

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

School: Westmar

Principal: Lora Puffenberger

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. Vision, Mission, Core Values, and Leadership

Mission Statement

Every student will have access to the CCRS standards through high quality instruction aligned with the standards every day. All teachers are prepared and receive the support needed to implement the standards into classrooms so students are college and career ready.

Vision

Our educational challenge is get our students to a functionally literate level, as well as be able to think critically, solve problems, work in teams, use technology, be self-directed, and to demonstrate good citizenship and community service. We are committed to developing a “College & Career Ready Culture” at Westmar to support each student’s dreams and future goals.

Core Values

Wellness as a means to enhance individual’s self-image as well as intellectual, social, physical, and emotional growth
Individualizing educational experiences that remove barriers to students’ success and promote independence
Lifelong learning and professional growth as the basis for outstanding instruction and positive outcomes in student learning
Diversity as our strength and means of promoting civility and appreciation for existing differences in our learning community
Creating and maintaining a culture of excellence
Academic programs focusing on problem solving, critical thinking, instructional technology, and innovation
Trust, respect, and acceptance of responsibility for actions as the foundation for character development in a democratic society
Shared responsibility for fostering a positive and productive school environment

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

The principal is the school's instructional leader. She coordinates meetings for leadership, vertical, and grade-level teams. She gives every stakeholder a voice and provides professional learning aligned with the school's vision and mission.

2. What is the purpose of your school leadership team in the School Improvement Process?

The school leadership team meets bi-weekly to provide information and updates related to events, academics, and PBIS. It is also a time for team leaders to share concerns and discuss any issues.

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

The SIT represents the school community, including parents.

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

All members participate in vertical and grade-level team meetings to share both management and instructional information.

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

The statement is posted on our website; it is the cover of our Personnel Handbook; it was used as the foundation of expectations for students during the opening grade level assemblies and is included in the Student Handbook; it is referenced during instructional meetings as well as classroom look-for feedback and applied in everyday decision-making to determine alignment for the allocation of resources and funds.

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

The last collaborative review occurred in the fall 2016; the vision, mission, and core values were reviewed at this year's opening staff development.

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

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The school's mission and vision remain the same but will be revisited to allow for changes as needed.

A. Culture, Climate, and Inclusive Community

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

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

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

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

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

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

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

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

At Westmar Middle School we believe in the potential of each child and provide a learner-centered environment fostering academic excellence and creativity. As we guide our young people toward independence, a philosophy of hard work, responsible behavior, and persistence is promoted. We offer opportunities to enhance the growth and development of both mind and character and encourage students to make positive choices in their lives.

Our learning community maintains a focus on the continuous enhancement of teaching for all members of the community. Teachers plan lessons matched to the learning styles of students to engage them in the learning process. In professional learning teams, teachers remain accountable for individual students. However, they also take responsibility collectively for improving instructional practices to achieve gains in learning for all students. Professional learning is student centered and occurs by analyzing the differences between what students are capable of achieving and actual student performance.

The rules and expectations at Westmar Middle School are centered on two basic principles: our obligation to provide a safe, orderly environment and common courtesy. These rules affect academic and social success in school, so it is critical each student and parent/guardian be familiar with them. It is our responsibility to restrict behaviors interfering with teaching and learning. Students are taught how to take responsibility for poor decisions.

School Motto – *ROAR to Excellence*

The motto suggests each of us must take responsibility for improving ourselves. No matter what we face in life, we have control over our thoughts and actions. We must learn not to blame other people or circumstances for the situation in which we find ourselves. **ROAR** means staying focused on the importance of **R**espect, **O**rganization, **A**chievement, and **R**esponsibility.

Westmar strives to provide a safe learning environment nurturing academic achievement and an atmosphere free of harassment. Both morning arrival and afternoon dismissal procedures are monitored by administrators, teachers, and school resource officers. A resource officer, along with teachers and administrators, is visible during the day monitoring hallways, bathrooms, and cafeteria. Cameras located throughout the building monitor activity as well. Radios are utilized to provide coverage within the building. In addition, the school has monthly fire drills and annual lock-down/lock-in drills

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to support student safety in the event of an emergency. The fire drill in October is coordinated with the Goodwill Fire Company and includes a presentation by its volunteers. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed. A school safety team exists and meets quarterly. The safety team is comprised of administration, school resource officers, custodial staff, and lead teacher.

B. Student and/or Staff Engagement Action Plan

<i>Student and/or Staff Engagement Action Plan</i>	
Identify areas of needed improvement: What is/are the issue (s) that needs addressed?	<p>In the 2017-18 Staff engagement survey, 29/34 staff members participated with a 85.3% participation rate. Westmar Middle identified Peer to Peer and Staff to Staff relationships to be very strong. Of those who participated in the survey, 93% of staff (37/29) indicated they have a positive working relationship with each other and are willing to collaborate, share, and help each other. 93% also indicated student needs come first at Westmar, and we have strong student relationships in the building. Staff also indicated the learning needs of students of ACPS are a top priority. The main focus and priority always being the needs of our students was indicated as the number one factor impacting leadership and morale. 100% of the participants believe effective leadership improves morale. Staff also reported communication with parents is important.</p> <p>The disconnected then arises when data is compared to what students think. 75% of students surveyed believe teachers place a high priority on making sure all students are learning. 28% say teachers do not get to know them as an individual, and 33% say the school does not address bullying.</p> <p>As a result, Westmar will address the need to make ALL students connected with an adult in the building.</p>

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<p>Key Activities: What steps will be taken in order to obtain the desired outcome(s).</p>	<p>In order to connect all students with an adult, Westmar will:</p> <ol style="list-style-type: none"> 1. Screen all students using a Universal Behavior Screener to identify “at risk students” who have internalizing and externalizing behaviors. 2. Create an Advisory Program emphasizing putting every student in touch with a caring adult utilizing the behavior screener data to match students with mentors. 3. Train staff on restorative practices that can be utilized in the classroom. 4. Reevaluate programs such as Project Yes, Check and Connect, and Check-In/ Check-Out roles within the building. 5. Monitor ongoing collection of student data including academics, grades, and attendance; match interventions to deficits. 6. Offer a PBIS student reward each quarter. Those students not eligible will meet individually with guidance to set goals.
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>The school’s PBIS team and Behavior Intervention Team (BIT) will assist in the implementation of the key activities. Administration will be the primary leader. The school guidance counselor and school resource officers will also be responsible for ongoing implementation of goals.</p>
<p>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>	<p>In order to achieve this goal, Westmar Middle PBIS team will meet monthly to develop Tier I activities. Westmar will also create a Behavior Intervention Team (BIT) to administer the universal screener and identify students who are in need of additional support and intervention. The team will meet monthly. Time will be devoted to screening, discussion, and individual planning. Staff will need training on Check- In/Check-Out and restorative practices. Time will also be allotted for the development of the advisory groups and lessons.</p>

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<p>Milestones: What are the major events and/or accomplishments for this?</p>	<p>Universal Screener: October 2018, February 2019, May 2019 Advisory: Implemented by December 2018, ongoing monthly Check-In/Check-Out: November 2018, ongoing daily Staff development: January 2019</p>
<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>	<p>The data from the universal screener will aid in monitoring students. Trends in grades, discipline and attendance data will also be used to gauge progress. Advisory lessons will include ongoing formative assessment of the initiative. The number of students participating in quarterly rewards will be tracked to ensure learning is occurring.</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>Universal screener: October, February, May Advisory: Implemented by December 2018, ongoing monthly Check-In/Check-Out: November 2018, ongoing daily Staff development: January 2019 Student calendars: monthly</p>

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	23	23
Itinerant staff	9	0	9
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	11	6	17
Total Staff	20	38	58

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Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100 0	100 0	100 0	96 4	96 4
For those not certified, list name, grade level course	n/a	n/a	n/a	Marcus Bowers World Languages 6-8	Emily Blankenship Health/PE 6-8
Number of years principal has been in the building	8	1 (Acting)	1	1 (Interim)	2
Teacher Average Daily Attendance	94.6	94.8	94.6	94.6	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	n/a	n/a	n/a	n/a
Hawaiian/Pacific Islander	n/a	≤10	≤10	≤10

