Allegany County Public Schools

2018 – 2019 School Improvement Plan

School: Westmar **Principal: Lora Puffenb**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 vision is to promote in our students the ability to think critically, solve problems, work in teams, use technology, b 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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 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 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/gu

   The SIT represents the school community, including parents.

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

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

5. What is the process for developing a shared understanding and commitment to the vision, mission, and c 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 o 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-m 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 c

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

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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 pa experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t 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 organizatic structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch (Gruenert, 2008).

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

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

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

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

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 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 pro professional learning teams, teachers remain accountable for individual students. However, they also take respo collectively for improving instructional practices to achieve gains in learning for all students. Professional learnir student centered and occurs by analyzing the differences between what students are capable of achieving and a student performance.

The rules and expectations at Westmar Middle School are centered on two basic principles: our obligation to pro safe, orderly environment and common courtesy. These rules affect academic and social success in school, so it each student and parent/guardian be familiar with them. It is our responsibility to restrict behaviors interfering 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, control over our thoughts and actions. We must learn not to blame other people or circumstances for the situat which we find ourselves. **ROAR** means staying focused on the importance of **R**espect, **O**rganization, **A**chievemer **R**esponsibility.

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

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

B. Student and/or Staff Engagement Action Plan

Student Engagement Action Plan

y areas of needed improvement: s/are the issue (s) that needs sed?	In the 2017-18 Student Engagement Survey, 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. As a result, Westmar will address the need to make ALL students connected with an adult in the buil and raise awareness to bullying.
tivities: What steps will be taken in o obtain the desired outcome(s).	In order to connect all students with an adult, Westmar will: 1. Screen all students using a Universal Behavior Screener to identify "at risk students" who ha 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 role within the building. 5. Monitor ongoing collection of student data including academics, grades, and attendance; n interventions to deficits. 6. Offer a PBIS student reward each quarter. Those students not eligible will meet individually guidance to set goals. 7. Participate in anti-bullying campaigns and lessons in advisory that address bullying.

	8. Orientate students with procedures for reporting bullying: IE, guidance, Aspen, phone, cour web page.
ve leader and team: Who is sible and involved in the work?	Administration will be the primary leaders. The school's PBIS team and Behavior Intervention Team will assist in the implementation of the key activities. The school guidance counselor and school res officer will also be responsible for ongoing implementation of goals.
ces: What investments (people, nent, time, etc) will be needed to ut the initiative(s) gies/activities) to achieve the d outcome(s)?	In order to achieve this goal, Westmar Middle PBIS team will meet monthly to develop Tier I activitie Westmar will also create a Behavior Intervention Team (BIT) to administer the universal screener an identify students who are in need of additional support and intervention. The team will meet montl 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.
ones: What are the major events accomplishments for this?	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

mance Metrics: What will you re to gauge progress on your action nd to determine if the identified as been met?	The data from the universal screener will aid in monitoring students. Trends in grades, discipline an attendance data will also be used to gauge progress. Advisory lessons will include ongoing formativ assessment of the initiative. The number of students participating in quarterly rewards will be track ensure learning is occuring.
ne: Include dates for implementation on steps.	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

C.

Staff Engagement Action Plan

y areas of needed improvement: s/are the issue (s) that needs sed?	From the Staff Engagement Survey, the issue to be addressed is need for adequate and more effecti communication.

tivities: What steps will be taken in o obtain the desired outcome(s).	A leadership team be comprised of the principal, team leaders, specialists, guidance counselor and assistant principal will meet biweekly. The purpose team will enhance two-way communication bet administration and teams. The leadership team will follow an agenda and begin each meeting with positive celebration. Administration will provide information and updates on district, school, comm and student initiatives and data. Administration will listen and respond to needs and concerns of te Administration will provide a weekly memo to staff. The memo will include duties, dates, staff birth upcoming events, and announcements. The Monthly School Calendar will be updated on the school website and a hard copy sent with stude and staff. During team meetings, the information from the bi-weekly instructional leader meeting w shared with members using a similar agenda and format. Administration will meet with each team a once a month and share information/updates from Central office.
ve leader and team: Who is sible and involved in the work?	Administration, Guidance, Instructional Leaders, Staff
ces: What investments (people, nent, time, etc) will be needed to ut the initiative(s) gies/activities) to achieve the d outcome(s)?	Time will be alloted during co-curricular for instructional meetings. Teams will meet weekly with an agenda. Instructional Leaders will create the agenda.

