Northwest Middle School

AND SO TOGETHER, *they created a school* THEY LOVED.

School Improvement Plan
2026 - 2028

School Vision / Mission

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 Middle Vision:

- Seeing students for what they can become.

Carroll County Public Schools Vision 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
2025-2026 MCAP/MISA Data • 61% - students proficient on English/Language Arts MCAP (755 Average Scaled Score) • 19% - students proficient on Math MCAP (735 Average Scaled Score) • 40% - students proficient on Algebra 1 MCAP (748 Average Scaled Score) • 44% - students proficient on Social Studies MCAP (750 Average Scaled Score) • 33% - students proficient on Science MISA (744 Average Scaled Score) • 23% - IEP students proficient on English/Language Arts MCAP (731 Average Scaled Score) • 0% - IEP students proficient on Math MCAP (718 Average Scale Score) **2024-2025 MCAP/MISA Data** • 57% - students proficient on English/Language Arts MCAP (753 Average Scaled Score) • 16% - students proficient on Math MCAP (734 Average Scaled Score) • 37% - students proficient on Algebra 1 MCAP (747 Average Scaled Score) • 45% - students proficient on Social Studies MCAP (750 Average Scaled Score) • 39% - students proficient on Science MISA (744 Average Scaled Score) • 13% - IEP students proficient on English/Language Arts MCAP (733 Average Scaled Score) • 1% - IEP students proficient on Math MCAP (717 Average Scale Score) **Maryland State Report Card Data 2024-2025 – All Students** • 19.9% - Students proficient in Mathematics

- 59.1% - Students proficient in English/ Language Arts
- 40.6% - Students proficient in Science
- 45.8% - Students proficient in Social Studies
- 72.8% - Students not chronically absent

Maryland State Report Card Data 2024-2025 – Students with Disabilities

- <5% - Students proficient in Mathematics
- 12.3% - Students proficient in English/ Language Arts
- 8.3% - Students proficient in Science
- 12.5% - Students proficient in Social Studies
- 59.3% - Students not chronically absent

Attendance

- 2025-2026 School Year Overall Attendance – 92.2%
- 2024-2025 School Year Overall Attendance – 91.7%
- 2023-2024 School Year Overall Attendance – 91.6%

Number of students with F per quarter After AR

Quarter	24-25	25-26
1	27	12
2	19	8
3	30	6
4	22	29

Grade Breakdown of Populations of students After Academic Recovery 2025-2026

Population	Q1	Q2	Q3	Q4
FARMS	9	6	5	27
IEP	3	1	2	5
504	2	0	1	9
FARMS/IEP	3	2	1	6
FARMS/504	2	0	1	9

Discipline Data

- **2025 – 2026:** 392 Major Referrals (Removed 2 students who had 53)
- **2024 – 2025:** 459 Major Referrals
- **2023 – 2024:** 504 Major Referrals

Demographic Data – September 2026

- 77 students (11.39%) with a 504 Plan
- 92 students (13.61%) with IEPs
- 3 students (0.44%) English Language Learners
- 308 students (45.56%) designated to receive free or reduced lunch
- 33 students (4.88%) (504 Plan & FARMS)
- 64 students (9.47%) (IEP & FARMS)

- Hispanic Students – 48 (7.1%)
- American Indian Students – 1 (0.1%)
- Asian Students – 8 (1.2%)
- African American Students – 53 (7.8%)
- Hawaiian/Pacific Island Students – 1 (0.1%)
- Caucasian Students – 527 (78%)
- Two or More Races – 38 (5.6%)

School Improvement Goals to Target Areas from Needs Assessment

1. **Literacy Focused Goal:** Increase the average scaled score on the ELA MCAP from 753 to 758 by the end of the 27-28 school year.

2. **Math Focused Goal:** Increase the average scaled score on the Math MCAP from 734 to 737 by the end of the 27-28 school year.

   Algebra 1: Increase the average scaled score on the Algebra 1 MCAP from 747 to 750 by the end of the 27-28 school year.

3. **Science Focused Goal:** Increase the average scaled score on the 8th grade Science MCAP from 744 to 747 by the end of the 27-28 school year.

4. **Social Studies Focused Goal:** Increase the average scaled score on the 8th grade Social Studies MCAP from 750 to 753 by the end of the 27-28 school year.

5. **Underperforming Populations:** Increase the average scaled score of students with IEPs on the ELA MCAP from 731 to 735 and the average scaled score on the Math MCAP from 717 to 720 by the end of the 27-28 school year.

School Improvement Goal 1

1. **Literacy Focused Goal:** Increase the average scaled score on the ELA MCAP from 753 to 758 by the end of the 27-28 school year.