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African American	≤10	≤10	≤10	n/a
White	278	279	281	266
Asian	n/a	≤10	≤10	≤10
Two or More Races	≤10	≤10	≤10	≤10
Special Education	44	47	55	49 +3(504)
LEP	n/a	n/a	n/a	n/a
Males	147	150	151	141
Females	135	130	131	133
Total Enrollment (Males + Females)	282	288	282	274
Farms (Oct 31 data)	63.67%	66.43%	66.55%	n/a

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	3	06 Emotional Disturbance	2	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0

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03 Deaf	0	08 Other Health Impaired	12	14 Autism	3
04 Speech/Language Impaired	13	09 Specific Learning Disability	14	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	1		

III. ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.3%	No
Grade 6	94.8%	Yes
Grade 7	93.1%	No

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Grade 8	92.0%	No
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Complete the table and then calculate the annual change by taking difference 2016-27 and 2017-28 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
All Students	94.5	93.7	94.1	93.3	-0.9
Hispanic/Latino of any race	n/a	≤10	≤10	≤10	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	≤10	n/a
Black or African American	n/a	≤10	≤10	≤10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	94.4	93.7	94.0	93.3	-0.7
Two or more races	n/a	≤10	≤10	≤10	n/a
Special Education	93.6	92.4	91.8	91.4	-0.4
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	93.6	92.9	93.0	92.1	-1.0

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.

Westmar failed to achieve the 94% attendance AMO by 0.7%. The average overall student attendance percentage for the 2017-18 school year was 0.9% lower than the previous year. While grade 6 exceeded the target, grades 7 and 8 achieved slightly below at 93.1% and 92.0%, respectively. The Special Education subgroup had the lowest attendance at 91.4%, and has shown a decreasing trend in attendance over the last four years. The FARMS subgroup also failed to meet the attendance AMO with an average attendance percentage of 92.1%. This represents a decrease of 1.0% over the previous school year.

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

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

Attendance Protocol for Students with Attendance Issues

9-10 absences

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

12-14 absences

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

15-20 absences

- An attendance review meeting will be scheduled at the Central Office.
- Documentation will be kept to show parent contact/conference/SST plan/attendance plan.

Our PBIS program has an attendance component where students receive weekly stamps for perfect attendance and stamps at the end of each quarter for outstanding attendance. Students use the stamps to purchase items in our ROAR store; achievement of this criteria earns students the opportunity to participate in a quarterly ROAR celebration. New business partners from our community are being recruited for the purpose of recognizing students achieving excellent attendance each quarter.

Enforcement of official posting of daily attendance has been established for 7:55. Publication of the ACPS Attendance policy will be sent to parents and published on the school website.

IV. HABITUAL TRUANCY

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

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

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How many students were identified as habitual truants?

- Two students were identified as habitual truants.

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

- Westmar utilizes a variety of techniques and resources to address our attendance issues, which include monitoring of students in alternative programs. For all students, daily automated phone calls are made to notify/confirm absence with parent.

For habitually truant students, attendance is discussed weekly at Pupil Service Team Meetings. The following plans of action are discussed:

- phone calls
- parent meetings
- home visits
- truancy charges
- other resources needed to assist the family (school nurse, school psychologist, social services, health dept.)
- referral to Project Yes
- Check and Connect

Home visits are conducted by the PPW, counselor, and resource officer on an as needed basis. These students are offered additional support such as After-School Program or Project YES. Attendance contracts are made between student and administration, and rewards are given through PBIS.

V. GRADUATION AND DROPOUT RATE – High Schools Only

n/a

VI. SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

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Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	185	249	188	-24.5%
All Suspensions	100	23	29	+26.1%
In School	58	0	0	0.0%
Out of School	42	23	29	+26.1%
Sexual Harassment Offenses	Total--0 Suspensions--0	Total--2 Suspensions--1	Total--2 Suspensions--1	Total-- 0.0% Suspensions-- 0.0%
Harassment/Bullying Offenses	Total--3 Suspensions--0	Total--5 Suspensions--1	Total-4 Suspensions--0	Total-- -20.0% Suspensions-- -100.0%

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

Westmar enlists a proactive approach to bullying and harassment through PBIS initiatives and administration's open door policy. Students receive weekly character education lessons during co-curricular and the school's motto is reinforced throughout the building. Guidance and administration encourage the reporting of school, home, and community-based harassment concerns before situations requiring extreme disciplinary action occur. Conferences with administration, guidance counselor, and school resource officers are a regular practice. In addition, restorative practices, warnings, parent contacts, and lesser consequences, including lunch detention and In-School Intervention, have been instrumental in minimizing suspension level incidences of sexual harassment and bullying. Reports of potentially dangerous communications or photos transferred outside of school are submitted to appropriate the officers or agencies. The chart above illustrates a total of twenty disciplinary incidents occurring in the past three school years with three of those incidents resulting in a suspension.

The aforementioned actions also apply to consistent enforcement of related school policies applying to Westmar's school climate during a period of decline in suspensions. These actions include:

- Cell phone policy: Cell phones are turned off and kept in lockers throughout the school day. This eliminates texting and social media forms of harassment causing interruptions in student safety, esteem, and learning.
- Inappropriate physical contact: This applies to horseplay, public displays of affection and unwanted forms of touching interpreted as teasing, bullying, or sexual harassment.
- Theft and Destruction of Property: This applies to both school items as well as property of students in the event items are violated by their peers.
- Disruption and Disrespect: This includes any interruption of normal instruction or peaceful bus transportation, impeding learning or the well-being of students and adults.

These policies are enforced in classrooms via a three-step PBIS referral process by teachers. Teachers offer a warning on the first step, and a decisive action, such as a parent contact, as a second step. The referral is sent to administration on the third step. Efforts are being pursued to expand the teacher's role in assertive supervisory practices -- enforcing school policies during morning and afternoon coverage, cafeteria duty, and hallway/restroom supervision during class changes. Administration consistently monitors hallways, cafeteria, arrival, dismissal, and restrooms, as well as, completes classroom walkthroughs to deter inappropriate behavior. Parent communication is also vital to this process and is encouraged.

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Bullying, harassment, and sexual related violations by special education students result in a review of IEP and BIP accommodations in addition to disciplinary action, with the purpose of avoiding repeat offenses, if possible.

The school has two resources officers who assist the school. Although their time is shared among other schools, they monitor arrival and dismissal of students, provide DARE lessons, and act as mentors to students using Check and Connect.

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VIII. ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

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

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TABLE 12a ELA Grade 6	2015							2016							2017							2018							
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	87	38	43.7	36	41.4	13	14.9	97	39	40.2	29	29.9	29	29.9	86	23	26.8	34	39.5	29	33.7	93	30	32.2	27	29.0	36	38.7	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	85	38	44.7	34	40.0	13	15.3	95	39	41.0	29	30.5	27	28.5	82	23	28.0	32	39.0	27	32.9	91	30	32.0	26	28.6	35	38.5	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	15	13	86.7	2	13.3	0	0.0	14	13	92.9	1	7.1	0	0.0	14	12	85.8	2	14.3	0	0.0	20	11	55.0	7	35.0	2	10.0	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	53	28	52.8	20	37.7	5	9.4	64	33	51.6	17	26.6	14	21.9	62	20	32.3	25	40.3	17	27.4	58	20	34.5	18	31.0	20	34.5	

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Female	37	14	37.8	15	40.5	8	21.6	48	11	22.9	15	31.3	22	45.9	43	10	23.3	14	32.6	19	44.2	40	9	22.5	9	22.5	22	55.0
Male	50	23	48	21	42.0	5	10.0	49	28	57.1	14	28.6	7	14.3	43	13	30.2	20	46.5	10	23.2	53	21	39.6	18	34.0	14	26.4

