

Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Washington Middle School

Principal: Kendr

Part	Table of Contents	Pag
	Title Page	
I	Integrated Educational Framework	1
II	School Demographics	7
III	Attendance	9
IV	Habitual Truancy	11
V	School Safety/Suspensions	12
VI	Academic Progress	14
VII	Administrative Leadership	45
VIII	Multi-tiered System of Support	47
IX	PBIS	48
X	Family/Community Engagement	49
XI	Professional Community for Teachers and Staff	53
XII	Management Plan	55

Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

Washington Middle School is a positive and supportive student-centered learning environment. We want our students to have fun, love learning, and develop their individual potential, and care about each other. Therefore, we emphasize enthusiasm for learning, respect for others, and responsibility for our actions. At Washington, we strive to provide a safe, orderly, and respectful environment where students experience academic success through challenging, diverse, and engaging learning experiences.

Vision

Washington Middle School strives to promote lifelong learners in a respectful, responsible, positive environment to foster intellectual and productive citizens.

Core Values

We, at Washington Middle School, believe our students should:

- grow and experience success academically, socially, and emotionally
 - be actively engaged in learning through independent and collaborative experiences
 - explore, discover, and solve problems while utilizing listening and communication skills
 - be prepared with solid foundational knowledge upon which they can build and successfully be prepared for post-secondary education and careers
-

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

- Demonstrate respect, integrity, and ethics

Teachers should:

- Believe all children can learn
- Provide a welcoming and safe classroom environment
- Aid students in growing academically, socially, and emotionally
- Plan and deliver quality and engaging instruction based on current content standards
- Exercise high expectations
- Cultivate the desire to learn
- Incorporate the Gradual Release of Responsibility model and Universal Design for Learning
- Encourage discovery, problem-solving, and active class participation

All Stakeholders should:

- Encourage and support student academic, social, and emotional growth
- Engage in strong partnerships to ensure students experience perseverance and success
- Reinforce the importance of quality education

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school? To lead and guide the development of the document, help identify areas of strengths and needs, and to facilitate the periodic review of the plan and the school improvement processes
2. What is the purpose of your school leadership team in the School Improvement Process? To provide input, help create the SIP, assist in distributing school improvement information to the rest of the staff, to participate in periodic reviews of the plan, suggest ideas as to how to make even more improvements and growth
3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
Yes

Allegany County Public Schools

2018 – 2019 School Improvement Plan

4. What additional opportunities exist for everyone in your school community to meaningfully participate in decision-making processes? Parents, students, Staff, and community members are encouraged to attend actively participate in monthly PTO meetings. The principal maintains an “Open Door” policy so members of the Washington Middle School community can communicate thoughts, ideas, and concerns via face-to-face or Telephone conversations and emails are welcomed too
5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community? The school’s vision, mission, and core values are presented, explained, and discussed at staff professional development sessions, team meetings, and PTO meetings. Suggestions for improvements and/or changes are sought at each of these meetings.
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? 2013-2014 school year
7. Have you adjusted the school’s mission and vision to changing expectations and opportunities for the school? If so, why? Not since their creation in the 2013-2014 school year because Washington Middle School staff still believe our current mission and vision statements are appropriate based on our student’s needs and our professional responsibilities.

B. Culture, Climate, and Inclusive Community

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

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parent experiences of school life. School climate refers to a school’s social, physical, and academic environment. It refers to 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 organizational structure. A related concept is school culture, which refers to the “unwritten rules and expectations” among the school community (Gruenert, 2008).

Allegany County Public Schools

2018 – 2019 School Improvement Plan

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

- 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 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.

ative or bulleted form, address your school's climate, culture, and inclusive community.

ngton Middle School is in its sixth year of instruction based on Maryland's College and Career Ready Standards, as well as participating in PARCC, MISA, and Alternate assessments. Our student population is socially and economically diverse. Staff have received multiple professional learning experiences and have access to a variety of resources that assist in delivering rich instruction which demonstrates our high expectations. We have been shifting the focus of our instruction to allow students the more responsibility for their educations. Each day we encourage our students to strive to do their best by following our PE plan. The overall goal of the PBIS program is to minimize discipline referrals by using a classroom behavior system which focuses on positive behaviors identified in a matrix of positive/negative behaviors and rewards/consequences. The PBIS system gives teachers effective ways to effectively manage their classrooms. Washington Middle staff and students focus on our GO RED theme: Respect self and others, Exhibit responsibility, and Display a positive attitude. We offer quality instruction and whole child development through the regular school day, but also in our After School Program. We provide students Tier I and Tier II ELA and Math interventions. Washington Middle School students have additional opportunities to participate in beneficial activities and clubs that enhance their skills. We offer traditional programs such as band, orchestra, chorus, yearbook, and newspaper, as well as Chess Club, Keyboarding/Computer, and personal financial literacy skills.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

What are the areas of needed improvement: What is/are the issue (s) that needs addressed?	According to student survey responses class participation is active and collaborative <ul style="list-style-type: none">• 35% of students agreed with the statement• 35% disagreed with the statement• 30% were unsure.
Activities: What steps will be taken to obtain the desired result(s).	<ul style="list-style-type: none">• Define for students what “active and collaborative participation” incorporates• Construct a bulletin board depicting active and collaborative learning models• “Talking Tips” for parents on monthly communications• Observe classroom instructional techniques and activities• Conversations with staff regarding instruction and curriculum• Seek content area supervisor’s input.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

<p>ve leader and team: Who is rsible and involved in the work?</p>	<ul style="list-style-type: none"> • School administration and staff
<p>rces: What investments (people, nent, time, etc) will be needed to out the initiative(s) gies/activities) to achieve the d outcome(s)?</p>	<ul style="list-style-type: none"> • School administration and staff • District content area supervisors
<p>ones: What are the major events accomplishments for this?</p>	<ul style="list-style-type: none"> • School-based random surveys of students • District created student surveys
<p>mance Metrics: What will you re to gauge progress on your steps and to determine if the ied goal has been met?</p>	<ul style="list-style-type: none"> • A comparison of 2017-2018 district created student survey data to 2018-2019 surve data • A comparison of beginning of 2018-2019 school created student survey to 2018-201 end of the year student survey

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ne: Include dates for
 mentation of action steps.

- November 2018 School based baseline survey administered
- November 2018- April 2019 Instruction using active and collaborative learning strate
- April 2019 School based post instruction survey administered
- May 2019 District based survey administered

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	0	45	45
Itinerant staff	8	0	8
Paraprofessionals	2	9	11
Support Staff	0	5	5
Other	9	6	15
Total Staff	19	68	87

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	2018 – 2019 Official Data
	100%	98%	98%	98%	100%

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 		2%	2%	2%	
For those not certified, list name, grade level course	n/a	Boor, 6 & 7 World Cultures	Boor, 6 & 7 World Cultures	Long Term Sub Science gr. 6 & 8	n/a
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	94.4%	94.7%	94.9%	94.3%	

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	n/a	≤10	≤10
Hawaiian/Pacific Islander	≤10	n/a	n/a	≤10
African American	34	32	35	33
White	542	508	497	513
Asian	≤10	≤10	≤10	≤10
Two or More Races	46	43	36	43
Special Education	125	113	113	116

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

LEP	n/a	n/a	n/a	n/a
Males	316	309	308	324
Females	310	275	267	269
Total Enrollment (Males + Females)	626	584	575	592
Farms (Oct 31 data)		66.13%	60.31%	n/a

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	11	06 Emotional Disturbance	<10	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	<10
03 Deaf	n/a	08 Other Health Impaired	31	14 Autism	<10
04 Speech/Language Impaired	11	09 Specific Learning Disability	30	15 Developmental Delay	n/a

Allegany County Public Schools
2018 – 2019 School Improvement Plan

05 Visual Impairment	n/a	10 Multiple Disabilities	11		
----------------------	-----	--------------------------	----	--	--

ATTENDANCE

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 5: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	92.8%	N
Grade 6	92.7%	N
Grade 7	93.0%	N
Grade 8	92.5%	N

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
All Students	93.8%	93.3%	93.2%	92.8%	-0.4
Hispanic/Latino of any race	93%	93%	93.1%	93.7%	+0.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian			98.1%	92%	-6.1%

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Black or African American	93.2%	89.9%	92.8%	92.5%	-0.3%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	93.8%	93.6%	93.2%	92.9%	-0.3%
Two or more races	93.2%	91.8%	93.5%	91.1%	-2.4%
Special Education	91%	91.9%	91.6%	90.0%	-1.6%
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	92.6%	91.9%	91.9%	91.1%	-0.8%

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

On no grade level or subgroup achieving the targeted AMO percentage of 94%, attendance concerns exist for all grades and categories. The attendance rate of 90.0% for students who receive special education services is significantly low. However, social and medical adversities may contribute to a lower attendance rate. Other subgroups such as FARMS and Two or More Races show attendance rates of 91.1%.

