

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Vestmar Middle

Principal: Lora Puffenberg

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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

Every student will have access to CCRS standards every day through high quality instruction aligned with the standards. All teachers are prepared and supported with the resources and support needed to implement standards for students to be College and Career Ready.

Vision

Our vision statement holds the hope all students will make a personal commitment to excellence through achieving their personal best each day. We believe in our belief when we perform our best, our best keeps getting better, resulting in excellence. At Westmar Middle School, we believe in the potential of each child and provide a learner-centered environment that fosters academic excellence and creativity. As we guide our young people, a philosophy of hard work, responsible behavior, and persistence is promoted. We offer opportunities to enhance the development of both mind and character and encourage students to make positive choices in their lives.

More than ever, a high quality education is needed for all students to meet the challenges they will face in their post-graduation lives. Our goal is to get our students to a functionally literate level, to think critically, problem solve, work in teams, use technology, and to demonstrate good citizenship and community service. We are committed to developing a College & Career Ready culture at Westmar Middle School that supports each student's dreams and future goals.

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Core Values

s a means to enhance individual's self-image as well as intellectual, social, physical, and emotional growth
zing educational experiences that remove barriers to students' success and promote independence
arning and professional growth as the basis for outstanding instruction and positive outcomes in student learning
s our strength and means of promoting civility and appreciation for differences that exist in our learning community
nd maintaining a culture of excellence
programs that focus on problem solving, critical thinking, instructional technology, and innovation
ect, and the acceptance of responsibility for actions as the foundation for character development in a democratic society
ponsibility for fostering a positive and productive school environment

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

nt and Sign)	Affiliation/Title
nberger	Principal
	Assistant Principal
ris	Math School Improvement Specialist/Co-Chair
own	Reading School Improvement Specialist/Co-Chair
	Guidance Counselor
:ruck	8th Grade Team Leader
own	7th Grade Team Leader
tchie	6th Grade Team Leader
s	Creative Arts Team Leader
nard	Teacher-in-charge
urs	Parent

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

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

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

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

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

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

Culture, Climate, and Inclusive Community

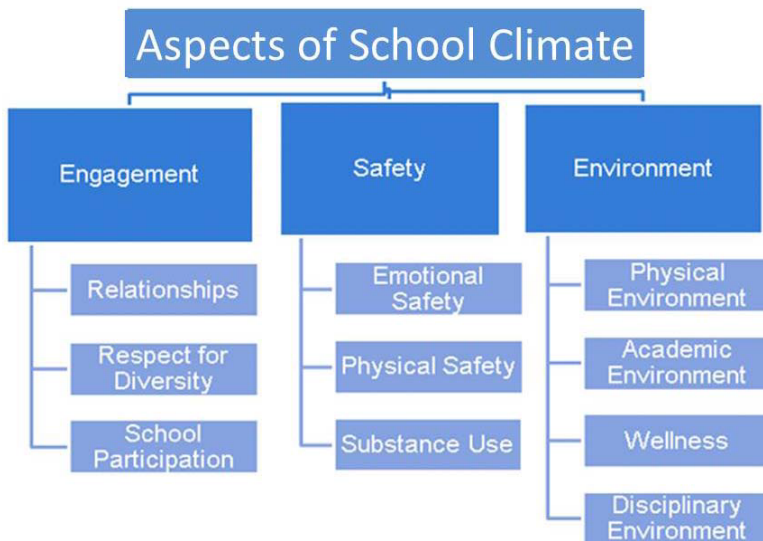
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School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experience school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcoming? Connected?



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

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

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

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

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or 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 bulleted form, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

At Westmar Middle School we believe in the potential of each child and provide a learner-centered environment that promotes academic excellence and creativity. As we guide our young people toward independence, a philosophy of hard work, responsible behavior, and persistence is promoted. We offer opportunities to enhance the growth and development of the 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 their students to engage them in learning. In professional learning teams, teachers remain accountable for individual students. However, they also take responsibility collectively for instructional practices to achieve gains in learning for all students. Professional learning is student centered and occurs by analyzing the differences between what students are capable of achieving and actual student performance.

The rules and expectations at Westmar Middle School are centered on two basic principles: our obligation to provide a safe and orderly environment and common courtesy. These rules affect academic and social success in school, so it is critical

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student and parent/guardian be familiar with them. It is our responsibility to restrict behaviors that interfere with t and learning. Students are held responsible for poor decisions.

Motto – ROAR to Excellence

The motto suggests each of us must take responsibility for improving ourselves. No matter what we face in life, we control over our thoughts and actions. We must learn not to blame other people or circumstances for the situation we find ourselves. **ROAR** means staying focused on the importance of Respect, Organization, Achievement, and Responsibility.

Westmar strives to provide a safe learning environment that nurtures academic achievement and an atmosphere free from harassment. Both morning arrivals and afternoon dismissal procedures are monitored by administrators, teachers, and school resource officers. A resource officer, along with teachers and administrators, is visible during the day monitoring hallways, bathrooms, and cafeteria. Cameras located throughout the building monitor activity as well. Radios are used to provide coverage within the building. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student safety in the event of an emergency. The fire drill in October is coordinated with the Goodwill Fire Company and includes a presentation by its volunteers. The custodial staff further maintains a clean surrounding for students, and takes extra measures when needed.

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How are paraeducators (IAs) utilized in your school?

