passages on PARCC and local benchmarks are longer and more
	WHY?	The passages require abstract thinking and application in writing by students.
	ROOT CAUSE:	**Students struggle with reading more complex, longer passages requiring analysis and written responses.**

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

determining central idea in reading literature, science/technology texts th graders struggle with determining theme, g, comparing/contrasting both setting in reading literature. In reading for they struggle with summarizing.	WHY?	The standards of identifying central idea/theme, point of view, citing text evidence and summarizing continue to be a struggle for students. These elements are not directly taught repeatedly and within shorter passages the curriculum.
identifying and analyzing the development of or central idea, citing text evidence, and writing in literary texts and analyzing the central idea, author's point of ization, and summarizing in informational texts	WHY?	These are "deeper" concepts and skills requiring students to go beyond reading literary texts. When reading informational texts becomes even more specific in the Reading History /Reading Science and Technology Standards students struggle further.
identifying and analyzing central ideas/theme f view in literary texts ary analysis task (prose constructed response) and analyzing author's purpose, multi-step and evaluating claims and arguments in al and science/technology texts	WHY?	Even if central ideas/themes can be identified, students struggle with the analysis. This goes along with identifying central idea and finding the key details in the text to write a summary of the text as well as application of these skills in the literary analysis task. Students need the repeated experience of reading these texts across the content area classes.

ROOT CAUSE:	Students need more direct and repeated instruction on these literary elements with opportunities to practice using shorter passages. Students also need direct and repeated exposure to th analysis of informational texts using PARCC question stems in EL social studies and science classes.

e the ACPS Goal Planning Process

ISSUE and DATA	Students with special needs in grades 6-8 have a significant gap in reading achievement.

Economically disadvantaged students in grades 6-8 show deficits when reading both literary and informational texts

PARCC reading data indicates the following:

Special Needs Population (6-8):
- Level 4: 2 out of 52 students
- Level 3: 9 out of 52 students

Economically Disadvantaged Population:

Grade 6	Grade 7	Grade 8
Reading Literature	*Reading Literature*	*Reading Literature*
Levels 4/5: 17/66 (26%)	Levels 4/5 : 15/49 (30%)	Levels 4/5: 20/57 (35%)
Level 3: 24/66 (36%)	Level 3: 13/49 (26%)	Level 3: 8/57 (14%)
Reading Information	*Reading Information*	*Reading Information*
Levels 4/5: 14/66 (21%)	Levels 4/5: 13/49 (26%)	Levels 4/5: 16/57 (28%)
Level 3: 23/66 (35%)	Level 3: 16/49 (32%)	Level 3: 12/57 (21%)

	The fall administration of the Reading Inventory in Grades 6-8 showed the following:
	    39 out of 55 (71%) special needs students scored Below Basic; 11 out of 55 (20%) scored Basic.
	    46 out of 158 (29%) economically disadvantaged students scored Below Basic; 57 out of 158 (36%) scored Basi
	
	The fall administration of the Gates-MacGinitie in Grades 6-8 showed the following:
	    41 out of 55 (75%) special needs students are reading 2+ years below grade level.
	    50 out of 158 (32%) economically disadvantaged students are reading 2+ years below grade level.

GOAL	The goal is to increase the number/percentage of students within the special needs and economically disadvantage populations who meet or exceed PARCC expectations (levels 4 or 5). Special needs students will increase 1 perform on the PARCC assessment. This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the speci and economically disadvantaged populations.

ANALYSIS and Barriers to Attainment	**Special Needs Population (6-8)**
	    This subgroup of students struggles with reading more complex, longer passages requiring analysis and writt responses. Students in the special education population need to be given opportunities to work in smaller gr (determined by the ELA teacher and special education teacher), using warm-up activities and resources bey curriculum to expose them to PARCC-like readings and questions.
	
