

Allegany County Public Schools

2023-2024

Middle School Improvement Plan

School: Washington Middle School

Principal: Kendra Kenney

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

Washington Middle School is a positive and supportive student-centered learning environment. We want our students to have fun, love learning, achieve 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.

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Core Values

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

- regularly attend school on a daily basis
- 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 postsecondary education and careers
- demonstrate respect, integrity, and ethics

Teachers should:

- assist in promoting regular school attendance
- 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
- emphasize the vitality of consistent school attendance
- reinforce the importance of quality education

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B. SCHOOL CLIMATE AND CULTURE

Climate

Washington Middle School strives to create a school climate that is safe, welcoming, and conducive to academic success. All visitors to Washington Middle are ushered into the building via the safety of a locked vestibule and greeted by our uniformed School Safety Employee (SSE). Throughout the day, students experience a safe environment secured by locked exterior doors, and have frequent, positive interactions with the SSE and the School Resource Officer (SRO). Also, visitors are greeted upon arrival personally by a member of the secretarial staff. Many methods are utilized to keep all stakeholders informed of the workings of Washington Middle School. These include Blackboard Connect emails and phone calls, the WMS Happenings Facebook page, as well as the customizable reader board in front of the school. Students and parents are further informed about events and academic progress through the use of the Schoology and Aspen platforms. Academic Success is the most critical component of our school climate. Each day, students are encouraged to do their best by following our PBIS program. The overall goal of the PBIS program is to minimize discipline referrals by using a classroom behavior system which focuses on specific behaviors identified in a matrix of positive/negative behaviors and rewards/consequences. The PBIS system gives teachers alternative ways to effectively manage their classrooms, allowing students and staff to maximize instructional time. We provide Tier I and Tier II interventions for both ELA and Math. Students also have course options for advanced mathematics courses and the ability to study a foreign language. In addition, students are recognized for their academic achievements through the National Junior Honor Society and various awards programs. Socially, the school provides opportunities for students to

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participate in many different activities. During the school day, students can take advantage of extra-curricular activities that broaden skills beyond the classroom such as band, orchestra, choir, yearbook, MathCounts, Student Council, and Project YES. Beyond school hours, students have the opportunity to join the After School program, participate in a robotics club, or join jazz band. Students may also participate in one of the many recreational programs or cultural organizations who use the school facility after hours.

Culture

Washington Middle School embodies a culture built on scholarship, leadership, service/citizenship, and character. The success of our students is a top priority and their successes are recognized in multiple ways. Successful scholarship is rewarded through the Honor Roll designations, membership in National Junior Honor Society, Rising and Shining Star nominations, and eligibility for Commander's Crew. The quality of leadership is seen through the actions of the many teachers who lead extra and co-curricular student clubs and service groups, such as Student Council, NJHS, Yearbook, Commander's Crew and Mentoring. Within those organizations, students are also encouraged to hold leadership positions. Student leaders organize community outreach, plan events for the student body, create the school yearbook, and work closely with younger students to help them adjust to middle school. In addition, our school recognizes two teachers weekly as "Teachers of the Week" in order to celebrate

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their strengths. The third pillar of service/citizenship is reflected by students and teachers throughout our building in a plethora of ways. Many teachers plan and implement service learning opportunities within their content areas. Students participate in many projects throughout the year to serve and give back to our community, such as donating food to the Western Maryland Food Bank or collecting for community organizations (Animal Shelter, Union Rescue Mission, etc.). Our Student Council also works closely with students from other schools through the county ACASC and state MASC groups helping them gain a wider view of community and service. Our teachers organize and give back to the community through a successful Secret Santa campaign for Washington students each December. Finally, Washington Middle School guides students to develop good character. Through the school's PBIS program, staff and students focus on our "GO RED!" theme which encourages Respect for Yourself and Others, Exhibiting Responsibility, and Displaying a Positive Attitude. In addition to PBIS rewards, they are also recognized for good behavior through the Character Counts awards given monthly.

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? __12__

A. Staff Demographic

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	1	45	46
Itinerant staff	6	1	7
Paraprofessionals	3	5	8
Support Staff	0	7	7
Other	6	11	17
Total Staff	16	72	88

American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	32
White	480
Asian	≤10
Two or More Races	51
Special Education	79
LEP	n/a
Males	302
Females	267
Gender X	n/a
Total Enrollment	569
FARMS Rate (2022-2023)	63.94%

Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in

Table 2.

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Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	13	06 Emotional Disturbance	4	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	1	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	11	14 Autism	10
04 Speech/Language Impaired	8	09 Specific Learning Disability	27	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	5	TOTAL COUNT	80

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
Grade 6	88.5%
Grade 7	86.9%

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Grade 8	87.6%
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Table 4b: Subgroup Attendance Rate	2022-2023
All Students	87.6%
Hispanic/Latino of any race	88.6%
American Indian or Alaska Native	94.2%
Asian	98.3%
Black or African American	82.7%
Native Hawaiian or Other Pacific Islander	n/a
White	87.9%
Two or more races	86.3%
Male	88.0%
Female	87.1%
EL	96.3%
Special Education	84.5%
Free/Reduced Meals (FARMS)	84.7%

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

Due to no grade level or subgroup achieving the targeted AMO percentage of 94%, attendance concerns exist for all grades and subcategories. The overall school attendance rate of 87.6% is low. The subcategory of Black or African American students at 82.7% attendance is significantly low. The attendance of students who receive special education services (84.5%) is also an area of concern. Possible contributors to the low attendance of students in this subcategory could be student health conditions and medical adversities. Additionally, the subgroup of students receiving Free And Reduced Meals (FARMS) had a low attendance rate of 84.7%.

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

Student and parent conferences with School Administration and School Counselors - 2023-24 school year

Pupil Personnel Worker and School Resource Officer Involvement - conferences and home visits- 2023-24 school year

Tangible rewards - certificates, Commander Cash, Commander Cravings store, prizes, PBIS rewards - Monthly and Quarterly throughout the 2023-24 school year

Potential consequences - loss of PBIS rewards, carnivals, field trips, and other school activities, assigned lunch and after school detentions - 2023-24 school year



Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

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Table 5	2019	2022	2023
Not Chronically Absent (percentage)	71.5%	51.8%	55.71%
Not Chronically Absent (student count)			260
Report Card Points Earned	5.5	3.5	4.5

Habitually Truant

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

Table 6	2022	2023
Habitually Truant (percentage)	14.43%	12.2%
Habitually Truant (student count)	86	71

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

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- 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 and Pupil Personnel Worker to encourage attendance through home visits
- Positive Behavior Incentives for attendance
- Parent Conferences to address attendance

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	882	1108
All Suspensions	119	143
In School	29	7
Out of School	90	136

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Sexual Harassment Offenses	16	7
Harassment/Bullying Offenses	11	13

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

The total number of referrals increased from 2021-22 to 2022-23, as did the number of out-of-school suspensions. The number of in-school suspensions decreased from 2021-22 to 2022-23. The number of sexual harassment offenses decreased by more than half; there was a slight increase in the number of harassment/bullying offenses.

In order to reduce the number of incidents for the 2023-24 school year, students identified as being Tier III will be a focal point. Despite comprising only about 2.5% of the enrollment, these students were responsible for approximately 23.5% of all incidents. All such

students will meet with administration and behavior contracts will be developed, as necessary. Parental input will be sought in order to better understand how to best meet each individual student's needs. Necessary interventions will be implemented to help ensure student success. Such interventions will include check in/check out, break passes, small group meetings with guidance counselors, referrals to the Allegany County Health Department Licensed Clinical Professional Counselor, referrals to the school based social worker, or inclusion in Project YES. All of these students will be referred to the Pupil Service Team so that progress will be discussed on a weekly basis.

The school will also continue to utilize the Student Risk Screening Scale in order to identify other students who may require additional interventions.

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VI. EARLY LEARNING (Elementary Only)

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART graduation

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

to reduce the 2017 non-pass rate by 50% by the year 2030

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

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

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63172	13	43	44	63596	11	41	50	+6
ACPS Results	605	11	49	40	586	10	37	53	+13
All school students	197	17	53	30	178	19	40	41	+11
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

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Asian	*	*	*	*	*	*	*	*	*
Black or African American	24	12	67	21	27	30	52	18	-3
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	188	18	51	31	165	19	40	41	+10
Two or more races	22	13	64	23	19	32	42	26	+3
Special Education	27	59	30	11	24	46	46	8	-3
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	142	20	56	24	120	23	43	34	+10
Female	94	14	55	31	80	15	38	47	+16
Male	103	21	51	28	98	22	42	36	+8

Table 10a, ELA Grade 6 identifies a growth in the change of proficiency rate from 2022 to 2023 of 11%. When comparing Washington's scores to the Maryland Results, Washington's growth scores exceeded the states by 5%, but a -2% difference occurred when compared to ACPS Results. Deficits occurred in two subgroups: Black or African American and Special Education. Further analysis of 2023 MCAP data from the Reporting Category Roster and School Evidence Statement Analysis, revealed deficits in Written Expression and a significant deficit in Written Conventions for Washington's Grade 6 students. See the table below and ELA FOCUS AREA 1 and 2.