Strategic Actions There may be more than one action for each of the “topics” below.	Measures of Success / Desired Performance Level	Timeline

1.1 ELA teachers (6-8th grade) will meet quarterly during a faculty meeting or PD time as a content area team to align ELA practices. 1.2 Using ATSI funds, teachers will participate in on-going professional development about ELA writing graphic organizers. Check-ins and support will be provided schoolwide to support writing in all content areas. 1.3 During PD time, NWS will provide ongoing professional development on Framing Your Thoughts, REWARDS, and Readtopia, to support a universal design for learning. 1.4 Using comp ed funds, NWS will purchase NoRedInk and associated online training (Using Diagnostic for Targeted Instruction & Boosting Writing Fluency) for teachers to participate in, to increase our students writing and grammar skills. 1.5 NWS will provide training to instructional assistants on ELA interventions such as, but not limited to, Framing Your Thoughts & REWARDS, through the Math & Reading grant. 1.6 Teachers will participate in anchor paper collaboration sessions with grade-level ELA colleagues 3 times throughout the school year to calibrate and align scoring practices.	ELA teachers will give Common Writing Assessments (CWA) and use common writing rubrics to score. -Grade Level Goal – Student Average of - 70%. -2/3 Achievement Teams will achieve their goals. (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7) Students will take the STAR Reading Assessment – 75% of students will be at or above benchmark by Spring 2027. (1.1, 1.3, 1.5)	Quarterly / 4 times per year 3 times per year 1.4 - 3 after school sessions 25-26 school year – COMPLETE

1.7 Selected teachers will attend the Science of Learning conference and share information to the entire staff on the following topics: A Definition of Learning Science, A Model of the Mind, Cognitive Load, Effortful Thinking, and Prior Knowledge.		1.7 – Full day training COMPLETE Fall 25-26

School Improvement Goal 2		
2. Math Focused Goal: Increase the average scaled score on the Math MCAP from 734 to 737 by the end of the 27-28 school year. **Algebra 1:** Increase the average scaled score on the Algebra 1 MCAP from 747 to 750 by the end of the 27-28 school year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**
2.1 Math teachers will model and teach math reasoning skills to their students. Teachers will focus on these skills weekly and use the curricular written response math rubrics with students. (CUBES, annotation strategies, etc.)	Math teachers will give an End of Year Benchmark to students. Grade Level Goal – Student Average of 75%. (2.1, 2.2, 2.3, 2.4) Math teachers will have students complete the IXL Benchmark 3 times throughout the 2026-2027 school year. Goal – Each student should focus on mastering 2 skills per week throughout the entire school year. (2.2, 2.3)	Spring 2027 Three Times Throughout the Year
2.2 NWS will provide hourly funds through the ATSI grant, for Math Professional Development. This will take place throughout the school year. (Including summer 2025) – Amplify Desmos, SAVVAS textbook materials, and writing CERs, etc.	Math teachers will use Common Unit Assessments and earn an average of 75%. -Classes will earn an average of 70% on written response questions 7-10 on each common unit assessment. -2/3 Achievement Teams will meet their goals. (2.1, 2.2, 2.3, 2.4)	Periodically
2.3 NWS will provide training to instructional assistants on Math interventions such as, but not limited to, Hand2Mind during PD time.		
2.4 Selected teachers will attend the Science of Learning conference and share information to the entire staff on the following topics: A Definition of Learning Science, A Model of the Mind, Cognitive Load, Effortful Thinking, and Prior Knowledge.		2.4 – Full day training COMPLETE Fall 25-26

School Improvement Goal 3		
3. Science Goal: Increase the average scaled score on the 8th grade Science MCAP from 744 to 747 by the end of the 27-28 school year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**

3.1 Using ATSI funds, NWS will provide PD and collaborative support for Science teachers to learn how to use and teach the CER writing rubric. Teachers will incorporate sections of the rubric into their weekly instruction. 3.2 7th and 8th grade Science teachers will spiral concepts to include material from 7th and 6th grade in order to prepare for MISA. (warm-ups, Throwback Thursday, etc.) 3.3 8th grade Science will have a Swap-a-Teacher Day to prepare for MISA where a 6th or 7th grade Science teacher takes over 8th grade classes in order to review and get students motivated for the assessment. 3.4 Classroom teachers will receive support/training during PD time and/or faculty meetings on the topic of differentiating instruction and materials for students with diverse learning needs. (with a focus on writing, source analysis, and vocabulary) 3.5 NWS will provide teacher-created vocabulary manipulatives to help underperforming students strengthen their understanding of science-specific vocabulary both in the classroom and at home. These visuals will support student to encode and retrieve important vocabulary from each unit in	Science teachers will use Common Benchmarks/ Unit Assessments. Grade Level Goal – Student Average of 70%. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)	Periodically

order to use precise vocabulary in their writing. 3.6 Teachers will participate in anchor paper collaboration sessions with grade-level Science colleagues 3 times throughout the school year to calibrate and align scoring practices. 3.7 Selected teachers will attend the Science of Learning conference and share information to the entire staff on the following topics: A Definition of Learning Science, A Model of the Mind, Cognitive Load, Effortful Thinking, and Prior Knowledge.		3.7 – Full day training COMPLETE Fall 25-26

School Improvement Goal 4		
4. Social Studies Goal: Increase the average scaled score on the 8th grade Social Studies MCAP from 750 to 753 by the end of the 27-28 school year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**