ɔnes: What are the major events accomplishments for this?	Shared two-way communication Timely weekly memos
mance Metrics: What will you re to gauge progress on your action nd to determine if the identified as been met?	Review of instructional leaders minutes and agendas Presence of calendar of events on web and posted outside of the office Develop an end of the year survey for staff
ıe: Include dates for implementation ɔn steps.	Leadership Team: bi-weekly and ongoing Staff memo: weekly and ongoing--effort to have it to staff by Friday morning by administration Calendar: monthly and ongoing Implementation of Team Agendas: March 30, 2019 weekly Administrative attendance at team meetings: March 2019 and ongoing monthly

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

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**201 Offi**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	96 4	
For those not certified, list name, grade level course	n/a	n/a	n/a	Marcus Bowers World Languages 6-8	Bla He
Number of years principal has been in the building	8	1 (Acting)	1	1 (Interim)	
Teacher Average Daily Attendance	94.6	94.8	94.6	94.6	

B. Student Demographics

Table 3

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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
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)

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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
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		

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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
Grade 8	92.0%	No

Complete the table and then calculate the annual change by taking difference 2016-27 and 2017-28 and dividing by 20
Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

estmar failed to achieve the 94% attendance AMO by 0.7%. The average overall student attendance percentage for the 2017-18 scho
s 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%
spectively. The Special Education subgroup had the lowest attendance at 91.4%, and has shown a decreasing trend in attendance ov
ur years. The FARMs subgroup also failed to meet the attendance AMO with an average attendance percentage of 92.1%. This repres
crease of 1.0% over the previous school year.

escribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
endance 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 a 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 student on a contract? Has an SST/Attendance plan been developed and be implemented to address this issue? Is there a chronic heal
- 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 stamp end of each quarter for outstanding attendance. We will also monitor and reward improvement in attendance with studer are chronically absent. Students use the stamps to purchase items in our ROAR store; achievement of this criteria earns stu opportunity to participate in a quarterly ROAR celebration. New business partners from our community are being recruited 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 poli sent to parents and published on the school website.

HABITUAL TRUANCY

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

How many students were identified as habitual truants?

- Two students were identified as habitual truants.

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

- Westmar utilizes a variety of techniques and resources to address our attendance issues, which include monitoring of stud 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 actic 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 support such as After-School Program or Project YES. Attendance contracts are made between student and administratior and rewards are given through PBIS.

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

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-20 Represent as + or - based on increase or decrease of data.

Table 9

SUSPENSIONS

	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	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%

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

Westmar enlists a proactive approach to bullying and harassment through PBIS initiatives and administration's open door
Students receive weekly character education lessons during co-curricular and the school's motto is reinforced throughout
building. Guidance and administration encourage the reporting of school, home, and community-based harassment conce
situations requiring extreme disciplinary action occur. Conferences with administration, guidance counselor, and school re
officers are a regular practice. In addition, restorative practices, warnings, parent contacts, and lesser consequences, inclu
lunch detention and In-School Intervention, have been instrumental in minimizing suspension level incidences of sexual ha
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-nine out of school suspensions occurring
school year with only one of those suspensions for sexual harassment and none for harassment/bullying.

The aforementioned actions also apply to consistent enforcement of related school policies applying to Westmar's school
Additional attention has been prioritized to include these actions:

- Cell phone policy: Cell phones are turned off and kept in lockers throughout the school day. This eliminates te
social media forms of harassment causing interruptions in student safety, esteem, and learning. Students have
allowed to use their cell phones prior to arriving to homeroom. This has aided in the decrease of the number
phone violations and occurrence of electronic harassment issues.
- Inappropriate minor physical contact: This applies to behavior considered "horseplay". Students are referred
administration immediately for physical altercations between students and inappropriate public displays of aff
and unwanted forms of touching interpreted as teasing, bullying, or sexual harassment. Through team leaders
teachers actively supervise hallway transitions. A new bell has been added to the schedule during lunch shifts
decrease hallway traffic thus incidents occurring at that time.
- Theft and Destruction of Property: This applies to both school items as well as property of students in the eve
are violated by their peers.

- Disruption and Disrespect: This includes any interruption of normal instruction or peaceful bus transportation learning or the well-being of students and adults. Students participated in bus safety week and review rules of travel.

