

West Middle School

**School Improvement Plan
2023 - 2024**

School Vision / Mission

Mission Statement:

West Middle School is a dedicated, student-centered community, responsible for our success through the measurable growth of each student.

Vision Statement:

Excellence through empowerment.

Carroll County Public Schools Vision 2018-2023

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

Student achievement data including benchmarks, MCAP, Grades, Reading Inventory, STAR Math, and Revision Assistant. We also analyzed school culture data including attendance, discipline data, and the Maryland School Survey.



School Improvement Goals to Target Areas from Needs Assessment

Goal 1: Literacy Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

Level	Current (Grade 6-8 MCAP 2022-2023)	Goal
1	3%	2%
2	28%	25%
3	57%	60%
4	12%	13%

Goal 2: Math Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

	Current (Grade 6-8 MCAP 2022-2023)	Goal
1	20%	18%
2	51%	48%
3	28%	32%
4	1%	2%

Goal 3: Science Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

	Current (8 th Grade MISA 2022-2023)	Goal
1	11%	5%
2	53%	42%
3	34%	50%
4	2%	3%

Goal 4: Underperforming Populations: FARMS students will increase/decrease the percentage achieved at each band of the Math MCAP per the chart below by the end of the 2023-2024 school year.

	Current (MCAP Math & Algebra I across all grade levels during 2021-2022)	Goal
1	86%	75%
2	10%	8%
3	4%	16%
4	0%	1%



School Improvement Goal 1

Literacy Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

Level	Current (Grade 6-8 MCAP 2022-2023)	Goal
1	3%	2%
2	28%	25%
3	57%	60%
4	12%	13%

Strategic Actions	Measures of Success / Desired Performance Level	Timeline
<p>Common planning every two weeks and lesson development on determining or clarifying the meaning of unknown and multiple meaning words and phrases (RL.4) using Glencoe Language Arts- Vocabulary Power Series (Mini-Lessons).</p> <p>6th, 7th and 8th grade ELA teachers, Reading Specialist and ELA Interventionist will utilize Vocabulary from Common Lit and Springboard, specifically to address unknown and multiple meaning words and phrases at each grade level</p>	<p>Common Teacher-Developed Assessments on Vocabulary multiple times during the year (September, December Goal 80%, May 70%)</p>	<p>Three times per year</p>
<p>Teachers, specifically in Basic and Academic level classes, will have students spend 60 minutes in Freckle a week and will utilize the targeted skills practice in Freckle to monitor student growth.</p>	<p>By the end of the year, students enrolled in Basic and Foundational level ELA classes scoring proficient will increase from 43% to 48% as measured by their Star Reading Assessment</p>	<p>Quarterly Assessment via Star Reading</p>
<p>Teachers in all foundational classes and at least one academic class will participate in co-teaching including co-planning, allowing for differentiation, and addressing student skill gaps in reading and writing.</p>	<p>Students will have a 13% gain from the DRA to the SRA and a 6% gain from the DWA to the SWA. (22-23 Gains: 10% in Reading, -1% in Writing)</p>	<p>Daily for course of the year</p>



<p>Teachers will identify students for after-school tutoring when they are earning less than 70% in their core academic classes and will be grouped into tutoring groups based on their strengths and weakness determined by their grades on formative and summative assessments.</p>	<p>By the end of the year, identified students will be on grade level as measured by their Star Reading Assessment</p>	<p>2-3 times per week</p>
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School Improvement Goal 2

Math Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

	Current (Grade 6-8 MCAP 2022-2023)	Goal
1	20%	18%
2	51%	48%
3	28%	32%
4	1%	2%

Strategic Actions	Measures of Success / Desired Performance Level	Timeline
Teachers will identify students scoring below grade level expectations by standard and will assign remediation activities targeting those standards in IXL weekly.	Students will demonstrate 80% proficiency on identified standards	Per unit
Teachers will identify students for after-school tutoring when they are earning less than 70% in their core academic classes and will be grouped into tutoring groups based on their strengths and weakness determined by their grades on formative and summative assessments.	Identified students will maintain a 10 point IXL growth while attending tutoring Improved summative and formative grades for students attending tutoring	2-3x a week, Monthly
Co-teaching models will be implemented in foundational level math courses to provide differentiation and address skill gaps.	70% of the students in foundational level classes will earn 70% or better on common assessments and/or benchmarks	End of Unit
Meetings by achievement teams bi weekly to collaborate on teaching strategies, curriculum alignment, common assessment, and grading practices. Selected staff will meet after-school to analyze common assessment data and analyze standards.	Development of instructional strategies that target student learning and retrieval	Bi-Weekly



