



2026-2027 SIT Plan

School Vision/ Mission

Mission Statement: West Middle School is a welcoming, student-centered community that supports every learner in growing academically, socially, and emotionally. Through meaningful relationships, rigorous learning, and inclusive opportunities, we encourage students to discover their strengths, embrace challenges, and prepare for their future.

Vision Statement: A community where every student is empowered to learn, belong, and thrive.

Carroll County Public Schools Visions 2024-2029

Improve Academic Achievement

- CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.
- CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

Strengthen Productive Family & Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS partners with local government, businesses, and agencies to support student learning.
- CCPS will increase transparency in the public procurement process.

Develop and Support a Successful Workforce

- CCPS recruits qualified candidates for all teacher positions.
- CCPS supports staff to build the Blueprint for Maryland's Future career ladder.
- CCPS recruits and retains diverse employees reflective of our student community.
- CCPS maintains class sizes that support learning.

Provide a Secure, Healthy, & Modern Learning Environment

- CCPS promotes a culture of school security to protect and educate our students.
- CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment

Student Achievement Data:

	6 th Grade Math Cumulative Assessment (190 Students)	7 th Grade Math Cumulative Assessment (272 Students)	8 th Grade Math Cumulative Assessment (290 Students)	Algebra I Final Exam (142 Students)
Level 1 (Below)	110 (57.9%)	123 (45.2%)	85 (29.4%)	2 (1.4%)
Level 2 (Emerging)	33 (17.4%)	54 (19.9%)	39 (13.4%)	1 (0.7%)
Level 3 (Approaching)	27 (14.2%)	50 (18.4%)	68 (23.4%)	17 (12%)
Level 4 (Meeting)	16 (8.4%)	23 (8.5%)	57 (19.7%)	44 (31%)
Level 5 (Exceeding)	4 (2.1%)	22 (8%)	41 (14.1%)	78 (54.9%)
Average:	57.14%	61.9%	70%	88.6%

	Quarter 1 CWA Average	Quarter 2 CWA Average	Quarter 3 CWA Average	Quarter 4 CWA Average
Grade 6 (317 Students)	3.3/10	5.4/10	6/10	7/10
Grade 7 (279 Students)	5.6/10	7.8/10	8/10	8/10
Grade 8 (120 students)	5.8/10	7/10	6/10	6/10
All Students	4.59/10	6.55/10	7/10	7/10

	ELA 6 Summative Reading Assessment (315 Students)	ELA 7 Summative Reading Assessment (284 Students)	ELA 8 Summative Reading Assessment (120 Students)
Level 1 (Not Yet)	4 (1.3%)	1 (0.4%)	3 (2.5%)
Level 3 (Developing)	18 (5.7%)	2 (0.7%)	34 (28.3%)
Level 4 (Meets)	159 (50.5%)	52 (18.3%)	50 (41.7%)
Level 5 (Exceeds)	134 (42.5%)	229 (80.6%)	33 (27.5%)
Average:	76%	86%	68%



