



**Northwest Middle School: School Improvement Plan
2021-2022**

Northwest Core Statement

Core Values: Northwest Students

- Display evidence of Husky P.R.I.D.E. to reach your full potential.
- Respect our learning and its diverse individuals.
- Accept personal responsibility for oneself.
- Develop the skills to thrive as a 21st century learner and citizen.
- Develop effective communication, interpersonal, and leadership skills.

Core Values: Northwest Families

- Support the importance of education at home.
- Engage in partnerships with the school: *PTO, Career Day, Student Learning Opportunities OR Parent/Teacher Conferences.*
- Participate in school activities Volunteer in the school: *Field Trips, After School Activities OR Sign up to help in the Teacher Work Room.*

Core Values: Northwest Middle School

- Maintain a safe and respectful learning environment.
- Expose students to diverse learning experiences.
- Provide all students with opportunities to reach their full potential.
- Establish positive relationships with co-workers, students and families.
- Create opportunities for students to become community, career, and college ready.

Core Values: Northwest Middle School Staff

- Use student assessment to inform planning for appropriate and targeted instruction.
- Prepare students to participate in a global society by promoting real-world applications and higher-level mastery.
- Create opportunities for students to become community, career, and college ready

Northwest Vision

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Seeing students for what they can become.

Carroll County Public Schools Vision 2023

Pillar I: Provide Multiple Pathway Opportunities for Student Success

- Students exit CCPS ready for college, career, and community.
- CCPS improves the proficiency level of each student subgroup in ELA and mathematics.
- CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.

Pillar II: Strengthen Productive Family and Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.
- CCPS partners with local government, businesses, and agencies to support student learning.

Pillar III: Develop and Support a Successful Workforce

- CCPS recruits and retains highly qualified and diverse employees reflective of our school system and community.
- CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.
- CCPS leaders promote a culture of continuous improvement of academic achievement, employee growth, and operations.

Pillar IV: Establish Safe, Secure, Healthy, And Modern Learning Environments

- CCPS establishes a welcoming culture of diversity in the learning/work environment.

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➤ CCPS promotes a culture of respect and civility.	
➤ CCPS collaborates internally and with community agencies to support students' health and well-being.	
➤ CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.	
➤ CCPS maintains modern schools, facilities, and resources that support the educational program.	

School Needs Assessment
<ul style="list-style-type: none"> ● The 2021-2022 Staff Survey revealed important issues that needed attention. Teachers expressed a need for the following: <ul style="list-style-type: none"> - Professional Development on mental health for students and having a “toolkit” for aiding in students’ mental health as they return to in-person instruction - Improved discipline protocol and communication. ● During spring 2019, a group of students met in a special discussion group titled, “Discipline with Dignity” hosted by NWS counselors. Students expressed a need to build community in an attempt to reduce disrespectful and disruptive behavior in our school. ● In the fall of 2020, the roll out of Sources of Strength began with the same initiative. To encourage students to have a voice for positive change and activism. To be a voice for those who need assistance. Sources of Strength began as a VIRTUAL program during the 2020 Covid-19 pandemic. The program was named “Huskies of Strength” but will begin to strengthen our school community as students return in-person in the 2021-2022 school year ● NWS will implement SOURCES OF STRENGTH in-person in which students will meet bi-weekly with the goal of encouraging students to use their voices for positive change at our school/community. ● NWS will foster positive relationships with students by offering a variety of clubs and activities during the Husky Half time period. This Club Time has been built into the schedule for the 2021-2022 school year ● NWS will change the “Attend Today Achieve Tomorrow” to “HUSKIES: ALL IN” initiative to support the regional attendance initiative. ● In 2021-2023 Students will exemplify Husky PRIDE by demonstrating the following: <p style="margin-left: 40px;">PREPARATION = Highest Attendance RESPECT = Lowest Number Office Referrals</p>

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INTEGRITY = Most Paw Prints and Positive Office Referrals
 DETERMINATION = Highest Passing Rate
 EXCELLENCE = Highest number of Math, Reading, and Community Relations

School Improvement Goals to Target Areas from Needs Assessment

1. 100% of students at Northwest Middle School will experience multiple opportunities for academic success and personal growth through a balanced educational experience.
2. By 2023, Northwest will experience a 10% reduction in the number of office referrals for disrespect and disruptive behavior amongst red-zone students.
3. Northwest will prioritize fostering positive relationships amongst students, staff, families and the community to bolster a safe and welcoming culture of respect that nurtures student academic success and personal enrichment for all through the continued implementation of a “Community and Communication” Committee and the county-wide program “Sources of Strength”, as well as parent and student engagement opportunities.

School Improvement Goal #1

1. 100% of students at Northwest Middle School will experience multiple opportunities for academic success and personal growth through a balanced experience in Math, Reading, and Community.