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

Student and parent conferences with School Administration - 2018-2019 school year
 Support Personnel Worker and School Resource Officer Involvement - 2018-2019 school year
 Appropriate rewards/potential consequences - 2018-2019 school year

HABITUAL TRUANCY

Allegany County Public Schools
2018 – 2019 School Improvement Plan

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unabsent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 to 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

How many students were identified as habitual truants?

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

Review of student attendance weekly by Pupil Service Team

Verbal communication with parents and students regarding attendance

Letters home to parents regarding attendance, both at the district level and school level

Use of school resource officer to encourage attendance through home visits

Positive Behavior Incentives for attendance

Parent Conferences to address attendance

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 2016-27 and 2017-28 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	667	605	645	+6.6%
All Suspensions	82	139	139	0%
In School	4	6	18	+67%
Out of School	78	133	121	-9%
Sexual Harassment Offenses	0	2	6	+200%
Harassment/Bullying Offenses	0	1	15	+1400%

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

Allegany County Public Schools

2018 – 2019 School Improvement Plan

Referrals from 2017-18 are up from the 2016-17 school year, but are down from the 2015-16 school year. Overall combined suspensions for 2016-17/2017-18 school years remained the same. More In-school suspensions were assigned during the 2017-18 school year creating a decrease in the number of Out-of-school suspensions assigned for the 2017-18 school year. The numbers of incidents relating to sexual harassment and bullying increased during the school year.

Students at Washington Middle School participate in school wide initiatives teach all students expected and appropriate behaviors. Prior to assigning an Out of School Suspension (OSS), Washington Middle School administration utilizes a variety of actions for student conduct that span over the five levels of responses according to the Maryland Guidelines for a State Code of Discipline. These include, but are not limited to, conferences, phone calls home, detention (lunch, after school detention, or all day), therapeutic intervention, utilization of timeout from school intervention. Students utilizing in school intervention or a therapeutic intervention are able to access the general curriculum, activities and services the students may need.

In an effort to reduce the number of incidents for the 2018-19 school year, using Aspen discipline data from the 2017-18 school year, students with documented referrals were targeted for the start of the 2018-19 school year as Tier II students. Individual meetings were scheduled with students to discuss grades, attendance, and behaviors from the previous school year and determine a plan to increase the student's success for the upcoming year. Outcomes from the meetings included a variety of interventions, such as Check-In/Check out, weekly sessions with a guidance counselor, referrals to mental health counseling, all with the intent to improve student success. These identified students and other students whose behavior warrants attention will be monitored and monthly meetings held to discuss interventions in place, determine if intervention is appropriate and/or if additional supports are required. Students who require additional support, would be considered intervention recipients. These students would continue to have monthly meetings to discuss progress, but additional supports, such as an Intervention Plan, Behavior Contracts, or other interventions would be further implemented to improve success.

A screening tool used during the 2018-19 school year to identify students who may require additional supports is the Student Risk Screening Scale. Using the data from the screening tool, staff will be able to identify students who are exhibiting internalizing and externalizing behaviors that are impacting success. Once students are identified as moderate or high risk, staff can determine appropriate Tier II or Tier III Interventions.

ACADEMIC PROGRESS

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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.

Category	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		Level 3			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%							
Students 6 or 10	202	92	45.5	63	31.7	46	22.8	190	92	48.4	59	31.1	39	20.5	183	67	36.7	66	36.1	50	27.3	190	90	47.4	55			
Indian or Native American	n/a							n/a							n/a							n/a						
Students with Disabilities	n/a							n/a							n/a							n/a						

Allegany County Public Schools 2018 – 2019 School Improvement Plan

African American	n/a							n/a							14	6	42.9	6	42.9	2	14.3	≤10			
Latino or Hispanic	n/a							≤10							≤10							≤10			
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							n/a			
Two or more races	173	78	45.1	39	22.5	56	32.4	167	79	47.3	33	19.8	55	32.9	151	53	35.1	53	35.1	45	29.8	163	77	47.2	46
Hispanic or Latino	15	8	53.3	3	20	4	26.7	12	6	50	2	16.7	4	33.3	15	8	63.3	5	33.3	2	13.3	12	5	41.7	5
Education Level	34	29	85.3	2	5.9	3	14.7	37	33	89.2	3	8.1	1	2.7	27	22	81.3	4	14.8	1	3.7	32	28	87.5	2
English Language Learners (LEP)	n/a							n/a							n/a							n/a			
Adjusted Achievement (RMS)	116	71	61.2	31	26.7	14	21.1	126	74	58.7	36	28.6	16	12.7	110	51	46.4	38	34.5	21	19.1	113	71	62.9	27
	96	34	35.4	35	36.5	27	28.1	89	27	30.3	35	39.3	27	30.4	93	26	28	35	37.6	32	34.4	84	35	41.7	25
	106	58	54.7	29	27.4	19	17.9	101	65	64.4	24	23.8	12	11.9	90	41	45.5	31	34.4	18	20	106	55	51.8	30

	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		Level 3	Level 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		
7	207	79	38.2	67	32.4	61	29.4	194	75	38.6	63	32.4	56	29	185	74	40	48	25.9	52	28.1	172	52	30.3	50	
Indian or ve	n/a														n/a							n/a				

Allegany County Public Schools

2018 – 2019 School Improvement Plan

	n/a														n/a								n/a			
ican	12	5	41.6	5	41.6	2	16.7	≤10							12	4	33.3	4	33.3	4	33.3	11	5	45.5	4	
tino of	n/a							n/a							≤10							≤10				
aiian or ic Islander	n/a							n/a							n/a							n/a				
	176	63	35.4	59	33.1	56	31.3	167	65	39	53	31.7	49	29.3	158	63	39.9	40	25.3	55	34.8	145	42	28.9	38	
e races	14	9	64.3	2	14.3	3	21.4	14	5	29.3	4	28.6	5	35.7	14	7	50	3	21.4	4	28.6	12	4	33.3	6	
cation	33	30	90.9	3	9.1	0	0	31	28	90.4	1	3.2	2	6.5	33	28	84.8	4	12.1	1	3	19	16	84.2	2	
lish .EP)	n/a							n/a							n/a							n/a				
ed Meals	137	54	39.4 %	43	31.4 %	40	29.2 %	112	57	51%	36	32.1 %	19	17%	120	60	50	32	26.7	28	23.4	103	41	39.8	29	
	106	35	33.1 %	36	34%	35	33.1 %	93	28	30.2 %	26	28%	39	42%	90	23	25.6	23	25.6	44	48.9	84	25	29.7	16	
	101	44	43.6	31	30.7	26	25.7	101	47	46.5	37	36.6	17	16.8	95	51	53.7	25	26.3	19	20	88	27	30.7	34	

8	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		Level 3 #
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
15	227	89	39.2	64	28.2	74	32.6	208	79	37.9	58	27.9	71	34.1	181	75	41.4	41	22.7	65	35.9	184	87	47.3	49

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Indian or Alaskan	n/a							n/a							n/a							n/a			
	n/a							n/a						≤10								n/a			
African American	11	5	45.5	4	36.4	2	18.2	12	7	58.4	2	16.7	3	25	≤10							11	7	63.7	1
Latino or Hispanic	n/a							n/a							≤10							≤10			
Asian or Pacific Islander	n/a							n/a							n/a							n/a			
	186	81	72.1	57	30.6	58	31.2	180	64	35.5	52	28.9	64	35.5	158	65	41.2	34	21.5	59	37.3	157	74	47.1	42
Other races	22	11	50	2	9.5	9	40.9	13	6	46.2	4	30.8	3	23.1	12	7	58.4	3	25	2	16.6	14	5	35.7	6
Education	23	19	82.6	4	17.4	0	0	33	28	84.8	4	12.1	1	0.7	28	27	96.4	0	0%	1	3.6	32	27	84.4	5
English (LEP)	n/a							n/a							n/a							n/a			
Reduced Meals	147	64	43.5	41	27.9	42	28.6	129	54	41.8	38	29.5	37	29.5	97	55	56.7	23	23.7	19	19.6	113	68	60.2	23
	113	34	39.8	33	29.2	46	40.7	102	31	30.3	25	24.5	46	45.2	82	25	30.5	22	23.2	38	46.3	84	27	32.1	26
	114	59	51.7	31	27.2	24	21.1	106	48	45.3	33	31.1	25	23.4	99	50	50.5	22	22.2	27	27.2	100	60	60	23

- 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.**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

Describe the gains made in focus areas.