The two instructional assistants are assigned to classes where the need is greatest, especially with student accommodations. How do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

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

The IAs provide close adult supervision and additional support within the classroom setting. They assist with accommodating students and implementing modified assignments. They are also part of homework sessions offered during co-curricular.

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning?

In most cases, the general and special education teachers share a common planning time. There is a challenge for teachers with students across two grade levels to meet and plan with special education teachers. Their collaboration occurs more informally within the classroom setting.

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

Students of varying abilities are engaged in inclusive classrooms, creative arts classes, co-curricular, lunch, assembly activities, and field trips.

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

The need for training in the use of flexible grouping in classrooms with and without co-teaching availability is needed.

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I DEMOGRAPHICS

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	23	23
Itinerant staff	8	0	8
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	12	6	18
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
Percentage of faculty who are: <ul style="list-style-type: none"> Certified to teach in assigned area(s) Not certified to teach in assigned area(s) 	100 0	100 0	100 0	96 4
For those not certified, list name, grade level course	n/a	n/a	n/a	Marcus Bowers World Languages 6-8
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	

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Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	n/a	n/a	n/a
Hawaiian/Pacific Islander	n/a	≤10	≤10
African American	≤10	≤10	≤10
White	278	279	281
Asian	n/a	≤10	≤10
Two or More Races	≤10	≤10	≤10
Special Education	44	47	55
LEP	n/a	n/a	n/a
Males	147	150	151
Females	135	130	131
Total Enrollment (Males + Females)	282	288	282

FARMS RATE	2015-2016	2016 – 2017	2017-2018
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Percentage as of October 31	63.67	66.43	
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Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	5	06 Emotional Disturbance	1	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	16	14 Autism	4
04 Speech/Language Impaired	3	09 Specific Learning Disability	14	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	0		

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II

INSTRUMENTAL LEADERSHIP

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

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

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

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

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

The SIT represents the school community, including parents.

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

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

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

PRINCIPAL SLO 1

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

The content focus of the SLO is mathematics and performance on the Math Inventory assessment. The student group selected for the SLO is 6th, 7th, and 8th grade students who scored at a level 3 on the 2016-17 PARCC. There are ninety-eight total students in this group including 36 sixth grade students (17 females and 19 males), 31 seventh graders (17 females, 14 males), and 31 eighth graders (17 female and 14 males). Special education services are provided to six of these students. 66% of the the students in this group are FARMs.

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

The data used for this SLO was collected by the school math specialist. Our math specialist gave a pretest in September 2017 to establish baseline data. Over the past three years, Westmar Middle has not seen a significant growth in the percentage of students meeting or exceeding expectations on the PARCC. Since 66% of the students in this group are FARMs, this SLO will help us continue to close the gap between subgroups.

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

The school has identified a root cause of poor math performance on the PARCC to using ratios and proportional relationships. This SLO will help support the goal planning process and school improvement goals and strategies by focusing on all students who are below meeting expectations.

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

The Math Inventory will show strengths and weakness of math skills and provide data evidence to student growth as we prepare for the 2018 PARCC. The Growth Goals Report for the SLO group will show how students are benchmarking toward grade level proficiency in College and Career Readiness.

INCIPAL SLO 2

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

The content focus of the SLO is reading and performance on the Reading Inventory assessment. The student group selected for this SLO is 6th, 7th, and 8th grade students who scored at a level 3 on the 2016-17 PARCC. There are eighty-two total students in the target group including 22 sixth graders (11 females, 11 males), 33 seventh grade students (13 females and 20 males), and 27 eighth grade students (13 female and 14 males). Special education services are provided to five of these students. 28% of the the students in this group are FARMs.

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

The data used for this SLO was collected by the school reading specialist. Our reading specialist gave a pretest in September 2016 to establish baseline data. Over the past three years, Westmar Middle has not seen a significant growth in the percentage of students meeting or exceeding expectations on the PARCC. Since 28% of the students in this group are FARMs, this SLO will help students continue to close the gap between subgroups.

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

The school has identified a root cause of poor reading performance on the PARCC to students struggling with going “beyond the basics” of informational text and reading complex/longer passages, both of which require analysis and writing. This SLO will help support the goal planning process and school improvement goals and strategies by focusing on all students who are at a level below meeting expectations.

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

The Reading Inventory will show strengths and weakness of reading skills and provide data evidence to student growth as we prepare for the 2018 PARCC. The Growth Goals Report for the SLO group will show how students are benchmarking toward grade level proficiency and College and Career Readiness.

V

C PROGRESS

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

your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school.

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

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

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

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ibgroup, ELA 6-8	WHY/ROOT CAUSE ANALYSIS	
nining the PCR Task Evidence Analysis, our erformed weakest in Narrative Writing.	WHY?	Students struggle with the writing process and then applying the process to the prose constructed response meeting the rubric standard.
	WHY?	Students still struggle with the renewed emphasis on writing and the use of word processing.
	WHY?	Students tend to “forget” to use the writing process modeled in class when taking an online test.
	ROOT CAUSE:	In assessment situations, our students don’t work through the writing process before responding to questions requiring an organized, developed response meeting the demands of the rubric

ibgroup, ELA	<i>In a review of evidence statements, our students struggle with items in the Reading Information, Reading History, and Reading Science/Technology standards.</i>	
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WHY/ROOT CAUSE ANALYSIS		
determining central idea, summarizing, urpose, and text organization	WHY?	Students struggle with applying “reading skills” to the comprehension of informational texts.
determining central idea, author’s purpose, ganization	WHY?	Determining central ideas, summarizing, author’s purpose, and organization are difficult concepts to analyze in informational texts.
determining central idea, author’s purpose, zation, and argument/claims.	WHY?	Students must go beyond identifying these concepts by providing text evidence and analysis to support responses.
	ROOT CAUSE:	Students struggle with going “beyond the reading” of information; text to find and analyze the text providing evidence.