Staff worked to develop a teaching matrix that outlines classroom based behaviors versus office based behaviors. Followir state code of conduct , the matrix outlines for staff what should be enforce in their classroom and what should be referrec administration immediately. Staff was trained on restorative practices in the classroom and PBIS framework. These polic enforced in classrooms via a three-step PBIS referral process by teachers. Teachers offer a warning on the first step, and a action, such as a parent contact, as a second step. The referral is sent to administration on the third step. Efforts are being to expand the teacher's role in assertive supervisory practices -- enforcing school policies during morning and afternoon cc cafeteria duty, and hallway/restroom supervision during class changes. Administration consistently monitors hallways, caf 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. Staff has also been provided with a Positive Referral for stuc

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

The school has one resource officer who assist the school. Although his time is shared among other schools, he monitors c of students, provide DARE lessons, and act as mentors to students using Check and Connect.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

EARLY LEARNING **n**

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 o objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Reading – Proficiency Data (Elementary, Middle and High Schools)
Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
ıts	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
Indian or tive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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
frican	≤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
Latino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
vaiian or fic 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
	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
ore races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
lucation	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

nglish (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
uced RMS)	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
	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
	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

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
s	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
ndian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ican	≤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
tino of	n/a	n/a	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
iian or Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
	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

e 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
cation	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	
lish .EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ed Meals	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	
	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	
	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	

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
:s	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
ndian or ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
rican	≤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
atino of	≤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	

aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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
re 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
ıcation	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	≤10	≤10	≤10	≤10
glish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ced Meals	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
	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
	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

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) m
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). A 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 needs students.

The goal to increase the number/percentage of economically disadvantaged students who meet or exceed PARCC expect (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 (5

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 stud 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 i in all groups; in Grade 7 all groups performed at a higher rate in all areas (special education was equal to the district); and 8, economically disadvantaged students were at a higher rate than both the district and state.

Economically Disadvantaged Population Gains:
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 effectiv

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**	
1. Our special education population is not meeting expectation on the PARCC assessment.	**WHY?**	Special educations students struggle with PARCC because the re level of the test is above their independent reading level.
	WHY?	The passages on PARCC and local benchmarks are longer and mo complex.

	WHY? The passages require abstract thinking, knowledge of vocabulary application in writing by the students. **ROOT CAUSE:** **Students struggle with reading more complex, longer passages analysis and written responses in order to demonstrate compr**

Economically Disadvantaged Subgroup, ELA 6-8

GRADE 6 Levels 4 & 5		
Overall	11% Gap	(FARMs 35%; Non FARMs 46%)
Reading Lit.	8% Gap	(FARMs 29%; Non FARMs 37%)
Reading Info.	***25% Gap***	***(FARMs 29%; Non FARMs 54%)***
Writing	***13% Gap***	***(FARMs 31%; Non FARMs 44%)***
GRADE 7 Levels 4 & 5		
Overall	11% Gap	(FARMs 46%; Non FARMs 57%)
Reading Lit.	11% Gap	(FARMs 51%; Non FARMs 62%)
Reading Info.	13% Gap	(FARMs 41%; Non FARMs 54%)
Writing	13% Gap	(FARMs 54%; Non FARMs 67%)
GRADE 8 Levels 4 & 5		
Overall	***49% Gap***	***(FARMs 31%; Non FARMs 80%)***
Reading Lit.	***28% Gap***	***(FARMs 29%; Non FARMs 57%)***
Reading Info.	19% Gap	(FARMs 31%; Non FARMs 50%)
Writing	***47% Gap***	***(FARMs 35%; Non FARMs 82%)***

WHY? Environmental factors often limit economically disadvantaged st ability to access text at a formative age. Generational poverty ca less exposure to literary experiences and quality literature sourc home.

WHY? Many students in this subgroup enter school with a limited expo grade level vocabulary and language. Lack of background experi affects students' ability to bring prior knowledge to understandi texts.

WHY? Many economically disadvantaged students struggle with PARCC the reading level of the test is above their independent reading l Thinking abstractly is also difficult for the many students who ar concrete thinkers.

ROOT CAUSE: **Text analysis and application in writing becomes a struggle for In addition to increased exposure to literary texts, students ne focused, guided, and repeated instruction with reading and wri across the content areas.**

Male Subgroup, ELA 6-8

GRADE 6	**GRADE 7**	**GRADE 8**	
			WHY? The maturity level of male students compared to female students at t