* indicates no students or fewer than 10 students in category

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TABLE 10b ELA Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64672	11	46	43	63563	6	47	47	+4
ACPS Results	588	13	50	37	598	6	42	52	+15
All school students	183	15	47	38	190	10	56	34	-4
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	20	35	35	30	26	12	73	15	-15
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	174	14	49	37	180	11	55	34	-3
Two or more races	20	20	50	30	24	12	71	17	-13
Special Education	28	39	54	7	19	42	58	0	-7

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Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	90	27	52	21	119	14	58	28	+7
Female	81	15	41	44	87	5	62	33	-11
Male	102	15	53	32	103	16	50	34	+2

Table 10b, ELA Grade 7 identifies a decrease in the change of proficiency rate from 2022 to 2023 of -4%. When comparing Washington's scores to the Maryland Results a difference of -8% is revealed and a difference of -19% compared to ACPS Results. Deficits occurred in all subgroups except FARMS and Males. This is addressed in ELA FOCUS AREA 3. Further analysis of 2023 MCAP data from the Reporting Category Roster summary and School Evidence Statement Analysis, revealed significant deficits in Written Expression and Written Conventions for Washington's Grade 7 students. See the table below and ELA FOCUS AREA 1 and 2.

* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	66514	17	40	43	65477	13	40	47	+4
ACPS Results	590	17	39	44	5889	11	39	50	+6
All school students	184	24	39	37	186	15	39	46	+9
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*

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Black or African American	23	30	48	22	23	30	48	22	+0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	170	26	38	36	176	14	39	47	+11
Two or more races	16	38	37	25	23	26	44	30	+5
Special Education	19	68	32	0	15	40	60	0	+0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	103	29	43	28	113	20	44	36	+8
Female	92	14	41	45	82	15	29	56	+11
Male	92	35	36	29	104	15	47	38	+9

Table 10c, ELA Grade 8 identifies a growth in the change of proficiency rate from 2022 to 2023 of 9%. When comparing Washington's scores to the Maryland Results, Washington's growth scores exceed the Maryland Results by 5% and ACPS Results by 3%. Deficits did not occur in any subgroups; however, two subgroups: Black or African American and Special Education showed no growth. Further analysis of 2023 MCAP data from the Reporting Category Roster summary and School Evidence Statement Analysis, revealed deficits in Written Expression and in Written Conventions for Washington's Grade 8 students. See the table below and ELA FOCUS AREA 1 and 2.

* indicates no students or fewer than 10 students in category

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Table 11a: Cohort Growth (Cohort 2028)			
ELA Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Please enter as + or -
Maryland	44	47	+3
ACPS	40	52	+12
All Students	30	34	+4
Economically Disadvantaged	24	28	+4
Special Education	11	0	-11
Male	28	34	+6
Female	31	33	+2
Black or African American	21	15	-6
Two or More Races	23	17	-6

Table 11b: Cohort Growth (Cohort 2027)			
ELA Percent Proficient	Grade 7 2021-2022	Grade 8 2022-2023	Growth from Grade 7 to Grade 8 Please enter as + or -
Maryland	43	47	+4
ACPS	37	50	+13
All Students	38	46	+8

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Economically Disadvantaged	21	36	+15
Special Education	7	0	-7
Male	32	38	+6
Female	44	56	+12
Black or African American	30	22	-8
Two or More Races	30	30	+0

2. ELA FOCUS AREAS

WRITTEN EXPRESSION

ELA FOCUS 1

2023 Gap Between Percent of Students at Washington and in Maryland Scoring Proficient for Written Expression			
	Percent Proficient Maryland	Percent Proficient Washington	Washington's Deficit
Grade 6	46%	45%	-1%
Grade 7	45%	35%	-10%
Grade 8	52%	46%	-6%

2023 MCAP Gap Between Percent of Students at Washington and ACPS Scoring Proficient for Written Expression			
	Percent Proficient	Percent Proficient Washington	Washington's Deficit

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	ACPS		
Grade 6	55%	45%	-10%
Grade 7	43%	35%	-8%
Grade 8	55%	46%	-9%

2023 MCAP Percent of Students Proficient in both Written Expression and Written Conventions in ACPS and Washington

	Grade 6	Grade 7	Grade 8
ACPS	59%	48%	57%
ALL WA STUDENTS	45%	36%	47%

2023 MCAP Percent of Students Proficient in both Written Expression and Writing Conventions by Subgroups at Washington

	Grade 6	Grade 7	Grade 8
ALL WA STUDENTS	45%	36%	47%
FARMS	38%	27%	37%
White	47%	41%	52%
Non White	38%	16%	30%
BL and MU	31%	12%	24%

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MU	28%	15%	26%
BL	36%	*	*
SPED	8%	11%	0%
<ul style="list-style-type: none"> • Less than 10 students in the subgroup 			

ELA FOCUS AREA 1:	MCAP Written Expression for Literary Analysis and Informative Writing (Argumentative/Explanatory)
Focus Area Goal	<p>Fifty percent of students in grades 6-8 will increase their MCAP written response scores for Literary Analysis and Informative Writing during the 2023-2024 school year by 2 points out of 11 or an 18% increase in their raw writing score. (This is the same goal ELA teachers and the principal have for their SLO goal.)</p> <p>An increase of this magnitude will help close the gap between the percentage of students scoring proficient at Washington as compared with all Maryland and ACPS schools.</p> <p>The Written Expression results reveal a deficit between the percentage of students scoring proficient at Washington as compared to students in Maryland. Deficits by grade level are as follows:</p> <ul style="list-style-type: none"> • Grade 6 - 1% • Grade 7- 10% • Grade 8 - 6% <p>The Written Expression results reveal a deficit between the percentage of students scoring proficient at Washington as compared with students in ACPS. Deficits by grade level are as follows:</p> <ul style="list-style-type: none"> • Grade 6 - 10% • Grade 7- 8% • Grade 8 - 9% <p>The combined Written Expression and Written Conventions results reveal a deficit between the percentage of students scoring proficient at Washington as compared with students in ACPS. Deficits by grade level are as follows::</p> <ul style="list-style-type: none"> • Grade 6 - 6%

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	<ul style="list-style-type: none"> • Grade 7- 12% • Grade 8 - 10%. <p>Deficits occur in the following subgroups within all grade levels: FARMS, Nonwhite, African American, Mulattoes, and students with disabilities.</p>
Root Cause(s):	Students need additional practice in responding to prompts with an organized and accurate analysis supported by effective textual evidence.
Focus Content Standard(s):	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Barriers:	<p>The MCAP Rubric requires students to “Demonstrate a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.” Students in all grades struggle with reading and comprehending grade-level text causing students to have difficulty in accurately analyzing the MCAP passage(s) to which they are to respond.</p> <p>Of the 6th-grade cohort of students, 73% or 136 out of 186 students read below the proficiency level as measured by the 2023 Beginning of Year (BOY) Houghton Mifflin Harcourt (HMH) Growth Measure for Reading.</p> <ul style="list-style-type: none"> • 16.1% or 30 students scored Approaching (One Grade Below) • 19.4% or 36 students scored Below Level (Two Grades Below) • 37.6% or 70 students scored Far Below Level (Greater Than Two Grades Below) <p>Of the 7th-grade cohort of students, 75% or 132 out of 176 students read below the proficiency level as measured by the 2023 BOY Growth Measure for Reading.</p> <ul style="list-style-type: none"> • 14.2% or 25 students scored Approaching • 19.3% or 34 students scored Below Level • 41.5% or 73 students scored Far Below Level <p>Of the 8th-grade cohort of students, 71.6% or 139 out of 194 students read below the proficiency level as measured by the 2023 BOY Growth Measure for Reading.</p> <ul style="list-style-type: none"> • 15.5% or 30 students scored Approaching

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	<ul style="list-style-type: none"> • 14.4% or 28 students scored Below Level • 41.8% or 81 students scored Far Below Level <p>Written language instruction is embedded in the English Language Arts (ELA) curriculum. A decrease in ELA instruction time of 19 minutes occurred during the 2022-2023 school year as compared to the 2021-2022 school year. An additional decrease in ELA instruction time, two minutes, is occurring during the 2023-2024 school year.</p>
Needed Resources:	<ul style="list-style-type: none"> • License for HMH Read180 reading intervention and i-Ready to improve students' reading skills • Training for teachers of the new HMH Read 180 and Code to help with small-group instruction of reading and written language material • Training for teachers focusing on writing strategies • Training for teachers to gain an understanding of the scoring of the MCAP Rubric • Co-planning time for teachers to share strategies • New resources aligned to the MCAP writing standards • Purchasing resources to provide strategies to respond to literature. For example: RACE Strategy, Interactive Notebooks, etc.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Assess all students using HMH Growth Measure for Reading to determine reading intervention needs, HMH Read180, HMH Code, or i-Ready during Reading Lab • Teachers participate in 81 minutes of co-planning every other week with the help of the ELA supervisor, principal, and ELA specialist to share strategies and resources • Use purchased resources to assist students in writing responses using the RACE, RACER, or RACES strategy • Utilize teachers' knowledge and experiences to analyze the MCAP Rubric and ELA Standards to gain knowledge of the requirements for each grade level • Create a student-friendly checklist and rubric to help students understand the requirements • ELA teachers and the principal will develop a writing SLO • Utilize the GRR model of instruction • Use Interactive Notebooks to teach literary and writing terminology • Increase exposure to writing experiences in small chunks • Complete 4-5 HMH units during the school year and complete all response logs after reading each text to practice collecting textual evidence for the end-of-unit writing task • Utilize the end of unit benchmarks as assessments and learning opportunities.