PILLARS: I, II, III, IV

Strategic Action	Timeline	Measures of Success
<p>English Language Arts All students will demonstrate growth in reading/writing using a variety of intervention</p>	<p>2021-2023 Academic Year</p>	<ul style="list-style-type: none"> ● MCAP <p>**65% Students will achieve growth of at least 1 level? from 2019-2022 OR maintain 4/5 level</p>

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<p>strategies based on student need. These strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ● Revision Assistant ● Wilson Language Programs ● Rewards (word work) program ● Reading Plus ● Wordly Wise ● Individual Coaching ● **Or other online/virtual tools ● Provide content teachers with information and interventions for below grade level students <p>MCAP Preparation</p> <ul style="list-style-type: none"> ● Whole-grade MCAP presentation (to review importance and strategies) ● Meetings with students to review MCAP results to determine areas of strength/weakness ● Monitoring of students during MCAP assessment with positive reward for on-task behavior and strategy use 		<ul style="list-style-type: none"> ● ELA Benchmark Data (reading comp and writing) 75% of students will show growth of at least 1 level from fall to spring benchmark ● 25% increase in student use of Revision Assistant (writing) ● 25% increase San Diego Quick Assessment of Reading Ability (Intervention-decoding/vocab) ● Re-ading Plus: 75% of students will increase more than one year’s growth from September to May (intervention-reading comprehension) ● 20% Reduction in D/F (at-risk) List in ELA ● Presentation and list of reading/writing interventions for content classrooms <p>**unsure due to change in testing/time of year of testing.</p>
<p><u>Mathematics</u></p> <p>All students will demonstrate growth in mathematics using a variety of intervention strategies based on student need. These strategies include, but are not limited to:</p> <ul style="list-style-type: none"> ● Discovery Education ● Star Math ● Prodigy ● Interleaving Practice ● Other online/virtual tools <p>(Math, Continued)</p> <p>MCAP Preparation</p> <ul style="list-style-type: none"> ● Whole-grade MCAP presentation (to review importance and strategies) 	<p>2021-2023 Academic Year</p>	<ul style="list-style-type: none"> ● MCAP <p>**70% Students will achieve growth of at least 1 level OR maintain 4/5 level from 2019-2022 results</p> <ul style="list-style-type: none"> ● 20% increase in student use of Discovery Education ● Star Math: 75% of students will increase more than one year’s growth from September to May (intervention-select students) ● 20% Reduction in D/F (at-risk) List in mathematics courses ● 25% enrollment in Algebra by 2023 <p>**unsure due to change in testing/time of year of testing</p>

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<ul style="list-style-type: none"> ● Meetings with students to review MCAP results to determine areas of strength/weakness ● Monitoring of students during MCAP assessment with positive reward for on-task behavior and strategy use. 		
<p><u>Failing Students</u> Decrease the number of failing students by 3% across content areas by providing opportunities for second chance learning by 2023.</p> <ul style="list-style-type: none"> ● Husky Learning Lab ● Husky Half** ● Intervention Week ● Academic Recovery <p>**Husky Half will return to using “Trump Days” so that each Academic Content area and Related arts area can have extra time to Flex students in need of interventions.</p> <p>Continue to offer meaningful IN-PERSON professional development that will reinforce first pass instruction. Topics to include, but not limited to:</p> <ul style="list-style-type: none"> ● Gifted and Talented learners ● Co-Teaching strategies ● Vertical alignment ● Courageous Conversations ● Multicultural Learners ● Trauma and Mental Health of Students and Staff ● Technology Training from in-house specialist 	<p>2021-- 2023 Quarterly Data</p>	<p>2019-2020 Targets - (3%)</p> <p>2020-2021 Targets (5%)</p> <p>2021- 2022 Targets (7%)</p> <p>Virtual academic data will be tracked beginning in September of 2021 and compared to previous years data from 2020 (and even back to 2019) to compare students' success. This will be made easier with the use of PERFORMANCE MATTERS</p>
<p><u>Data Protocol</u></p>	<p>2019- 2022</p>	<ul style="list-style-type: none"> ● Performance Academy Attendance. ● Deliver PD about data analysis to staff.

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<p>Northwest Middle School will develop a protocol for examining and discussing data and student needs in order to honor the whole child and ensure that every student is on the <u>correct</u> pathway to success by Fall 2022.</p>	<p>Academic Years</p>	<ul style="list-style-type: none">● Host collaborative conversations with educators about protocol development.● Creation of protocol by 2022.● **This date has been altered due to Covid-19
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PLEASE SEE ATTACHED NORTHWEST VIRTUAL/HYBRID LEARNING PLAN FLOW CHARTS REGARDING ACADEMIC VIRTUAL SUPPORTS.