TABLE 12b: ELA Grade 7	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	87	40	46.0	28	32.2	19	21.8	91	50	55.0	21	23.1	20	22.0	97	31	31.9	28	28.9	38	39.1	85	18	31.1	25	29.4	42	49.4
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	86	39	45.3	28	32.6	19	22.1	89	49	55.1	20	22.5	20	22.5	94	31	33.0	28	29.8	35	37.2	81	18	22.2	23	28.4	40	49.4
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	9	7	77.8	2	22.2	0	0.0	16	15	93.8	1	6.3	0	0.0	13	11	84.6	2	15.4	0	0.0	13	10	76.9	2	15.4	1	7.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Free/Reduced Meals (FARMS)	51	30	58.8	15	29.4	6	11.8	57	39	68.4	10	17.5	8	14.0	61	23	37.7	19	31.1	19	31.2	59	14	23.8	18	30.5	27	45.8
Female	49	19	38.7	16	32.7	14	28.6	37	16	43.2	10	27.0	11	29.7	46	8	17.4	14	30.4	24	52.2	42	5	11.9	12	28.6	25	59.5
Male	38	21	55.3	12	31.6	5	13.2	54	34	62.9	11	20.4	9	16.7	51	23	45.1	14	27.5	14	27.5	43	13	30.2	13	30.2	17	39.5

TABLE 12c: ELA Grade 8	2015							2016							2017							2018								
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	#	%
All Students	79	44	55.7	11	13.9	24	30.4	89	41	46.1	27	30.3	21	23.6	91	33	36.3	26	28.6	32	35.2	92	32	34.8	17	18.5	43	46.7		
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10		
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
White	74	41	55.4	10	13.5	23	31.1	88	40	45.4	27	30.7	21	23.8	88	33	37.5	24	27.3	31	35.2	89	32	36.0	17	19.1	40	44.9		
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10		
Special Education	10	10	100.0	0	0.0	0	0.0	10	9	90.0	1	10.0	0	0.0	13	12	92.3	1	7.7	0	0.0	9	9	100.0	0	0.0	0	0.0		

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Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	49	31	63.3	7	14.3	11	22.4	54	28	51.8	19	35.2	7	13.0	57	24	42.2	18	31.6	15	26.3	62	28	45.2	15	24.2	19	30.6
Female	48	21	43.8	9	18.8	18	37.5	48	18	37.5	14	29.2	16	33.4	38	11	29.0	8	21.1	19	50.0	43	5	11.7	8	18.6	30	69.8
Male	31	23	74.2	2	6.5	6	19.3	4	23	56.1	13	31.7	5	12.2	53	22	41.6	18	34.0	13	24.5	49	27	55.1	9	18.4	13	26.5

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

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

The goal to increase the number/percentage of students within the special needs population who meet or exceed PARCC expectations (Levels 4 or 5) was met. At Level 4, there were 3 students out of 42 for a 7% increase from last year (0/40). At Level 3, there were 9 students out of 42 for an 8% increase from last year (5/40). Increasing 1 performance level were 9 of 42 (21%) special needs students.

The goal to increase the number/percentage of economically disadvantaged students who meet or exceed PARCC expectations (Levels 4 or 5) was also met. Within the subgroup, 66/179 students were at Level 4 or 5 for a 9% increase from last year (51/180).

The goals will be sustained through continued use of effective UDL strategies, monitoring of student progress, and the implementation of a standards-driven scope and sequence for ELA. We are also creating a PARCC testing schedule so students are testing with their ELA teacher.

- b. Describe the gains made in focus areas.

When examining ELA data at the school, district, and state levels, Westmar Middle performed at an equal or higher rate in Grade 6 in all groups; in Grade 7 all groups performed at a higher rate in all areas (special education was equal to the district); and in Grade 8, economically disadvantaged students were at a higher rate than both the district and state.

Economically Disadvantaged Population Gains:

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Grade 6: Reading for Information, 2% increase

Grade 7: Reading for Literature, 17% increase; Reading for Information, 15% increase

Grade 8: Reading for Information, 1% increase

Level 3 Student Gains:

Grade 6: 7/21 (33%) students moved from Level 3 to Level 4; 3 more Level 3 students scored between 740-749.

Grade 7: 14/31 (45%) students moved from Level 3 to Level 4; 10 more Level 3 students scored between 740-749.

Grade 8: 10/27 (37%) students moved from Level 3 to Level 4; 4 more Level 3 students scored between 740-749.

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

UDL strategies most effective for the 2017-18 school year were:

- using advanced organizers, concept maps, and templates.
- chunking information into smaller elements.
- using think alouds.
- using assessment checklists and rubrics.
- establishing classroom routines.
- emphasizing process, effort, and improvement.

Special Education Subgroup, ELA 6-8	WHY/ROOT CAUSE ANALYSIS
<p>1. Our special education population is not meeting expectation on the PARCC assessment.</p>	<p>WHY? Special education students struggle with PARCC because the reading level of the test is above their independent reading level.</p> <p>WHY? The passages on PARCC and local benchmarks are longer and more complex.</p> <p>WHY? The passages require abstract thinking, knowledge of vocabulary, and application in writing by the students.</p> <p>ROOT CAUSE: Students struggle with reading more complex, longer passages requiring analysis and written responses in order to demonstrate comprehension.</p>

Economically Disadvantaged Subgroup, ELA 6-8

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GRADE 6 Levels 4 & 5 Overall 11% Gap Reading Lit. 8% Gap Reading Info. 25% Gap Writing 13% Gap	(FARMs 35%; Non FARMs 46%) (FARMs 29%; Non FARMs 37%) (FARMs 29%; Non FARMs 54%) (FARMs 31%; Non FARMs 44%)	WHY? Environmental factors often limit economically disadvantaged students' ability to access text at a formative age. Generational poverty can lead to less exposure to literary experiences and quality literature sources in the home.
GRADE 7 Levels 4 & 5 Overall 11% Gap Reading Lit. 11% Gap Reading Info. 13% Gap Writing 13% Gap	(FARMs 46%; Non FARMs 57%) (FARMs 51%; Non FARMs 62%) (FARMs 41%; Non FARMs 54%) (FARMs 54%; Non FARMs 67%)	WHY? Many students in this subgroup enter school with a limited exposure to grade level vocabulary and language. Lack of background experiences affects students' ability to bring prior knowledge to understanding of texts.
GRADE 8 Levels 4 & 5 Overall 49% Gap Reading Lit. 28% Gap Reading Info. 19% Gap Writing 47% Gap	(FARMs 31%; Non FARMs 80%) (FARMs 29%; Non FARMs 57%) (FARMs 31%; Non FARMs 50%) (FARMs 35%; Non FARMs 82%)	WHY? Many economically disadvantaged students struggle with PARCC because the reading level of the test is above their independent reading level. Thinking abstractly is also difficult for the many students who are still concrete thinkers. ROOT CAUSE: Text analysis and application in writing becomes a struggle for students. In addition to increased exposure to literary texts, students need focused, guided, and repeated instruction with reading and writing skills across the content areas.

Male Subgroup, ELA 6-8

	<u>GRADE 6</u>	<u>GRADE 7</u>	<u>GRADE 8</u>	
Levels 4 & 5	29% Gap	19% Gap	43% Gap	WHY? The maturity level of male students compared to female students at this level is often noticeably less. Males also tend to engage in more physical activities and recreational endeavors.
Literary	1% Gap	20% Gap	33% Gap	WHY? With a need for physical movement, male students tend be less engaged in extensive readings for longer periods of time. They are more likely to respond to shorter, more varied texts with movement between activities.
Informational	11% Gap	6% Gap	18% Gap	WHY? Male students across the grades struggle with the writing domain (GR 6 & 8), along with prose constructed responses (literary analysis tasks). Gaps between males and females also exist in reading literary (GR 7 & 8) and informational texts (GR 6 & 8).
Writing	36% Gap	12% Gap	52% Gap	ROOT CAUSE: Male students would benefit from reading and responding in writing to shorter and varied texts. Focused lessons would include opportunities

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for physical movement within activities.