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	<ul style="list-style-type: none"> Utilize MCAP practices and releases
How will it be funded?	ACPS ELA Supervisors' budget Principals' funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Early September - Assess all students using HMH Growth Measure for Reading to determine reading intervention needs, HMH Read180, HMH Code, or i-Ready September 2023 - Begin ELA co-planning by grade level September 2023 - Develop SLO and implement a pre-assessment for SLOs for each grade level to improve written language skills September 2023 to May 2024 - increased opportunities for students to write in small chunks October 2023 - Utilize the 2023 MCAP scores to identify students in target groups. Those with written language skills (those scoring well on selected-response questions), but scoring poorly on writing October 2023 - Purchase materials to assist with SLO October through November 2023 - Grade-level and vertical-team meetings to analyze the MCAP Rubric and Standards with the goal of creating teacher and student-friendly checklists and rubrics Late October 2023 - HMH end-of-unit writing task instruction for all grades December 2023 - Determine the need for future co-planning for ELA teachers January 2024 - Assess all students with the HMH Growth Measure January 2024 - End of second unit writing task instruction for all grade levels March 2024 - End of third unit writing task instruction for all grade levels April 2024 - Final written response for SLO May 2024 - MCAP and EOY Growth Measure and HMH end-of-unit writing task instruction for all grades May 2024 - End of fourth unit writing task instruction for all grade
Monitoring Procedure:	<ul style="list-style-type: none"> Quarterly monitor reading intervention students' progress using the HMH Reading Growth Measure Assess students not in intervention by the Mid-year and End-of-Year HMH Growth Measure and the i-Ready Diagnostics Assessment for those not in reading intervention. End of HMH Literature units' Writing Tasks End-of-unit benchmarks SLO pre- and post-assessments Formative assessments

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	<ul style="list-style-type: none">• Peer editing observations• Conferencing• MCAP
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ELA FOCUS 2

WRITTEN CONVENTIONS ELA FOCUS 2

2023 Gap Between Percent of Students at Washington and in Maryland Scoring Proficient for Written Conventions			
	Percent Proficient Maryland	Percent Proficient Washington	Washington's Deficit
Grade 6	43%	36%	-7%
Grade 7	45%	31%	-14%
Grade 8	52%	45%	-7%

2023 MCAP Gap Between Percent of Students at Washington and ACPS Scoring Proficient for Written Conventions			
	Percent Proficient Maryland	Percent Proficient Washington	Washington's Deficit
Grade 6	52%	36%	-16%
Grade 7	44%	31%	-13%
Grade 8	54%	45%	-9%

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ELA FOCUS AREA 2:	MCAP Written Conventions for Literary Analysis and Informative Writing (Argumentative/Explanatory)
Focus Area Goal	<p>Fifty percent of students in grades 6-8 will increase their MCAP written response scores for Literary Analysis and Informative Writing during the 2023-2024 school year by 2 points out of 11 or an 18% increase in their raw writing score. (This is the same goal ELA teachers and the principal have for their SLO goal.)</p> <p>An increase of this magnitude will help close the gap between the percentage of students scoring proficient at Washington compared with all Maryland and ACPS schools.</p> <p>The Written Conventions results reveal a deficit between the percentage of students scoring proficient at Washington as compared to students in Maryland. Deficits by grade level are as follows:</p> <ul style="list-style-type: none"> • Grade 6 - 7% • Grade 7 - 14% • Grade 8 - 7% <p>The Written Conventions results reveal a deficit between the percentage of students scoring proficient at Washington as compared to students in ACPS. Deficits by grade level are as follows:</p> <ul style="list-style-type: none"> • Grade 6,- 16% • Grade 7 - 13% • Grade 8 - 9% <p>The combined Written Expression and Written Conventions results reveal a deficit between the percentage of students scoring proficient at Washington as compared to students in ACPS. Deficits by grade level are as follows::</p> <ul style="list-style-type: none"> • Grade 6 - 6% • Grade 7- 12% • Grade 8 - 10%. <p>Deficits occur in the following subgroups for all grade levels; FARMS, Nonwhite, African American, Mulattoes, and students with disabilities.</p> <p>Of the 6th-grade cohort, 77% or 145 out of 188 students scored below the proficiency level on the Language component as measured by the 2023 Beginning of Year (BOY) Houghton Mifflin Harcourt (HMH) Growth Measure for Reading.</p>

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	<ul style="list-style-type: none"> • 5% or 10 students scored Above Level • 18% or 33 students scored On-level • 15% or 28 students scored Approaching • 18% or 34 students scored Below Level • 44% or 83 students scored Far Below Level <p>Of the 7th-grade cohort,, 80% or 155 out of 192 students scored below the proficiency level on the Language component as measured by the 2023 Beginning of Year (BOY) Houghton Mifflin Harcourt (HMH) Growth Measure for Reading.5% or 9 students scored Above Level</p> <ul style="list-style-type: none"> • 15% or 28 students scored On-level • 18% or 35 students scored Approaching • 22% or 43 students scored Below Level • 40% or 76 students scored Far Below Level <p>Of the 8th-grade cohort, 72% or 137 out of 191 students scored below the proficiency level on the Language component as measured by the 2023 Beginning of Year (BOY) Houghton Mifflin Harcourt (HMH) Growth Measure for Reading.</p> <ul style="list-style-type: none"> • 7% or 14 students scored Above Level • 21% or 40 students scored On-level • 15% or 29 students scored Approaching • 19% or 36 students scored Below Level • 37% or 72 students scored Far Below Level
Root Cause(s):	The HMH textbook and Grammar Resources assume students come prepared for grammar instruction at a middle school level.
Focus Content Standard(s):	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
Barriers:	<ul style="list-style-type: none"> • Students enter middle school missing Conventions of English skills that were skipped during the Covid years • The HMH textbook assumes that students have knowledge of sentence patterns (simple, compound, complex, compound-complex) and can write and punctuate a variety of sentences • Students usage of Conventions is affected by their limited exposure to formal language • HMH into Literature has one page of practice after a story, with extremely limited instruction and few opportunities for response • The HMH Grammar resources are not used by teachers because of limited time during English

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	<p>Language Arts</p> <ul style="list-style-type: none"> • Spelling is not taught at the middle school level • Students rely on spell check. • Written language instruction is embedded in the English Language Arts (ELA) curriculum. A decrease in ELA instruction time by 19 minutes occurred during the 2022-2023 school year as compared to the 2021-2022 school year. An additional decrease in ELA instruction time, two minutes, has occurred during the 2023-2024 school year.
Needed Resources:	<ul style="list-style-type: none"> • Writing and grammar instruction in a systematic program with remediation opportunities for those scoring below grade level on HMH Growth Measure Language component • Additional time is needed to adequately prepare students for the requirements of the MCAP Rubric for Conventions • Additional writing practice with editing opportunities • Time for students to peer edit and conference with teachers
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers participate in 81 minutes of co-planning every other week with the help of the ELA supervisor, principal, and ELA specialist • Use purchased resources to assist students with writing responses and conventions • Utilize HMH Grammar Resources on the HMH website. Each grade has modules for instruction and practice or Daily Grammar Practice in Grade 8 • Complete 4-5 units during the school year and complete all end-of-unit writing tasks to final drafts including revisions, peer reviews, and final editing strategies as identified in each writing task • All ELA teachers and the principal will develop a writing SLO • Utilize the GRR model of instruction • Use Interactive Notebooks to teach writing and grammar terminology • Increase exposure to writing experiences • Utilize MCAP practices and releases • Utilize the end of unit benchmarks as assessments and learning opportunities. • Utilize DBQ's during Reading Lab for students that are not in intervention
How will it be funded?	<p>ACPS ELA supervisors' budget Principals' funding</p>

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • September 2023 - Begin ELA co-planning by grade level • September 2023 - Develop SLO and implement a pre-assessment for the SLO for each grade level to improve written language skills • October 2023 - Utilize 2023 MCAP and HMH Growth Measure scores to identify students in need of help with written language skills • October 2023 - Purchase materials to assist with SLO and Conventions instruction • Late October - HMH end-of-unit writing task instruction for all grades • December 2023 - Determine the need for future co-planning for ELA teachers • January 2024 - Assess all students with the HMH Growth Measure • January 2024 - HMH End of second unit writing task instruction for all grade levels • March 2024 - HMH end of unit writing task instruction for all grades • April 2024 - Final written response for SLO • May 2024 - MCAP and EOY Growth Measure and HMH end of unit writing task instruction for all grades
Monitoring Procedure:	<ul style="list-style-type: none"> • End of HMH Literature Unit Writing Tasks • End-of-unit benchmarks • SLO pre- and post-assessments • Formative assessments • Peer editing observations • Conferencing • MCAP

FOCUS AREA 3:	Grade 7 Identifying the Development of Central Idea Using Paired Texts (RI 7.2)
Focus Area Goal	<p>When comparing Washington's 2023 Grade7 MCAP scores to ACPS and Maryland</p> <p>Washington - 34% of the students are proficient</p> <p>ACPS - 52% of the students are proficient</p> <p>Maryland - 47% of the students are proficient</p> <p>When comparing Grade 7 students' 2022 MCAP scores to Grade 7 students' 2023 MCAP scores, the data reveals a decline in the number of students at Washington scoring proficient from 2022 to 2023.</p> <ul style="list-style-type: none"> • Washington - 38% (2022) vs 34% (2023) or a decline of 4% in the proficiency rate