SCHOOL IMPROVEMENT GOAL# 1 :Academic Plan/Flow Chart Academic/Classroom Learning:

https://docs.google.com/document/d/15Sb9HIINoTFMd_YCdp-ijsPR-4RRAbw5ZbV7LHH2a0/edit?usp=sharing

School Improvement Goal #2		
<p>2. By 2023, Northwest will experience a 10% reduction in the number of office referrals for disrespect and disruptive behavior amongst red-zone students.</p> <p>PILLAR IV</p>		
Strategic Action	Timeline	Measures of Success
<ul style="list-style-type: none"> Analyze discipline data, current school discipline & behavior practices and conduct staff-survey, student-survey, for input on current practices. Pillar IV safe and secure environment/culture of respect and civility Develop a consistent, school-wide behavior/discipline intervention. Pillar IV-safe and secure environment/culture of respect and civility Implement interventions & collect data. Make necessary adjustments to protocol and continue to evaluate effectiveness of virtual/hybrid interventions. 	<p>2021 – 2023</p> <p>Spring 2021 : Send staff survey Send student survey</p> <p>2021-2023</p> <p>2021 - 2023</p> <p>2021-2023</p>	<ul style="list-style-type: none"> Staff building positive relationships with students Students working and engaging 100% in distance/hybrid learning Continue to reduce numbers of disruptive and disrespectful behaviors school-wide by fostering positive relationships <p>* See attached data sheet for more details regarding discipline.</p> <ul style="list-style-type: none"> Staff building positive relationships with students Students working and engaging 100% in-person instruction/learning **Teachers will use pre/post benchmarks/standardized test scores, Schoology, and Performance Matters to assess students needs and abilities. Teachers, Special Educators, Counselors, School Psychologists, Administrators, may put other

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		Interventions in place (as needed) to help students succeed.
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PLEASE SEE ATTACHED NORTHWEST VIRTUAL/HYBRID LEARNING PLAN FLOW CHARTS REGARDING BEHAVIORAL VIRTUAL SUPPORTS.

School Improvement Goal #2: Behavior Plan/Flow Chart for Learning:

<https://drive.google.com/file/d/1ZHLMHggeXQFG79Y8FV/VWAT9TsmgdLUJc/view?usp=sharing>

**Data charts on previous years referrals and interventions are at the end of this plan.

School Improvement Goal #3		
<p>3. Northwest will prioritize fostering positive relationships amongst students, staff, families and the community to bolster a safe and welcoming culture of respect that nurtures student academic success and personal enrichment for all through the implementation of a “Community and Communication” Committee and the county-wide program “Sources of Strength”, as well as virtual parent and student engagement.</p> <p>PILLAR II AND IV :</p>		
Strategic Action	Timeline	Measures of Success
<ul style="list-style-type: none"> ● Implement a “Community and Communications” committee that will work directly with the Community on various events. Teachers will work with parents and students on advertising and fundraising. <p>PILLAR II</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ➤ Communication between NWMS and the community demonstrates transparency, trust, and respect. ➤ NWMS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement. </div>	<p>2020-2023</p>	<ul style="list-style-type: none"> *Communication from parents and community members *Surveys *Tracking numbers of NWMS students at various events/fundraisers

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<ul style="list-style-type: none"> ➤ NWMS partners with local government, businesses, and agencies to support student learning. <ul style="list-style-type: none"> ● Collaboratively develop lesson plans and games for “Sources of Strength” with various staff member/leaders in Central Office to support the following timelines: <ul style="list-style-type: none"> ○ Quarter 1: Continuously Building our “Sources of Strength” team and identifying Student leaders and beginning bi-weekly meetings ○ Quarter 2: Meeting with Student leaders and having student leaders begin to run events/campaigns for S.O.S. ○ Quarter 3: Continuing bi-weekly meetings for Sources of Strength, giving more autonomy to students. ○ Quarter 4: Having one final large Campaign for the end of the year 	<p>September 2020</p> <p>August/September -</p> <p>October Staff Meeting Regarding S.O.S.</p> <p>November 2021 (Possible gratitude campaign)</p> <p>February 2022 (Possible Kindness campaign)</p> <p>April 2022 (student led campaign)</p>	<ul style="list-style-type: none"> ● Continual Communication with parents of identified Peer leaders. ● Student and Staff Pre-Survey for feedback. ● Staff Check-in & Needs Assessment regarding campaigns. ● Staff Check-in & Needs Assessment regarding campaigns.
<p>PILLAR IV:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> ➤ CCPS promotes a culture of respect and civility. ➤ CCPS collaborates internally and with community agencies to support students' health and well-being. </div>	<p>June 2022</p>	<ul style="list-style-type: none"> ● Student and Staff Post-Survey.