	Economically Disadvantaged Population
	Grade 6: Students struggle with determining central idea in reading literature, history, and science/techno texts.
	          Incoming 6th graders struggle with determining theme, summarizing, comparing and contrasting characters and setting in reading literature. In reading for information they struggle with summa
	
	Grade 7: Students struggle with identifying and analyzing the development of the theme or central idea, c evidence, and writing summaries in literary texts. They also struggle with identifying and analyzin central idea, author's point of view, organization, and summarizing in informational texts.
	
	Grade 8: In reading literary texts, students struggle with identifying and analyzing central ideas/theme an view. The literary analysis task (prose constructed response) is also an area where students have

	In reading for information and science/technology, students struggle with identifying and analyzi author's purpose, multi-step procedures and evaluating claims and arguments in texts. Examination of the evidence statements indicates students need more direct and repeated instruction in the comprehension and analysis of both literary and informational texts. Although the literary standards are em in the ELA anchor units, there is a need for additional focused lessons and resources using shorter passages. collaboration with content area teachers to address informational texts needs to be an emphasis. Also, there for additional practice PARCC-like activities using format and question stems that match the ELA and conten curriculums.
OUTCOMES	The number/percentage of students with special needs at levels 1 and 2 will decrease, and there will be an increase number/percentage at levels 3 and above on the PARCC reading assessment. Special needs students will increase o performance level on the PARCC assessment. The number/percentage of economically disadvantaged students will decrease in levels 1-3 and increase in levels 4-
RESOURCES	**Resources Available:** ● Anchor Units, Holt resources, PARCC Practice Tests ● Professional Development on GRR and UDL ● DBQ Projects--Social Studies ● School Improvement Specialists—organize additional resources and materials **Resources Not Available:** ● Laptop carts in every ELA classroom **Resources Needed:** ● PARCC Public Release Items—all grades, all tasks (working on now) ● Organization of and Professional Development on using Holt and Discovery Ed. resources ● Time for co-teaching collaboration
MPLEMENTATION,	Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Reading Inventory administered to all students three times each year—fall, winter, and spring. Student growth and growth goals will b

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Dates, Monitoring	monitored by the SIS and shared with classroom teachers. The Gates-MacGinitie is administered all students in the spring. Several teachers use this data for their SLO. Subgroup data with the Reading Inventory and Gates-MacGinitie be monitored. County Benchmarks will be given quarterly. Intervention program data (READ 180/SRA) will also be

Reading Inventory	September 2017, January 2018, April 2018
Gates-MacGinitie	September 2017, May 2018
ELA Benchmarks	October 2017, January 2018, March 2018
Intervention Data	Quarterly or End of Workshop
PARCC Assessment	May 2018

Be Completed when 2018 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?

2. **Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and positive academic outcomes for all students.**

rinciple/Mode	Representation – Process	
s of Representation: *ing the learner various* *f acquiring information* *owledge.*	- Preteach vocabulary. - Use sticky notes. - Use advanced organizers/concept maps (Best Practice Toolkit). - Provide templates/organizers. - Model organizational methods. - Chunk information into smaller elements.	
s for Expressions:	**Expression/Action- Product**	

ing the learner atives for demonstrating nowledge and skills they know)**.**	● Use think alouds. ● Use story webs. ● Give guides/checklists/note-taking. ● Give scaffolded prompts. ● Use assessment checklists and rubrics.
s for Engagement: *tap* *arners interests,* *nge them appropriately,* *otivate them to learn.*	**Multiple Options for Engagement**
	● Create supportive environment. ● Use cooperative learning. ● Emphasize process, effort and improvement. ● Provide feedback--frequently and specific. ● Revisit key ideas.

3. **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 lowest performing subgroup students.

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

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

	2015							2016							2017					
	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		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#
s	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	5
ndian 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

	≤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/
rican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
atino of	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
waiian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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	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	5
re races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
cation	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	
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,
ed Meals	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	1
	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	3
	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	2

	2015						2016						2017					
	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		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	
s	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	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		Level 3		Level 4 or 5
...ndian 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	≤10	≤10	≤10	≤10	≤10	≤...
	≤10	≤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	≤...
...atino of	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
...waiian or ...ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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	36.9	29	25.4	43	37.8	125	44	35.2	35	28.0	46	36.8	120	34	28.3	36	30.0	5...	
...re races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
...cation	14	14	100.0	0	0.0	0	0.0	17	17	100.0	0	0.0	0	0.0	14	12	85.8	1	7.1		
...glish ...LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤...
...ed Meals	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	1...	
	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	3...	
	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	2...	