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	<p>However, Grade 7 students at both the state and ACPS levels have an increase in the percentage of students scoring proficient when comparing the 2022 and 2023 MCAP proficiency rate.</p> <ul style="list-style-type: none"> ACPS - 37% (2022) vs. 52% (2023) or an increase of 15% in the proficiency rate Maryland - 43% (2022) vs 47% (2023) or an increase of 4% in the proficiency rate <p>The following subgroups declined in proficiency: African American, White, Two or More Races, Special Education, and Females. The only subgroups to increase the rate of proficiency were FARMS and Males.</p>
Root Cause(s):	Students can identify the topic of a text and the central idea, but they struggle with tracing the development of the central idea when completing a paired Selected Response Question.
Focus Content Standard(s):	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Barriers:	<p>The School Evidence Statement Analysis shows that 46.8% of Grade 7 students at Washington scored proficient on ELA Standard RI. 7.2 question(s) compared to 52.5% of the Grade 7 students in ACPS. Of the 7th-grade cohort, 75% or 132 out of 176 students read below the proficiency level as measured by the 2023 BOY HMH Growth Measure for Reading.</p> <ul style="list-style-type: none"> 14.2% or 25 students scored Approaching 19.3% or 34 students scored Below Level 41.5% or 73 students scored Far Below Level <p>A decrease in ELA instruction time of 19 minutes occurred during the 2022-2023 school year as compared to the 2021-2022 school year. An additional decrease in ELA time, two minutes, is occurring during the 2023-2024 school year.</p> <p>A focus of English Language Arts teachers this year is in writing which consumes a large amount of class time.</p>
Needed Resources:	<ul style="list-style-type: none"> Use of HMH textbook resources Opportunities to share strategies with science and social studies teachers Increase time for ELA classes to focus on the reading of informational text to benefit students reading and writing scores
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Assess all Grade 7 students using HMH Growth Measure for Reading to determine reading intervention needs, HMH Read180, HMH Code, or i-Ready during Reading Lab Teachers participate in 81 minutes of co-planning every other week with the help of the ELA supervisor, principal, and ELA specialist

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	<ul style="list-style-type: none"> • Comprehensive Literacy Plan to be introduced to teachers and implemented during the year. • Literacy Learning Walks to look for the appropriate use of the HMH textbook series • The use of Signposts and annotation strategies in the HMH textbook • Monitoring students' progress in reading intervention programs especially i-Ready and provide small group instruction for students in need of front-loading or remediating students with informational text reading strategies. • When reading informational text, teachers will utilize the Assessment Practice pages in the textbook as learning opportunities and Selection Assessment questions for evaluations • Increased use of informational text resources especially paired resources including but not limited to i-Ready, CommonLit, Scope Magazine, Discovery ED, and Newsela. • Utilize MCAP informational text practice and released materials
How will it be funded?	ACPS ELA supervisors' budget Principals' funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2023 - May 2024: Tier I instruction for all ELA using HMH Into Literature series • August 2023 - May 2024: Utilize GRR strategy • August 2023 - May 2024: Reading Lab utilizing HMH Read180, Code, or i-Ready for intervention and acceleration. • September 2023 - Begin ELA co-planning by grade level • January 2024 - Literacy Plan implementation including walk-throughs • May 2024 - MCAP
Monitoring Procedure:	September 2023, January 2024, and May 2024 assess students using the HMH Growth Measure to monitor growth End-of-Units Benchmarks Additional formative and summative assessments Monitoring students' progress in Read180, Code, and i-Ready

Universal Design for Learning for ELA.

Table 12	
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UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> • Use acronyms, graphic organizers, or templates to organize information when reading and writing. Examples include RACE, RACES, or RACER • Use Interactive Notebooks and Writing Journals in ELA Grades 6 and 7 • Teaching and remediate through the use of literacy centers providing various means of representing information as well as small group direct instruction • Multiple sources of informational text with adapted material or Lexiled text including the textbook series, CommonLit, NewsELA, Scope, etc. • Audio is available for textbook series as well as online texts
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> • Writing prompts can be scaffolded and broken down to TPA (Task, Purpose, Audience) • Include sentence starters especially when using the RACE strategy. Especially when C - citing evidence and E - explaining evidence • Providing students with rubrics in the form of checklists to encourage students to self-assess their responses to ensure they have included all the required elements. • Utilize technology including Google Classroom and Google doc for students to submit drafts, receive evaluative comments, and resubmit final drafts • Grade 7 ELA students working in literacy centers will demonstrate their knowledge through varied means including written responses, storyboards, discussions, and oral responses to collaborative group members
	<p>Multiple Options for Engagement</p>

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<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none"> • Provide opportunities for small group activities through literacy centers. Students will have choices, engage in shorter activities, work collaboratively, be involved in movement and gamelike centers, as well as direct instruction. • Use technology and computer activities to engage students • Provide activities to give students immediate feedback • Utilize current and engaging high-interest topics and resources with activities that students can relate to their lives. • Provide opportunities to share written responses.
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B. MATHEMATICS

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

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

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

* indicates no students or fewer than 10 students in category

TABLE 13a MATH Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63193	37	44	19	63644	36	45	19	0
ACPS Results	606	30	51	19	586	30	48	22	+3
All school students	198	45	40	15	178	44	48	8	-7
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

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Asian	*	*	*	*	*	*	*	*	*
Black or African American	24	59	33	8	27	56	44	0	-8
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	189	44	40	16	165	44	47	9	-7
Two or more races	22	55	36	9	19	53	37	10	+1
Special Education	27	66	26	8	24	75	21	4	-4
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	143	53	39	8	120	51	44	5	-3
Female	95	48	40	12	80	46	48	6	-6
Male	103	43	40	17	98	42	48	10	-7

* indicates no students or fewer than 10 students in category

TABLE 13b MATH Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %

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Maryland Results	56286	52	36	12	56106	48	37	15	+3
ACPS Results	568	47	36	17	570	38	40	22	+5
All school students	180	50	32	18	188	46	35	19	+1
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	20	70	20	10	26	57	31	12	+2
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	171	50	32	18	179	45	35	20	+2
Two or more races	20	70	20	10	24	58	29	13	+3
Special Education	27	78	11	11	19	84	11	5	-6
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	88	67	23	10	118	55	32	13	+3
Female	80	51	30	19	87	46	40	14	-5
Male	100	49	33	18	101	46	31	23	+5

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* indicates no students or fewer than 10 students in category

TABLE 13c MATH Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	41267	54	39	7	41740	52	41	7	0
ACPS Results	367	48	46	6	390	46	48	6	0
All school students	108	68	32	0	122	54	46	0	0
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	17	65	35	0	20	70	30	0	0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	103	68	32	0	115	53	47	0	0
Two or more races	12	67	33	0	19	63	37	0	0
Special Education	15	93	7	0	14	86	14	0	0

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Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	70	64	36	0	92	61	38	1	+1
Female	52	63	37	0	55	51	49	0	0
Male	56	71	29	0	67	55	43	2	+2

* indicates no students or fewer than 10 students in category

TABLE 13d ALGEBRA I	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	69986	36	49	15	67135	30	52	18	+3
ACPS Results	615	34	53	13	731	21	54	25	+12
All school students	77	1	52	47	64	1	33	66	+19
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	68	1	49	50	60	2	33	65	+15
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	33	0	58	42	21	0	24	76	+34
Female	40	0	53	47	27	4	48	48	+1
Male	37	3	51	46	37	0	22	78	+32

* indicates no students or fewer than 10 students in category

TABLE 13e GEOMETRY	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	16647	25	49	26	19907	28	48	24	-2

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ACPS Results	424	33	60	7	563	43	48	9	+2
All school students	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*

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Table 14: Cohort Growth (Cohort 2024)			
MATH Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Enter as + or -
Maryland	19	15	-4
ACPS	19	22	+3
All school students	15	19	+4
Economically Disadvantaged	8	13	+5
Special Education	8	5	-3
Male	17	23	+6
Female	12	14	+2
Black or African American	8	12	+4
Two or More Races	9	13	+4

2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	Reasoning (Grades 6-8)
Focus Area Goal	Students will demonstrate increased performance on reasoning standards on the 2024 MCAP assessment. Students at Washington Middle School will decrease the gap between their performance and the average performance of students in the ACPS district.
Root Cause(s):	Student exposure, practice, and confidence with these question types is minimal.
Focus Content Standard(s):	Multiple standards across all grade levels - Type I and Type II items - Reasoning on grade-level (OGL) and

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	using securely held knowledge (SHK). The following standards show deficiencies when comparing Washington Middle School students to the ACPS district.																								
	Standard	6.R.3b	6.R.3a	6.R.2b	7.R.2c	7.R.1b	7.R.3c																		
	% Below ACPS Avg.	-8.4	-7.1	-5.6	-12.6	-5.5	-4.2																		
	Standard	7.R.1a	8.R.1a	8.R.1b	8.R.1c	8.R.2a																			
	% Below ACPS Avg.	-3.7	-12.3	-5.4	-3.6	-3.1																			
Barriers:	<ul style="list-style-type: none">• The amount of curriculum that students need to learn within the school year often limits the depth to which content is taught.• Students also struggle with reading which inhibits their ability to understand what the problem is asking them to do.• Reasoning questions require a deeper level of understanding in order to answer correctly.• The Black or African American, Two-or-More Races, Students with Disabilities, and Free/Reduced Meals subgroups show deficiencies in mathematics performance as compared to all students. There must be strategies in place to overcome the barriers preventing these subgroups from working towards proficiency. All four of these subgroups scored at a Level 1 at a higher rate on the 2023 MCAP in grades 6-8, as compared to all students.																								
	<table><tr><th colspan="6">2023 MCAP Results % of Students Scoring at Level 1 by Subgroup</th></tr><tr><th>Test</th><th>All Students</th><th>Black/African American</th><th>Two or More Races</th><th>Students with Disabilities</th><th>Free/Reduced Meals</th></tr><tr><td>Math 6</td><td>44</td><td>56</td><td>53</td><td>75</td><td>51</td></tr></table>							2023 MCAP Results % of Students Scoring at Level 1 by Subgroup						Test	All Students	Black/African American	Two or More Races	Students with Disabilities	Free/Reduced Meals	Math 6	44	56	53	75	51
	2023 MCAP Results % of Students Scoring at Level 1 by Subgroup																								
	Test	All Students	Black/African American	Two or More Races	Students with Disabilities	Free/Reduced Meals																			
	Math 6	44	56	53	75	51																			