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

017-2018 GOAL	<p>The goal of Washington Middle School is to prepare students to become College and Career Ready for the 2017-2018 school year was to increase the reading scores of the 6th grade students. Sixty students with disabilities, those faced with economic challenges, and male students subgroups should achieve this goal as measured by the PARCC assessment and the Reading Inventory.</p>												
DATA ANALYSIS	<p>6th Grade - All Students</p> <p>There were 189 students who took the 2018 ELA 6 PARCC at Washington Middle School. Only 184 of these 2017 5th grade ELA PARCC scores available. For comparison purposes, these 184 students are the only students included in the data below.</p> <table><tr><th colspan="3">2017-2018 6th Grade ELA PARCC Data All Students</th></tr><tr><th></th><th>2017 PARCC (5th Grade Year)</th><th>2018 PARCC (6th Grade Year)</th></tr><tr><td>Met or Exceeded Expectations (≥ Level 4)</td><td>60/184 (33%)</td><td>43/184 (23%)</td></tr><tr><td>Average Scale Score</td><td>735.6</td><td>729.5</td></tr></table> <p>A decrease in the number (17) and percentage (10%) of students who met or exceed expectations occurred between the same students' 2017 5th grade PARCC ELA scores and their 2018 6th grade PARCC ELA scores. There was a decrease of 6.1 points in average scale score. Thus, Washington Middle School staff and students did not</p>	2017-2018 6th Grade ELA PARCC Data All Students				2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)	Met or Exceeded Expectations (≥ Level 4)	60/184 (33%)	43/184 (23%)	Average Scale Score	735.6	729.5
2017-2018 6th Grade ELA PARCC Data All Students													
	2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)											
Met or Exceeded Expectations (≥ Level 4)	60/184 (33%)	43/184 (23%)											
Average Scale Score	735.6	729.5											

Allegany County Public Schools
2018 – 2019 School Improvement Plan

of increasing students' reading scores to prepare them to be College and Career Ready.

6th Grade - Special Needs Subgroup

There were a total of 32 6th grade students making up the special needs subgroup. Their 2017 and 2018 results are shown below.

2017-2018 6th Grade ELA PARCC Data Special Needs Subgroup		
	2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)
Met or Exceeded Expectations (≥ Level 4)	2/32 (6.3%)	2/32 (6.3%)

The number and percentage of special needs students meeting or exceeding expectations did not increase from 2017 PARCC to their 2018 PARCC scores. Thus, Washington Middle School did not meet the goal of increasing achievement on the ELA PARCC for special needs students. There still remains a major gap in the performance of special needs students compared to those who are non-special needs.

6th Grade - Economically Disadvantaged Subgroup

For the 6th grade economically disadvantaged subgroup, it is not possible to identify the students on an individual basis. Further, it is not possible to consider the growth of this subgroup as a whole, because they come from different elementary schools. Thus, the data for the economically disadvantaged subgroup must be considered on a school-by-school basis. Below is the trend data for the economically disadvantaged subgroup on the ELA Grade 6 PARCC assessment.

ELA 6 PARCC Trend Data Economically Disadvantaged Subgroup		
	2017 ELA 6 PARCC	2018 ELA 6 PARCC

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Met or Exceeded Expectations (≥ Level 4)	21/110 (19.1%)	15/113 (13.3%)
---	----------------	----------------

Historically, economically disadvantaged students have performed below other students on the PARCC assessment. This trend continued on the 2018 PARCC. The economically disadvantaged subgroup experienced a 5.8 % decrease in students meeting or exceeding expectations. Thus, Washington Middle School did not meet the goal of increasing achievement on the ELA PARCC for economically disadvantaged students.

6th Grade - Gender

There were a total of 102 male students and 81 female sixth grade students. Their 2017 and 2018 ELA PARCC data is shown below..

2017-2018 6th Grade ELA PARCC Data Gender		
Male Students		
	2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)
Met or Exceeded Expectations (≥ Level 4)	28/102 (27.5%)	20/102 (19.6%)
Female Students		
Met or Exceeded Expectations (≥ Level 4)	32/81 (39.5%)	32/81 (28.4%)

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	<table><tr><th colspan="3">Gap</th></tr><tr><td></td><td>12%</td><td>8.8%</td></tr></table> <p>The number and percentage of students meeting or exceeding expectations did not increase from the 2017 to their 2018 PARCC scores for the gender subgroups. Thus, Washington Middle School did not meet the goal for achievement on the ELA PARCC for students. A gap of 12% exists between male students compared to female students for the 2017 PARCC assessment; however, this gap decreased to 8.8% for the 2018 PARCC assessment.</p>	Gap				12%	8.8%
Gap							
	12%	8.8%					
STRATEGY IMPLEMENTATION	<p>English Language Arts teachers utilized instructional strategies for reading and writing to increase student achievement. The gradual release of responsibility (GRR) framework has become a county-wide initiative. Focused and differentiated instruction allow for the modeling of multiple means of representation. Guided and independent learning allow students to utilize multiple means of expression. The GRR framework blends well with the Universal Design for Learning (UDL) framework.</p> <p>A widely-used UDL strategy for ELA teachers is to read or use the audio provided by the textbook series to assist students in comprehending the text. This is beneficial in assisting students with building oral comprehension skills. Students with the text-to-speech reading accommodation; however, the overuse of this tool can also be a barrier for students needing to practice their independent reading skills.</p>						

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

Grade 6 ELA

average narrative writing scores of students in Grade 5 for the district (50%) and state (36%) are significantly higher than the student scores in Grade 6 at Washington (17%), the district (24%), and the state (25%).

Students struggle to effectively develop a prose constructed response that is **1) consistently appropriate to the task 2) effectively develops the main idea and supporting details, 3) effectively organized with clear and coherent writing**, and one that **4) establishes and maintains an effective style and tone**.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ative Writing ALL ELA GRADE 6		WHY/ROOT CAUSE ANALYSIS
average narrative writing scores of students in Grade 5 are significantly higher than the students' narrative scores in Grade 6 at Washington.	WHY?	The average narrative writing scores are higher in Grade 5 than in Grade 6.
	WHY?	Students do not meet the requirements of the PARCC Rubric.
	WHY?	The PARCC Rubric requirements change from the Grades 4-5 Rubric to the Grades 6-11 Rubric.
	CAUSE:	In the notes section of the rubric, it states that "In grades 6-8, the narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives."
appropriate to the Task	WHY?	Students struggle to effectively develop a prose constructed response that is consistently appropriate to the task.
	WHY?	Students struggle to read and demonstrate full comprehension of the narrative text and the prompt.
	WHY?	Students do not comprehend the text explicitly and inferentially.
	CAUSE:	A large percentage (67 %) of the sixth-grade students read below the Lexile level of the text making it difficult for students to determine the meaning of the words and to comprehend the text.
effectively developed with Narrative Elements	WHY?	Students struggle to effectively develop a prose constructed response that is effectively developed with narrative elements.
	WHY?	Students struggle to develop a story plot that establishes a context, provides the situating events in a setting appropriate to the task, develop a point of view, and develop the characters' motives.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	WHY?	Students struggle with the prewriting narrative strategy that require them to create a plot line.
	CAUSE:	Students lack the knowledge of narrative and plot terminology vocabulary necessary to analyze a text and to construct a prewriting plot line.
Organized with Clear and Coherent Writing	WHY?	Students struggle to effectively develop a prose constructed response that is effectively organized with clear and coherent writing.
	WHY?	Students do not use the writing process to create an organized and coherent written response during testing situations.
	CAUSE:	Students do not transfer the writing strategies used and modeled in class to the testing situation.
Establishes and Maintains an Effective Style	WHY?	Students struggle to effectively develop a prose constructed response that establishes and maintains an effective style as recommended by the rubric.
	WHY?	Students do not use dialogue as appropriate and write using varied sentence structure as recommended by the rubric.
	WHY?	Students lack experience with writing responses using varied sentence structure and punctuation.
	CAUSE:	Students have not been exposed to a sentence-writing curriculum.

7 ELA

The Spring 2018 PARCC results for the Prose Constructed Response, Narrative Writing, outlined above demonstrate the need for a

Allegany County Public Schools

2018 – 2019 School Improvement Plan

tion of curriculum for the current 7th grade class of students at Washington to instruct and review the skills necessary to write an e
ve response on the PARCC Assessment. Hence, the root cause of the low scoring determined above would hold true for this cohort
students who only averaged 17% on this area of the assessment on the Spring 2018 PARCC Assessment. This group is the focus of on
al's SLOs.