4.1 Teachers will participate in on-going professional development about the CRIES writing matrix with ATSI funds. Check-ins and support will be provided schoolwide to support writing in all content areas. (All grades should implement the entire rubric, but can provide more support/focus to target sections.) 4.2 Classroom teachers will receive support/training during PD time and/or faculty meetings on the topic of differentiating instruction and materials for students with diverse learning needs. (with a focus on writing, source analysis, and vocabulary) 4.3 NWS will provide teacher-created vocabulary manipulatives to help underperforming students strengthen their understanding of social studies-specific vocabulary both in the classroom and at home. These visuals will support student to encode and retrieve important vocabulary from each unit in order to use precise vocabulary in their writing. 4.4 Teachers will participate in anchor paper collaboration sessions with grade-level Social Studies colleagues 3 times throughout the school year to calibrate and align scoring practices. 4.5 Selected teachers will attend the Science of Learning conference and share information to the entire staff on the following topics: A Definition of Learning Science, A Model of the Mind, Cognitive Load, Effortful Thinking, and Prior Knowledge.	Social Studies teachers will use Common Benchmarks/ Unit Assessments. Grade Level Goal – Student Average of 72%. (4.1, 4.2, 4.3, 4.4, 4.5)	Periodically 4.5 – Full day training COMPLETE Fall 25-26

School Improvement Goal 5		
5. Underperforming Populations: Increase the average scaled score of students with IEPs on the ELA MCAP from 731 to 735 and the average scaled score on the Math MCAP from 717 to 720 by the end of the 27-28 school year.		
Strategic Actions There may be more than one action for each of the "topics" below.	**Measures of Success / Desired Performance Level**	**Timeline**

5.1 NWS will provide more classroom-based interventions to help remediate skills and close gaps in learning (Hand2Mind Math Mini Lessons, IXL, Freckle, REWARDS, Framing Your Thoughts, Report Form, etc.)	80% of IEP students who consistently attend Husky Homework Help will earn passing grades in their core academic classes. (5.7)	2026-2027 School Year
5.2 School Counselors, School Psychologist, and related arts teachers will conduct check-ins with identified students who have chronic attendance issues in order to support their academic experience.	Following Academic Recovery, no more than an average of three students with IEPs will receive F's each quarter. (5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13)	Quarterly
5.3 Using comp ed funds, NWS will create a committee of teachers and staff to plan student engagement activities throughout the year that target attendance, respect, and academics.	NWS will increase the overall attendance from 92.2% to 93%. (5.2, 5.3, 5.5, 5.6, 5.9, 5.11, 5.12)	2026-2027 School Year
5.4 Reading and Math Specialists will monitor data on IEP students and use to inform teaching.	ELA teachers will give Common Writing Assessments (CWA) and use common writing rubrics to score. -Students with IEPs will average a score of 6/10 (60%). (5.1, 5.4, 5.7)	Quarterly
5.5 Husky Intervention Placement (H.I.P.) will be utilized for students who are not being successful in the comprehensive classroom setting and need support with learning skills that can help them upon returning to their classes.	Math teachers will use Common Unit Assessments and students with IEPs will earn an average of 60%. -Students with IEPs will earn an average of 60% on written response questions 7-10 on each common unit assessment. (5.1, 5.4, 5.7, 5.13)	Periodically
5.6 Staff will receive training on the Science of Learning, De-escalation Strategies, and Classroom Management.		
5.7 With Comp Ed funds, NWS will offer Husky Homework Help		

twice a week, Tues/Thurs, after school. This program will be offered to students with a history of failing, and will focus on homework help, remediation, and tutoring. Transportation will be provided. The invite list will be reviewed quarterly. 5.8 Teachers will guide students in tracking their grades/missing work weekly during flex. In addition, teams will utilize Intervention Week (one week per quarter), prior to the end of each quarter to target students with D's and F's in order to enhance their academic performance. 5.9 Using Comp Ed funds Boys & Girls Club will be offered at NWS twice a week after school (Monday & Wednesday). Students will receive a meal and bus transportation. 5.10 Using ATSI funds, NWS will hold a Family/ MCAP/ Informational Night to inform families about resources available, assessments, and highlight student accomplishments in the arts and academics. Food will be provided. 5.11 The Equity Committee will focus on creating a culture of belonging through dignity, through announcements, (by administrators and teachers) and together with the Sources of Strength Club will plan schoolwide belonging events/campaigns.		

5.12 Using ATSI Grant, staff will participate in book studies for Motivating Students Who Don't Care and Every Connection Matters to target the needs of our underperforming populations. 5.13 Using ATSI Grant, math teachers, the math specialist, special educators, and instructional assistants will participate in a Math Bootcamp during the summer or fall of 2025, focusing on understanding students with disabilities in math class, and how to plan and collaborate effectively for co-teaching.		5.12 – Motivating Students Who Don't Care Completed Summer 2025 / Every Connection Matters Completed Summer 2026 5.13 – Completed Summer & Fall 2025