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		Math 7	46	57	58	84	55
		Math 8	54	70	63	86	61
Needed Resources:	<ul style="list-style-type: none"> • More resources and examples of Type I and Type II Reasoning questions • A systematic approach to teach students how to work through these types of questions • More time to meet in grade-level and vertical math department teams. 						
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • <i>Big Ideas</i> and <i>Reveal</i> mathematics textbooks and workbooks will allow students to practice these question types during math class. • <i>i-Ready</i> and <i>ALEKS</i> online mathematics curriculums will provide supplemental practice with these question types during math lab. • <i>HMH Math 180</i> is being implemented as intervention in grades 6-8 and can help to remediate foundational knowledge during math lab. This can help students be successful with these more difficult question types. • Co-Curricular math lessons can provide even more practice with these question types. • Utilize PARCC & MCAP practice and released materials to familiarize students with question answering strategies. • Tutoring is available for students after school. 						
How will it be funded?	<ul style="list-style-type: none"> • School-level funding • District-level math department funding 						
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2023 through May 2024 - Tier I instruction for all students during math class • August 2023 through May 2024 - Tier II support available for students during math lab • April & May 2024 - Review for MCAP (incorporate MCAP and PARCC released items) 						
Monitoring Procedure:	<ul style="list-style-type: none"> • August 2023, January 2024, May 2024 (tentative) - math diagnostics (<i>HMH Growth Measure</i> & <i>i-Ready</i>) • May 2024 - MCAP Assessment 						
MATH FOCUS AREA 2:	Expressions & Equations (Grades 6-8)						
Focus Area Goal	Students will demonstrate increased performance on expressions and equations standards on the 2024 MCAP assessment. Students at Washington Middle School will decrease the gap between their performance and the						

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	average performance of students in the ACPS district.						
Root Cause(s):	Students lack proficiency and fluency with basic math facts which are crucial skills when dealing with expressions and equations. In Grades 7-8, this lack of fact fluency leads students to struggle with integer facts, which are also required for using expressions & equations.						
Focus Content Standard(s):	Multiple standards across all grade levels). The following standards show deficiencies when comparing Washington Middle School students to the ACPS district.						
	Standard	6.EE.B.6	6.EE.B.8	6.EE.A.3	6.EE.A.2a	6.EE.A.2c-1	6.EE.A.4
	% Below ACPS Avg.	-11	-7.1	-7	-6.8	-5.9	-5.3
	Standard	6.EE.B.7	6.EE.C.9	7.EE.B.4a-2	7.EE.B.4a-1	7.EE.B.4b	8.EE.B.5-1
	% Below ACPS Avg.	-4.1	-4.1	-7.1	-7	-3	-8.4
	Standard	8.EE.C.7a	8.EE.C.7b	8.EE.A.1	8.EE.B.5-2	8.EE.C.8a	
	% Below ACPS Avg.	-5.3	-4.4	-4.4	-4.3	-3.9	
	Barriers:	<ul style="list-style-type: none">• Grade 6 - Expressions & equations are new ideas for 6th graders that can be very abstract for some students.• Grades 7-8 - Expressions & equations are taught early in the year during Module 1, so spiral review is crucial.• The Black or African American, Two-or-More Races, Students with Disabilities, and Free/Reduced Meals subgroups show deficiencies in mathematics performance as compared to all students. There must be strategies in place to overcome the barriers preventing these subgroups from working towards proficiency. All four of these subgroups scored at a Level 1 at a higher rate on the 2023 MCAP in					

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	<div>grades 6-8, as compared to all students.</div> <table><tr><th colspan="6">2023 MCAP Results % of Students Scoring at Level 1 by Subgroup</th></tr><tr><th>Test</th><th>All Students</th><th>Black/African American</th><th>Two or More Races</th><th>Students with Disabilities</th><th>Free/Reduced Meals</th></tr><tr><td>Math 6</td><td>44</td><td>56</td><td>53</td><td>75</td><td>51</td></tr><tr><td>Math 7</td><td>46</td><td>57</td><td>58</td><td>84</td><td>55</td></tr><tr><td>Math 8</td><td>54</td><td>70</td><td>63</td><td>86</td><td>61</td></tr></table>	2023 MCAP Results % of Students Scoring at Level 1 by Subgroup						Test	All Students	Black/African American	Two or More Races	Students with Disabilities	Free/Reduced Meals	Math 6	44	56	53	75	51	Math 7	46	57	58	84	55	Math 8	54	70	63	86	61
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Math 6	44	56	53	75	51																										
Math 7	46	57	58	84	55																										
Math 8	54	70	63	86	61																										
Needed Resources:	none																														
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none">• <i>Big Ideas</i> and <i>Reveal</i> mathematics textbooks and workbooks will allow students to practice these question types during math class.• <i>i-Ready</i> and <i>ALEKS</i> online mathematics curriculums will provide supplemental practice with these question types during math lab.• <i>HMH Math 180</i> is being implemented as intervention in grades 6-8 and can help to remediate foundational knowledge during math lab.• Co-Curricular math lessons can provide even more practice with these question types.• PARCC & MCAP practice and released materials can be used to familiarize students with question answering strategies.• Tutoring is available for students after school.																														
How will it be funded?	<ul style="list-style-type: none">• School-level funding• District-level math department funding																														
Steps towards full implementation with timeline:	<ul style="list-style-type: none">• August 2023 through May 2024 - Tier I instruction for all students during math class• August 2023 through May 2024 - Tier II support available for students during math lab• April & May 2024 - Review for MCAP (incorporate MCAP and PARCC released items)																														
Monitoring Procedure:	<ul style="list-style-type: none">• August 2023, January 2024, May 2024 (tentative) - math diagnostics (<i>HMH Growth Measure</i> & <i>i-Ready</i>)• May 2024 - MCAP Assessment																														

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MATH FOCUS AREA 3:	Students with Disabilities Mathematics Achievement															
Focus Area Goal	Students with disabilities will demonstrate increased performance in mathematics on the 2024 MCAP assessment. More students with disabilities will become proficient and less students with disabilities will score at a Level 1.															
Root Cause(s):	Students with disabilities have struggled to achieve over their educational career causing an achievement gap. This gap continues to grow during their mathematics careers as content builds upon prior knowledge, while also continuing to get more difficult.															
	Students with disabilities underperformed their classmates as shown on the 2023 MCAP.															
	<table><tr><th colspan="3">2023 MCAP Percent Proficient</th></tr><tr><th>Test</th><th>% Proficient - All Students</th><th>% Proficient - Students with Disabilities</th></tr><tr><td>Math 6</td><td>8</td><td>4</td></tr><tr><td>Math 7</td><td>19</td><td>5</td></tr><tr><td>Math 8</td><td>0</td><td>0</td></tr></table>	2023 MCAP Percent Proficient			Test	% Proficient - All Students	% Proficient - Students with Disabilities	Math 6	8	4	Math 7	19	5	Math 8	0	0
	2023 MCAP Percent Proficient															
	Test	% Proficient - All Students	% Proficient - Students with Disabilities													
Math 6	8	4														
Math 7	19	5														
Math 8	0	0														
Further, a higher percentage of students scored at a Level 1 on the 2023 MCAP than their classmates. Students with disabilities underperformed their classmates as shown on the 2023 MCAP.																
<table><tr><th>2023 MCAP Percent at Level 1</th></tr></table>	2023 MCAP Percent at Level 1															
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Test	% Level 1 - All Students	% Level 1 - Students with Disabilities											
Math 6	44	75											
Math 7	46	84											
Math 8	54	86											
Focus Content Standard(s):	All Mathematics Standards in Grades 6-8												
Barriers:	<ul style="list-style-type: none">• Special education students also struggle with reading which inhibits their ability to understand what the problem is asking them to do.• Special education students have struggled with basic math fact fluency since elementary school. This is not something that is practiced or remediated during Tier I (math class) or Tier II (math lab) instruction.• Lost proficiency in math concepts from previous grade levels continues to build causing an even greater achievement gap.												
Needed Resources:	<ul style="list-style-type: none">• Additional Special Education staff to service the allotted hours for students on their caseloads and to provide SDI• Resources and/or strategies for special education students who struggle with basic math fact fluency.												
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none">• Special Education staff designing individualized instruction (SDI) and assessments of students' goals.• Special Education staff will develop IEPs to provide for needed accommodations.• <i>HMH Math 180</i> is being implemented as intervention in grades 6-8 and can help to remediate foundational knowledge during math lab..• PARCC & MCAP practice and released materials can be used to familiarize students with question answering strategies.• Tutoring is available for students after school.												
How will it be funded?	<ul style="list-style-type: none">• Special Education funding.• School-level funding• District-level math department funding• TSI/CSI Grant funding												

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2023 through May 2024 - Tier I instruction for all students during math class • August 2023 through May 2024 - Tier II support available for students during math lab • August 2023 through May 2024 - SDI time for specialized student needs • April & May 2024 - Review for MCAP (incorporate MCAP and PARCC released items)
Monitoring Procedure:	<ul style="list-style-type: none"> • August 2023, January 2024, May 2024 (tentative) - math diagnostics (<i>HMH Growth Measure & i-Ready</i>) • May 2024 - MCAP Assessment