8 ELA

2018 PARCC assessment average literary analysis writing scores of students in Grade 7 for Washington (22%), district (24%), and sta
nificantly higher than the students' 2018 scores in Grade 8 at Washington (16%).

lents struggle to effectively develop a prose constructed response that **1) provides an accurate analysis that demonstrates full
ehension of ideas stated explicitly and inferentially 2) effectively addresses the prompt and develops a topic that is consistently
riate to the task, 3) uses clear reasoning supported by relevant text-based evidence, 4) effectively organized with clear and cohe
s, and one that 5) establishes and maintains an effective style.**

Why Analysis Task ALL ELA GRADE 8		WHY/ROOT CAUSE ANALYSIS
2018 PARCC assessment average literary analysis ; scores of students in Grade 8 at Washington are significantly lower than the students' scores district (24%), and state (24%)	WHY?	The average Grade 8 Literary Analysis writing scores are lower at Washington when compared to the district and state.
	WHY?	Students do not meet the multifaceted levels required by the PARCC Rubric.
	WHY?	Students do not understand the wording and the lack of concrete terminology to meet the expectations of the PARCC Rubric.
	CAUSE:	Students do not understand the language and expectations of the rubric.
accurate analysis that demonstrates full ehension of ideas stated explicitly and ntially	WHY?	Students struggle to effectively develop a prose constructed respon: that provides an accurate analysis demonstrating full comprehensio ideas stated explicitly and inferentially.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	WHY?	Students do not understand how to analyze text written at their cur grade level.
	WHY?	Students do not have strong scaffolding techniques for approaching analyzing text.
	CAUSE:	Students have not been repeatedly exposed to the analysis of literal strategies necessary to perform the task.
Effectively addresses the prompt	WHY?	Students struggle to effectively address the demands of the Literary Task prompt.
	WHY?	Students struggle to understand the complexity of the Literary Analy Task prompt.
	WHY?	Students only focus on the use of the literary terms in the passage(s)
	WHY?	Students fail to fully answer the prompt which tends to require students to determine how the literary term(s) affect the plot of the passages. This is especially true when required to analyze the effect literary term(s) between two or more passages.
	CAUSE:	Students do not dissect the prompt to determine the multifaceted demands required to successfully fulfill the requirements of the rubric.
Appropriate to the task	WHY?	Students struggle to effectively develop a prose constructed response that is consistently appropriate to the task.
	WHY?	Students struggle to read and demonstrate full comprehension of the literary text and the prompt.
	WHY?	Students do not comprehend text explicitly and inferentially.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	CAUSE:	A large percentage (50% or 89/178 students) of the eighth-grade students read below the Lexile level of the text making it difficult for students to determine the meaning of the words and to comprehend the text.
es clear reasoning supported by relevant text-evidence	WHY?	Students struggle to use clear reasoning supported by relevant text-based evidence when responding to a prose constructed response.
	WHY?	Students attempt to identify support for their responses to the prompt but they struggle to make their ideas and information meaningful and memorable for the reader.
	CAUSE:	Students need additional practice in identifying, stating, and explaining how textual based evidence supports their response to the prompt.
ganized with Clear and Coherent	WHY?	Students struggle to effectively develop a prose constructed response that is effectively organized with clear and coherent writing.
	WHY?	Students do not use the writing process to create an organized and coherent written response during testing situations.
	CAUSE:	Students do not transfer the writing strategies used and modeled in class to the testing situation.
establishes and Maintains an Effective Style	WHY?	Students struggle to effectively develop a prose constructed response that establishes and maintains an effective style as recommended by the rubric.
	WHY?	Students struggle to use language that is clear, specific, accurate, and appropriate to the audience, purpose, and material as well as write using varied sentence structure.
	WHY?	Students lack experience with writing responses using varied sentences.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

		structure and punctuation.
	CAUSE:	Students have not been exposed to a sentence-writing curriculum.

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?

UE and DATA

Students with special needs in grades 6-8 have a significant gap in ELA achievement, as shown by the table below.

Special Needs Student Achievement 2018 ELA PARCC			
Special Needs	ELA 6	ELA 7	ELA 8
No	≥ Level 4: 43/158 (27%) ≥ Level 3: 96/158 (61%)	≥ Level 4: 69/153 (45%) ≥ Level 3: 117/153 (76%)	≥ Level 4: 48/152 (32%) ≥ Level 3: 92/152 (61%)
Yes	≥ Level 4: 2/32 (6%) ≥ Level 3: 4/32 (13%)	≥ Level 4: 1/19 (5%) ≥ Level 3: 3/19 (16%)	≥ Level 4: 0/32 (0%) ≥ Level 3: 5/32 (16%)
Gap	≥ Level 4: 21% ≥ Level 3: 48%	≥ Level 4: 40% ≥ Level 3: 60%	≥ Level 4: 32% ≥ Level 3: 45%

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Economically disadvantaged students in grades 6-8 also have a significant gap in ELA achievement, as shown by the table

Economically Disadvantaged Student Achievement 2018 ELA PARCC			
Economic Disadvantage?	ELA 6	ELA 7	ELA 8
No	≥ Level 4: 30/77 (39%) ≥ Level 3: 58/77 (75%)	≥ Level 4: 37/69 (54%) ≥ Level 3: 58/69 (84%)	≥ Level 4: 26/71 (10%) ≥ Level 3: 52/71 (73%)
Yes	≥ Level 4: 15/113 (13%) ≥ Level 3: 42/113 (37%)	≥ Level 4: 33/103 (32%) ≥ Level 3: 62/103 (60%)	≥ Level 4: 45/113 (40%) ≥ Level 3: 22/113 (20%)
Gap	≥ Level 4: 26% ≥ Level 3: 38%	≥ Level 4: 22% ≥ Level 3: 24%	≥ Level 4: 30% ≥ Level 3: 53%

Students in grades 6-8 also have a significant gap in ELA achievement between male and female students, as show below.

Student Achievement by Gender 2018 ELA PARCC			
Gender?	ELA 6	ELA 7	ELA 8
Female	≥ Level 4: 24/84 (29%) ≥ Level 3: 49/84 (58%)	≥ Level 4: 43/84 (51%) ≥ Level 3: 59/84 (70%)	≥ Level 4: 31/84 (37%) ≥ Level 3: 57/84 (68%)
Male	≥ Level 4: 21/106 (20%) ≥ Level 3: 51/106 (48%)	≥ Level 4: 27/88 (31%) ≥ Level 3: 61/88 (69%)	≥ Level 4: 17/100 (17%) ≥ Level 3: 40/100 (40%)
Gap	≥ Level 4: 9% ≥ Level 3: 10%	≥ Level 4: 20% ≥ Level 3: 1%	≥ Level 4: 20% ≥ Level 3: 28%

Allegany County Public Schools
2018 – 2019 School Improvement Plan

The fall 2018 administration of the Reading Inventory results for the 6th, 7th, and 8th grades are displayed below:

Reading Inventory Data Fall 2018			
	ELA 6	ELA 7	ELA 8
Below Basic	38%	33%	20
Basic	32%	34%	30
Proficient	15%	13%	22
Advanced	16%	20%	27

Seventy percent of the 6th grade students read below their current grade level. While 64% of the 7th grade students and 8th grade students read below their current grade levels.

Students' 2017-2018 PARCC Prose Constructed Response Narrative Writing scores for Grade 6 students (the current Grade 6 goal is 24%)
 Washington (17%)
 ACPS (24%)
 Maryland (25%)

Students' 2017-2018 PARCC Prose Constructed Response Literary Task Analysis Writing scores for Grade 8 students (the current Grade 8 goal is 24%)
 Washington (16%)
 ACPS (24%)
 Maryland (24%)

GOAL

The Grade 6 and 7 goal is to increase the percentage of all students who meet or exceed expectations on the ELA PARCC and to close the gap between Washington's scores and those in other ACPS and Maryland schools. The goal will focus on students with special needs, the economically disadvantaged, and the male subgroups. The Grade 6 and 7 focus will be to increase Narrative Writing scores is in line with the principal's SLO and the Grade 8 focus will be the Literary Task Analysis Writing scores.