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e the ACPS Goal Planning Process

ISSUE and DATA

Students with special needs in grades 6-8 have a significant gap in reading achievement.
Economically disadvantaged students in grades 6-8 show deficits when reading both literary and informational texts

PARCC reading data indicates the following:

Special Needs Population (6-8):

- Level 4: 0 out of 40 students
- Level 3: 5 out of 40 students

Economically Disadvantaged Population:

Grade 6

Reading Literature

Levels 4/5: 17/62 (27%)

Level 3: 21/62 (34%)

Reading Information

Levels 4/5: 18/62 (29%)

Level 3: 22/62 (36%)

Grade 7

Reading Literature

Levels 4/5: 21/61 (34%)

Level 3: 20/61 (33%)

Reading Information

Levels 4/5: 18/61 (26%)

Level 3: 18/61 (26%)

Grade 8

Reading Literature

Levels 4/5: 18/57 (32%)

Level 3: 11/57 (19%)

Reading Information

Levels 4/5: 17/57 (30%)

Level 3: 14/57 (24%)

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

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	<ul style="list-style-type: none"> 39 out of 50 (78%) special needs students scored Below Basic (6 are Beginning Readers); 10 out of 50 (20%) scored Basic. 57 out of 130 (44%) economically disadvantaged students scored Below Basic; 63 out of 130 (48%) scored Basic. <p><i>The fall administration of the Gates-MacGinitie in Grades 6-8 showed the following:</i></p> <ul style="list-style-type: none"> 40 out of 50 (80%) special needs students are reading 2+ years below grade level. 78 out of 130 (60%) economically disadvantaged students are reading 2+ years below grade level. <p><u>Narrative Writing Task</u> Grade 6: 36/86 students (42%) scored 0%; 12 (14%) scored <21%. Grade 7: 29/97 students (30%) scored 0%; 8 (8%) scored < 21%. Grade 8: 25/91 students (27%) scored 0%; 9 (10%) scored <21%.</p>
GOAL	<p>The goal is to increase the number/percentage of students within the special needs and economically disadvantaged populations who meet or exceed PARCC expectations (levels 4 or 5). Special needs students will increase 1 performance level on the PARCC assessment.</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the special needs and economically disadvantaged populations.</p>
ANALYSIS and Barriers to Attainment	<p>Special Needs Population (6-8)</p> <p>This subgroup of students struggles with reading more complex, longer passages requiring analysis and written responses. Students in the special education population need to be given opportunities to work in smaller groups (determined by the ELA teacher and special education teacher), using warm-up activities and resources beyond curriculum to expose them to PARCC-like readings and questions.</p> <p>Economically Disadvantaged Population (6-8)</p> <p>When examining the PCR Task Evidence Analysis, our students performed weakest in Narrative Writing.</p> <p>When Reading Informational Text, especially Reading History and Science/Technology, our students struggle with determining central idea, summarizing, author's purpose, text organization, and in Grade 8, argument/claims.</p> <p>Examination of the evidence statements indicates students need more direct and repeated instruction in the comprehension and analysis of informational texts. Although literary standards are emphasized in the ELA and there is a need for additional focused lessons and resources using shorter passages. Ongoing collaboration with area teachers to address informational texts also needs to be an emphasis. There is a need for additional practice.</p>

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	<p>PARCC-like activities, using format and question stems to match ELA and content area curriculums.</p> <ul style="list-style-type: none"> • Use warm-up activities in ELA classes, focusing on skills for reading informational texts in shorter paragraphs. • Collaborate with content area teachers to address central idea, summarizing, author's purpose, and organization when reading informative texts (primarily RH/RST). • Reinforce the use of the writing process beyond ELA, especially on assessments. • Focus on the PARCC narrative writing rubric, literary terms, and plot diagram in ELA. • Encourage students to use "scrap paper" in given practice situations before assessments to generate and organize ideas before responding online.
OUTCOMES	<p>The number/percentage of students with special needs at levels 1 and 2 will decrease, and there will be an increase in number/percentage at levels 3 and above on the PARCC reading assessment. Special needs students will increase 1 performance level on the PARCC assessment.</p> <p>The number/percentage of economically disadvantaged students will decrease in levels 1-3 and increase in levels 4</p>
RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> • Anchor Units, Holt resources, PARCC Practice Tests • Discovery Education resources • Online resources--readworks.org; quizlet.com; commoncorelit.org • Supplemental texts--<i>Bridges to Literature</i> • Professional Development on GRR and UDL • DBQ Projects—Social Studies • School Improvement Specialists—organize additional resources and materials <p>Resources Not Available:</p> <ul style="list-style-type: none"> • Text to speech software • ELA classroom laptops <p>Resources Needed:</p> <ul style="list-style-type: none"> • PARCC Public Release Items—all grades, all tasks (progressing) • Organization of and Professional Development on using Holt and Discovery Education resources • Professional development—flexible grouping • Time for co-teaching collaboration