Levels 4 & 5	***29% Gap***	19% Gap	***43% Gap***
Literary	1% Gap	***20% Gap***	***33% Gap***
Informational	11% Gap	6% Gap	18% Gap
Writing	***36% Gap***	12% Gap	***52% Gap***

	often noticeably less. Males also tend to engage in more physical activ recreational endeavors.
WHY?	With a need for physical movement, male students tend be less engag extensive readings for longer periods of time. They are more likely to shorter, more varied texts with movement between activities.
WHY?	Male students across the grades struggle with the writing domain (GR along with prose constructed responses (literary analysis tasks). Gaps males and females also exist in reading literary (GR 7 & 8) and inform texts (GR 6 & 8).
ROOT CAUSE:	**Male students would benefit from reading and responding in shorter and varied texts. Focused lessons would include oppo 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 organi patterns in both literary and informational reading continues to be a s students.
WHY?	Student understanding of the author's purpose in text structure and c is also key. This is needed to determine central ideas and summarize t
WHY?	Students struggle with the identification and analysis of these standar selected response questions. The application of this analysis in the pr constructed responses (especially literary analysis and research simul is even more challenging for students.
ROOT CAUSE:	**Students need more focused and repeated instruction on the elements within shorter and varied texts. Students also need and repeated exposure to the analysis of informational texts 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 t Achievement Gaps.
- Determine focus standards by using the Evidence Statement Analysis through Pearson Access Ne published reports.
- Implement data from the DMRS in the Goal Planning Process.
- Use the ACPS Goal Planning Process

Please include the following:

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

E 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%
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 spec 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 8t

- *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 informatio 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 Informatio**
FARMs	29%	29%	31%	51%	41%	54%	29%	31%
FARMs--no	37%	54%	44%	62%	54%	67%	57%	50%
PERFORMANCE GAP	8%	25%	13%	11%	13%	13%	28%	19%

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
% at LEVELS 4 and 5	**Reading Literature**	**Reading Information**	**Writing**	**Reading Literature**	**Reading Information**	**Writing**	**Reading Literature**	**Reading Informati**
MALES	32%	34%	21%	44%	42%	52%	23%	29%
FEMALES	33%	45%	57%	64%	48%	64%	56%	47%
PERFORMANCE GAP	1%	11%	**36**%	**20**%	8%	12%	33%	18%

- *When examining prose constructed response scores on the DMRS, the following % of males scored "0" o RST, and NWT:*

  38% of incoming 6th graders; 42% of current 7th graders, 23% of current 8th graders; 41% of last year's

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

  42 out of 133 (32%) male students scored Below Basic; 31 out of 133 (23%) scored Basic.

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

Special needs students will increase their scaled score performance on the PARCC assessment. The number of " the 3 writing tasks will decrease in this population.

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

.YSIS and ers to nment	Special Needs Population (6-8) This subgroup of students continues to struggle with reading more complex, longer passages requiring independen written responses. Students in the special needs population need to be given opportunities to work in smaller grou variety of co-teaching models) and perform more independent work. The use of SIM strategies and interactive note addition to a standards-based scope and sequence, will be a school-wide approach. Economically Disadvantaged Population Examination of the evidence statements indicates students need more focused and repeated instruction in the com and analysis of literary and informational texts. A new countywide ELA scope and sequence, with an emphasis on s exposure to a variety of texts, is being implemented. Ongoing collaboration with social studies and science teacher informational text standards needs to be an emphasis. In writing, there was an overall increase in the narrative prose constructed response (NWT) score, with literary ana research simulation scores being the weakest areas. The new scope and sequence has a quarterly writing focus wit topics, organizational templates, and rubrics to guide students through the writing process. Writing is also a focus class with the implementation of DBQs at each grade level. Male Population (6-8) By Grade or Overall Reading/Writing Although gaps do exist in literary and informational reading between males and females, the largest gap is found in examining the PCR (prose constructed response) scores for literary analysis, research simulation, and narrative writ significant differences in the average score of males and females (7th graders, now 8th had the smallest gap). Stud more guided and collaborative writing experiences with a focus on standards. This would include practice with PAR lessons using teacher created and public release prompts.
COMES	The scaled score for students with special needs will increase. The number of "0%" scores on writing tasks will decrease. The number/percentage of both economically disadvantaged and male students will decrease in Levels 1-2 and increase in
URCES	**Resources Available:** ❖ ELA Scope and Sequence (Standards-Based) ● Holt textbook selections (multiple genres) **Resources Not Available:** ❖ Laptop carts in every ELA classr

- SIM daily warm-ups
- Novels and Literature Circles
- DBQ Projects
- Discovery Education Lessons
- Finish Line
- PARCC Public Releases/Benchmarks

❖ School Improvement Specialists--maintain grade level curriculum binders/google drive; organize additional resources and materials

Resources Needed:

❖ Update of PARCC Public Release Ite released)