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Focused Instruction (teacher-led instruction) • <i>Big Ideas</i> math textbooks, workbooks, and online platform • <i>i-Ready</i> math workbooks and online platform • <i>HMH Math 180</i> math workbooks and online platform • Other Digital Materials (such as videos) • Other Online Math Platforms (<i>School21, Prodigy</i>) • Audio Support (text-to-speech)
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> • Verbal (informal checks for understanding) • Paper/pencil responses • Digital (online practice or assessments) • Use of manipulatives

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Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement	
	<ul style="list-style-type: none"> • Cooperative learning • Relating math problems to student interests • PBIS • Math Department Rewards (incentives provided in class and for growth on diagnostic assessments) 	

C. SCIENCE

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

* indicates no students or fewer than 10 students in category

TABLE 16 SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	67233	18	47	35	66026	25	49	26	-9
ACPS Results	592	18	52	30	588	23	56	21	-9
All school students	189	22	51	27	187	27	55	18	-9
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

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Asian	*	*	*	*	*	*	*	*	*
Black or African American	23	35	48	17	23	52	35	13	-4
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	176	23	51	26	177	26	56	18	-8
Two or more races	17	41	41	18	23	39	44	17	-1
Special Education	22	45	50	5	16	75	25	0	-5
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	107	28	52	20	114	38	52	10	-10
Female	96	18	54	28	83	29	55	16	-12
Male	93	26	47	27	104	25	55	20	-7

2. FOCUS AREAS

FOCUS AREA 1:	Life Science
Focus Area Goal	Students in Grade 8 will demonstrate increased performance on using appropriate evidence to support a claim regarding Life Science questions.
Root Cause(s):	Lack of understanding and emphasis on supporting ideas through written scientific arguments Comprehensive middle school science assessment

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Focus Content Standard(s):	MS-LS1-3.4.a.iii - Students use reasoning to connect the appropriate evidence to the claim. Students describe the following chain of reasoning in their argumentation: A body is a system of specialized organs that interact with each other and their subsystems to carry out the functions necessary for life.
Barriers:	Early test administration/timing does not allow for 25% of physical science curriculum to be taught Lack of time to administer comprehensive science review and practice assessment
Needed Resources:	Comprehensive MISA Review, MISA Practice Assessments, and science interventions
Strategies and/or evidence-based interventions:	Collaborative teaching and learning methods, GRRUDL, RACE Writing Strategy, Discovery Tech Books, Question/Answer writing samples, Modeling Think Alouds, Legends of Learning, Gimkits, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs
How will it be funded?	School and district funding
Steps towards full implementation with timeline:	August 2023-March 2024 - Tier I instruction for all students
Monitoring Procedure:	August 2023-March 2024 - Formal and summative assessment results March 2024 MISA results

FOCUS AREA 2:	Science and Engineering Practices/Physical Science
Focus Area Goal	Students in Grade 8 will increase their performances in physical science analysis of data, resulting in increased MISA results.
Root Cause(s):	Lack of understanding and emphasis on supporting ideas through written scientific arguments Comprehensive middle school science assessment
Focus Content Standard(s):	MS-PS1-2.2.a - Students analyze the data to identify patterns (i.e., similarities and differences), including the changes in chemical and physical properties of each substance before and after the interaction (e.g., before the interaction a substance burns, while after the interaction, the resulting substance does not burn).
Barriers:	Early test administration/timing does not allow for 25% of physical science curriculum to be taught

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	Lack of time to administer comprehensive science review and practice assessment
Needed Resources:	Comprehensive MISA Review, MISA Practice Assessments, and science interventions
Strategies and/or evidence-based interventions:	Collaborative teaching and learning methods, GRRUDL, RACE Writing Strategy, Discovery Tech Books, Question/Answer writing samples, Modeling Think Alouds, Legends of Learning, Gimkits, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs
How will it be funded?	School and district funding
Steps towards full implementation with timeline:	August 2023-March 2024 - Tier I instruction for all students
Monitoring Procedure:	August 2023-March 2024 - Formal and summative assessment results March 2024 MISA results

FOCUS AREA 3:	Physical Science
Focus Area Goal	Students will use either verbal or written evidence to support their thoughts regarding scientific explanations and/or models
Root Cause(s):	Lack of understanding and emphasis on supporting ideas through written scientific arguments Comprehensive middle school science assessment
Focus Content Standard(s):	MS-PS3-5.4.b - Students present oral or written arguments to support or refute the given explanation or model for the phenomenon
Barriers:	Early test administration/timing does not allow for 25% of physical science curriculum to be taught Lack of time to administer comprehensive science review and practice assessment
Needed Resources:	Comprehensive MISA Review, MISA Practice Assessments, and science interventions

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Strategies and/or evidence-based interventions:	Collaborative teaching and learning methods, GRRUDL, RACE Writing Strategy, Discovery Tech Books, Question/Answer writing samples, Modeling Think Alouds, Legends of Learning, Gimkits, Gizmos, PhET Simulations, Kesler Science, Open Science Education, and MWEEs
How will it be funded?	School and district funding
Steps towards full implementation with timeline:	August 2023-March 2024
Monitoring Procedure:	August 2023-March 2024 - Formal and summative assessment results March 2024 MISA results

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> Teachers are implementing Gradual Release of Responsibility in combination with Universal Design for Learning. This strategic combination allows for direct instruction, modeling, collaboration, and independent learning. Scaffolding of supports Digital materials (i.e., videos and techbooks) Hands-On activities and experiments

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<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Using their chromebooks, students will access Discovery Ed, Google applications, Gizmos and other technical equipment ● Oral discussions and debates ● Written explanations citing evidence and supporting their thoughts ● Variation in pace of work, length of work sessions ● Use prompts or scaffolds for visualizing desired outcome ● Differentiate the degree of difficulty or complexity within core activities
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Provide tasks such as hands-on activities and lab exercises that encourage active participation ● Purposely plan collaborative work with flexible grouping and partnered activities ● Small and whole group activities and discussions ● Varied activities that address all learning styles ● Provide students with immediate or timely feedback ● Student monitored progress ● Use of technology to engage students

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VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 1.6 Projected MD Report Card Score (2024) out of 3 = 1.6	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety Physical Safety 1.51/10.0
Topic Description:	The degree to which instructional staff feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.

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Strategies:: What steps will be taken in order to obtain the desired outcome?	<p>The presence and involvement of our School Safety Employee. The safety employee is visible to staff and students throughout the day especially as he makes his rounds around the interior and exterior of the building..</p> <p>Increasing the presence and involvement of the School Resource Officer in multiple roles including but not limited to the role of an educator, communicator, informer, emergency manager, and law enforcement.</p> <p>CPI Team training to prevent and de-escalate threats to individuals.</p> <p>School Counselors, Mental Health Counselors, School Psychologist, and Special Education Facilitator are additional staff members to assist with and address the needs of the students.</p> <p>PBIS Coordinator and school staff promote a positive school environment following the GO RED motto.</p> <p>Staff receive ongoing annual training in school safety, especially in the areas of awareness and preparedness.</p> <p>Staff training each year in the updated version of the Critical Incident Plan</p> <p>Staff provides feedback on students' concerns using the SSRS Internal and External surveys to determine students in need of additional support.</p> <p>Implementing the Second Step program to provide students with social-emotional skills.</p> <p>Guest speakers to educate students on positive behaviors and motivate students to make appropriate decisions.</p>
Initiative leader and team: Who is responsible and involved in the work?	<p>The school's administration will lead the initiative with the assistance of the District Assistant Supervisor of Student Services, School Safety Employees, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist, Special Education Facilitator, and PBIS Coordinator.</p>

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>Provide additional time for professional development for staff members on strategies to prevent behaviors and to de-escalate when behavior occurs.</p> <p>Additional staffing of individuals to assist with students' needs and individuals to promote a safe educational environment.</p> <p>Work with community resources for students and families</p> <p>Training for support personnel</p> <p>Resources to promote a positive school environment (PBIS) and to reward and foster positive behaviors</p> <p>Supplies and training required by staff members to effectively incorporate the Second Step program into Co-Curricular classes.</p> <p>Invite guest speakers' to address the students' behavior.</p>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>School safety conversations at School Improvement Team(SIT) meetings and grade-level team meetings</p> <p>Informal/formal staff surveys</p> <p>2023–2024 School Staffing Survey</p> <p>Staff and students' participation in PBIS program</p> <p>Staff members' communication with the administration</p> <p>Student referral data</p>
Timeline: Include dates for implementation of action steps.	<p>Principal's professional development</p> <p>Monthly SIT and PBIS team meetings</p> <p>End of each quarter referral data</p> <p>End of each semester SSRS Surveys to identify teachers' concerns for students</p> <p>2023–2024 School Staffing Survey</p>
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	<p>Relationships</p> <p>Student to Student</p> <p>2.40</p>

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Topic Description:	The degree to which instructional staff feel students are friendly with other students, care about their peers, get along with other students, and respect each other.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<p>Presence and involvement of our School Safety Employee, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist, Special Education Facilitator, and PBIS Coordinator</p> <p>Deescalation Strategies for Students</p> <p>MTSS Tiered-Behavior support</p> <p>Social/Emotional lessons using the Second Step program to provide social-emotional skills</p> <p>Guest Speakers to share strategies</p> <p>PBIS Rewards</p> <p>Positive Behavior Rewards</p>
Initiative leader and team: Who is responsible and involved in the work?	The school's administration will lead the initiative with the assistance of the District Assistant Supervisor of Student Services, School Safety Employees, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist, Special Education Facilitator, PBIS Coordinator, and staff members.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>Additional staffing of individuals to assist with students' needs and individuals to promote a safe educational environment</p> <p>Utilize community resources for students and families</p> <p>Resources to promote a positive school environment (PBIS) and to reward and foster positive behaviors</p> <p>Recognize students monthly for demonstrating positive character traits</p> <p>Implementing the Second Step program into Co-Curricular classes.</p> <p>Invite guest speakers to motivate students to exhibit appropriate behaviors.</p> <p>Continue to utilize small group meeting to improve specific students behaviors</p> <p>Continue PST weekly meeting to determine needs of students</p> <p>Continue using a tiered intervention for students in need of behavior modification</p>