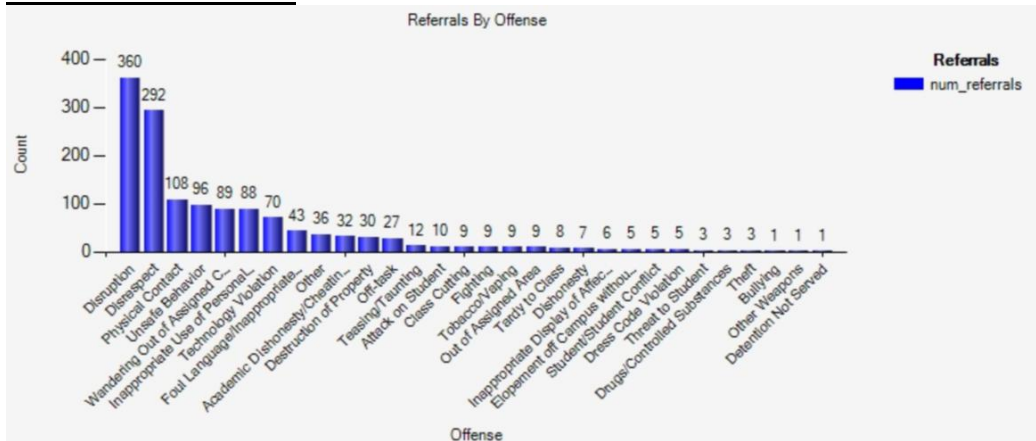
	6 th Grade Science CERs				7 th Grade Science CERs				8 th Grade Science CERs			
CER Lesson	#6 Chemical Reactions Matter & Energy	#7 Light & Matter	#14 Thermal Energy	#15 Contact Forces	#11 Matter Cycling & Photosynthesis	#11 Natural Selection & Common Ancestry	#12 Cells and System	#17 Genetics	#5 Earths Resources & Human Impact	#13 Weather Climate & Water Cycling	#14 Plate Tectonics and Rock Cycling	#4 Earth in Space
Level 1 (Below)	15 (4.8%)	27 (9%)	13 (4.2%)	6 (2.4%)	4 (1.4%)	1 (0.4%)	1 (0.4%)	1 (0.4%)	2 (0.7%)	12 (4.1%)	3 (1%)	2 (0.7%)
Level 2 (Emerging)	24 (7.7%)	93 (31.2%)	64 (20.8%)	13 (5.1%)	17 (6.1%)	5 (2.1%)	8 (2.8%)	6 (2.5%)	7 (2.4%)	45 (15.4%)	21 (7.2%)	8 (2.7%)
Level 3 (Approaching)	79 (25.5%)	149 (49.8%)	130 (42.4%)	81 (32%)	81 (28.7%)	30 (12.5%)	53 (18.7%)	35 (14.6%)	39 (13.4%)	97 (33.2%)	57 (19.7%)	34 (11.7%)
Level 4 (Meeting)	76 (24.5%)	21 (7%)	75 (24.5%)	93 (36.8%)	73 (25.9%)	45 (18.8%)	69 (24.3%)	47 (19.7%)	56 (19.2%)	80 (27.4%)	69 (23.8%)	61 (21%)
Level 5 (Exceeding)	116 (37.5%)	9 (3%)	25 (8.1%)	60 (23.7%)	107 (37.9%)	159 (66.2%)	153 (53.8%)	150 (62.8%)	188 (64.4%)	58 (19.9%)	140 (48.3%)	186 (63.9%)
Average:	67%	42%	52%	66%	71%	82%	78%	81%	80%	59%	73%	82%

	Pre-Assessment Average	EBAS #1 Average	EBAS #2 Average
6 th Grade	1.81/4	1.99/4 (India)	2.35/4 (Greece)
7 th Grade	2.29/4	2.77/4 (Feudalism)	2.9/4 (Early Americans)
8 th Grade	2.53/4	2.9/4 (Women)	2.9/4 (Andrew Jackson)

	Social Studies Common Unit Assessment 1	Social Studies Common Unit Assessment 2	Social Studies Common Unit Assessment 3	Social Studies Common Unit Assessment 4	Social Studies Common Unit Assessment 5
Grade 6	47.4%	43.3%	67%	66%	66%
Grade 7	60.4%	57.3%	74%	75.5%	80%
Grade 8	56.8%	66.3%	77%	85.3%	79%

All Classes	# of Ds	% of Ds	# of Fs	% of Fs	# of Ds & Fs	% of Ds & Fs	# of Grades Issued	# of Students with at least 1 D	# of Students with at least 1 F	# of Students with at least 1 D or F
Marking Period 1	176	3.17%	36	0.65%	212	3.82%	5550	137	18	144
Marking Period 2	274	5.01%	60	1.10%	334	6.10%	5474	179	27	192
Marking Period 3	215	4.08%	57	1.08%	272	5.17%	5266	157	30	171
Marking Period 4	206	3.94%	85	1.63%	291	5.57%	5223	158	54	184
Core Academic										
Marking Period 1	160	4.37%	18	0.49%	178	4.87%	3658	126	11	132
Marking Period 2	262	7.25%	48	1.33%	310	8.58%	3613	173	26	186
Marking Period 3	204	5.91%	34	0.99%	238	6.90%	3450	148	20	158
Marking Period 4	187	5.45%	57	1.66%	244	7.12%	3429	150	41	172

School Culture Data:





Discipline By Month 25-26
(Percent of Total Monthly Referrals)