Evidence Statement Analysis, ELA 6-8

GRADE 6: **RL** plot elements, text structure, figurative language
RH/RST text organization
RI word choice affect on meaning and tone
Incoming Grade 6: textual evidence, theme, figurative language, summary

GRADE 7: **RL** text structure, figurative/connotative language
RI text structure/organization, central idea
RST author's purpose (describing experiments/procedures)

GRADE 8: **RL** central idea, author's purpose, word choice affect on meaning and tone
RI central idea, author's purpose
RH analyze primary/secondary sources
RST distinguish between facts/judgements based on research/speculation

WHY? The standards of identifying and analyzing text structures and organizational patterns in both literary and informational reading continues to be a struggle for students.

WHY? Student understanding of the author's purpose in text structure and organization is also key. This is needed to determine central ideas and summarize texts.

WHY? Students struggle with the identification and analysis of these standards in selected response questions. The application of this analysis in the prose constructed responses (especially literary analysis and research simulation tasks) is even more challenging for students.

ROOT CAUSE: **Students need more focused and repeated instruction on these literary elements within shorter and varied texts. Students also need direct and repeated exposure to the analysis of informational texts in social studies and science classes, as well as ELA.**

b. Establish Focus Areas

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

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Please include the following:

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

ISSUE and DATA	PARCC reading data indicates the following:			
	Special Needs Population: Students with special needs in Grades 6-8 have a significant gap in reading achievement.			
	% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8
	Students with IEPs	13%	8%	0%

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Students without IEPs	46%	57%	52%
PERFORMANCE GAP	33%	49%	52%

- ❖ *When examining prose constructed response scores on the DMRS, the following % of students with special needs scored “0” on the LAT, RST, and NWT:*

45% of incoming 6th graders; 60% of current 7th graders, 67% of current 8th graders; 90% of last year’s 8th graders

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

28 out of 44 (67%) special needs students scored Below Basic; 11 out of 44 (25%) scored Basic.

Economically Disadvantaged Population:

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

	Grade 6			Grade 7			Grade 8		
% at LEVELS 4 and 5	Reading Literature	Reading Information	Writing	Reading Literature	Reading Information	Writing	Reading Literature	Reading Information	Writing
FARMs	29%	29%	31%	51%	41%	54%	29%	31%	35%
FARMs--no	37%	54%	44%	62%	54%	67%	57%	50%	82%
PERFORMANCE GAP	8%	25%	13%	11%	13%	13%	28%	19%	47%

Further data for the economically disadvantaged subgroup is not available due to privacy issues.

Male Population:

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

	Grade 6			Grade 7			Grade 8		
% at LEVELS 4 and 5	Reading	Reading	Writing	Reading	Reading	Writing	Reading	Reading	Writing

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		Literature	Information		Literature	Information		Literature	Information	
	MALES	32%	34%	21%	44%	42%	52%	23%	29%	26%
	FEMALES	33%	45%	57%	64%	48%	64%	56%	47%	78%
	PERFORMANCE GAP	1%	11%	36%	20%	8%	12%	33%	18%	52%
	<p>❖ <i>When examining prose constructed response scores on the DMRS, the following % of males scored “0” on the LAT, RST, and NWT:</i></p> <p style="padding-left: 40px;">38% of incoming 6th graders; 42% of current 7th graders, 23% of current 8th graders; 41% of last year’s 8th graders</p> <p>❖ <i>The fall administration of the Reading Inventory in Grades 6-8 showed the following:</i></p> <p style="padding-left: 40px;">42 out of 133 (32%) male students scored Below Basic; 31 out of 133 (23%) scored Basic.</p>									
GOAL	<p>The goal is to increase the number/percentage of students within the special needs, economically disadvantaged and male populations who meet or exceed PARCC expectations (Levels 4 and 5).</p> <p>Special needs students will increase their scaled score performance on the PARCC assessment. The number of “0%” scores on the 3 writing tasks will decrease in this population.</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the special needs, economically disadvantaged, and male populations.</p>									
ANALYSIS and Barriers to	<p>Special Needs Population (6-8)</p> <p style="padding-left: 40px;">This subgroup of students continues to struggle with reading more complex, longer passages requiring independent analysis and</p>									

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<p>Attainment</p>	<p>written responses. Students in the special needs population need to be given opportunities to work in smaller groups (using a variety of co-teaching models) and perform more independent work. The use of SIM strategies and interactive notebooks, in addition to a standards-based scope and sequence, will be a school-wide approach.</p> <p>Economically Disadvantaged Population</p> <p>Examination of the evidence statements indicates students need more focused and repeated instruction in the comprehension and analysis of literary and informational texts. A new countywide ELA scope and sequence, with an emphasis on standards and exposure to a variety of texts, is being implemented. Ongoing collaboration with social studies and science teachers to address informational text standards needs to be an emphasis.</p> <p>In writing, there was an overall increase in the narrative prose constructed response (NWT) score, with literary analysis and research simulation scores being the weakest areas. The new scope and sequence has a quarterly writing focus with sample topics, organizational templates, and rubrics to guide students through the writing process. Writing is also a focus in social studies class with the implementation of DBQs at each grade level.</p> <p>Male Population (6-8) By Grade or Overall Reading/Writing</p> <p>Although gaps do exist in literary and informational reading between males and females, the largest gap is found in writing. When examining the PCR (prose constructed response) scores for literary analysis, research simulation, and narrative writing, there are significant differences in the average score of males and females (7th graders, now 8th had the smallest gap). Students need more guided and collaborative writing experiences with a focus on standards. This would include practice with PARCC-like writing lessons using teacher created and public release prompts.</p>
<p>OUTCOMES</p>	<p>The scaled score for students with special needs will increase. The number of “0%” scores on writing tasks will decrease.</p> <p>The number/percentage of both economically disadvantaged and male students will decrease in Levels 1-3 and increase in Levels 4-5.</p>

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RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> ❖ ELA Scope and Sequence (Standards-Based) <ul style="list-style-type: none"> ● Holt textbook selections (multiple genres) ● SIM daily warm-ups ● Novels and Literature Circles ● DBQ Projects ● Discovery Education Lessons ● PARCC Public Releases ● Finish Line ● Benchmarks ❖ School Improvement Specialists--maintain grade level curriculum binders/google drive; organize additional resources and materials <p>Resources Not Available:</p> <ul style="list-style-type: none"> ❖ Laptop carts in every ELA classroom <p>Resources Needed:</p> <ul style="list-style-type: none"> ❖ Update of PARCC Public Release Items (ongoing as released) ❖ Additions and revisions of ELA Scope and Sequence (ongoing as year progresses) ❖ Addition of text-dependent questions from sources including CommonLit and Achieve the Core to grade level selections (working on now) 								
IMPLEMENTATION Dates, Monitoring	<p>Implementation of resources, instruction, and assessment is for the 2018-2019 school year. The Reading Inventory will be administered to all students three times each year—fall, winter, and spring. Student growth and growth goals will be monitored by the SIS and shared with classroom teachers. Subgroup data with the Reading Inventory will also be monitored. County benchmarks will be given following the scope and sequence. Intervention program data (READ 180/SRA) will also be collected.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Reading Inventory</td><td>September 2018, January 2019, April 2019</td></tr> <tr> <td style="vertical-align: top;">ELA Benchmarks</td><td>Follows ELA Scope and Sequence</td></tr> <tr> <td style="vertical-align: top;">Intervention Data</td><td>Quarterly or End of Workshop</td></tr> <tr> <td style="vertical-align: top;">PARCC Assessment</td><td>May 2019</td></tr> </table>	Reading Inventory	September 2018, January 2019, April 2019	ELA Benchmarks	Follows ELA Scope and Sequence	Intervention Data	Quarterly or End of Workshop	PARCC Assessment	May 2019
Reading Inventory	September 2018, January 2019, April 2019								
ELA Benchmarks	Follows ELA Scope and Sequence								
Intervention Data	Quarterly or End of Workshop								
PARCC Assessment	May 2019								

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

- Based on the implementation outcome(s), has the identified goal been reached?

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- If the identified goal has been reached, how will capacity be sustained?