❖ Additions and revisions of ELA Scop Sequence (ongoing as year progres

❖ Addition of text-dependent questic sources including CommonLit and A Core to grade level selections (worl

EMENTATION s, Monitoring

Strategies to Attain Goal:

Implementation of ELA Scope and Sequence with a Standards Emphasis

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

Use of DBQ Projects in both social studies and language arts

- Selected projects connecting to curriculum and standards (addition this year of two projects in ELA at eac
- Increase exposure to informational texts and writing process in both content areas

Use of specific UDL strategies in ELA classes

- Use of interactive notebooks in ELA classes to promote organization, note-taking in different formats, an
- Use of R.A.C.E. (Read-Restate/Answer/Cite/Explain-Extend) strategy to enhance quality of written respon
- Use of think alouds, advanced organizers, templates, checklists and rubrics
- Use of physical movement within and between classroom activities

Collaboration with social studies and science to address informational text standards

- Review of Evidence Based Statements addressing RH (Reading History) and RST (Reading Science and Tec
- Use of PARCC-like question stems specific to RH/RST standards in classroom activities and assessments

Use of PARCC-like experiences in classroom lessons and assessments

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

Implementation of resources, instruction, and assessment is for the 2018-2019 school year. The Reading Inventory will be a all students three times each year—fall, winter, and spring. Student growth and growth goals will be monitored by the SIS a classroom teachers. Subgroup data with the Reading Inventory will also be monitored. County benchmarks will be given fo scope and sequence. Intervention program data (READ 180/SRA) will also be collected.

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

ble 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	● 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.
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Give scaffolded prompts and sentence starters. ● Use think alouds. ● Give guides, checklists, and notetaking. ● Use assessment checklists and rubrics.

eans for Engagement: *tap to learners interests, allenge them ıpropriately, and motivate em to learn.*	**Multiple Options for Engagement**
	● Create supportive environment. ● Establish classroom routines. ● Emphasize process, effort, and improvement. ● Provide opportunities for choice--writing choices, choice boards, group work. ● Revisit key ideas. ● Provide feedback frequently and specifically.

B. MATHEMATICS

1. Math Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)
Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							201			
:	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
ts	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
ndian or ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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
rican	≤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
atino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a

aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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
re races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
ucation	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
glish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ced RMS)	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
	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
	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

	2015							**2016**							**2017**							**201**			
	Total #	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Le**
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**
	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
dian or e	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

can	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ino of	n/a	n/a	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
iian or Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	
e 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
ation	≤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	
ish EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ed Meals	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	
	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	
	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	

	2015							**2016**							**2017**							**201**			
	Total	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total**	**Level 1 or 2**		**Le**
	#	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**#**	**%**	**#**
s	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

ıdian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ican	≤10	≤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
tino of	≤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
aiian or ic Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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
e 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
cation	≤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
lish 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
ed Meals	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	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
	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

	2015				2016				2017				201		
	Total #	**Level 1 or 2**	**Level 3**	**Level 4 or 5**	**Total #**	**Level 1 or 2**	**Level 3**	**Level 4 or 5**	**Total #**	**Level 1 or 2**	**Level 3**	**Level 4 or 5**	**Total #**	**Level 1 or 2**	**Le**

		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
s	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
dian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
tino of	≤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
aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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
e 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
cation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
lish 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
ed Meals	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
	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
	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

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

- Describe the gains made in focus areas.

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

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

  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.	**WHY?** Students in special education struggle with reading and compre word problems. **WHY?** Many word problems on PARCC are long and complex. **WHY?** Problems require modeling and reasoning within both on grade knowledge and knowledge and skills from previous grade level **ROOT CAUSE:** Students struggle with reading long, complex word prob requiring them to model and reason using skills taught a grade levels.

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.	**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 **WHY?** Answers to some parts are dependent on previous answers. **ROOT CAUSE:** Students struggle with determining the information nee solve complex word problems requiring multiple steps.

Economically Disadvantaged Subgroup, Math 6-8	Why/Root Cause
In a review of evidence statements, our students struggle with items in the Geometry domain. *Incoming 5th graders had trouble drawing and describing two dimensional geometric figures.* **Grade 6:** solve real-world and mathematical problems involving area, surface area, and volume	**WHY?** Students struggle with solving problems that involve the use of solve. **WHY?** Students struggle to apply the appropriate formula to the probl **WHY?** Students struggle to describe geometric figures.

Grade 7: draw, describe, and construct geometric figures and describe relationships between them **Grade 8**: solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	**ROOT CAUSE:** Students struggle with describing the geometric figures r for choosing which formula to apply to a given problem.