	West Totals	Sept	Oct	Nov	Dec	January	February	March	April	May
Total Referrals	1319	50	146	118	82	95	173	255	188	212
Total Major	403 (31%)	4 (8%)	48 (33%)	48 (41%)	18 (22%)	24 (25%)	44 (25%)	78 (31%)	85 (45%)	54 (24%)
Total Minor	898 (69%)	46 (92%)	98 (67%)	70 (59%)	46 (78%)	71 (75%)	129 (75%)	177 (69%)	103 (55%)	158 (76%)
Grade 6	366 (28%)	15 (30%)	35 (24%)	28 (24%)	25 (30%)	27 (29%)	47 (27%)	67 (26%)	34 (18%)	88 (42%)
Grade 7	318 (24%)	8 (16%)	19 (13%)	33 (28%)	15 (18%)	23 (25%)	31 (18%)	61 (24%)	72 (38%)	56 (26%)
Grade 8	633 (48%)	27 (54%)	92 (63%)	57 (48%)	42 (52%)	45 (46%)	93 (54%)	127 (49%)	82 (44%)	68 (32%)
Male	985 (75%)	44 (88%)	124 (85%)	92 (78%)	62 (65%)	62 (67%)	142 (82%)	194 (76%)	113 (60%)	152 (72%)
Female	333 (25%)	6 (12%)	22 (15%)	26 (22%)	29 (35%)	23 (23%)	31 (18%)	61 (24%)	75 (40%)	60 (28%)
FaRMA	751 (57%)	30 (60%)	83 (57%)	64 (54%)	54 (66%)	50 (54%)	95 (55%)	158 (62%)	107 (57%)	110 (52%)
IEPs	233 (18%)	3 (6%)	26 (18%)	23 (19%)	22 (27%)	23 (25%)	27 (16%)	41 (16%)	23 (12%)	45 (21%)
504s	240 (18%)	9 (18%)	21 (14%)	17 (14%)	8 (10%)	15 (16%)	36 (21%)	66 (26%)	33 (18%)	35 (17%)

	Number of Students			Total Students	Percent of Students in Category		
	With Attendance Below 90%	With Attendance Below 80%	With Attendance Below 70%		With Attendance Below 90%	With Attendance Below 80%	With Attendance Below 70%
All Students	121	19	6	910	13.30%	2.09%	0.66%
IEP Students	23	4	0	99	23.23%	4.04%	0.00%
ELL Students	6	1	1	26	23.08%	3.85%	3.85%
504 Students	23	4	2	116	19.83%	3.45%	1.72%
FaRM Students	74	16	6	321	23.05%	4.98%	1.87%
Grade 6	31	3	1	323	9.60%	0.93%	0.31%
Grade 7	34	6	1	288	11.81%	2.08%	0.35%
Grade 8	56	10	4	299	18.73%	3.34%	1.34%
African American	8	1	0	55	14.55%	1.82%	0.00%
Asian	3	0	0	37	8.11%	0.00%	0.00%
Caucasian	73	11	5	640	11.41%	1.72%	0.78%
Hispanic	23	4	1	114	20.18%	3.51%	0.88%
Multi-Racial	13	2	0	61	21.31%	3.28%	0.00%

Student Demographic Data:

- 923 Students
- Female: 50.5%; Male: 49.5%
- Asian: 4%; African American: 5.8%; Hispanic: 13.5%; Multi-Racial: 6.5%; Caucasian: 70%; Hawaiian: 0.2%
- English Language Learner: 2.7%; IEP: 13.5%; 504: 10.8%
- FaRM: 34%

School Improvement Goals to Target Areas from Needs Assessment

- 1. Literacy Focused Goal:** Increase the percent of students proficient on the ELA MCAP from 69.9% to 73% by the end of the 2027-2028 school year.
- 2. Math Focused Goal:** Increase the percent of students proficient on the Math MCAP from 36.9% to 39% by the end of the 2027-2028 school year.
- 3. Science Focused Goal:** Increase the percent of students proficient on MISA from 49.4% to 53% by the end of the 2027-2028 school year.
- 4. Social Studies Focused Goal:** Increase the percent of students proficient on the Social Studies MCAP from 67% to 71% by the end of the 2027-2028 school year.
- 5. Underperforming Populations:** Increase the percent of Hispanic students proficient on the Math MCAP from 19% to 23% by the end of the 2027-2028 school year.

**School Improvement Goal 1: Literacy Focused**

Increase the percent of students proficient on the ELA MCAP from 69.9% to 73% by the end of the 2027-2028 school year.