This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the special needs students.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	economically disadvantaged populations.
ANALYSIS and BARRIERS TO ATTAINMENT	Students with special needs and those faced with economic disadvantages struggle to read material at their current grade level as measured by the PARCC assessment results and students RI scores. When reading grade level material, students who read at their current grade level only comprehend 75% of what they read. Students reading below their current grade level comprehend less and struggle when asked to read more complex, longer passage especially when asked to analyze the text and complete written responses. There is a proven link between students' reading and their written language ability.
OUTCOMES	The Grade 7 students' narrative writing scores will increase for all students as measured by the 2019 PARCC results. The 7th grade ELA goal, the principal's SLO, will focus on closing the gap for the current 7th grade students compared to Grade 7 in the ACPS district and the state of Maryland. It will focus on closing the gaps that exist at Washington between student needs, those who are economically disadvantaged, and the male population as compared to all other students.
RESOURCES	<p>Resources Available:</p> <p>Standards based curriculum developed in six modules or groups using the following instructional resources:</p> <ul style="list-style-type: none"> ● Holt McDougal <i>Literature</i> text and online resources ● Continental Press <i>Finish Line</i> ● Discovery Education ● Novels Units ● Literature Circles ● PARCC Releases and Practice Assessments ● DBQ Resources ● Fundamentals of the Sentence Writing Strategy <p>Intervention Programs</p> <p style="padding-left: 20px;">Tier II - READ 180</p> <p style="padding-left: 20px;">Tier III - System 44 and SRA Corrective Reading</p> <p>Literacy Strategy Coach two days a week to assist teachers with instructional strategies.</p> <p>Resources Not Currently Available:</p> <ul style="list-style-type: none"> ● Staffing to decrease class sizes ● Staffing to provide additional research-based Tier II and III interventions ● Full-time ELA School Improvement Specialist especially during a time of expansive curriculum changes. ● Since the student version of the textbook is online and students are in need of practice writing responses utilizing

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	<p>technology, additional computers are needed.</p> <ul style="list-style-type: none"> Additional Special Education support is needed to decrease the large percentage of students identified as Special Education in classes and to provide more support for those students with the greatest need.
IMPLEMENTATION, DATES, MONITORING	<p>Student growth and growth goals will be monitored by the SIS and shared with classroom teachers. County Benchmarks will be assessed three times per year to monitor progress. Students will also be assessed on their performance on DBQ written responses using practice and released materials. READ 180 and System 44 data will also be collected and monitored by HMM, SIS, and intervention teachers. The PARCC assessment will be administered in the spring.</p> <p>New standards-based curriculum (six groups) will be in place during the 2018-2019 school year and will include the use of various resources. READ 180 reading intervention will begin in September 2018. System 44 and SRA Corrective Reading will begin in September 2018.</p> <p>Reading Inventory - September 2018, January 2019, and May 2019</p> <p>English Language Arts Assessments - To be completed at the conclusion of each curriculum grouping(six) and will include benchmarks, DBQs, and written responses</p> <p>PARCC Assessment - May 2019</p> <p>Principal's SLO Grade 7 Narrative Writing - Pre-assessment in October 2018 and Post-Assessment April 2019 (tentatively)</p> <p>READ 180 and SYSTEM 44 students - Growth will be monitored weekly.</p>

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 ELA.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 13	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>Providing the learner with various ways of acquiring information and knowledge.</i>	<p>Teachers have been training on the gradual release of responsibility to provide scaffolding of</p> <p>Teachers have access to text-to-speech for text.</p> <p>Besides the textbook, teachers can provide students with varied versions of the text in either the Interactive Reader or the Interactive Reader.</p> <p>Teachers can display information using graphic organizers, templates, concept mapping, story outlining,...</p> <p>Interactive Notebook materials</p> <p>Provide options for novels and texts in each curriculum group allowing teachers to vary the title and the depth of instruction</p> <p>Genres covered in each grouping represent varied genres.</p>
Means for Expressions: <i>Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>Students will complete graphic organizers, charts, storyboards, concept maps, outlines etc.</p> <p>Use technology (Google Classroom and Google doc) and all their features</p> <p>Use story and sentence starter</p> <p>Oral discussion and written responses</p> <p>Variation in pace of work, length of work sessions</p> <p>Use prompts or scaffolds for visualizing desired outcome</p> <p>Differentiate the degree of difficulty or complexity within which core activities</p>
Means for Engagement: <i>Providing options into learners interests,</i>	Multiple Options for Engagement

Allegany County Public Schools
2018 – 2019 School Improvement Plan

<i>challenge them appropriately, and motivate them to learn.</i>	Provide tasks that allow for active participation Collaborate work like flexible grouping and partner activities Vary activities through the instructional block Provide activities to give learner immediate feedback Students monitor their progress Use technology and computer activities to engage students
--	---

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		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 #
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
	202	81	40%	50	25%	71	35%	188	91	48%	45	24%	52	28%	183	59	32%	55	30%	69	38%	189	89	47%	37
Median or Range	n/a							n/a							n/a							n/a			

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	≤10							n/a							n/a							≤10			
can	≤10							≤10							14	5	36%	6	43%	3	21%	≤10			
ino of	≤10							n/a							≤10							≤10			
ian or Islander	n/a							n/a							n/a							n/a			
	173	69	40%	41	24%	63	36%	165	79	48%	41	25%	45	27%	151	46	31%	43	29%	62	41%	162	73	45%	33
e races	15	7	47%	5	33%	3	20%	12	7	58%	1	8%	4	33%	15	8	53%	4	27%	3	20%	12	7	58%	1
ation	34	25	74%	5	15%	4	12%	37	32	87%	3	8%	2	5%	27	18	67%	5	19%	4	15%	32	28	88%	2
ish (EP)	n/a							n/a							n/a							n/a			
d Meals	116	58	50%	28	24%	30	26%	125	74	59%	24	19%	27	22%	110	45	41%	36	33%	29	26%	112	70	63%	20
	96	32	33%	27	28%	37	39%	88	40	46%	19	22%	29	33%	93	26	28%	32	34%	35	38%	83	35	42%	18
	106	49	46%	23	22%	34	32%	100	51	51%	26	26%	23	23%	90	33	37%	23	26%	34	38%	106	54	51%	19

	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		Level 3 or 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	
	206	106	52%	71	35%	29	14%	194	62	32%	64	33%	68	35%	184	63	34%	70	38%	51	28%	171	47	27%	43

Allegany County Public Schools

2018 – 2019 School Improvement Plan

Median or e	n/a							n/a							n/a							n/a			
	≤10							n/a							n/a							n/a			
can	12	7	58%	4	33%	1	8%	≤10							11	6	55%	1	9%	4	36%	11	4	36%	5
ino of	≤10							≤10							≤10							≤10			
ian or c Islander	n/a							n/a							n/a							n/a			
	177	87	49%	63	36%	27	15%	167	51	31%	56	34%	60	36%	158	53	34%	63	40%	42	27%	144	37	26%	34
e races	14	10	71%	3	21%	1	7%	14	5	36%	5	36%	4	29%	14	4	29%	5	36%	5	36%	12	5	42%	2
ation	32	28	88%	4	13%	0	0%	31	25	81%	2	7%	4	13%	33	25	76%	8	24%	0	0%	23	13	68%	3
ish EP)	n/a							n/a							n/a							n/a			
ed Meals	135	76	56%	41	30%	18	13%	112	50	45%	34	30%	28	25%	119	50	42%	42	35%	27	23%	102	37	36%	27
	106	56	53%	36	34%	14	13%	93	22	24%	31	33%	40	43%	89	24	27%	38	43%	27	30%	84	24	29%	17
	100	50	50%	35	35%	15	15%	101	40	40%	33	33%	28	28%	95	39	41%	32	34%	24	25%	87	23	26%	26

	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		Level 3 or 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	169	66	39%	51	30%	52	31%	156	65	42%	40	26%	51	33%	119	49	41%	28	24%	42	35%	103	77	75%	20
Median or e	n/a							n/a							n/a							n/a			
	≤10							≤10							n/a							n/a			
can	≤10							11	5	46%	3	27%	3	27%	≤10							≤10			
ino of any	≤10							≤10							≤10							≤10			
Median or Islander	n/a							n/a							n/a							n/a			
	137	53	39%	42	31%	42	31%	132	52	39%	35	27%	45	34%	102	42	41%	24	24%	36	35%	90	67	74%	18
aces	17	7	41%	5	29%	5	29%	≤10							≤10							≤10			
ation	22	16	73%	3	14%	3	14%	32	23	72%	5	16%	4	13%	27	25	93%	2	7%	0	0%	30	28	93%	1
ish (EP)	n/a							n/a							n/a							n/a			
ed Meals	115	50	44%	32	28%	33	29%	103	45	44%	29	28%	29	28%	78	39	50%	19	24%	20	26%	73	58	79%	12
	81	23	28%	33	41%	25	31%	76	27	36%	18	24%	31	41%	50	20	40%	11	22%	19	38%	46	31	67%	12
	88	43	49%	18	21%	27	31%	80	38	48%	22	28%	20	25%	69	29	42%	17	25%	23	33%	57	46	81%	8