3. Universal Design for Learning for ELA.

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

Table 13	
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"> ● Implement use of interactive notebooks. ● Use advanced organizers, concept maps, and templates. ● Highlight key elements in text; use sticky notes. ● Chunk information into smaller elements.
<i>Means for Expressions:</i> <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"> ● Give scaffolded prompts and sentence starters. ● Use think alouds. ● Give guides, checklists, and notetaking. ● Use assessment checklists and rubrics.
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> ● Create supportive environment. ● Establish classroom routines. ● Emphasize process, effort, and improvement. ● Revisit key ideas. ● Provide feedback frequently and specifically.

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B. MATHEMATICS

1. Math Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

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

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TABLE 14a: MATH Grade 6	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	87	38	43.7	27	31	22	25.3	97	32	33	31	32	34	35	86	22	25.6	31	36	33	38.4	93	27	29.1	32	34.4	34	36.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	85	37	43.5	26	30.6	22	25.9	95	32	33.7	30	31.6	33	34.7	82	22	26.8	30	36.6	30	36.6	91	27	29.7	31	34.1	33	36.3
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	15	13	86.7	1	6.7	1	6.7	14	11	78.6	2	14.3	1	7.1	14	10	71.4	4	28.6	0	0.0	20	13	65	3	15	4	20

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Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	53	29	54.7	14	26.4	10	18.9	64	29	45.3	20	31.3	15	23.4	62	20	32.3	22	35.5	20	32.3	58	17	29.3	23	39.7	18	31
Female	37	15	40.5	9	24.3	13	35.1	48	11	22.9	15	31.3	22	45.8	43	10	23.3	17	39.5	16	37.2	40	9	22.5	12	30	19	47.5
Male	50	23	46	18	36	9	18	49	21	42.9	16	32.7	12	24.5	43	12	27.9	14	32.6	17	39.5	53	18	33.9	20	37.7	15	28.3

TABLE 14b: MATH Grade 7	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	87	41	47.1	39	44.8	7	8	91	40	41.2	23	25.3	28	30.8	97	42	43.3	32	33	23	23.7	85	27	31.8	28	32.9	30	35.3
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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White	86	40	46.5	39	45.3	7	8.1	89	38	42.7	23	25.8	28	31.5	94	42	44.7	29	30.9	23	24.5	81	27	33.3	26	32.1	28	34.6
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	16	14	87.5	1	6.3	1	6.3	13	11	84.6	2	15.4	0	0.0	13	10	76.9	3	23.1	0	0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	51	30	58.8	17	33.3	4	7.8	57	32	56.1	13	22.8	12	21.1	61	35	57.4	18	29.5	8	13.1	59	22	37.3	20	33.9	17	28.8
Female	49	20	40.8	26	53.1	3	6.1	37	12	32.4	11	29.7	14	37.8	46	13	28.3	17	37	16	34.8	42	14	40.8	11	26.2	17	40.5
Male	38	21	55.3	13	34.2	4	10.5	58	24	41.4	12	20.7	14	24.1	51	29	56.9	15	29.4	7	13.7	43	13	30.2	17	39.5	13	30.2

TABLE 14c: MATH Grade 8	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	46	41	89.1	5	10.9	0	0.0	63	34	54.0	19	30.2	10	15.8	69	35	50.7	17	24.6	17	24.6	69	37	53.6	22	31.9	10	14.5
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	43	38	88.4	5	11.6	0	0.0	62	33	53.2	19	30.6	10	16.1	67	35	52.2	16	23.9	16	23.9	67	37	55.3	20	29.9	10	14.9
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	13	12	92.3	1	7.7	0	0.0	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	34	30	88.2	3	8.8	0	0.0	45	26	57.8	11	24.4	8	17.8	51	28	54.9	13	25.5	10	19.6	53	32	60.4	14	26.4	7	13.2
Female	26	24	92.3	2	7.7	0	0.0	30	17	56.7	8	26.7	5	16.7	25	13	52.0	6	24.0	6	24.0	28	11	39.3	10	35.7	7	25
Male	20	17	85.0	3	15.0	0	0.0	33	17	51.5	11	33.3	5	15.1	44	22	50.0	11	25.0	11	25.0	41	26	63.4	12	29.3	3	7.3

TABLE 14d: Algebra 1	2015							2016							2017							2018								
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	#	%
All Students	33	9	27.3	22	66.7	2	6.1	26	3	11.5	5	19.2	18	69.2	22	1	4.5	2	9.1	19	86.4	23	0	0	3	13	20	87		
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

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Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
White	31	8	25.8	21	67.7	2	6.5	26	3	11.5	5	19.2	18	69.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	0	0	3	13.6	19	86.4
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	15	4	26.7	11	73.3	0	0.0	9	1	11.1	3	33.3	5	55.6	6	0	0.0	0	0.0	6	100.0	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Female	22	5	22.7	16	72.7	1	4.5	18	2	11.1	4	22.2	12	66.7	13	1	7.7	2	15.4	10	76.9	15	0	0	2	13.3	13	86.7
Male	11	4	36.4	6	54.5	1	9.1	8	1	12.5	1	12.5	6	75.0	9	0	0.0	0	0.0	9	100.0	8	0	0	1	12.5	7	87.5

2. Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas.

Include FARMS, SE and other selected focus subgroups in your analysis.

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

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

The goal for the 2017-18 school year was to increase the number of students in the economically disadvantaged subgroup meeting or exceeding expectations on PARCC and to decrease the number of students in the economically disadvantaged subgroup not meeting or partially meeting expectations on PARCC. The school met this goal for the 2017-18 school year. The goal will be sustained through continued use of effective UDL strategies, monitoring of student progress, and use of text-to-speech accessibility features for qualifying students.

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- Describe the gains made in focus areas.

When examining mathematics data at the school, district, and state levels, Westmar Middle School performed slightly higher than the state average in Grade 6 in all groups; in Grade 7, students scored equal to or slightly higher than the state average in all groups; in Grade 8, students scored equal to or slightly higher than the state average in all groups except special needs.

Economically Disadvantaged Population Gains:

Within the economically disadvantaged population, the percentage of students scoring a 4 or 5 increased by 4%. The percentage of students scoring a 1 or 2 decreased by 7%.

Special Needs Population Gains:

Within the special needs population, 8/42 (19%) increased by at least one performance level.

Grade 6: Level 4 or 5: 20%, Increasing at least one performance level: 15%

Grade 7: Increasing at least one performance level: 23%

Level 3 Student Gains:

Within the population of students scoring level 3 on the 2016-17 PARCC assessment, 32/97 (33%) increased to level 4.

Grade 6: 19/37 students (51.4%) increased from Level 3 to Level 4

Grade 7: 4/30 students (13.3%) increased from Level 3 to Level 4

Grade 8: Algebra: 9/30 students (30%) increased from Level 3 to Level 4

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

UDL strategies that were most effective for the 2017-18 school year were:

- Customizing display of information
- Clarifying vocabulary and symbols
- Illustrating concepts through multiple media
- Activating background knowledge
- Fostering collaboration and community
- Using multiple tools for construction and composition

b. Establish Focus Areas

Special Education Subgroup, Math 6-8	Why/Root Cause
Our special education population is not meeting expectations on PARCC.	<p>WHY? Students in special education struggle with reading and comprehending word problems.</p> <p>WHY? Many word problems on PARCC are long and complex.</p> <p>WHY? Problems require modeling and reasoning within both on grade level knowledge and knowledge and skills from previous grade levels.</p>

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	ROOT CAUSE: Students struggle with reading long, complex word problems requiring them to model and reason using skills taught at previous grade levels.
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Economically Disadvantaged Subgroup, Math 6-8, Algebra	Why/Root Cause
When examining the Domain and Standards Analysis, our students tend to perform weakest in Modeling and Reasoning.	<p>WHY? Students struggle with comprehending word problems. WHY? Many word problems on PARCC are long and complex. WHY? Problems require multiple pieces of information to solve. WHY? Students struggle to determine the information needed to solve each part. WHY? Answers to some parts are dependent on previous answers.</p> <p>ROOT CAUSE: Students struggle with determining the information needed to solve complex word problems requiring multiple steps.</p>