Level	2022-2033 Grade 6-8 MCAP	2023-2024 Grade 6-8 MCAP	2024-2025 Grades 6-8 MCAP	2025-2026 Grade 6-8 MCAP	2027-2028 GOAL
1	3%	4%	3.5%	5.6%	27%
2	28%	29%	27%	24.5%	
3	57%	56%	57%	56.7%	73%
4	12%	11%	12.5%	13.2%	

Strategic Actions	Measures of Success/ Desired Performance Level	Timeline
<i>Instructional</i>		
ELA hourly teacher will provide extra academic supports in 6 th grade academic classes to support writing growth.	Students who have that block will grow their CWA score from to by the end of the year.	2026-2027 School Year 1 per quarter
The Star Reading Assessment will be administered as baseline data and will be updated each quarter to monitor progress. Data from each marking period will be used to identify students below grade level who will engage in weekly intervention – either Freckle to complete targeted and adaptive practice once a week or individualized work with the ELA interventionist focused on comprehension.	75% of academic level students who scored below grade level will show growth of at least 70 Lexile points in Star Assessment from Q1 to Q4.	Quarterly
<i>Data Analysis and Intervention</i>		
Students will receive intervention on components of the writing process during an extended ELA block in 8 th grade as informed by formative assessment data.	Students who have that block will grow their CWA score from to by the end of the year.	
<i>Professional Development & School Climate</i>		
Staff will engage in professional learning on interdisciplinary literacy and equity as supported by MILE.	75% of students will increase their CER scores by 2 points from the first CER to the last CER.	2026-2027 School Year
Time will be provided for teachers to collaboratively grade CWA's to ensure rubric fidelity and identify next instructional steps.	By the 4 th common writing assessment, 75% of students will score proficient	2026-2027 School Year

School Improvement Goal 2: Math Focused

Increase the percent of students proficient on the Math MCAP from 36.9% to 39% by the end of the 2027-2028 school year.

Level	2022-2033 Grade 6-8 MCAP	2023-2024 Grade 6-8 MCAP	2024-2025 Grades 6-8 MCAP	2025-2026 Grade 6-8 MCAP	2027-2028 GOAL
1	20%	20%	16%	15%	61%
2	51%	50%	47%	48%	
3	28%	29%	36%	34%	39%
4	1%	1%	1%	3%	

Strategic Actions	Measures of Success/ Desired Performance Level	Timeline
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<i>Instructional</i>		
Teachers will assign at least 2 skills per week that students will earn proficiency in. Skills will be pulled from student's action plans and identified gaps in prior knowledge.	75% of students will increase their score by 10 points per month.	2026-2027 School Year Data pulled monthly
MSDE Public Release MCAP Items will be utilized in spiral review activities in the classroom and across the school via quarterly incentives.	70% average on spiral review of kids that participate 50% of kids participate	2026-2027 School Year
Math hourly support will pull small groups of students to provide pre-teaching and reteaching opportunities.	Students will increase their IXL diagnostic score by 50 points from the BOY benchmark to the MOY benchmark.	2026-2027 School Year
Math students within 10 points of proficiency on the math MCAP will be placed in their math teachers flex group to receive additional interventions and support.	Of those students 75% will score a 70% on the cumulative or final assessment.	2026-2027 School Year
<i>Data Analysis and Intervention/ Professional Development & School Climate</i>		
Math teachers will collaboratively score common unit assessments to establish shared expectations, identify student misconceptions, develop & refine teaching strategies, improve assessment practices, and develop weekly targeted interventions for struggling students within the whole group setting.	The average score on the common unit assessments will be 70%.	2026-2027 School Year

School Improvement Goal 3: Science Focused					
Increase the percent of students proficient on MISA from 49.4% to 53% by the end of the 2027-2028 school year.					
Level	2022-2033 Grade 6-8 MISA	2023-2024 Grade 6-8 MISA	2024-2025 Grades 6-8 MISA	2025-2026 Grade 6-8 MISA	2027-2028 GOAL
1	11%	14%	9%	9.7%	47%
2	53%	51%	45%	41%	
3	34%	33%	43%	42.7%	53%
4	2%	2%	3%	6.7%	
Strategic Actions		Measures of Success/ Desired Performance Level			Timeline
Instructional					
Teachers will use a CER (Claim-Evidence-Reasoning) graphic organizer to explicitly teach students how to distinguish between evidence and reasoning. Teachers will model how to identify relevant evidence from a text or data source and explain how reasoning connects that evidence back to the claim. Students will independently complete the organizer before writing their CER response.		Increase the average score from on the diagnostic CER to 6/8 or higher on the EOY EBAS.			2026-2027 School Year
Data Analysis and Intervention					