Male Subgroup, Math 6-8	Why/Root Cause
A significant gap (19%) is present between females and males meeting or exceeding expectations on PARCC. **Grade 6:** 20% more females than males are meeting or exceeding expectations on PARCC. **Grade 7:** 10% more females than males are meeting or exceeding expectations on PARCC. **Grade 8:** 18% more females than males are meeting or exceeding expectations on PARCC	**WHY?** The level of academic maturity of male students is less than thei counterparts and their level of physical activity within the classr **WHY?** Male students tend not to read as well when reading for informa students. They struggle to determine key information needed to problems. **WHY?** Male students also tend to perform less well on writing than fem They struggle with writing to explain and justify their answers. **ROOT CAUSE:** Male students struggle with determining key information writing to explain or justify their answers. They need mo guided strategies to decode mathematical texts and expr explanations using clear mathematical terms. In addition need more frequent “brain breaks” to promote focus du

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ISSUE and DATA

PARCC *mathematics data indicates the following:*

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	A
Students with IEPs	20%	0%	0%	Data gro for acc repre
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	A
FARMs	31%	28.8%	13.2%	8
FARMs- no	45.7%	50%	20%	8
PERFORMANCE GAP	14.7%	21.2%	6.8%	

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	A
Male	28.3%	30.2%	7.3%	8
Female	47.5%	40.5%	25%	8
PERFORMANCE GAP	19.2%	10.3%	17.7%	

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

Special Needs Population: Students with special needs in Grade 6 show a significant gap in mathematics achiev

% 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%

Economically Disadvantaged Population: *Data is not available on this subgroup due to privacy issues.*

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

% Proficient or Advanced	Grade 6	Grade 7	Grade 8 (non-algebra)
Male	17.8%	1.9%	6.3%
Female	13.6%	15.9%	0%
PERFORMANCE GAP	4.2%	14%	6.3%

Allegany County Public Schools
2018 – 2019 School Improvement Plan

GOAL	**Special Education Subgroup (6-8)** 20% of students in this subgroup will increase mathematics scores by at least one performance level on the PAR assessment. **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%. **Male 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 5%.
ANALYSIS and Barriers to Attainment	**Special Education Subgroup (6-8)** This subgroup struggles with reading and comprehending word problems, particularly problems that are longer complex. This lack of comprehension contributes to the struggle of this subgroup in identifying the question bei well as identifying the information needed to solve the problem. In addition, this subgroup struggles with fluen basic facts, despite showing an understanding of the processes. **Economically Disadvantaged Subgroup (6-8, Algebra)** Examination of the evidence statements indicates students struggle with questions involving modeling and reas particularly within the area of Geometry. Questions involving modeling and reasoning tend to be where studen with determining the information they need to solve the problem. In addition, students struggle to identify geo causing difficulties in their ability to choose the proper formula to solve geometric problems. Students require r with additional PARCC public release items and resources to learn how to identify the question being asked and the information needed to answer the question, particularly when those questions involve geometry. **Male Subgroup (6-8, Algebra**) This subgroup performs less well than their female counterparts in areas of mathematics involving modeling an of mathematical skills and expressing mathematical reasoning. The questions involving these skills tend to requ attention to task and skills in reading for information. In addition, the questions also require students to write c explanations of their answers, using appropriate mathematical language. Students in this subgroup need repeat practice with decoding mathematical texts and with writing explanations and justifications of their answers. In a need a scaffolded format for determining what the problem is asking them to find, what information they need find the answer, and how to model their thinking. Students in this subgroup also need more frequent "brain bre form of physical activity to promote focus and attention to task during seated activities.
RESOURCES	**Resources Available:**