Economically Disadvantaged Subgroup, Math 6-8	Why/Root Cause
<p>In a review of evidence statements, our students struggle with items in the Geometry domain.</p> <p><i>Incoming 5th graders had trouble drawing and describing two dimensional geometric figures.</i></p> <p>Grade 6: solve real-world and mathematical problems involving area, surface area, and volume</p> <p>Grade 7: draw, describe, and construct geometric figures and describe relationships between them</p> <p>Grade 8: solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</p>	<p>WHY? Students struggle with solving problems that involve the use of formulas to solve. WHY? Students struggle to apply the appropriate formula to the problem. WHY? Students struggle to describe geometric figures.</p> <p>ROOT CAUSE: Students struggle with describing the geometric figures necessary for choosing which formula to apply to a given problem.</p>

Male Subgroup, Math 6-8	Why/Root Cause
A significant gap (19%) is present between females and males meeting or	WHY? The level of academic maturity of male students is less than their female

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<p>exceeding expectations on PARCC.</p> <p>Grade 6: 20% more females than males are meeting or exceeding expectations on PARCC.</p> <p>Grade 7: 10% more females than males are meeting or exceeding expectations on PARCC.</p> <p>Grade 8: 18% more females than males are meeting or exceeding expectations on PARCC</p>	<p>counterparts and their level of physical activity within the classroom is greater.</p> <p>WHY? Male students tend not to read as well when reading for information as female students. They struggle to determine key information needed to solve problems.</p> <p>WHY? Male students also tend to perform less well on writing than female students. They struggle with writing to explain and justify their answers.</p> <p>ROOT CAUSE: Male students struggle with determining key information and with writing to explain or justify their answers. They need more practice with guided strategies to decode mathematical texts and express their explanations using clear mathematical terms. In addition, male students need more frequent “brain breaks” to promote focus during seat work.</p>
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ISSUE and DATA	<i>PARCC mathematics data indicates the following:</i>
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Special Needs Population:

Students with special needs in Grades 6-8 have a significant gap in mathematics achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	Algebra
Students with IEPs	20%	0%	0%	Data group too small for accurate data representation
Students without IEPs	41%	41.7%	17%	
PERFORMANCE GAP	21%	41.7%	17%	

Economically Disadvantaged Population:

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

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	Algebra
FARMs	31%	28.8%	13.2%	88.9%
FARMs- no	45.7%	50%	20%	85.7%
PERFORMANCE GAP	14.7%	21.2%	6.8%	3.2%

Male Population:

Male students in Grades 6-8 have a significant gap in mathematics achievement.

% at LEVELS 4 and 5	Grade 6	Grade 7	Grade 8	Algebra
Male	28.3%	30.2%	7.3%	87.5%
Female	47.5%	40.5%	25%	86.7%
PERFORMANCE GAP	19.2%	10.3%	17.7%	0.8%

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	<p>The fall administration of the Math Inventory in Grades 6-8 showed the following:</p> <p>Special Needs Population: Students with special needs in Grade 6 show a significant gap in mathematics achievement.</p> <table><tr><th>% Proficient or Advanced</th><th>Grade 6</th><th>Grade 7</th><th>Grade 8 (non-algebra)</th></tr><tr><td>Students with IEPs</td><td>6.7%</td><td>4.2%</td><td>0%</td></tr><tr><td>Students without IEPs</td><td>17.8%</td><td>10.3%</td><td>3.9%</td></tr><tr><td>PERFORMANCE GAP</td><td>11.1%</td><td>6.1%</td><td>3.9%</td></tr></table> <p>Economically Disadvantaged Population: <i>Data is not available on this subgroup due to privacy issues.</i></p> <p>Male Population: Male students in Grade 7 show a significant gap in mathematics achievement.</p> <table><tr><th>% Proficient or Advanced</th><th>Grade 6</th><th>Grade 7</th><th>Grade 8 (non-algebra)</th></tr><tr><td>Male</td><td>17.8%</td><td>1.9%</td><td>6.3%</td></tr><tr><td>Female</td><td>13.6%</td><td>15.9%</td><td>0%</td></tr><tr><td>PERFORMANCE GAP</td><td>4.2%</td><td>14%</td><td>6.3%</td></tr></table>	% Proficient or Advanced	Grade 6	Grade 7	Grade 8 (non-algebra)	Students with IEPs	6.7%	4.2%	0%	Students without IEPs	17.8%	10.3%	3.9%	PERFORMANCE GAP	11.1%	6.1%	3.9%	% Proficient or Advanced	Grade 6	Grade 7	Grade 8 (non-algebra)	Male	17.8%	1.9%	6.3%	Female	13.6%	15.9%	0%	PERFORMANCE GAP	4.2%	14%	6.3%
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GOAL	<p>Special Education Subgroup (6-8) 20% of students in this subgroup will increase mathematics scores by at least one performance level on the PARCC assessment.</p> <p>Economically Disadvantaged Subgroup (6-8, Algebra) The percentage of students in this subgroup scoring at levels 4 or 5 will increase by 5%. The percentage of students in this subgroup scoring at levels 1 or 2 will decrease by 10%.</p> <p>Male Subgroup (6-8, Algebra) The percentage of students in this subgroup scoring at levels 4 or 5 will increase by 5%.</p>																																

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	The percentage of students in this subgroup scoring at levels 1 or 2 will decrease by 5%.								
ANALYSIS and Barriers to Attainment	<p>Special Education Subgroup (6-8) This subgroup struggles with reading and comprehending word problems, particularly problems that are longer or more complex. This lack of comprehension contributes to the struggle of this subgroup in identifying the question being asked as well as identifying the information needed to solve the problem. In addition, this subgroup struggles with fluency involving basic facts, despite showing an understanding of the processes.</p> <p>Economically Disadvantaged Subgroup (6-8, Algebra) Examination of the evidence statements indicates students struggle with questions involving modeling and reasoning, particularly within the area of Geometry. Questions involving modeling and reasoning tend to be where students struggle with determining the information they need to solve the problem. In addition, students struggle to identify geometric figures, causing difficulties in their ability to choose the proper formula to solve geometric problems. Students require more practice with additional PARCC public release items and resources to learn how to identify the question being asked and how to find the information needed to answer the question, particularly when those questions involve geometry.</p> <p>Male Subgroup (6-8, Algebra) This subgroup performs less well than their female counterparts in areas of mathematics involving modeling and application of mathematical skills and expressing mathematical reasoning. The questions involving these skills tend to require sustained attention to task and skills in reading for information. In addition, the questions also require students to write clear explanations of their answers, using appropriate mathematical language. Students in this subgroup need repeated guided practice with decoding mathematical texts and with writing explanations and justifications of their answers. In addition, they need a scaffolded format for determining what the problem is asking them to find, what information they need to know to find the answer, and how to model their thinking. Students in this subgroup also need more frequent “brain breaks” in the form of physical activity to promote focus and attention to task during seated activities.</p>								
RESOURCES	<p>Resources Available:</p> <table border="0"> <tr> <td>Illustrative Math</td> <td>Co-Curricular Math Review</td> </tr> <tr> <td>School 21</td> <td>2018-2019 Math Curriculum Resources</td> </tr> <tr> <td>Prodigy</td> <td>PD on GRR and UDL</td> </tr> <tr> <td>MobyMax</td> <td>PARCC Public Release by module (Grades 6, 7)</td> </tr> </table> <p>School Improvement Specialists- organize additional resources and materials</p> <p>Resources Not Available: Text-to-Speech software Math classroom laptops/tablets</p>	Illustrative Math	Co-Curricular Math Review	School 21	2018-2019 Math Curriculum Resources	Prodigy	PD on GRR and UDL	MobyMax	PARCC Public Release by module (Grades 6, 7)
Illustrative Math	Co-Curricular Math Review								
School 21	2018-2019 Math Curriculum Resources								
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	Resources Needed: Text-to-Speech software PARCC Public Release Items- (Grade 8, Algebra) Math classroom laptops/tablets PD on flexible grouping Time for co-teaching collaboration
IMPLEMENTATION, Dates, Monitoring	<p>Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Math Inventory will be administered to all students biannually--fall and early spring. Student growth and growth goals will be monitored by the SIS and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. County benchmarks will be given quarterly. Intervention program data (Math 180) will also be collected.</p> <p> Math Inventory September 2018, February 2019 Math Benchmarks October 2018, January 2019, March 2019 Intervention Data Quarterly or End of Workshop PARCC Assessment May 2019 </p>

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

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3. Universal Design for Learning for MATH.