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IMPLEMENTATION, Dates, Monitoring	<p>Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Reading Inventory is administered to all students three times each year—fall, winter, and spring. Student growth and growth goals will be monitored by the SIS and shared with classroom teachers. The Gates-MacGinitie is administered to all students in the spring. Several teachers use this data for their SLO. Subgroup data with the Reading Inventory and Gates-MacGinitie will be monitored. County Benchmarks will be given quarterly. Intervention program data (READ 180/SRA) will also be collected.</p> <table border="0"> <tr> <td>Reading Inventory</td><td>September 2017, January 2018, April 2018</td></tr> <tr> <td>Gates-MacGinitie</td><td>September 2017, May 2018</td></tr> <tr> <td>ELA Benchmarks</td><td>October 2017, January 2018, March 2018</td></tr> <tr> <td>Intervention Data</td><td>Quarterly or End of Workshop</td></tr> <tr> <td>PARCC Assessment</td><td>May 2018</td></tr> </table>	Reading Inventory	September 2017, January 2018, April 2018	Gates-MacGinitie	September 2017, May 2018	ELA Benchmarks	October 2017, January 2018, March 2018	Intervention Data	Quarterly or End of Workshop	PARCC Assessment	May 2018
Reading Inventory	September 2017, January 2018, April 2018										
Gates-MacGinitie	September 2017, May 2018										
ELA Benchmarks	October 2017, January 2018, March 2018										
Intervention Data	Quarterly or End of Workshop										
PARCC Assessment	May 2018										

Be Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
UDL Principle of Representation: <i>Presenting the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Use advanced organizers, concept maps, and templates. ● Make cross-curricular connections. ● Highlight key elements in text; use sticky notes. ● Model organizational methods. ● Chunk information into smaller elements.
UDL Mode for Expressions:	Expression/Action- Product

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ing the learner atives for demonstrating nowledge and skills they know).	<ul style="list-style-type: none"> ● Give scaffolded prompts and sentence starters. ● Use story webs. ● Use think alouds. ● Give guides, checklists, and notetaking. ● Use assessment checklists and rubrics.
is for Engagement: tap arners interests, nge them appropriately, otivate them to learn.	Multiple Options for Engagement <ul style="list-style-type: none"> ● Create supportive environment. ● Establish classroom routines. ● Emphasize process, effort, and improvement. ● Revisit key ideas. ● Provide feedback frequently and specifically.

3. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be College and Career Ready by graduation.

Short Term Goal: To reduce the gap for FARMS, Special Education, and lowest performing subgroup students.

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

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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
ss	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	
Indian 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	

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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Latino or Hispanic	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
Asian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	2
Other races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
English Language Learners	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
Free or Reduced Lunch	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	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	1
	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	1
	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	1

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	87	40	46.0	28	32.2	19	21.8	91	50	55.0	21	23.1	20	22.0	97	31	31.9	28	28.9	38	

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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
frican	≤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
atino 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
raian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10
	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	3
re 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
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	(
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
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	1
	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	2
	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	1

	2015				2016				2017			
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
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	3
ndian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
rican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤
itino 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
raian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	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	3
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	≤
cation	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	(
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
ed 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	1
	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	1
	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	1

our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

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

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

ROOT CAUSE ANALYSIS

Identified Skill	Why/Root Cause
: Modeling and reasoning with ratios and proportional problems Using ratio reasoning to convert measurement units Computing unit rates associated with ratios of fractions Comparing and graphing proportional relationships	WHY?: This is a broad weakness across all grade and ability levels
	WHY?: There is a new approach to these problems from the one used in previous grades.
	WHY?: There is new terminology and reference tables with which students are unfamiliar.
	WHY?: Students are now asked to solve problems involving multiple steps.
	WHY?: Students are overwhelmed by going beyond single step problems.
	ROOT CAUSE: Students are having trouble moving from concrete to abstract thinking.

EDUCATIONAL IMPLICATIONS: Across grade levels, we need to expose students to reference sheets often and give concrete, real-world examples of problems with multiple steps.

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e the ACPS Goal Planning Process

ISSUE and DATA	<p>Students in the economically disadvantaged subgroup have a significant gap in math achievement when compared to students in the non-economically disadvantaged subgroup.</p> <p>2016-2017 PARCC scores indicate only approximately 22% of the economically disadvantaged subgroup met or exceeded expectations on PARCC. This amount represents an achievement gap of approximately 29% when compared to students in the non-economically disadvantaged subgroup.</p>
GOAL	<p>The goal is to increase the number of students within the economically disadvantaged population who meet or exceed expectations.</p> <p>Students in the economically disadvantaged subgroup will decrease in levels 1 and 2 and increase in levels 4 and 5 with a minimum increase of one performance level on PARCC.</p> <p>This goal aligns with an ongoing focus of ACPS to improve the achievement level of all students, including economically disadvantaged populations.</p>
ANALYSIS and Barriers to Attainment	<p>When examining PARCC Evidence Analysis, our students performed weakest in Modeling and Reasoning, particularly in the area of ratio and proportional reasoning.</p> <p>Our students struggle with using ratio reasoning to convert measurement units, compute unit rates with ratios of fractions, and compare and graph proportional relationships.</p> <p>Examination of the evidence statements indicates students need more direct and repeated instruction involving complex real-world application problems with multiple steps. In addition, students need more exposure to formula reference sheets used at each grade level and additional practice with PARCC-like activities using format and question stems that mirror math and content area curriculums.</p>