	2015				2016				2017		
	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	Le...

	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	
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	5
ndian 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/
	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	≤:
rican	≤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	≤:
raiian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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	4
re races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤:
cation	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	(
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	≤:
ed 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	1
	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	3
	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	1

our analysis of Math 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in your sc

1. **Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

'hat do you believe are the **Root Cause (s) (**Deepest underlying cause(s) of negative symptoms) for your achievement gap?

ROOT CAUSE ANALYSIS

Identified Skill	WHY/ROOT CAUSE
Computation of rational numbers in expressions and equations	**WHY?:** Students are taught abstract methods too early. **WHY?:** Complex problems are being missed even though pro are sound. **WHY?:** Students make mistakes when calculating rational nu **WHY?:** Negative fractions and decimals are an obstacle. **WHY?:** Students haven't mastered operational facts. **ROOT CAUSE:** Students lack foundational skills when working rational numbers.

INSTRUCTIONAL IMPLICATIONS: Instructional time is taken up waiting for students to compute basic facts which should already ha
nastered. This causes student frustration as students show understanding of correct procedures, but miss questions due to arithmet

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e the ACPS Goal Planning Process

ISSUE and DATA	Students in Special Education and FARMS subgroups show a significant gap in Mathematics achievement when com all students, particularly in computing rational numbers in expressions and equations.
	Special Education: 2016-17 PARCC Scores indicate that only 3/52 students (approximately 6%) in the Special Educat Subgroup for grades 6-8 met or exceeded expectations on PARCC. This amount represents an achievement gap of approximately 22% when compared to students in the non-special education subgroup.
	FARMs: 2016-2017 PARCC Scores indicate that only 28/167 students (approximately 17%) of the FARMS subgroup f 6-8 met or exceeded expectations on PARCC. This amount represents an achievement gap of approximately 15% wl compared to students in the non-FARMS subgroup.
GOAL	**FARMs:** The percentage of students in Level 3 (Approached Expectations) will decrease and the percentage of stude level 4 (Met Expectations) will increase.
	Special Education: Students will increase by 1 performance level on the PARCC assessment.
ANALYSIS and Barriers to Attainment	When examining PARCC Evidence Analysis, our students performed weakest in Modeling and Reasoning, particularl area of expressions and equations.
	Our students miss complex problems, even when their procedures are sound due to a lack of foundational skills wh working with rational numbers. This causes difficulties when students are asked to solve problems involving rationa numbers, particularly negative fractions and decimals.
	Examination of the evidence statements indicates that students need more instruction involving concrete, real-wor application problems with multiple steps as well as additional practice with PARCC-like activities using format and q stems that match the Math and content area curricula. In addition, students need time to practice and gain fluency facts and foundational skills.

RESOURCES	**Resources Available:** Illustrative Math Co-curricular Math Reviews 2017-2018 Math Curriculum Resources Interactive Notebooks PD on GRR and UDL School Improvement Specialists- organize additional resources and materials **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 2017-2018 school year. The Math Inventory wil administered to all students twice each year--in fall and early spring. Student growth and growth goals will be moni the SIS and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. County benchmarks will be given quarterly. Intervention program data (Math 180) will also be collected.
	
	Math Inventory
	   September 2017, February 2018
	Math Benchmarks
	   October 2017, January 2018, March 2018
	Intervention Data
	   Quarterly or End of Workshop
	PARCC Assessment
	   May 2018

npleted when 2018 PARCC data is available

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

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals?
strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provi
positive academic outcomes for all students.