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

Table 15	
UDL Principle/Mode	Representation –How the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Customizing display of information (highlighting, color coding text...) ● Clarifying vocabulary and symbols ● Illustrating concepts through multiple media (video, music, games...) ● Activating background knowledge
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- How the students demonstrates their knowledge. <ul style="list-style-type: none"> ● Varying methods for response ● Optimizing access to assistive technologies (e.g. text-to-speech) ● Using multiple tools for construction/composition (Geogebra, hands-on manipulatives...)
Means for Engagement: <i>tap</i>	Multiple Options for Engagement

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<i>into learners interests, challenge them appropriately, and motivate them to learn.</i>	<ul style="list-style-type: none">● Fostering collaboration and community (roundtable, team stand and show, sage and scribe...)● Minimizing distractions● Varying demands and resources to optimize challenge (School21, Prodigy...)● Increasing mastery-oriented feedback (School21, MobyMax...)
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B. SCIENCE

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

C. SOCIAL STUDIES/GOVERNMENT

n/a

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IX. ADMINISTRATIVE LEADERSHIP

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

A. Principal SLO 1

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

All students in Grade 6 will be included in this SLO, 84 students total. The group consists of 13 special education students, 36 male students, 48 female students, and a 67% FARMs population.

The READING SLO will focus on the following standards for Grades 6:

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply Grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Writing Evidence Statements:

Development of Ideas

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The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description. The development is consistently appropriate to the task, purpose, and audience.

Organization

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

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

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

The information for this SLO was collected by the school's reading specialist. These standards were chosen because the of the high number of "0%" scores on the PCR (prose constructed response) questions that not only decreases the students' (school's) overall writing scores, but the overall PARCC level score for both students and school.

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

The Goal Planning Process and School Improvement Goals and Strategies are to increase the number of students meeting expectations (scoring Levels 4-5) on the PARCC assessment, and to decrease the performance gaps within subgroups. The Overall Writing scores and PCR scores factor heavily in determining PARCC performance levels. Decreasing the number of "0%" scores on the PCRs would also increase the overall PARCC level scores.

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

A pre-test will be given to all 6th graders in December with a focus on theme, central idea, point of view, author's purpose, and summarizing. A post-test will be given in April (prior to PARCC). Both tests will consist of EBSR questions and a PCR scored using the PARCC scoring rubric. Scores will be analyzed based on overall grade level and subgroup performance (SPED, gender).

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B. Principal SLO 2

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

The MATH SLO will focus on the following standards for 6th grade students:

6.G.A.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.A.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$

6.G.A.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6.G.A.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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These standards were chosen because current 6th graders showed weaknesses in fifth grade standards connected to the selected 6th grade standards.

The student group selected for the SLO is all 6th grade students. There are 86 total students in the target group including 42 females and 44 males. Special education services are provided to 15 of these students. This student group was selected because of the performance gap of students scoring at levels 4 and 5 for special needs, economically disadvantaged, and male subgroups. Approximately 67% of the the students in this group are FARMS, 51% are male, and 17% special ed.

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

Data from the 2018 PARCC assessment reveals the following:

- 59% of current 6th grade students scored in Levels 1-3 overall.
- 41% of current 6th grade students scored in Level 4s or 5 overall.

In addition, current 6th grade students showed a low percentage of students scoring proficient or advanced on the fall Math Inventory assessment. Of the 87 students enrolled in 6th grade at the time of the assessment, 16.1% scored in the proficient range (Quantile score of 870-1125), 26.4% scored in the basic range (Quantile score 705-865), and 58.1% scored in the below basic range (Quantile score of EM400-700).

The data used for this SLO was collected by the school math specialist. Our math specialist gave a pretest in September 2018 to establish baseline data. Over the past three years, Westmar Middle has not seen a significant growth in the percentage of students meeting or exceeding expectations on the PARCC. Since 66% of the students in this group are FARMS, this SLO will help support close the gap between subgroups.

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

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In a review of evidence statements, our students struggle with items in the Geometry domain. A root cause analysis determined students in the economically disadvantaged subgroup struggle with describing the geometric figures necessary for choosing which formula to apply to a given problem. Incoming 5th graders (current 6th) had trouble with drawing and describing two dimensional geometric figures which is a building block to the grade 6 standards - solve real-world and mathematical problems involving area, surface area, and volume. This SLO will help support the goal planning process and school improvement goals and strategies by focusing on preparing all 6th grade students to be college and career ready.

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

The Math Inventory will show strengths and weaknesses of math skills and provide data evidence to student growth as we prepare for the 2019 PARCC. The Growth Goals Report for the SLO group will show how students are benchmarking toward grade level proficiency and College and Career Readiness.

X. MULTI-TIERED SYSTEM OF SUPPORT

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

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

Our goal is to continue implementing and sustaining the Multi-Tiered System of Supports (MTSS) as a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve College and Career Readiness Standards (CCRS).

Westmar Middle will continue to implement and sustain the PBIS system of support for Tier I behavior intervention. We have utilized the Universal Behavior Screener as a tool to guide the implementation of Tier II and III interventions. We have also developed a Tier II/Tier III School Behavior Intervention Team (BIT) to guide interventions. By doing so, the committee believes suspensions will decrease, thus allowing students to be in class receiving GRR instruction.

MTSS at Westmar Middle School will be presented as an integrated, comprehensive framework focusing on CCRS and the Gradual Release of Responsibility Framework for Instruction. Through better instruction comes improved student behavior outcomes.

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2. a. How will the priority/ priorities be addressed?

PBIS/GRR/UDL Practices will become the norm. Teachers will utilize team meetings to link student behavior to learning outcomes.

Goal: Consolidate efforts that focus on struggling students and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems increase in intensity.

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

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

School wide training on Tier II/Tier III practices is needed. The school would benefit from Check In/Check Out training as well as restorative practices.

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

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Westmar has a strong Tier I PBIS program. Three years of data shows 85% of students are responding to Tier I strategies. An overwhelming 244/292 students had 0-1 referrals last school year (84%). Another 45 students had 2-5 referrals (15%), and three students had over 6 referrals (1%). This is comparable to years past. However, the number of students receiving 6 or more referrals last year decreased.

All Referrals

School Year	Enrollment	0 or 1 Referrals	2-5 Referrals	6+ Referrals	% for 0 or 1	% for 2-5	% 6+
2015-2016	292	249	34	9	85	12	3
2016-2017	288	245	35	8	85	12	3
2017-2018	292	244	45	3	84	15	1

The data chart belows shows a breakdown by male and female. In addition, 41/48 students who received more than 2 ODR's (Office Discipline Referral) are male.

2017-18	Male	Female
Number of ODR's - 188	146 (78%)	42 (22%)
Number of ODR's in the classroom - 91 (48%)	71 (78%)	20 (22%)
Number of ODR's in other areas - 97 (52%)	75 (77%)	22 (23%)

Data also show that majority of ODR's occur in the classroom(63%).

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In order to improve the implementation of the PBIS framework, the following are occurring at Westmar:

- Staff Development has been ongoing around the MD Code of Conduct as it pertains to discipline and restorative practices.
- Staff has worked to identify classroom based versus office based behaviors.
- Improvements to Tier I supports, through student voice, enhance student buy in with choice and using student council recommendations
- Project Wisdom positive messages are read daily on the announcements.
- Monthly/weekly character education lessons utilizing project Wisdom are based on monthly character education traits.
- School recognition programs continue with enhancements of rewards. The school also recognizes monthly “ROAR” students. for demonstrating monthly character traits. The school plans on implementing a rising and shining star program.
- The increase of community support has become a focus.
- The team also supports staff through regular positive reinforcements such as staff luncheons, positive notes of encouragements, and additional staff wellness activities. The PBIS team also recognizes school bus drivers during National School bus safety week.
- There is a need for active supervision in the hallways and cafeteria. Instructional leaders took a stance on being proactive in the hallway. Changes to lunch duty supervision were made as well as morning supervision routine.