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RESOURCES	<p>Resources Available: Illustrative Math Co-Curricular Math Review 2017-2018 Math Curriculum Resources PD on GRR and UDL School Improvement Specialists- organize additional resources and materials</p> <p>Resources Not Available: Text-to-Speech software Math classroom laptops/tablets</p> <p>Resources Needed: Text-to-Speech software Math classroom laptops/tablets PARCC Public Release Items- all grades, all tasks (in progress) Organization of and PD on using Discovery Ed resources PD on flexible grouping Time for co-teaching collaboration</p>
IMPLEMENTATION, Dates, Monitoring	<p>Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Math Inventory will be administered to all students twice each year-- fall and early spring. Student growth and growth goals will be monitored in SIS and shared with classroom teachers. Subgroup data with the Math Inventory will also be monitored. County benchmarks will be given quarterly. Intervention program data (Math 180) will also be collected.</p> <p>Math Inventory September 2017, February 2018</p> <p>Math Benchmarks October 2017, January 2018, March 2018</p> <p>Intervention Data Quarterly or End of Workshop</p> <p>PARCC Assessment May 2018</p>

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Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
Principle of Representation: <i>Highlighting the learner various ways of acquiring information and knowledge.</i>	Highlight key ideas/vocabulary Provide templates/organizers Model organizational methods Provide mnemonic strategies (e.g. PEMDAS, FOIL, etc.)
Principle of Expression: <i>Highlighting the learner various ways of demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product Use interactive digital tools (e.g. SMART notebook) Use web applications (e.g. Prodigy) Use differentiated stations
Principle of Engagement: <i>Highlighting learners interests, strengths, and challenges to engage them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement Use differentiated stations Use cooperative learning Create supportive environment

3. Mathematics Data Overview

Long Term Goal: To prepare 100% of students to be College and Career Ready by graduation.

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Short Term Goal: To reduce the gap for FARMS, Special Education, and lowest performing subgroup students.

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

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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	87	38	43.7	27	31	22	25.3	97	32	33	31	32	34	35	86	22	25.6	31	36	33	
Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Latino of Asian or Pacific Islander	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	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Students with disabilities	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	33	
Students with limited English proficiency	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Students with chronic absenteeism	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	10	

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English 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
Reduced Meals	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	2
	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	1
	50	23	46	18	36	9	18	49	21	42.9	16	32.7	12	24.5	43	12	27.9	14	32.6	1

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	87	41	47.1	39	44.8	7	8	91	40	41.2	23	25.3	28	30.8	97	42	43.3	32	33	23	
American or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	
Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	
Asian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Two or more races	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	
Other 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	

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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	
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
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	
	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	1
	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	

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
Hispanic	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	1	
Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Latino of Hispanic or Latino	≤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	
Asian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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	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	1
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
cation	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	13	12	92.3	1	7.7	0
glish LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	1
	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	0
	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	1

	2015							2016							2017						
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Hispanic	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	1	
Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Latino of Mexican or Puerto Rican descent	≤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	

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raian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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
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
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
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
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	0
	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	1
	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	0

V

TIERED SYSTEM OF SUPPORT

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

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

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Westmar Middle will continue to implement the PBIS system of support for Tier I and Tier II behavior intervention and to define interventions for behavior as a priority for the 2017-18 school year. By doing so, the committee believes suspensions will decrease, allowing students to be in class receiving GRR instruction.

MTSS at Westmar Middle School will be presented as an integrated, comprehensive framework that focuses on CCRS and the Release of Responsibility Framework for Instruction.

- i. **How will the priority/ priorities be addressed?**
- ii. **What district support is needed to address your priority/priorities?**

PBIS/GRR/UDL Practices will become the norm.

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

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

vi n/a
WARNING

vii
NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%
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Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.1	Y
Grade 6	94.4	Y
Grade 7	93.9	N
Grade 8	95.2	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	94.5	93.7	94.1
Hispanic/Latino of any race	n/a	≤10	≤10
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Black or African American	n/a	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	94.4	93.7	94.0
Two or more races	n/a	≤10	≤10
Special Education	93.6	92.4	91.8
Limited English Proficient (LEP)	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	93.6	92.9	93.0

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

Westmar achieved the 94% attendance AMO with 94.1%. While Grades 6 and 8 exceeded the target, Grade 7 achieved slightly 93.9%. The special education subgroup had the lowest rate with 91.8% with the FARMS subgroup at 93.0%.

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

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

Attendance Protocol for Students with Attendance Issues

10 absences

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

14 absences

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

20 absences

- An attendance review meeting scheduled at Central Office.
- Documentation to show parent contact/conference/SST plan/Attendance plan.

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

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

VIII

1. TRUANCY

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

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at meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership 91 or less days.

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

w many students were identified as habitual truants?

One student was identified as a habitual truant.

scribe 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 includes monitoring of student alternative programs. For all students, daily automated phone calls are made to notify/confirm absence with parent.

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

- 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

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

X n/a

ION AND DROPOUT RATE

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K SAFETY – SUSPENSIONS

suspension – In school and out of school suspensions

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

Review the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions related to sexual harassment, harassment, and bullying. Comment on the number of suspensions for your school related to these incidents and provide the total number, if applicable.