Principle/Mode	Representation – Process
s of Representation: *ding the learner various of acquiring information nowledge.*	Highlight key ideas/vocabulary Provide templates/organizers (through interactive notebook) Model organizational methods (through interactive notebook) Provide mnemonic strategies (e.g. PEMDAS, FOIL, etc.)
s for Expressions: *ding the learner atives for nstrating their ledge and skills (what now).*	**Expression/Action- Product** Use interactive digital tools (e.g. Kahoot, Plickers) Use web applications (e.g. Prodigy) Use differentiated stations
s for Engagement: *tap arners interests, nge them appropriately, otivate them to learn.*	**Multiple Options for Engagement** Use differentiated stations Use cooperative learning Create supportive environment

3. 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 FARMS, Special Education and lowest performing subgroup students.

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

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Complete data charts using 2015, 2016, 2017 PARCC results.

	2015							2016							2017					
	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		Le...
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#
	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	5
dian or e	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
	≤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
can	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ino of any	≤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
	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	4
e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ation	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	
ish EP)	≤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
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	1

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	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	2

	2015						2016						2017					
	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	Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	
	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	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	≤1
can	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
can	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
ino of any	≤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
	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	2
races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
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

ish (EP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
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
	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
	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

	2015						2016						2017					
	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**	**Le**
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**
	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
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	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/a
can	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
ino of any	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
aiian 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
	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

e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
ation	11	4	36.4	1	9.1	6	54.5	≤10	≤10	≤10	≤10	≤10	≤10	≤10	16	16	100.0	0	0.0	(
ish (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	≤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	
	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	
	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	(

	2015						2016						2017					
	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		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
	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	4
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	n/a	n/a	n/a	n/a	n/a	n
	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	≤
can	≤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
ino of any	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	≤

aiian 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/
	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	4
e races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤1
ation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
ish (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	n/a	n/a	n/a	n/a	n/a	n/
ed Meals	≤10	≤10	≤10	≤10	≤10	≤10	≤10	14	1	7.1	3	21.4	10	71.4	16	0	0.0	3	18.8	1
	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	2
	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	2

V

RED SYSTEM OF SUPPORT

ude a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make sure to review your goal plar show the integration and linkage between your goal planning process and your MTSS priorities.

d upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Professional development will continue on the GRR model of instruction.

I. **How will the priority/ priorities be addressed?**
II. **What district support is needed to address your priority/priorities?**

Additional professional development will be provided by the district in January 2018.
Professional Development and follow-up will occur during the spring semester 2018.

VI   n/a
ARNING

VII
NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.6	Y
Grade 6	94.6	Y
Grade 7	95.1	Y
Grade 8	94.2	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	>95	94.7	94.6
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
Two or more races	96.2	95.3	94.7
Special Education	94.4	94.8	94.1
Limited English Proficient (LEP)	*	*	*
Free/Reduced Meals (FARMS)	94.7	93.4	93.3

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

The FARMS subgroup has not met the AMO for the last two years with an attendance percentage of 93.3% in 2016-2017 and 9 2015-2016 .

be 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 unexcuse

VIII

TRUANCY

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

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

w many students were identified as habitual truants?
    Three students were identified as habitual truants.

scribe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
    For habitual students, the Pupil Services Team schedules attendance meetings with the student and parents. Daily phone calls
    to inquire about reasons for absences. Attendance plans are developed to offer incentives to habitually truant students. Thes
    incentives include classroom/school-wide jobs/helpers and cafeteria treats.

IX   GRADUATION AND DROPOUT RATE   n/a

X

AFETY – SUSPENSIONS

spension – In school and out of school suspensions

hool Safety – Suspension for Sexual Harassment, Harassment, and Bullying

ιe number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspens

ιssment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a

t number, if applicable.

In 2015-16, In-School Suspensions remained less than 10, however, Out-of-School Suspensions increased to 29. In 2015-16, les referrals were for sexual harassment and bullying/harassment.

In 2016-17, In-School Suspensions were less than 5. However, Out-of-School Suspensions increased to 33. In 2016-17, less tha referrals were for sexual harassment and bullying/harassment.