	Illustrative Math School 21 Prodigy MobyMax School Improvement Specialists- organize additional resources and materials **Resources Not Available:** Text-to-Speech software Math classroom laptops/tablets **Resources Needed:** Text-to-Speech software Math classroom laptops/tablets Time for co-teaching collaboration Co-Curricular Math Review 2018-2019 Math Curriculum Resources PD on GRR and UDL PARCC Public Release by module (Grades 6, 7) PARCC Public Release Items- (Grade 8, Algebra) PD on flexible grouping
IMPLEMENTATION, Dates, Monitoring	**Strategies to Attain Goal:** **Use of spiraled review** ➢ Ongoing use of grade-specific math reviews during co-curricular ➢ Use of MobyMax to target individual gaps in mathematical knowledge ➢ Use of spiraled warm-ups within the classroom ➢ Increasing emphasis on mastery-oriented feedback **Use of specific UDL strategies in Math classes** ➢ Use of multiple means of representation including video, lecture, websites, etc.. ➢ Use of R.A.C.E. (Read-Restate/Answer/Cite/Explain-Extend) strategy to enhance quality of wri ➢ Use of think alouds, advanced organizers, templates, checklists and rubrics ➢ Use of physical movement within and between classroom activities **Use of PARCC-like experiences in classroom lessons and assessments** ➢ Ongoing use of PARCC Public Releases as teaching tools, reviews and assessments ➢ Ongoing use of School21 website for online PARCC-like experiences ➢ Repeated, scaffolded use of questions involving modeling and reasoning Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Math Inventor administered to all students biannually--fall and early spring. Student growth and growth goals will be monitore and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. County be be given quarterly. Intervention program data (Math 180) will also be collected.

	Math Inventory September 2018, February 2019 **Math Benchmarks** October 2018, January 2019, March 2019 **Intervention Data** Quarterly or End of Workshop **PARCC Assessment** May 2019

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

3. Universal Design for Learning for MATH.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

ble 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: *oviding the learner various ays of acquiring information d knowledge.*	● Customizing display of information (highlighting, color coding text…) ● Clarifying vocabulary and symbols ● Illustrating concepts through multiple media (video, music, games…) ● Activating background knowledge
eans for Expressions: *oviding the learner ternatives for demonstrating eir knowledge and skills hat they know)***.**	**Expression/Action- How the students demonstrates their knowledge.** ● Varying methods for response ● Optimizing access to assistive technologies (e.g. text-to-speech) ● Using multiple tools for construction/composition (Geogebra, hands-on manipulatives…)
eans for Engagement: *tap to learners interests, allenge them appropriately, d motivate them to learn.*	**Multiple Options for Engagement** ● 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...)

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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ADMINISTRATIVE LEADERSHIP

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

A. Principal SLO 1

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

All students in Grade 6 will be included in this SLO, 84 students total. The group consists of 13 special educatic 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, purpc 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 a 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

The student response addresses the prompt and provides effective and comprehensive development of the topic 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 introductic conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of i

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions discipline. The response uses precise language consistently, including descriptive words and phrases, sensory det 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
writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the respons

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 bec
   of the high number of "0%" scores on the PCR (prose constructed response) questions that not only decreases t
   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 student
   expectations (scoring Levels 4-5) on the PARCC assessment, and to decrease the performance gaps within subgr
   Overall Writing scores and PCR scores factor heavily in determining PARCC performance levels. Decreasing the n
   "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 vie
   author's purpose, and summarizing. A post-test will be given in April (prior to PARCC). Both tests will c
   EBSR questions and a PCR scored using the PARCC scoring rubric. Scores will be analyzed based on ove
   level and subgroup performance (SPED, gender).

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 rectangle decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematic 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 ap unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of th 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 joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of sol 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 th area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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

The student group selected for the SLO is all 6th grade students. There are 86 total students in the target grou including 42 females and 44 males. Special education services are provided to 15 of these students. This stud was selected because of the performance gap of students scoring at levels 4 and 5 for special needs, economic disadvantaged, and male subgroups. Approximately 67% of the the students in this group are FARMS, 51% ar 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 or Math Inventory assessment. Of the 87 students enrolled in 6th grade at the time of the assessment, 16.1% sco proficient range (Quantile score of 870-1125), 26.4% scored in the basic range (Quantile score 705-865), and 5 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 Se 2018 to establish baseline data. Over the past three years, Westmar Middle has not seen a significant growth i percentage of students meeting or exceeding expectations on the PARCC. Since 66% of the students in this gr 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?

In a review of evidence statements, our students struggle with items in the Geometry domain. A root analysis determined students in the economically disadvantaged subgroup struggle with describing th geometric figures necessary for choosing which formula to apply to a given problem. Incoming 5th gr (current 6th) had trouble with drawing and describing two dimensional geometric figures which is a l block to the grade 6 standards - solve real-world and mathematical problems involving area, surface a volume. This SLO will help support the goal planning process and school improvement goals and stra 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 g
we prepare for the 2019 PARCC. The Growth Goals Report for the SLO group will show how students are benc
toward grade level proficiency and College and Career Readiness.

MULTI-TIERED SYSTEM OF SUPPORT

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

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 believe 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.