Teachers will engage in professional learning on CER common rubric and response strategies and how to use the rubric instructionally and intentionally.	Increase the average score on baseline diagnostic to a 6/8 average on common unit CERs by the end of the '26-'27 school year.	2026-2027 School Year
<i>Professional Development & School Climate</i>		
Staff will engage in professional learning on interdisciplinary literacy and equity as supported by MILE.	75% of students will increase their CER scores by 2 points from the first CER to the last CER.	2026-2027 School Year

School Improvement Goal 4: Social Studies Focused

Increase the percent of students proficient on the Social Studies MCAP from 67% to 71% by the end of the 2027-2028 school year.

Level	2022-2033 Grade 6-8 MCAP	2023-2024 Grade 6-8 MCAP	2024-2025 Grades 6-8 MCAP	2025-2026 Grades 6-8 MCAP	2026-2027 GOAL
1	6.5%	10%	5%	3%	29%
2	40%	38%	33%	31%	
3	48.75%	47%	51%	55%	71%
4	4.75%	5%	11%	12%	

Strategic Actions	Measures of Success/ Desired Performance Level	Timeline
<i>Instructional</i>		
Teachers will implement a Constructed Response Organizer to provide students with a structured process for planning and drafting responses to a constructed-response questions which is different than an EBAS response.	Students will increase their Constructed Response (CR) score from the last CR from the 2025-2026 school year to the 2026-2027 school year.	2026-2027 School Year
Teachers will consistently use the EBAS (Evidence-Based Answer Support) organizer to help students organize their thinking and develop complete, evidence-based responses. Teachers will model how to identify relevant evidence, connect evidence to the question, and provide an explanation that demonstrates understanding.	Increase the average score from % on the diagnostic EBAS to % on the EOY EBAS.	2026-2027 School Year
<i>Data Analysis and Intervention</i>		
Teachers will engage in professional learning on EBAS common rubric and response strategies and how to use the rubric instructionally and intentionally.	75% of students will score a 3 or better on each of their EBAS.	2026-2027 School Year
<i>Professional Development & School Climate</i>		
Staff will engage in professional learning on interdisciplinary literacy and equity as supported by MILE.	75% of students will increase their EBAS scores by 2 points from the first EBAS to the last EBAS.	2026-2027 School Year

School Improvement Goal 5: Underperforming Populations

Increase the percent of Hispanic students proficient on the Math MCAP from 19% to 23% by the end of the 2027-2028 school year.

Level	2025-2026 Grades 6-8 MCAP	2027-2028 GOAL
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	1	34%	77%	
	2	47%		
	3	18%	23%	
	4	1%		
Strategic Actions		Measures of Success/ Desired Performance Level		Timeline
Instructional				
Identify a focus group of students considering the following indicators: Attendance, behavior in the 25/26 school year, & MCAP score.	Target depends on student need: Attendance improves from below 90% to above 90%. Referrals will decrease by 10%.		2026-2027 School Year	
Math hourly teacher will provide support in academic classrooms targeting skills and task completion.	Increase end of year cumulative assessment score from █ % in 2025-2026 to █ % 2026-2027 in the 6 th /7 th /8 th grade classrooms she is supporting.		2026-2027 School Year	
ESOL Teacher will provide flex intervention and after school tutoring opportunities.	60% of ML Students will meet WIDA Annual Growth Target		2026-2027 School Year	
Data Analysis and Intervention				
Math intervention block in 8th grade (Team 7) for specially designed instruction that includes IXL with intentionality.	Increase end of year cumulative assessment score from █ % in 2025-2026 to █ % 2026-2027 for identified students on Team 7.		2026-2027 School Year	
Professional Development & School Climate				
The equity team will implement professional learning and student learning related to belonging and will implement opportunities for students to provide feedback schoolwide each semester.	75% of students participate in the opportunity.		2026-2027 School Year	
Hispanic students with less than 90% attendance last year will be intentionally connected to a club, extracurricular or special experience at West Middle that is tied to their interests	70% of hispanic students that had less than 90% attendance in 2025-2026 will be connected to a club, program or small group at school.		2026-2027 School Year	