The increases in total suspensions are attributed to the number of "fighting" suspensions. Administration conducted monthly meetings emphasizing the importance of self-control and alternative methods of handling difficult situations. Also, our School Officer met with students who were involved in fighting. The guidance counselor conducted mini-lessons on positive behavior while administration met with students who have a history of discipline problems. Student behavior concerns are also discusse Pupil Service Team weekly meetings. Administrators and teachers meet regularly to discuss student behaviors during team me

KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

sed on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framew
ur school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Mt. Savage will continue to employ strategies already in place for rewarding positive behavior. Students are recognized at qua
awards ceremonies for outstanding academic achievement, behavior, attendance, and general improvement in all areas. The s
uses a "Student of the Month" program recognizing outstanding classroom achievement. The school will be expanding positive
behavioral recognition opportunities this year.

scribe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral sup

Continuing this year, students will be participating in positive behavior incentives quarterly (volleyball/basketball games, field
races, a during-school dance, etc.). These incentives will reward students who have not received an office referral, have good
attendance, and have no missing assignments during the marking period or designated time frame.

KII

ND COMMUNITY ENGAGEMENT; NON-TITLE I

Parent/Community Involvement Needs

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

Parent Advisory Committee 2017 – 2018

Name	Position
Ronnie Komatz	Parent
Stephanie McKenzie	Parent
Wendy Kline	PAC
Linda Kirkwood	Parent
Renee Snyder	Parent
Anna Urbanski	Parent
Martin Crump	Administration
Charles Moran	Administration

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

MOUNT SAVAGE MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

age Middle School recognizes the importance of forming a strong partnership with parent/family and community members in order students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and commun activities identified in the Action Plan as follows:

– Shared decision-making opportunities

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

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

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

ffering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skill at home, the school will meet their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?

hared Decision Making ➢ The parent involvement plan is developed with input from parents.	SIT meetings	As needed	Mr. Crump
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.	Parent Conference Days Online grade reports PARCC updates/reports	September Quarterly Yearly	Mr. Crump Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff
➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement.	Parent Conference Days Online grade reports PARCC updates/reports	September Quarterly Yearly As requested	Mr. Crump Mr. Orndorff Mrs. Norris Miss Brown Teaching Staff
➢ Ensure information is presented in a format and/or language parents can understand.	Newsletter Assignment notebooks Calendar of events Online grading	Ongoing	Staff members

	School messenger (phone)		
➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	IEP meetings	Ongoing	Staff members

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Review the Effectiveness effectiveness of the school's ental involvement activities will reviewed.	School Improvement meetings	Ongoing	Mr. Crump
Other School Level Parent olvement Initiatives Based loyce Epstein's Third Type nvolvement: Volunteering	Book fairs Band/choral concerts Art shows Parent conferences Field trip chaperones	Ongoing	Staff members

o or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional acti
Please include a timeline for implementation.

ing Stars program invites parents to a breakfast for recognition of outstanding student achievement.
e are considering the possibility of inviting parents to chaperone school dances.

XIII
ND COMMUNITY ENGAGEMENT; TITLE I n/a

XIV

ONAL COMMUNITY FOR TEACHERS AND STAFF - STANDARD 7

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

ofessional Learning Title: *Teach Like A Pirate* Book Study

te (s): February - April 2018

cation and Time: School Media Center
6 sessions; 1.5 hours each

tended Audience: Middle School Staff

nat changes are expected to occur in the classroom as a result of this professional learning?

An increase in student engagement in the classroom will occur.

nat knowledge and skills will the participants attain in this professional learning to make these changes happen?

Participants will gain a wide range of strategies for implementation in the classroom that will increase student engagement. Th
strategies will assist in development of lessons using the GRRUDL format.

w will you measure the implementation of the the knowledge and skills in the classroom?

The final activity for this book study will be the creation of a guide that will be used for measuring implementation in the classr

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Professional Learning Title: GRRUDL follow-up session on Focused Instruction

Date (s): January 24 and February 14

Location and Time: School Media Center

8:00 a.m. - 11:30 a.m.