	2015-2016	2016-2017
Total Number of Referrals	185	249
Total Number of Out of School Suspensions	42	23
Total Number of In School Suspensions	58	0
Number of Sexual Harassment Offenses	0 Total-0 suspension	2-1 suspension
Number of Harassment/Bullying Offenses	3 Total -0 suspension	5 Total- 1 suspension

Westmar enlists a proactive approach to bullying and harassment through PBIS initiatives and administration's open door policy. Students receive weekly character education lessons, and the school's motto is felt in the building. Guidance and administration encourage reporting of school, home, and community-based harassment concerns before situations that require extreme discipline occur. Conferences with administration, guidance counselor, and school resource officers are a regular practice. In addition to restorative practices, warnings, parent contacts, and lesser consequences, such as lunch detentions and In-School intervention

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been instrumental in minimizing suspension level incidences of sexual harassment and bullying. Reports of potentially dangerous communications or photos transferred outside of school are submitted to appropriate officers or agencies. The chart above illustrates a total of thirteen disciplinary incidents occurred in the past two school years with two of those incidents resulting in a suspension.

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

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

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

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

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

KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

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

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

Westmar Middle utilizes a three tier system of behavioral support. Tier I supports are embedded into the school day. Students follow the ROAR To Excellence school-wide rules by Respecting themselves and others, Being Organized, Achieving, and Being Responsible. Students earn daily paws for good deeds, attendance, academic achievement, and behavior achievement. *PAW stamps* may be earned at the ROAR Store, deposited into school-based drawings, and other incentives. The PBIS team and guidance also provide/teach character lessons. The school has an established student recognition program. Each semester students are recognized for attendance, DARE, community awards, Character Counts, behavior achievement, and academic achievements. Students are recognized on morning announcements by administration for positive deeds. Each nine weeks students are also rewarded with an PBIS activity.

Students in need of Tier II and Tier III supports are referred to the Pupil Services Team, School Counselor, School Psychologist, Personnel Worker, School Resource Officer, SEF, Health Department, Project YES (Youth Experiencing Success), and/or the School Intervention Center, and alternative programs. The school recently received training and has begun implementing the Check & Connect system. The assistant principal recently received training in restorative practices.

Purpose Statement

The purpose of implementing Positive Behavior Supports and Interventions at Westmar Middle School is to:

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- Create a more positive culture in the entire learning community: buses, extra-curricular activities, and community households.
- Continue to improve life in school for all students.
- Challenge students and adults to maintain consistent expectations.
- Inspire positive behaviors within learning environment.
- Empower decision-making process by utilizing behavioral data.

School Motto

Students at Westmar will demonstrate qualities of ROAR: RESPECT, ORGANIZATION, ACHIEVEMENT, RESPONSIBILITY

Teacher and Staff Responsibilities

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet our four expectations.
- Teachers and staff will follow the Six Components of School-wide PBIS:
 1. Select and define expectations and routines.
 2. Teach behaviors and routines directly in all settings.
 3. Actively monitor behavior.
 4. Acknowledge appropriate behavior.
 5. Review data to make decisions.
 6. Correct behavioral errors.

We believe this positive behavior program will enable our students to strive for social competence and successful academic achievement. To ensure a successful program, students and faculty are surveyed during the school year to gain feedback on the program. This information allows the PBIS team to modify the program and make necessary changes to address questions or concerns.

WMS has invested time and energy into promoting a positive school climate by creating a Positive Behavioral Intervention Support (PBIS) team. The PBIS team meets monthly to analyze school discipline data, make changes to the PBIS program based upon data, create character education lessons, and organize PBIS activities. The team consists of one staff member from each grade level. These members then share PBIS and discipline data with other staff members.

One component of our team is to encourage students to behave in appropriate ways by providing them with incentives. Students are recognized by staff for exhibiting expected behaviors with individual and group acknowledgements. Faculty and staff are forming positive relationships with students by recognizing those students who exhibit PBIS expectations throughout the school community.

XII.

ND COMMUNITY ENGAGEMENT; NON-TITLE I SCHOOL

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Parent/Community Involvement Needs

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

Parent Advisory Committee 2017 – 2018

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

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

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

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

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Part I Parent Involvement Plan

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

WESTMAR PARENT INVOLVEMENT PLAN

Expectations

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

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

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

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Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Decision Making Provide parent involvement in decision making developed with input from parents.	SIT Parent Advisory Committee Westmar Student/Parent Handbook	Aug. 2017 Ongoing	Mrs. Puffenberger
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.	Back to School Night Classroom Syllabi Parent Conference Days Online Grade Reports Parent Conference Days PARCC Reports	Aug. 2017 Ongoing	Administration, Faculty, & Staff Administration, Faculty, & Staff

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<p>sure information is presented in a format d/or language parents n understand.</p> <p>provide full opportunities participation of parents students from diverse ckgrounds.</p>	<ul style="list-style-type: none"> • Newspapers • Radio • Westmar & ACPS Websites • Telephone/School Messenger • School Marquis • Email <p>IEP Meetings All teachers post grades using ASPEN Parent Conferences Emails and phone calls to parents and guardians Recognition events</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Administration, Faculty, & Staff</p> <p>Administration, Faculty, & Staff</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>/ the Effectiveness</p> <p>veness of the school's involvement activities will d.</p>	<p>School Improvement Meetings</p>	<p>Ongoing</p>	<p>Mrs. Puffenberger</p>

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School Level Parent nt Initiatives Based pstein’s Third Type nent: Volunteering	Parents actively volunteer in many ways throughout the school year: <ul style="list-style-type: none"> ● Chaperone school dances ● Attend and chaperone field trips ● Band/choral concerts ● Art shows ● Work with youth sports ● Help students organize food drives for local food pantries in conjunction with service learning hours 	Ongoing	Administration, Faculty, & Staff

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

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

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XIII n/a

ND COMMUNITY ENGAGEMENT; TITLE I

XIV.