Training will be offered to parents during conference nights or additional nights as needed (Schoology, IXL usage, HAC etc), led by resource teachers	Parent Survey/ feedback Percentage of attendance	4 times/year
Teachers will receive professional development on IXL and performance matters so that they can lead students through goal setting twice a year.	Increased usage of IXL during the 2022-2023 school year	Beginning of the Year and at Bi-Weekly Achievement Team Meetings



School Improvement Goal 3

Science Focused Goal: Increase/decrease the percentage of students achieving at each band of the MCAP per the chart below by the end of the 2023-2024 school year.

	Current (8 th Grade MISA 2022-2023)	Goal
1	11%	5%
2	53%	42%
3	34%	50%
4	2%	3%

Strategic Actions There may be more than one action for each of the “topics” below.	Measures of Success / Desired Performance Level	Timeline
Meet as grade level team, to identify historical struggle areas and best practices to promote student success. Identify Cross-Cutting or Science and Engineering practices that will be focused on during instruction. Analyze MISA scores to identify content areas where students fell below meeting expectations and develop instructional tools/strategies	Development of common formative activities and assignments to use and inform instruction on cross-cutting or Science & Engineering practices	Bi-Weekly
Analyze Benchmark data to identify students scoring “emerging” or “approaching” (Level 1, 2) Develop and implement interventions based on need and skill gap	Improved skills on indicators on final benchmark that were identified as significant gaps for students scoring at emerging or approaching	Bi-Weekly
Teachers will identify students for after-school tutoring when they are earning less than 70% in their core academic classes and will be grouped into tutoring groups based on their strengths and weakness determined by their grades on formative and summative assessments.	Improved summative and formative grades for identified students.	Quarterly
Develop 8/quarter 3-dimensional items for use during classroom instruction on key standards	Develop common 3 dimensional question designed to expose students to 3-dimensional thinking.	Quarterly



School Improvement Goal 4

Underperforming Populations: FARMS students will increase/decrease the percentage achieved at each band of the Math MCAP per the chart below by the end of the 2023-2024 school year.

	Current (MCAP Math & Algebra I across all grade levels during 2021-2022)	Goal
1	86%	75%
2	10%	8%
3	4%	16%
4	0%	1%

Strategic Actions There may be more than one action for each of the "topics" below.	Measures of Success / Desired Performance Level	Timeline
FaRMs students with less than 85% attendance will have an attendance plan created through SIT in conjunction with their Team. (In 2022-2023, 31% of FaRMS students had <90% attendance, and 18% of FaRMs students had <85% attendance.)	Students with less than 85% attendance in Marking Period 1, will see an increase in attendance during Marking Periods 2, 3, and 4	Quarterly throughout the year
<p>Foundational and Academic FaRMs students entering grade 6 will be offered enrollment in summer Jumpstart.</p> <p>Students that participate will be monitored throughout the school year for academic, behavioral and social/emotional support.</p> <p>Jumpstart students will be offered Flex Peer Tutoring during the 2023-2024 school year.</p>	Students who attended Jumpstart will earn Cs or better in all core academic areas, and will have 90% or greater attendance.	Check Ins every 2 weeks throughout the year.



<p>FaRMs students who are not passing core academic classes and/or are in foundational classes will be identified for after school tutoring. In addition to schoolwork students will have IXL time built into their tutoring periods.</p>	<p>Identified students who attend tutoring 80% of the time will earn Cs or better in all core academic areas and will gain 50 points in IXL in each semester.</p>	<p>Tutoring 2x week, Grade/IXL growth check in at the end of each semester</p>
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