Intended Audience: Middle School Staff

What changes are expected to occur in the classroom as a result of this professional learning?

Teachers will develop lessons that completely implement the focused instruction component of the GRR.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will implement the following quality indicators when implementing the focused instruction component of the GRR:

Previewing the content and language purpose
Using "I" statements when modeling
Think alouds using academic language
Identify errors and misconceptions
Connections to prior learning and real world situations

How will you measure the implementation of the the knowledge and skills in the classroom?

The school has created a quality indicator guide for GRR that teachers will use to measure the effectiveness of lesson develop[ment]
delivery.

XV

E POLICY STRUCTURE AND PRACTICE

your school's mission and vision support the district's mission and vision?

[M]ount Savage Middle School supports the district's mission and vision by fostering an environment of mutual respect among member[s]
[lea]rning community. This includes all stakeholders - students, parents, teachers, administrators, and community. As facilitators of lear[ning]
[pr]ovide rigorous, engaging instruction to ensure every child is College and Career Ready. We realize the importance of creating an acc[essible]
[col]laborative atmosphere with high expectations in academics, behavior, and citizenship to promote individual growth.

[s]ome ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

[As] long as the system continues to provide school based administrators with the information necessary to support professional develo[pment]
[an]d the implementation of the GRRUDL model, the groundwork for buy-in will be well-established. The final step is for school based a[nd]
[off]ice administrators to support teachers in their implementation of the model.

[addi]tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

[pr]ofessional development on the implementation of the collaborative and independent learning phases of the model is needed.

XVI

MENT PLAN

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

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

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

role will classroom teachers and/or departments have in implementing and monitoring the plan? *The administrative team will tor and report walkthrough observations during team meetings. Grade level teams have an opportunity to meet daily and rtment teams can meet as needed after student dismissal. The school improvement specialists will be available to facilitate ssions on SIP strategies, review data, examine student work, and provide staff development as needed.*

will the initial plan be shared with parents and community members? *The SIP is posted on the school page of the Allegany County c School website. Also, newsletters will inform parents and community of the plan and where they can obtain more information ding the document.*

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

will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan? *Current data, as well ture data, is and will be available courtesy of the Central Office. The Central Office is helpful in that it provides input when requested ining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ing workshops for professional development for teachers in the areas of need in our SIP.*

he approximate dates and/or calendar for sharing, monitoring, and revising the plan. *Sharing, monitoring, and revising the plan*
ake place during faculty meetings, team meetings, and vertical team meetings. Meetings will take place as needed.

MTSS Multi-Tiered System of Support Action Planning   School: Mount Savage Mid

Date: January 9, 2018

TY: **An opportunity identified by the team in order to achieve their vision.**

ICE: **A purposefully selected intervention or collection of activities that leads to the accomplishment of the pr**

IG THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATIO How are we sustain
Learn Options	**Prepare People and Systems**	**Try Out the Practice**	Student and Syst Outcomes Show t Practice Works
Choose Practice	**Train**	**Reflect and Recommend Improvements in Practice and System**	Competent, Organi Well Led System Practice

know what options (practices) exist for this priority.
agree on which practice we want to implement.
have people and systems prepared to implement this practice.
have well-trained people who will be trying-out this practice.
have tried out this practice.
have reflected and recommended improvements in the practice and systems that support it.
have student and system outcomes that show this practice is working.
have a competent, organized, well led system for this practice.

Implement the GRR Framework in Classroom Instruction.

gn and refine instructional practices with the GRRUDL framework.

Action Step	Who	By When	Status Update / Next Ste
OUNDATION			
cused instructional practices beyond g of the learning and language	Administrative Staff	September - May 2017-18	
rough data to the staff for review. sional development activities based of the data collection.	Administrative Staff	January 2018	
NG			
to establish full implementation of truction model of GRRUDL.	Teaching staff	Spring 2018	
SCHOOLWIDE IMPLEMENTATION			
essional development will also ghout the spring on the collaborative	Administrative Staff	Spring 2018	

rocess.			