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	strategies
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>School safety conversations at School Improvement Team(SIT) meetings and grade-level team meetings</p> <p>Informal/formal staff surveys</p> <p>2023-2024 School Staffing Survey</p> <p>SSRS results</p> <p>PST weekly meeting discussions</p> <p>Second Step program responses</p> <p>PBIS participation by students and staff</p> <p>Office referrals</p>
Timeline: Include dates for implementation of action steps.	<p>Principal's professional development</p> <p>Monthly SIT and PBIS team meetings</p> <p>Weekly PST meetings</p> <p>End of each quarter referral data</p> <p>End of each semester SSRS surveys to identify teachers' concerns for students</p> <p>2023–2024 School Staffing Survey</p>

Student Engagement Action Plan: ***2023 MD Report Card Score out of 7 =*** ***Projected MD Report Card Score (2024) out of 7=***

Primary Area of Need State the Domain, Topic, and Score	Safety Physical Safety 1.0/10.0
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Topic Description:	The degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<p>The presence and involvement of our School Safety Employee. The safety employee is visible to staff and students throughout the day especially as he makes his rounds around the interior and exterior of the building..</p> <p>Increasing the presence and involvement of the School Resource Officer in multiple roles including but not limited to the role of an educator, communicator, informer, emergency manager, and law enforcement.</p> <p>CPI Team training to prevent and de-escalate threats to individuals.</p> <p>School Counselors, Mental Health Counselors, School Psychologist, and Special Education Facilitator are additional staff members to assist with and address the needs of the students.</p> <p>PBIS Coordinator and school staff promote a positive school environment following the GO RED motto.</p> <p>Staff receive ongoing annual training in school safety, especially in the areas of awareness and preparedness.</p> <p>Staff training each year in the updated version of the Critical Incident Plan</p> <p>Staff provides feedback on students' concerns using the SSRS Internal and External surveys to determine students in need of additional support.</p> <p>Implementing the Second Step program to provide students with social-emotional skills.</p> <p>Guest speakers to educate students on positive behaviors and motivate students to make appropriate decisions.</p>
Initiative leader and team: Who is responsible and involved in the work?	The school's administration will lead the initiative with the assistance of the District Assistant Supervisor of Student Services, School Safety Employees, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist, Special Education Facilitator, and PBIS Coordinator.

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>Additional staffing of individuals to assist with students' needs and individuals to promote a safe educational environment</p> <p>Utilize community resources for students and families</p> <p>Resources to promote a positive school environment (PBIS) and to reward and foster positive behaviors</p> <p>Recognize students monthly for demonstrating positive character traits</p> <p>Implementing the Second Step program into Co-Curricular classes.</p> <p>Invite guest speakers to motivate students to exhibit appropriate behaviors.</p> <p>Continue to utilize small group meeting to improve specific students behaviors</p> <p>Continue PST weekly meeting to determine needs of students</p> <p>Continue using a tiered intervention for students in need of behavior modification strategies</p>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>School safety conversations at School Improvement Team(SIT) meetings and grade-level team meetings</p> <p>Informal/formal staff surveys</p> <p>2023–2024 School Staffing Survey</p> <p>Staff and students' participation in PBIS program</p> <p>Staff members' communication with the administration</p> <p>Student referral data</p>
Timeline: Include dates for implementation of action steps.	<p>Principal's professional development</p> <p>Monthly SIT and PBIS team meetings</p> <p>End of each quarter referral data</p> <p>End of each semester SSRS Surveys to identify teachers' concerns for students</p> <p>2023–2024 School Staffing Survey</p>
Secondary Area of Need State the Domain, Topic, and Score	<p>Safety</p> <p>Bullying</p> <p>1.0/10.0</p>

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Topic Description:	The degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<p>The presence and involvement of our School Safety Employee. The safety employee is visible to staff and students throughout the day especially as he makes his rounds around the interior and exterior of the building..</p> <p>Increasing the presence and involvement of the School Resource Officer in multiple roles including but not limited to the role of an educator, communicator, informer, emergency manager, and law enforcement.</p> <p>CPI Team training to prevent and de-escalate threats to individuals.</p> <p>School Counselors, Mental Health Counselors, School Psychologist, and Special Education Facilitator, and additional staff members to assist with and address the needs of the students.</p> <p>PBIS Coordinator and school staff promote a positive school environment following the GO RED motto.</p> <p>Staff receive ongoing annual training in school safety, especially in the areas of awareness and preparedness.</p> <p>Staff training each year in the updated version of the Critical Incident Plan</p> <p>Staff provides feedback on students' concerns using the SSRS Internal and External surveys to determine students in need of additional support.</p> <p>Implementing the Second Step program to provide students with social-emotional skills.</p> <p>Guest speakers to educate students on positive behaviors and motivate students to make appropriate decisions.</p> <p>Appropriate cyber use and protection lessons</p>
Initiative leader and team: Who is responsible and involved in the work?	The school's administration will lead the initiative with the assistance of the District Assistant Supervisor of Student Services, School Safety Employees, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist,

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	Special Education Facilitator, and PBIS Coordinator.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>Additional staffing of individuals to assist with students' needs and individuals to promote a safe educational environment</p> <p>Utilize community resources for students and families</p> <p>Appropriate cyber behavior lesson plans</p> <p>Resources to promote a positive school environment (PBIS) and to reward and foster positive behaviors</p> <p>Recognize students monthly for demonstrating positive character traits</p> <p>Implementing the Second Step program into Co-Curricular classes.</p> <p>Invite guest speakers to motivate students to exhibit appropriate behaviors.</p> <p>Continue to utilize small group meeting to improve specific students behaviors</p> <p>Continue PST weekly meeting to determine needs of students</p> <p>Continue using a tiered intervention for students in need of behavior modification strategies</p>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>School safety conversations at School Improvement Team(SIT) meetings and grade-level team meetings</p> <p>Informal/formal staff surveys</p> <p>2023–2024 School Staffing Survey</p> <p>Staff and students' participation in PBIS program</p> <p>Staff members' communication with the administration</p> <p>Student referral data</p> <p>Communication between school administrators and Student Council</p>
Timeline: Include dates for implementation of action steps.	<p>Principal's professional development</p> <p>Monthly SIT and PBIS team meetings</p> <p>End of each quarter referral data</p> <p>End of each semester SSRS Surveys to identify teachers' concerns for students</p>

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	2023–2024 School Staffing Survey
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IX. MULTI-TIERED SYSTEM OF SUPPORT

PRIORITY: #1 Behavior Interventions with a Focus on Subgroups			
PRACTICE: Washington’s school personnel use research-based interventions for students in Tier II and Tier III behavior supports focusing on students in subgroups.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Evaluating current Tier II and III behavior interventions Determine students in need of intervention 	Admin Counselors Pupil Services Team	October 2023	<ul style="list-style-type: none"> Discuss and analyze the current program (used during the 2022-23 school year) to determine if it meets the needs of the current cohort of students Determine the level of intervention needed for students to be successful in Tier I classes
INSTALLING			

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<ul style="list-style-type: none"> Evaluate current Tier I, Tier II, and Tier III behavior support Match students needs with best practice/ research-based interventions 	Admin Behavior Support Staff School Psych Counselors PBIS Team Staff Pupil Services Team	September 2023 October 2023	<ul style="list-style-type: none"> Determine barriers to improvement Determine best practices to implement
IMPLEMENTING			
<ul style="list-style-type: none"> Develop best practices of instruction to meet students' needs at Tier I, Tier II, and III levels Provide professional learning for the staff on topics related to behavior needs Behavior support staff works with grade level teams to provide support and best practices Community based resources to train teachers 	Admin Behavior Support Staff School Psych Counselors PBIS Team Community Resources Pupil Services Team	August 2023- Ongoing	<ul style="list-style-type: none"> Discuss barriers and ways to overcome barriers Determine the success of the program Identify additional support needed
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Discuss and evaluate the Tier I, Tier II, and Tier III interventions from results of the universal screener and discipline records 	Admin Behavior Support Staff	May 2024	<ul style="list-style-type: none"> Share results with staff Plan needed changes to be implemented for the 2024-2025 school year

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	Guidance PBIS Team Pupil Services Team		
Notes- The behavior tiered interventions is multi-faceted and will be an ongoing practice which will need consistent monitoring.			