ONAL COMMUNITY FOR TEACHERS AND STAFF- STANDARD 7

omes to closing the achievement gap for any group of students, we know that focused and targeted professional learning
ature of the school improvement effort. What school based professional learning will be/has been coordinated this year
our school's achievement gaps?

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

ite (s): August 2017 - April 2018

cation and Time: Westmar Middle, Vertical teams meet monthly

ended Audience: All staff

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

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

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

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

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

Classroom walkthrough data as well as conversations during bi-weekly leadership meetings will assist in measuring the implementation. Adding Inventory data will also be used.

XV.

E POLICY STRUCTURE AND PRACTICE

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

Westmar Middle School supports the district's mission and vision by fostering a community of learners--students, teachers, administrators, parents, and community. We provide rigorous, engaging instruction within a learner-centered environment to support a College and Career Ready culture. We realize the importance of creating an accepting and collaborative atmosphere with high expectations in academics and personal responsibility to promote individual growth.

What ways can your school and district jointly establish buy-in with teachers for the GRR and UDL?

- Ongoing professional development
- Modeling of GRR and UDL by colleagues
- Continued walk-throughs and feedback

What additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

Professional learning in the area of flexible grouping within and without a co-teaching environment is needed.

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XVI
IMPLEMENTATION PLAN

will the plan be shared with the faculty and staff? *The SIP will be shared with faculty during the staff development day in January. Follow-up meetings will take place in team and vertical team meetings.*

will student progress data be collected, reported to, and evaluated by the SIT? *School Improvement Specialists will collect, sort, and process data to be shared with the administration, faculty, and staff. Updates will be given at bi-weekly Instructional Leader meetings.*

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

will the initial plan be shared with parents and community members? *The SIP will be posted on the school website; a phone call through school messenger will inform parents where to find more information regarding the plan.*

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

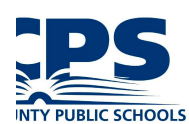
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ions.

t assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? *The Central Office provides data and the template for creating the plan. Support is given by content area supervisors and the assessment coordinator to address questions, concerns, and the need for professional development.*

he approximate dates and/or calendar for sharing, monitoring, and revising the plan. *The SIP will be shared initially during the early staff development. Monitoring and revising the plan will take place during bi-weekly instructional leader meetings and vertical team meetings.*



MTSS Multi-Tiered System of Support Action Planning School: Westmar Middle School

Date: January 12, 2018

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

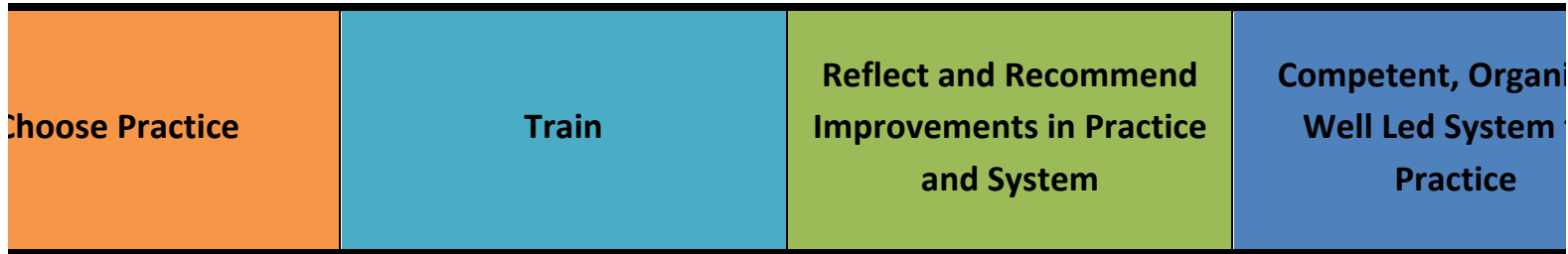
ICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the plan.

IG THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show that Practice Works

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

/: #1 School personnel will utilize school wide positive behavior interventions and supports.

E: Align and refine current PBIS practices and framework.

Action Step	Who	By When	Status Update / Next Step
THE FOUNDATION			
Focus on maintaining and refining PBIS. Use schoolwide and classroom research- based positive behavior supports for achieving social and learning outcomes. Implement a collaborative approach to analyze student data and the intervention process. Research Tier II and Tier III interventions.	Administration PBIS PST Staff Jan.-June 2018	Sept. 2017- May 2018	Review data for students in subgroups. Access case managers and district support teachers. Prepare staff presentation.

JG

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Present data to faculty for review and problem solving. Design a 3-step discipline policy process for teachers to follow, from minor to major. Design the behavioral referral process. Explore Tier I, II, III research-based supports.	Administration PBIS PST	Monthly January 2018	Continue to examine data for subgroups in PBIS meetings, and review the data with a Provide staff development on the 3-step discipline policy and infractions. Explore Tier II and Tier III researched-based
--	---------------------------------------	-------------------------	--

IMPLEMENTING

Implementation of current PBIS standards.	Administration Staff PST	Ongoing School year 2017-18	Apply for PBIS recognition.
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ONGOING SCHOOLWIDE IMPLEMENTATION

Monthly meetings, and involve all staff in shared planning and professional development	Administration	Ongoing	Continue staff development.
---	----------------	---------	-----------------------------

Focus is on defining classroom vs. office based referrals; focus on developing a framework for building leadership within the PBIS system.