	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	Level 3

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
is	58	1	2%	7	12%	50	86%	52	1	2%	2	4%	49	94%	62	0	0%	3	5%	59	95%	81	3	4%	11
Indian or ve	≤10							n/a							n/a							n/a			
	≤10							n/a							≤10							n/a			
ican	≤10							≤10							≤10							≤10			
tino of	≤10							n/a							n/a							≤10			
aiian or ic Islander	n/a							n/a							n/a							n/a			
	49	0	0%	7	14%	42	86%	48	0	0%	2	4%	46	96%	56	0	0%	3	5%	53	95%	67	3	4%	8
e races	≤10							≤10							≤10							≤10			
cation	≤10							≤10							≤10							≤10			
lish .EP)	≤10							n/a							n/a							n/a			
ed Meals	30	1	3%	4	13%	25	83%	26	1	4%	2	8%	23	89%	19	0	0%	2	11%	17	90%	40	2	5%	4
	32	1	3%	5	16%	26	81%	26	1	4%	1	4%	24	92%	32	0	0%	2	6%	30	94%	38	0	0%	4
	26	0	0%	2	8%	24	92%	26	0	0%	1	4%	25	96%	30	0	0%	1	3%	29	97%	43	3	7%	7

- 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.**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

017-2018 GOAL	Sixth grade students will increase their mathematics skills to be identified as having met or exceeding exp their 2018 PARCC assessment. The special needs and economically disadvantaged subgroups will experie and thus demonstrate a closing of the achievement gap.												
DATA ANALYSIS	<p>6th Grade - All Students</p> <p>There were 189 students who took the 2018 Math 6 PARCC at Washington Middle School. Only 184 of th had 2017 5th Grade Math PARCC scores available. For comparison purposes, these 184 students are the included in the data below.</p> <table><tr><th colspan="3">2017-2018 6th Grade PARCC Data All Students</th></tr><tr><th></th><th>2017 PARCC (5th Grade Year)</th><th>2018 PARCC (6th Grade Year)</th></tr><tr><td>Met or Exceeded Expectations (≥ Level 4)</td><td>46/184 (25%)</td><td>62/184 (34%)</td></tr><tr><td>Average Scale Score</td><td>729.5</td><td>733.6</td></tr></table> <p>There was an increase of 16 students who met or exceeded expectations on the 2018 Math PARCC, as co 2017 Math PARCC. This represents a 9% increase. Additionally, there was a 4.1 point increase in average Thus, Washington Middle School did meet the goal of increasing achievement on the Math PARCC for all students.</p> <p>6th Grade - Special Needs Subgroup</p> <p>There were a total of 32 sixth grade students making up the special needs subgroup. Their 2017 and 201</p>	2017-2018 6th Grade PARCC Data All Students				2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)	Met or Exceeded Expectations (≥ Level 4)	46/184 (25%)	62/184 (34%)	Average Scale Score	729.5	733.6
2017-2018 6th Grade PARCC Data All Students													
	2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)											
Met or Exceeded Expectations (≥ Level 4)	46/184 (25%)	62/184 (34%)											
Average Scale Score	729.5	733.6											

Allegany County Public Schools
2018 – 2019 School Improvement Plan

results are shown below..

2017-2018 6th Grade PARCC Data Special Needs Subgroup		
	2017 PARCC (5th Grade Year)	2018 PARCC (6th Grade Year)
Met or Exceeded Expectations (≥ Level 4)	1/32 (3%)	2/32 (6%)

The special needs subgroup experienced an increase of 3% for students who met or exceeded expectations. Washington Middle School did meet the goal of increasing achievement on the Math PARCC for special needs. However, there is still a major gap in the performance of special needs students compared to those who are not special needs.

6th Grade - Economically Disadvantaged Subgroup

For the sixth grade economically disadvantaged subgroup, it is not possible to identify the students on an individual basis. Further, it is not possible to consider the growth of this subgroup as a whole, because they come from different elementary schools. Thus, the data for the economically disadvantaged subgroup must be considered on a school basis. Below is the trend data for the economically disadvantaged subgroup on the Math 6 PARCC.

Math 6 PARCC Trend Data Economically Disadvantaged Subgroup		
	2017 Math 6 PARCC	2018 Math 6 PARCC
Met or Exceeded Expectations (≥ Level 4)	69/183 (38%)	63/189 (33%)

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	Historically, economically disadvantaged students have performed below other students on the PARCC as This trend continued on the 2018 PARCC. The economically disadvantaged subgroup experienced 5% decrease in students meeting or exceeding expectations. Thus, Washington Middle School did not meet the goal of increasing achievement on the Math PARCC for economically disadvantaged students.
STRATEGY IMPLEMENTATION	<p>The gradual release of responsibility (GRR) framework has become a county-wide initiative. Focused and direct instruction allow for multiple means of representation. Guided and independent learning allow for multiple means of expression. The GRR framework blends well with the Universal Design for Learning (UDL) framework.</p> <p>Students are familiar with using technology, and tend to prefer using it to learn. Our continually growing digital resources allow for multiple means of representation, expression, and engagement. Introduced last year, School21 is an online curriculum platform. This resource allows students to learn from someone other than the teacher, as students can watch videos to get assistance as they complete problems. They are also given a different way to complete problems than pencil/paper, which tends to be more engaging.</p>

Establish Focus Areas

ROOT CAUSE ANALYSIS

Identified Skill		Why/Root Cause	
Standard 6	<p>6.EE.C.9 - Represent and analyze quantitative relationships between dependent and independent variables.</p> <p style="text-align: center;"><i>2018 PARCC Performance:</i> School: 36% District: 40% State: 41%</p>	<p>Why?</p> <p>Why?</p> <p>Root Cause</p>	<p>This concept is presented before students understand ratios.</p> <p>Ratios are part of the next unit in our scope and sequence.</p> <p>The scope and sequence should be edited and the standard should be moved to the end of the ratios unit. At a later date, teachers should revisit this standard following the revision.</p>
Standard 7	7.G.A.1,2,3 - Draw, construct and describe geometrical figures, such as a circle, triangle, rectangle, parallelogram, trapezoid, and composite figures, using informal geometric constructions.	Why?	Students struggle with computer problems involving geometry.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	<p>figures and describe the relationships between them.</p> <p style="text-align: center;"><i>2018 PARCC Performance:</i> School: 30% District: 30% State: 24%</p>	<p>Why?</p> <p>Teachers teach this skill using pencil and paper.</p> <p>Root Cause</p> <p>Teachers are unable to find quality questions to help transfer this skill from paper to computer.</p>
le 8	<p>8.G.A.1,2,3,4,5 - Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p style="text-align: center;"><i>2018 PARCC Performance:</i> School: 29% District: 37% State: 39%</p>	<p>Why?</p> <p>Students struggle with the transformations because multiple steps including multiple points.</p> <p>Why?</p> <p>Students can't keep track of the points on a computer.</p> <p>Why?</p> <p>Students are accustomed to completing transformation problems with pencil and paper.</p> <p>Root Cause</p> <p>Teachers need to spend more time teaching transformations using technology.</p>
les 8	<p>Modeling and Reasoning Questions</p> <p style="text-align: center;"><i>2018 PARCC Performance:</i> Shows poor performance across all grade levels on tasks requiring students to model/reason on grade level or using securely held knowledge from a previous grade.</p>	<p>Why?</p> <p>Students are unable to reach the level of depth required to answer these questions.</p> <p>Why?</p> <p>There is not enough time in the school year to cover the curriculum to the depth required.</p> <p>Why?</p> <p>Teachers believe that students need to master the skill before asking them to complete questions that require level thinking.</p> <p>Root Cause</p> <p>Teachers need to ask questions that require higher thinking on regular basis, not only after a skill has been mastered.</p>

Allegany County Public Schools
2018 – 2019 School Improvement Plan

UE and DATA

Students with special needs in grades 6-8 have a significant gap in math achievement, as shown by the table below.

Special Needs Student Achievement 2018 Math PARCC			
Special Needs?	Math 6	Math 7	Math 8
No	≥ Level 4: 61/157 (40%) ≥ Level 3: 96/157 (61%)	≥ Level 4: 78/152 (51%) ≥ Level 3: 118/152 (78%)	≥ Level 4: 5/73 (7%) ≥ Level 3: 24/73 (33%)
Yes	≥ Level 4: 2/32 (6%) ≥ Level 3: 4/32 (13%)	≥ Level 4: 3/19 (16%) ≥ Level 3: 6/19 (32%)	≥ Level 4: 1/30 (3%) ≥ Level 3: 2/30 (7%)
Gap	≥ Level 4: 34% ≥ Level 3: 48%	≥ Level 4: 35% ≥ Level 3: 46%	≥ Level 4: 4% ≥ Level 3: 26%

*Algebra I data does not show a significant gap in achievement when comparing special needs students to the remainder of the student population.