Westmar enlists a proactive approach to discipline through PBIS initiatives and restorative practices. Students are rewarded daily, weekly, monthly, and quarterly through the use of PAWS stamps. Guidance and administration encourage reporting of school, home, and community-based harassment concerns before situations that require extreme disciplinary action occur. Conferences with administration, guidance counselor, and school resource officers are a regular practice. In addition, restorative practices, warnings, parent contacts, and lesser consequences, such as lunch detentions and In-School Intervention, have been instrumental in minimizing suspension level.

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

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A Tier II/III Behavior Intervention team that consists of administration, guidance, pupil service worker, two special education teachers, two regular education teachers, and the school psychologist. The team meets monthly to look at academic and behavior data to plan for students in tier II/III. Using a Universal Behavior Screener, all students are to be screened three times this school year. The BIT team will gather and analyze the data to form Advisory groups, identify students in need of targeted interventions and supports, and monitor progress. The school also utilizes Check and Connect with our school resource officer.

XII. FAMILY AND COMMUNITY ENGAGEMENT
Non-Title I Schools

Parent/Community Involvement Needs

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

Parent Advisory Committee 2018 - 2019

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

Westmar Middle School provides opportunities for successful school personnel/parent/community interactions to formulate suggestions and to participate, as appropriate, in decisions about the education of our children. Students and parents are invited to Back-to School Night, musical programs, and recognition events.

Westmar Middle School coordinates parental involvement programs and activities with Head Start, Home Instruction, MRHS Band Boosters, Sheriff's Department, Rick Rando, Bruce Outreach Center, Goodwill and Midland Fire Companies, and First Assembly of God Church as partners in our community. The Western Maryland Food Bank donates weekly to our backpack program, and our school counselor and school resource officer organize food baskets and a school store for shopping.

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

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Basketball Concession	16	4	64
Band Field Trip	26	10	260
8th Grade Field Trip	35	10	350
8th Grade Parent Meetings	22	2	44
Superintendent PAC	1	14	14
Total	124	344	2580

Non Title I Parent Involvement Plan

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

WESTMAR MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

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Expectations

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

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

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
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I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	SIT Parent Advisory Committee Westmar Student/Parent Handbook	Aug. 2018 Ongoing	Mrs. Puffenberger
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse	Back to School Night Classroom Syllabi Parent Conference Days Online Grade Reports Parent Conference Days PARCC Reports • Newspapers • Radio • Westmar & ACPS Websites	Aug. 2018 Ongoing Ongoing Ongoing	Administration, Faculty, & Staff Administration, Faculty, & Staff Administration, Faculty, & Staff Administration, Faculty, & Staff

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backgrounds.	<ul style="list-style-type: none"> • Telephone/School Messenger • School Marquis • Email <p>IEP Meetings All teachers post grades using ASPEN Parent Conferences Emails and phone calls to parents and guardians Recognition events</p>		
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement Meetings	Ongoing	Mrs. Puffenberger
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents actively volunteer in many ways throughout the school year: <ul style="list-style-type: none"> • Chaperone school dances • Attend and chaperone field trips • Band/choral concerts • Art shows • Work with youth sports • Help students organize food drives for local food pantries in conjunction with service learning hours 	Ongoing	Administration, Faculty, & Staff

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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.

Back to School Night gift cards were awarded to parents through a raffle. Gift baskets will be raffled during the fall Parent Conference Day. The 8th grade field trip will be an opportunity for parents to chaperone.

XIII. TITLE I SCHOOLS

n/a

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XIV. 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?

Professional Learning Title: Critical Incident Plan and PBIS (How do they work together?)

Date (s): August 27, 2018

Location and Time: Westmar Middle School

Intended Audience: All staff

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

Westmar Middle staff received training on school safety postures/procedures and Tier I PBIS Strategies. As a result of this professional learning, staff are expected to have a broader knowledge of school wide PBIS strategies and how being prepared for school tragedies. Staff will examine the Maryland Code of Conduct and align and differentiate classroom based behaviors and office based behaviors as it pertains to student discipline. As a result, students will belong to a school that where all students can be successful both academically and behaviorally in the classroom thus fostering a safe and positive school culture.

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

As a result of the professional development, participants will utilize PBIS classroom based versus office based document to guide classroom discipline. Staff will practice proactive discipline before referring students to administration for office based referrals. Parent contact will be made prior to referring to administration. By differentiating between classroom and office based behaviors, administration will be able to foster a school climate where students feel safe. This structure will define roles and responsibility in a time of crisis.

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

School discipline data, student climate survey, and school academic data will be used to measure the level of effectiveness of the professional learning.

Professional Learning Title: Collaborative Team and Using Data for Decision Making

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Date (s): August 2018-June 2019

Location and Time: Westmar Middle School, Vertical teams, monthly meetings

Intended Audience: All staff

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

Teachers and instructional assistants will work together to analyze PARCC and benchmark data during monthly vertical teams. The math and reading specialists will provide support and resources to all content areas for the purpose of driving CCRS standards. As a result, staff have the information needed for data-based decisions in every classroom, not just math and reading. Students will have multiple exposures to PARCC-like activities and assessments in all classrooms. Teachers will then consolidate efforts that focus on struggling students.

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

The participants will attain a deeper understanding of how data drives classroom instruction. Participants will also obtain strategies for increasing student achievement in the areas of mathematics, reading, and writing in all content areas, thus, providing a vehicle for teamwork and data-based decision making to strengthen students daily classroom performances.

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

Classroom walkthrough data as well as conversations during bi-weekly leadership meetings will assist in measure the implementation. Math and Reading Inventory data will also used.

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

Professional Learning Title: Building Effective School Communities, Cohort IV

Date (s): June 2018-TBD

Location and Time: Westmar Middle School, monthly meetings with School-based Leadership Teams

Intended Audience: All staff

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

As a result of the professional learning, Westmar School will create an effective model for educating all students to high standards in the general education curriculum and classroom and reduce the achievement gap, particularly for students with disabilities.

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

Participants will attain knowledge that will aid in improving student performance and student engagement at Westmar Middle. They will explore strategies and models that will build a school community where ALL students have a sense of belonging and are successful both academically and behaviorally.

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

Assessment will be ongoing. Academic data, behavior data, student observations, and teacher observations will used to measure the implementation of the Cohort work.

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XV. MANAGEMENT PLAN

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

The SIP will be shared with faculty during team meetings in November. Follow-ups will take place in team and vertical team meetings.

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

School Improvement Specialists will collect, sort, and process data to be shared with the administration, faculty, and staff. Updates will be given at bi-weekly instructional leader meetings.

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

Data will be reviewed and revised as needed during vertical team and instructional leader meetings.

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

Teachers participated in the Root Cause Analysis and Goal Setting Process of the SIP. Walkthrough observations will be shared with faculty during team meetings to allow for discussion. Data will be reviewed to determine needs for additional training and support at vertical team meetings.

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

The SIP will be posted on the school website; a phone call through school messenger will inform parents where to find more information regarding the plan.

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

Revisions to the SIP will be shared at instructional leader, team, and vertical team meetings. Updates to the plan will be posted on the school website to inform parents and community of revisions.

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

The Central Office provides the data and template for creating the plan. Support is given by content area supervisors and the assessment coordinator to address questions, concerns, and the need for professional development.

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

The SIP will be shared initially during team meetings in November. Monitoring and revising the plan will take place during bi-weekly

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instructional leader meetings and vertical team meetings.

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

Name (Print and Sign)	Affiliation/Title
Lora Puffenberger	Principal
Jeff Avey	Assistant Principal
Teresa Norris	Math School Improvement Specialist/Co-Chair
Roberta Brown	Reading School Improvement Specialist/Co-Chair
Lynn Muir	Guidance Counselor
Amber Rotruck	8th Grade Team Leader/Teacher-in-Charge
Khrista Brown	7th Grade Team Leader
Jennifer Ritchie	6th Grade Team Leader
Krista Wilson	Creative Arts Team Leader
Brian Hogan	Parent