PRACTICE: Washington's school personnel use research-based interventions for students with special needs in Tier II and Tier III behavior support.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Evaluating current Tier II and Tier III interventions appropriateness for students with special needs Determine students in need of intervention from universal screener, IEPs, and BIPs Determine the academic needs of the students to be successful in the classroom 	Admin Counselors Special Educators SEF Pupil Services Team	August 2023 October 2023	<ul style="list-style-type: none"> Discuss and analyze current program (used during the 2022-2023 school year) to determine if it meets the needs of students with disabilities. Identify from students' IEPs and observations of the needs of students in their academic classes to prevent behaviors due to academic frustration.
INSTALLING			
<ul style="list-style-type: none"> Evaluate current Tier I, Tier II, and Tier III behavior and academic supports focusing on the students with disabilities 	Admin Behavior Support Staff School Psych	October 2023 November 2023	<ul style="list-style-type: none"> Determine barriers to improvement Determine best practices to implement Develop Specially Designed Instruction to meet individual student's needs

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<ul style="list-style-type: none"> Special Education staff will determine students' needs and get trained in the development of Specially Designed Instruction for both academic and behavioral support 	Counselors Special Education staff SEF Pupil Services Team		
IMPLEMENTING			
<ul style="list-style-type: none"> Develop best practices of instruction to meet students' needs at Tier I academic level and provide Tier II and Tier III academic interventions if needed Special Education staff work with students on Specially Designed Instruction and assess students' progress on their academic and behavioral goals. 	Admin Behavior Support Staff School Psych Counselors Special Education Staff Staff members Pupil Services Team	October 2023- Ongoing	<ul style="list-style-type: none"> Discuss barriers and ways to overcome barriers Determine students' growth on their goals Identify additional support needed
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Discuss and evaluate the Tier I, Tier II, and Tier III interventions from results of universal screener, academic and behavioral IEP goals, and discipline records 	Admin Behavior Support Staff Special Education staff Pupil Services Team	May 2024	<ul style="list-style-type: none"> Share results with staff Plan needed changes to be implemented for the 2023-2024 school year

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Notes- The behavior tiered interventions focusing on students with special needs subgroups is multi-faceted and will be an ongoing practice which will need consistent monitoring.			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

Washington Middle utilizes a PBIS framework of a three tiered system of behavior support. Tier I supports are embedded into the school day. Students follow the Commanders Go RED school wide rules, *Respect yourself and others, Exhibit responsibility, and Display a positive attitude*. Students earn school cash (Commander Cash) for good deeds, attendance, academic achievement, and behavior achievement, on a daily basis. Commander Cash may be spent on nine week rewards, school based drawings, pop-up rewards, the Commander Cravings store, dances, games, and other incentives. Co-Curricular teachers use the Second Step program to teach social/emotional lessons each week, and ELA teachers teach a digital literacy unit/appropriate online behaviors to students. The PBIS team and guidance counselors also provide and teach positive character lessons monthly. The school has established various student recognition programs. Each quarter and semester, students are recognized for attendance, **DARE, community awards**, Character Counts, behavior achievement, and academic achievements. Students may also be recognized by staff members with positive office referrals. Additionally, students' successes are celebrated through Rising and Shining Stars ceremonies each fall and spring. Frequently during morning announcements, students are acknowledged by administration for positive deeds.

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Using Aspen discipline data from the 2022-23 school year, in order to reduce the number of incidents for the 2023-24 school year, students identified as being Tier III will be a focal point. Despite comprising only about 2.5% of the enrollment, these students were responsible for approximately 23.5% of all incidents. All such students will meet with administration and behavior contracts will be developed, as necessary. Parental input will be sought in order to better understand how to best meet each individual student's needs. Necessary interventions will be implemented to help ensure student success. Such interventions will include check in/check out, break passes, small group meetings with guidance counselors, referrals to the Allegany County Health Department Licensed Clinical Professional Counselor, referrals to the school based social worker, or inclusion in Project YES. All of these students will be referred to the Pupil Service Team so that progress can be discussed on a weekly basis.

The school will also continue to utilize the Student Risk Screening Scale in order to identify other students who may require additional interventions.

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

A Check in/Check Out System is used with students who struggle academically and behaviorally. Staff members are assigned to each student, and every school day the staff member meets with the student in the morning and at the end of the day to encourage the student, and discuss any issues relating to grades, attendance and/or behavior. Throughout the day, these designated students use a Check-In/Check-Out form that addresses work completion, behavior, and interactions with the teachers and peers. Each of their classroom teachers give the students a rating then initial the form. Additionally, a parent component is included in this intervention, because each evening the form is sent home for parent review and signature. The form is then returned to school the next morning. This serves as an invaluable tool for increasing the level of communication between home and school. Students earn a small reward for achieving their daily goals.

Social Skills Instruction/School counseling is used for students who have a special area of need relating to peer interaction or interactions with staff (social skills, girls empowerment, etc.). School counselors meet with students in small groups weekly to discuss any areas of need. The addition of another school counselor has allowed the school to better meet the needs of our students. In addition to meeting with school counselors, students with the need to do so also meet regularly, both individually and in small groups, with our school based social worker or school psychologist.

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Parent Conferences are scheduled as needed to meet with parents of students who are struggling with behaviors. During these conferences, teachers, school counselors, administrators, parents, and students discuss behaviors, grades and attendance. At this time, the parents and the child have an opportunity to share information regarding their home-life. At the conclusion of the conference, an implementation plan is developed and used to help the student improve and experience more success.

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

XI. Family and Community Engagement

Parent/Community Involvement Needs

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

During the 2022-23 school year, our Parent and Teacher conferences were well attended and initiated 603 conferences. Parents were involved at Washington Middle School as guest speakers, and assisted with fundraising efforts and donation drives for various clubs and community charities. Additionally, parents and community members helped support our music programs by attending holiday and spring concerts performed by our orchestra, chorus, and intermediate, advanced, and jazz bands. Parents and community members were actively involved in our Open House, After School Program, Robotics, First Lego League, Math Counts, National Junior Honor Society, Student Council, Rising and Shining Stars Awards programs, Fellowship of Christian Athletes, and School Spirit Nights and bake sales. Community guest speakers included Anti-Vaping Rappers, regional coaches, professional speakers, and authors. Parents played key roles in helping with food drives, carnival, and Field Day. Fundraising campaigns such as the Hooley Plunge, Holding Hands for Haley Foundation, WMS Secret Santa Program, American Cancer Society, Toys for Happiness, and efforts to help local families in unfortunate situations have occurred with the support of WMS students and parents. More involvement with the community took place via

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programs such holiday meals (for over twenty families), and the school's Secret Santa Program which provided Christmas gifts to over 150 students. The school's administration and staff collaborated with many local businesses and agencies such as the South Cumberland Business Association, Cumberland Police Department, HRDC, Allegany County Health Department, Union Rescue Mission, Salvation Army, Western Maryland Food Bank, and Allegany County Animal Shelter. Various area restaurants hosted Washington Middle School Spirit Nights and bake sales. Focus on the Future was a valuable way for WMS students to learn from local business leaders and agencies. Additionally, Washington Middle School worked closely with our feeder schools to meet students' needs. Activities included WMS students reading to elementary students, WMS staff assisting with the administration of placement assessments, critical incident planning, Homecoming pep rally, visits by high school coaches and club advisors, and visits from high school school counselors for scheduling. Washington strove to include "future WMS students and their parents" by hosting 5th grade visitations, 6th grade orientations, a community carnival, and Open House. Mutually beneficial work occurred with the collaboration between Washington Middle School and post secondary institutions such as Allegany College of Maryland and Frostburg State University. Furthermore, the school's gymnasium, auditorium, and other facilities were utilized from August through June by various youth recreational programs, and community orchestra and drama clubs.

Parent Involvement Plan

- 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 skills to support academics at home, the school will meet their targeted goals.

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

1. Improve Attendance at Parent and Teacher Conference Days by creating a welcoming and informed environment through printed invitations, music, refreshments, raffles, student helpers, and questionnaires. These will be implemented October 2023 and March 2024.
2. More academic/instructional information will be shared with parents. This will occur via administration sharing tips and chunks of information such as safe ways to navigate the internet, information regarding Reading Lexile scores, interventions, and easy ways to be involved in and promote their childrens' educations. These things will occur through the use of the school website and WMS Happenings Facebook page. Implementation will be September 2023 through May 2024.

XII. Professional Community for Teachers and Staff- Standard 7

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

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Ruby Payne/Bridges Out of Poverty Training	September & October 2023	All instructional staff & counselors	Improve student instruction and decrease number of discipline referrals	Better awareness and comprehension of various socioeconomic thought processes and behaviors	Monitoring assessment results, grades, and discipline referrals
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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2.					
RACES Writing Strategy Across Contents	Consistently throughout 2023-2024 School Year	All instructional staff	Improved writing skills for students; increase in assessment results	Knowledge of what RACES involves and the skills to implement it in all classes	MCAP and other assessment scores/results
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
3.					
Washington Middle School's PBIS Program	August 2023 & January 2024	All School Staff	Consistent implementation of the PBIS program	Reminded of how PBIS operates; knowledge that it should be carried out school-wide consistently	Monitoring discipline referrals, consequences & rewards Student Survey Staff Survey

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XIII. Management Plan

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

The plan will be shared with all staff during School Improvement Team meetings and grade level team meetings in November 2023, and revisited in January, March, and May 2024.

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

The plan will be posted on the school's website.

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

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. Administrators meet with team leaders and teams on a bi-weekly basis. School Improvement Specialists, team leaders, PBIS members, Conflict Resolution members, and the SIT will meet with administrators on a monthly basis. School Improvement Specialists, team leaders, and administrators 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 to ensure that strategies and activities indicated in the plan are implemented in all classrooms.

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

School Specialists and administrators will collect and report the data at monthly SIT meetings.

5. How will the administration monitor the plan?

School administrators will monitor the plan at monthly administrative meetings.

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6. 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. Assistance will also be given in the development of a comprehensive plan that will include strategies to address the curriculum instruction, assessment, professional development, leadership, structure, school climate and 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 and Pearson platforms. Mrs. Kate Loughrie, Supervisor of Professional Development, will provide professional learning support to the school during the 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.

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Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
		Principal
		Assistant principal
		Other School Leader
		Teacher
		Teacher
		Instructional Assistant
		ACPS/School Reading coach or specialist
		ACPS/school Math coach or specialist
		Reading Interventionist
		Parent/Family Member
		Parent/Family Member
		Community Member
		Community Member
		Other School Staff