<p>Northwest Middle School will implement parent engagement strategies</p>		<p>Including but not limited to:</p> <ul style="list-style-type: none"> ● Local community nights at various locations: including National Night Out in Taneytown/New Windsor ● In person/Virtual “meet and greet” for incoming 6th graders ● Virtual/In-person Administrative Back to School Nights ● Virtual/In-person Team Back to School Nights ● Virtual/In-person Parent Conference Nights ● Google Northwest Home Page ● New Counselors Corner Page ● Administrative “Coffee Talks” with parents and community regarding ● Staff Videos to parents and community ● Virtual/ In-person meetings with PTO ● Updates on school activities via Twitter and PTO run Facebook page
<p>PILLAR II</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>➤ Communication between NWMS and the community demonstrates transparency, trust, and respect.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>➤ NWMS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.</p> </div>	<p>August 2021- June 2023</p>	
<p>Northwest Middle School will implement Student Engagement Activities</p> <p>Pillar II:</p> <p>➤ NWMS seeks out, welcomes, and engages parent and community</p>	<p>May 2021</p> <p>September 2021-June 2023</p>	<p>Electronic parent survey mid-year and end of year</p> <p>Staff will recognize students for the following opportunities, but not limited to:</p> <ul style="list-style-type: none"> ● Student of the Month ● Positive PRIDE referrals

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<p>volunteers to enhance student achievement.</p> <p>Pillar IV:</p> <ul style="list-style-type: none"> ➤ CCPS promotes a culture of respect and civility. 	<p>September 2021/January 2022/May 2022</p>	<ul style="list-style-type: none"> ● Clubs such as SGA, Sources of Strength, Real Kids Wear Pink, Multicultural Club, etc. ● Character Education lessons ● Service Learning opportunities ● Sources of Strength campaigns ● In-person/Virtual field trips to Career and Tech Center ● In-person/Virtual guest speakers ● Potential In-person/ Virtual Career Day for 8th Grade <p>Stakeholder electronic survey - given beginning, mid-year, and end-of year</p>
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PLEASE SEE ATTACHED NORTHWEST VIRTUAL/HYBRID LEARNING PLAN FLOW CHARTS REGARDING SOCIAL/EMOTIONAL SUPPORTS:

School Improvement Goal #3: Social/ Emotional Plan/Flow Chart for return to in-person Learning:

https://docs.google.com/drawings/d/1hBBTG60_mN54xHnYuwTRmCsKcCnOJoukZVfqjybsB3Y/edit?usp=sharing

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Discipline & Behavior Data to Support [School Improvement Goal #2](#)

Total Number of Students Receiving Referrals for Disrespect

**as generated in the "Build Your Own Data Chart" in the Discipline System

Year	Whole School	6 th	7 th	8 th	interventions/Strategies used to reduce incidents
2018-2019	556 including bus referrals and tardy's	208	154	194	Husky Reward Friday, PBIS Paws for Praise, PBIS implemented the weekly shout-outs to students, PBIS quarterly rewards, PBIS and SGA sponsored after-school events, Used the Greatest Showman Theme for rewards and incentives, Progressive discipline, Husky Support, In-School Suspension,
2019-2020	345 including bus referrals and tardy's	102	128	115	Husky Reward Friday, PBIS PRIDE Paw Prints for Praise, PBIS implemented the weekly shout-outs to students, Character Education Videos were filmed and displayed for students of the Month, A Student of the Month Assembly was planned, Visibility throughout the school by Administration and Teachers, Building of Positive Relationships with our Pride/Community Circles Program, Used the Olympic Theme for rewards and incentives, Used the motto "Attend today Achieve Tomorrow" for attendance, Staggered Lunch Dismissal, Hallway monitors, Hallway behavior sheets, Progressive discipline, Husky Support, In-School Suspension,
2020-2021					VIRTUAL/HYBRID YEAR: Husky Reward Friday, PBIS PRIDE Paw

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					<p>Prints for Praise, PBIS implemented the weekly shout-outs to students, Character Education Videos were filmed and displayed for students of the Month, A Student of the Month Assembly was planned, Visibility throughout the school by Administration and Teachers, Staggered Lunch Dismissal, Hallway monitors, Hallway behavior sheets, Progressive discipline, Husky Support, In-School Suspension</p> <p>VIRTUAL SUPPORTS/GOOGLE MEETS put in place, Videos made for students,</p>
2021-2022					

2022-2023					
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Total Number of Students Receiving Referrals for Disruptive Behavior

**as generated in the "Build Your Own Data Charts" in the Discipline System

Year	Whole School	6 th	7 th	8 th	Strategies used to reduce incidents
2018-2019	283	105	61	117	*See above
2019-2020	146	30	75	41	*See above
2020-2021					
2021-2022					

2022-2023					
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