Economically disadvantaged students in grades 6-8 also have a significant gap in math achievement, as shown by the tab

Economically Disadvantaged Student Achievement 2018 Math PARCC			
Economic Disadvantage?	Math 6	Math 7	Math 8
No	≥ Level 4: 41/77 (53%) ≥ Level 3: 58/77 (75%)	≥ Level 4: 43/69 (62%) ≥ Level 3: 59/69 (86%)	≥ Level 4: 3/30 (10%) ≥ Level 3: 11/30 (37%)
Yes	≥ Level 4: 22/112 (20%) ≥ Level 3: 42/112 (38%)	≥ Level 4: 38/102 (37%) ≥ Level 3: 65/102 (64%)	≥ Level 4: 3/73 (4%) ≥ Level 3: 15/73 (21%)

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	<table><tr><td>Gap</td><td>≥ Level 4: 33% ≥ Level 3: 37%</td><td>≥ Level 4: 25% ≥ Level 3: 22%</td><td>≥ Level 4: 6% ≥ Level 3: 16%</td></tr></table> <p>*Algebra I data does not show a significant gap in achievement when comparing economically disadvantaged students to the remainder of the student population.</p> <p>The fall administration of the Math Inventory in Math 6, 7, 8 classes showed the following:</p> <table><tr><th colspan="4">Math Inventory Data Fall 2018</th></tr><tr><th></th><th>Math 6</th><th>Math 7</th><th>Math 8</th></tr><tr><td>Below Basic</td><td>47%</td><td>56%</td><td>76%</td></tr><tr><td>Basic</td><td>24%</td><td>21%</td><td>20%</td></tr><tr><td>Proficient</td><td>29%</td><td>22%</td><td>45%</td></tr><tr><td>Advanced</td><td>0%</td><td>1%</td><td>0%</td></tr></table> <p>*Algebra I students were not required to take the Math Inventory Test.</p>	Gap	≥ Level 4: 33% ≥ Level 3: 37%	≥ Level 4: 25% ≥ Level 3: 22%	≥ Level 4: 6% ≥ Level 3: 16%	Math Inventory Data Fall 2018					Math 6	Math 7	Math 8	Below Basic	47%	56%	76%	Basic	24%	21%	20%	Proficient	29%	22%	45%	Advanced	0%	1%	0%
Gap	≥ Level 4: 33% ≥ Level 3: 37%	≥ Level 4: 25% ≥ Level 3: 22%	≥ Level 4: 6% ≥ Level 3: 16%																										
Math Inventory Data Fall 2018																													
	Math 6	Math 7	Math 8																										
Below Basic	47%	56%	76%																										
Basic	24%	21%	20%																										
Proficient	29%	22%	45%																										
Advanced	0%	1%	0%																										
GOAL	<p>The goal is to increase the percentage of students within the special needs and economically disadvantaged subgroups who exceed expectations on the Math PARCC (≥ Level 4). Thus, the gap between these subgroups and the remainder of the student population will decrease.</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the special needs and economically disadvantaged populations.</p>																												
ANALYSIS and BARRIERS TO	<p>When examining PARCC Evidence Analysis, our students performed weak in Modeling and Reasoning across all three grades. Due to the amount of curriculum to be taught, it is often hard for teachers to take their students to the depth required to answer these type of questions. Thus, teachers must be sure to familiarize students with questions that require higher level thinking.</p>																												

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ATTAINMENT	<p>regular basis. PARCC Public Release questions are a good resource for these question types.</p> <p>Additionally, two grades experienced poor performance on skills that are typically taught using pencil/paper. However, this assessment requires all problems to be completed on the computer. Teachers must be willing to let go of the paper/pencil that they are accustomed to, and begin teaching these skills through technology. School21 could be a valuable resource for these question types.</p>				
OUTCOMES	<p>Since the principal's SLO focuses on student achievement in the 7th grade, we will focus on closing the gap in current 7th students. The 2019 Math 7 PARCC results will show a 3% decrease in the achievement gap (\geq Level 4) for both the specific economically disadvantaged subgroups, as compared to the 2018 Math 6 PARCC results (shown above).</p>				
RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> ● School 21 - Online Curriculum Platform ● PARCC Practice Tests/Public Released Items (Pearson and Engrade) ● Professional Development on GRR and UDL ● Math 180 ● County Math Curriculum Websites ● Math School Improvement Specialist ● Co-Curricular Math <p>Resources Not Currently Available:</p> <ul style="list-style-type: none"> ● Research-based Tier II and III interventions ● Adequate staff to implement intervention programs ● Full-time Math School Improvement Specialist ● Additional class time for Math 180 ● A laptop cart for every classroom 				
IMPLEMENTATION, DATES, MONITORING	<p>The Math Inventory will be administered to all students twice per year— early fall and late winter. Student growth and gap will be monitored by the SIS and shared with classroom teachers. County Benchmarks will be given three times per year. Program data (Math 180) will also be collected. The PARCC will be administered in the spring.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Math Inventory</td><td>September 2018, February 2019</td></tr> <tr> <td>Math Benchmarks</td><td>November 2018, February 2019, May 2019 (tentative)</td></tr> </table>	Math Inventory	September 2018, February 2019	Math Benchmarks	November 2018, February 2019, May 2019 (tentative)
Math Inventory	September 2018, February 2019				
Math Benchmarks	November 2018, February 2019, May 2019 (tentative)				

Allegany County Public Schools
2018 – 2019 School Improvement Plan

PARCC Assessment May 2019

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 last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 15	
UDL Principle/Mode	Representation –How the teacher presents the information.
Means of Representation: Providing the learner with various ways of acquiring information and knowledge.	<ul style="list-style-type: none"> ● Focused Instruction (teacher-led instruction) ● Digital Materials (such as videos) ● Online Math Platforms (School21, Prodigy) ● Audio Support (text-to-speech)
Means for Expressions: Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).	Expression/Action- How the students demonstrates their knowledge. <ul style="list-style-type: none"> ● Verbal (informal checks for understanding) ● Paper/pencil responses ● Digital (online practice or assessments) ● Use of manipulatives
Means for Engagement:	Multiple Options for Engagement

Allegany County Public Schools
2018 – 2019 School Improvement Plan

<i>v into learners interests, challenge them appropriately, and motivate em to learn.</i>	<ul style="list-style-type: none"> • Cooperative learning • Relating math problems to student interests • PBIS • Math Department Rewards (Final Answer Friday/Other Challenges)
---	---

C. SCIENCE

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

Administrative Leadership

PRINCIPAL’S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and based on 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 goal is for all 7th grade students to achieve 50% of their targeted growth on Math 7 modules 1 & 2 which are assessed by Benchmarks 1 & 2.
2. Describe the information and/or data that was collected or used to create the SLO.
Upon close analysis of last year’s 6th grade students’ PARCC performance, it was evident there were gaps in student academic achievement most specifically the subgroups of students with special needs and economically disadvantaged therefore, that entire grade level was selected to participate in this SLO. Math 7 modules 1 & 2 were chosen because the curriculum taught in both of those modules best meets students’ needs and can reduce the academic gaps that exist.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Full attainment of this SLO will help students to be better prepared to advance their comprehension and skills in advanced math classes, which will aid in reducing the significant gaps in learning and lower assessment scores of students with special needs and economically disadvantaged. Ultimately, the hope is that students who achieve their targeted growth will be prepared for succeeding in college and careers.

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

Targeted students will achieve half the gap from pre-test to post-test scores on Benchmarks 1 & 2. Results will be entered in a growth calculator.

B. Principal SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
Current 7th grade students are targeted for this SLO involving English/Language Arts narrative writing
2. Describe the information and/or data that was collected or used to create the SLO.
Close data analysis of this group of students' 6th grade writing scores indicated there was significant need of improvement on the narrative writing prompts.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
Full attainment of this SLO will help students to be better prepared with comprehensive skills in more advanced classes, which will aid in reducing the significant gaps in Washington students' assessment scores when compared to district and state scores. Emphasis will be placed on students with special needs, economically disadvantaged, and male subgroups. Ultimately, the hope is that students who achieve their targeted growth will be prepared for success in college and careers which specifically aligns with the goals and strategies of the district's School Improvement Plan process.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

4. Describe what evidence will be used to determine student growth for the SLO.
Analysis and comparison of pre-instruction scores on a writing prompt to post-instruction writing scores will be used.
Both writing prompts will be based on the same rubric.