Goal #2: GRR and UDL Practices become standard practice daily in the classroom across all grade levels.

Strategy: Consolidate efforts to focus on struggling students. Provide a vehicle for teamwork and data-based decision making to strengthen student performances in the classroom daily.

Action Step	Who	By When	Status Update / Next Steps
-------------	-----	---------	----------------------------

STRONG FOUNDATION

Focus on aligning entire system of initiatives, supports, and resources. Thematically address support for all students through differentiated content, processes, and product.	Administration Leadership Team Math/ELA Specialists All staff	Sept. 2017- May 2018	Review data for students in subgroups. Establish monthly vertical team meetings for ELA/Math.
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IG

<p>egrate instructional and intervention support so temic changes are sustainable and based on CCRS- igned classroom instruction.</p> <p>allenge all school staff to change the way in which y have traditionally worked across all school tings.</p> <p>plement a collaborative approach to analyze student a and work together in the intervention process.</p>	<p>Administration Leadership Team Math/ELA Specialists All staff</p>	<p>Bi-Weekly Leadership Meetings Sept 2017-May 2018 January 2018</p>	<p>Math and ELA specialists will review stude Math and Reading Inventory scores will be with all staff including teachers and instruo assistants.</p> <p>Math and ELA specialists will provide all te resources supporting support PARCC.</p>
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NTING

<p>weekly leadership team meetings and monthly n meetings.</p>	<p>Administration Leadership Team Math/ELA Specialists</p>	<p>Sept. 2017- May 2018</p>	<p>Administration will conduct walkthroughs progress.</p>
---	--	----------------------------------	--

NG SCHOOLWIDE IMPLEMENTATION

<p>essional development and support at county and .</p>	<p>Administration Supervisors</p>	<p>Ongoing 2017-2018</p>	<p>Continue walkthroughs on focused and gu instruction.</p>
--	--	-------------------------------	--

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

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

PRIORITY: #1 School personnel will utilize school wide positive behavior interventions and supports.

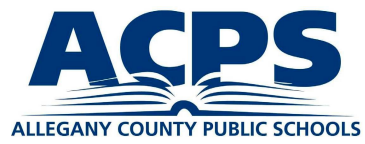
PRACTICE: Align and refine current PBIS practices and framework.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Focus on maintaining and refining PBIS. Use schoolwide and classroom research- based positive behavioral supports for achieving social and learning outcomes. Implement a collaborative approach to analyze student data and the intervention process. Research Tier II and Tier III interventions. 	Administration PBIS PST Staff Jan.-June 2018	Sept. 2017- May 2018	Review data for students in subgroups. Access case managers and district supports for teachers. Prepare staff presentation.
INSTALLING			
<ul style="list-style-type: none"> Present data to faculty for review and problem solving. Design a 3 step discipline policy process for teachers to follow, from minor to major. Redesign the behavioral referral process. Tier I, II III research based supports 	Administration PBIS PST	Monthly January 2018	Continue to examine data for subgroups in monthly PBIS meetings and review the data with all staff. Provide staff development on the 3 step discipline policy and infractions. Explore Tier II and Tier III researched based supports
IMPLEMENTING			
Continue implementation of current PBIS standards.	Administration Staff PST	Ongoing School year 2017-18	Apply for PBIS recognition.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Continue monthly meetings and involve all staff in shared decision making and professional development	Administration	Ongoing	Continued staff development
Notes- Focus on defining classroom vs. office based referrals; focus on developing a framework for building leadership within the PBIS system.			

PRIORITY: #2 GRR and UDL Practices become standard practice daily in the classroom across all grade levels.

PRACTICE: Consolidate efforts that focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances in the classroom daily.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Focus on aligning entire system of initiatives, supports, and resources. Systematically address support for all students through differentiated content, processes, and product. 	Administration Leadership Team Math/ELA Specialists All staff	Sept. 2017- May 2018	Review data for students in subgroups. Establish monthly vertical team meetings for ELA/Math.
INSTALLING			
<ul style="list-style-type: none"> Integrate instructional and intervention support so systemic changes are sustainable and based on CCRS-aligned classroom instruction. Challenge all school staff to change the way in which they have traditionally worked across all school settings. Implement a collaborative approach to analyze student data and work together in the intervention process. 	Administration Leadership Team Math/ELA Specialists All staff	Bi-Weekly Leadership Meetings Sept 2017-May 2018 January 2018	Math and ELA specialists will review student PARCC, MI, and RI scores with all staff including teachers and instructional assistants. Math and ELA specialists will provide all teachers with resources that support PARCC.
IMPLEMENTING			
Conduct bi-weekly leadership team meetings and monthly vertical team meetings	Administration Leadership Team Math/ELA Specialists	Sept. 2017- May 2018	Administration will conduct walkthroughs to monitor progress.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Professional development and support at county and school level	Administration Supervisors	ongoing 2017-2018	Focused walkthroughs on focused and guided instruction



MTSS Multi-Tiered System of Support Action Planning

School: Westmar Middle School

Date: January 12, 2018

Notes-

Allegheny County Public Schools
2017 – 2018 School Improvement Plan

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

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