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 setting
- 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 II practices is needed. The school would benefit from Check In/Check Out training as well as restorative practices.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and

b. Improve the link between research –validated practices and the environments in which teaching and learning oc

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

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

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

- Staff Development has been ongoing around the MD Code of Conduct as it pertains to discipline and resto 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 stu 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 edu traits.
- School recognition programs continue with enhancements of rewards. The school also recognizes monthl students. for demonstrating monthly character traits. The school plans on implementing a rising and shin program.
- The increase of community support has become a focus.
- The team also supports staff through regular positive reinforcements such as staff luncheons, positive note encouragements, and additional staff wellness activities. The PBIS team also recognizes school bus driver National School bus safety week.
- There is a need for active supervision in the hallways and cafeteria. Instructional leaders took a stance on proactive in the hallway. Changes to lunch duty supervision were made as well as morning supervision rou

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

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

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

FAMILY AND COMMUNITY ENGAGEMENT

Non-Title I Schools

Parent/Community Involvement Needs

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

Parent Advisory Committee 2018 - 2019

Name	Position
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 formula
suggestions and to participate, as appropriate, in decisions about the education of our children. Students and parents are i
Back-to School Night, musical programs, and recognition events.

Westmar Middle School coordinates parental involvement programs and activities with Head Start, Home Instruction, MRH
Boosters, Sheriff's Department, Rick Rando, Bruce Outreach Center, Goodwill and Midland Fire Companies, and First Asser
God Church as partners in our community. The Western Maryland Food Bank donates weekly to our backpack program, ar
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
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

ın Title I Parent Involvement Plan

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

WESTMAR MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

I – Shared decision-making opportunities

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

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

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

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

Action Plan

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

ed 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
lding 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, & Administration, Faculty, & Administration, Faculty, &

backgrounds.	• Telephone/School Messenger • School Marquis • Email IEP Meetings All teachers post grades using ASPEN Parent Conferences Emails and phone calls to parents and guardians Recognition events		
Requirements	**Description of Activities/ Actions/Initiatives**	**Date(s)**	**Who should you contact information?**
view the Effectiveness fectiveness of the school's tal involvement activities will iewed.	School Improvement Meetings	Ongoing	Mrs. Puffenberger
her School Level Parent ement Initiatives Based ce Epstein's Third Type olvement: Volunteering	Parents actively volunteer in many ways throughout the school year: ● 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, &

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

› School Night gift cards were awarded to parents through a raffle. Gift baskets will be raffled during the fall Parent Conference Day. ield trip will be an opportunity for parents to chaperone.

TITLE I SCHOOLS **n/a**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

PROFESSIONAL COMMUNITY for TEACHERS and STAFF- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professio a critical feature of the school improvement effort. What school based professional learning will be/has been coordina 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 prof learning, staff are expected to have a broader knowledge of school wide PBIS strategies and how being prepared for school tra Staff will examine the Maryland Code of Conduct and alignand differentiate classroom based behaviors and office based beha pertains to student discipline. As a result, students will belong to a school that where all students can be successful both acad 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 gui classroom discipline. Staff will practice proactive discipline before referring students to administration for office based referra 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 responsibilit 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 t professional learning.

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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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. and reading specialists will provide support and resources to all content areas for the purpose of driving CCRS standards. As a r staff have the information needed for data-based decisions in every classroom, not just math and reading. Students will have r exposures to PARCC-like activities and assessments in all classrooms. Teachers will then consolidate efforts that focus on strug 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 strat increasing student achievement in the areas of mathematics, reading, and writing in all content areas, thus, providing a vehicle 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 impleme 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 l standards in the general education curriculum and classroom and reduce the achievement gap, particularly for stud 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 Westr Middle. They will explore strategies and models that will build a school community where ALL students have a sens 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 use measure the implementation of the Cohort work.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

MANAGEMENT PLAN

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.

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 w given at bi-weekly instructional leader meetings.

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.

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.

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 informati regarding the plan.

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 th school website to inform parents and community of revisions.

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 assessm coordinator to address questions, concerns, and the need for professional development.

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

nstructional leader meetings and vertical team meetings.

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

ıe (Print and Sign)	Affiliation/Title
Puffenberger	Principal
Avey	Assistant Principal
sa Norris	Math School Improvement Specialist/Co-Chair
erta Brown	Reading School Improvement Specialist/Co-Chair
Muir	Guidance Counselor
ber Rotruck	8th Grade Team Leader/Teacher-in-Charge
sta Brown	7th Grade Team Leader
ifer Ritchie	6th Grade Team Leader
ta Wilson	Creative Arts Team Leader
	Parent