MULTI-TIERED SYSTEM OF SUPPORT

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

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

- a. Screening & Progress Monitoring - Trained school personnel use reliable and valid universal screening tools to identify students with at-risk social behavior.
- b. Tier II - Qualified personnel use research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

a. How will the priority/ priorities be addressed?

The following phases will occur:

1. Laying the Foundation

2. Installing

3. Implementing

4. Sustaining School-Wide Implementation

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

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

Training on implementation of behavior screening tool, follow up with how to analyze reports

Time for staff to complete the screening and analyze the data

Information on additional interventions, supports and resources available to implement for students at risk.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

Wilton Middle utilizes a PBIS' framework of a three tier system of behavior support. Tier I supports are imbedded into the school day. The Commanders Go RED school wide rules, *Respect yourself and others, Exhibit responsibility, and Display a positive attitude*. Students earn cash (Commanders Cash) for good deeds, attendance, academic achievement, and behavior achievement daily. Commanders Cash is used for nine week rewards, school based drawings, and other incentives. The PBIS team and guidance also provide/teach monthly character lessons. The school has an established student recognition program. Each semester students are recognized for attendance, DARE, community Character Counts, behavior achievement, and academic achievements. Students are also recognized through a Rising and Shining Spotlight on each fall and spring. Students are often recognized on the morning announcements by administration for positive deeds.

Aspen discipline data from the 2017-18 school year, students with 9 or more documented referrals were targeted for the start of the school year as Tier II students. Individual meetings were scheduled for parents and students to discuss grades, attendance, and behaviors for the school year and determine a plan to increase the student's success for the upcoming year. Outcomes from the meetings included

Allegany County Public Schools

2018 – 2019 School Improvement Plan

interventions, such as Check-In/Check out, weekly sessions with the guidance counselor, referrals to mental health counseling, all with the goal of improving student success. These identified students and any additional students whose behavior warrants attention will be monitored at all school meetings held to discuss interventions in place, determine if the intervention is appropriate and/or if additional supports are required. Students who require additional support, would be considered Tier III intervention recipients. These students would continue to have monthly meetings to discuss progress, but additional supports, such as an Integrated Support Plan, Behavior Contracts, or other interventions would be implemented to improve success.

Another tool used during the 2018-19 school year to identify students who may require additional supports is the Student Risk Screening Scale. Using the data from the screening tool, staff will be able to identify students who are exhibiting internalizing and externalizing behaviors that are impacting success. Once students are identified as moderate or high risk, staff can determine appropriate Tier II or Tier III Interventions for these students.

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

The Check-In/Check Out System is used for struggling students. A staff member is assigned to the student and each day, the staff member meets with the student in the morning and the end of the day to encourage the student and take the opportunity to discuss anything from grades to grades, attendance or behavior. Throughout the day, there is a form that the student has the teacher sign off on each hour of completion, behavior and interactions with the teacher and peers. Additionally, a parent component is included in this intervention. Each evening the form is sent home for parent review and signature. The form is then returned to school the next morning.

Skills Instruction/School counseling is used for students who have a special area of need relating to peer interaction or social skills. The guidance counselor meets with the student(s) weekly to discuss the area of need.

Parent Conferences are scheduled as needed to meet with the parents of students who are struggling with behaviors. During these conferences, we discuss the behaviors, grades and attendance. At this time, the parents and the child have an opportunity to share their perspective regarding what may be occurring at home. At the conclusion of the conference, there is a plan to implement to help the student be more successful.

Restorative Practices are implemented to help resolve conflict between students and peers or staff members.

Annex X: Non-Title I Schools

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

/ and Community Engagement

Parent/Community Involvement Needs

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

eholders are welcome at Washington Middle School and encouraged to share their ideas, concerns, and talents. The administration
hington Middle School keep parents and community members involved via monthly Aspen, Phone Messenger, Parent Conference d
igs, school website, school marquee, and monthly calendars that are sent home. Parents volunteer various hours and skills each mo
oning dances, assisting with musicals and concerts, and helping teachers inside and outside of the classrooms.

Parent Advisory Committee 2018 - 2019

Name	Position
Kendra Kenney	Principal
Chris Cassell	Assistant Principal
Tonya Detrick-Grove	Assistant Principal
Charissa Bishop	Chairperson
Alice McCullough	Parent
Lori Fleegle	Parent
Theresa Brown	Parent
Shawnee McElfish	Counselor

Allegany County Public Schools 2018 – 2019 School Improvement Plan

in Title I Parent Involvement Plan

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

WASHINGTON MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

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

Action Plan

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should yo for more inforr
red Decision Making The parent involvement plan is developed with input from parents.	PTO Meetings Conferences	Monthly	Administ
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. Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement Ensure information is presented in a format and/or language parents can understand. PRovide full opportunities for participation of parents	PTO Meetings MSDE Website Parent conferences PTO Meetings Emails or phone calls School Website Face-to-face or phone conferences PTO Meetings	Monthly As needed Monthly As needed	Administration Administration School Counsel Administration Administration School Counsel

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

of students from diverse backgrounds.	Volunteering	Monthly As needed	Administration
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you for more inform
view the Effectiveness effectiveness of the school's ital involvement activities will reviewed.	PTO Meetings	Each Semester	Principal
ther School Level Parent ement Initiatives Based nce Epstein's Third Type olvement: Volunteering	Administration Conferences	As needed	Principal

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

n XI.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Data Analysis

Date (s): 8 times/year during Vertical Team Plannings

Location and Time: Washington Middle School - typically once a month

Intended Audience: Teachers and Instructional Assistants

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

Educators will have a better understanding of what skills students need to improve and will design lessons and create activities based on student needs

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

Teachers and Instructional Assistants will work with content area specialists and administration to closely analyze student performance data to determine areas of need

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

Classroom observations, walk-throughs, formative and summative assessment results

Professional Learning Title: GRRUDL Alignment

Date (s): Initial Training August 2018, additional work sessions/team meetings throughout the school year

Location and Time: Washington Middle School

Allegany County Public Schools 2018 – 2019 School Improvement Plan

Intended Audience: All staff

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

When planning lessons and activities, staff will plan more purposefully to infuse Universal Design for Learning into the Gradual Release of Responsibility framework.

What knowledge and skills will the participants attain in this professional learning?

Staff will learn how easily GRR and UDL can work together to benefit all types of learners, and how GRRUDL is effective with large or small groups, assignments and projects.

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

Through observations, conversations with staff and students, and staff and student surveys

1 XII.

Implementation Plan

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

The plans will be shared with faculty and staff during School Improvement Team meetings and grade level team meetings in November and revisited in January, March, and June.

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

School administration and content area specialists will share with the SIT

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

By the SIT as needed throughout the year

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

Washington Middle School uses a Team Leader model in place of the Action Team framework. Administration and School Improvement Specialists will work with grade level team leaders and content area teachers to create, implement, communicate, monitor, and modify the plan. The administration meets with team leaders and teams on a weekly basis. School Improvement Specialist, team leaders, PB members, Conflict Resolution members, and the SIT will meet with administration on a monthly basis. School Improvement Specialists

Allegany County Public Schools

2018 – 2019 School Improvement Plan

and team leaders also supervise the teacher mentoring program for new staff members. They provide guidance for new staff unfamiliar with school improvement plans, and they help them by ensuring that strategies and activities indicated in the plan are implemented in classrooms.

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

The SIP will be shared with parents at a scheduled PTO meeting in January 2019. Invitations to the meeting will be handled through school calendars that are sent home, and notification will be placed on the school's marquee and school's website. The plan will be posted on the ACPS website with a link to the Washington Middle School website. Updates will be shared via meetings throughout the year.

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

Revisions to the SIP will be presented to staff during team meetings, and to parents at PTO meetings.

What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

The LEA will provide oversight to address the specific needs of the students in the areas where Washington Middle didn't show adequate achievement. The LEA will assist Washington Middle in the development of a comprehensive plan that includes strategies to address curriculum, instruction, assessment, professional development, leadership, structure, and school climate/culture. The LEA will work with the SIS and administration to answer questions and concerns related to data, demographic information, and state requirements. The Central Office will provide staff development to enable the monitoring and assessing of the SIP through the Aspen system. Dr. George Brown, Supervisor of Professional Development and LEA support, will provide professional development support to the school during implementation and evaluation phases of the plan. The LEA will ensure that the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals.

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

Faculty - November through March - Weekly Team Meetings

Stakeholders - January, March, and May - PTO Meetings

Monitoring the Plan

- Academic Data - Quarterly
- Attendance Data - Monthly

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

- Discipline Data - Monthly

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

(Print and Sign)	Affiliation/Title
	Principal

Allegany County Public Schools
2018 – 2019 School Improvement Plan
