

**Garrett County Public Schools
Department of Secondary Education
School Improvement Plan**

Northern Middle School
2017-18

Student Demographics	<ul style="list-style-type: none"> ● 357 students <ul style="list-style-type: none"> ○ 120 - 8th grade ○ 121 - 7th grade ○ 116 - 6th grade ● 178 girls 179 boys ● 46.2 %FARMs
Staff Demographics	<ul style="list-style-type: none"> ● 52.5 staff members <ul style="list-style-type: none"> ○ 2 administrators ○ 29.5 teachers <ul style="list-style-type: none"> ■ 15 grade level teachers (4 core subject teachers plus 1 special education teacher at each grade) ■ 4 loop teachers who teach inclusion at all 3 grade levels ■ 2 Self-contained Special Ed Teachers (ALO & CPA) ■ 8.5 related arts teachers ○ 3 instructional assistants (ALO & CPA) ○ 1 counselor ○ 2 secretaries ○ 1 nurse ○ 4 IEP Team members (PPW, DPT, Psych, Speech) ○ 4 custodians ○ 6 cafeteria workers
Special Programs	<p>The learning environment is divided into five class periods providing students extended time for clubs, activities, enrichment or academic tutoring on a daily basis. The school uses a universal code of conduct and a student planner that serves as a media to communicate school expectations to parents/guardians. Other programs include:</p> <ul style="list-style-type: none"> ● Tier II RTI integrated into regular class session ● Tier III RTI integrated into PAWS period ● PBIS School - GOLD Level 5 years in a row ● TAY through Garrett College ● CPA Program

	<ul style="list-style-type: none">● ALO Program● Student Council● Green School● SADD (Youth in Action Team)● Ladies Tea● HEROS Group for boys● Band/Chorus● Yearbook● PAWS Period (Prepared, Attentive, Working & Safe)● School Enrichment Program● Gifted & Talented● S.O.S. - Support Our Students● Academic Intervention● After-school Tutoring● 1:1 Devices
UDL Statement	Garrett County Public Schools utilizes Universal Design for Learning (UDL) practices when planning lessons and determining the differentiated strategies that are appropriate for each individual student's needs as he/she works towards meeting MD College and Career Readiness State Standards.

SCHOOL SLO (STUDENT LEARNING OBJECTIVE)	
1. Data Review and Baseline Evidence	<ul style="list-style-type: none"> ● English and Language Arts PARCC 2016.17 Results ● STAR 360 English and Language Arts Diagnostic Assessment Report ● PARCC Standards Analysis Grade Report ● GCPS IEP Referral Rate ● Data review indicates significant gaps in student achievement and a high rate of IEP referrals where students do not qualify for Special Education students.
2. Student Population	<ul style="list-style-type: none"> ● All students in 6th, 7th and 8th grades scoring two or more grade levels below grade level on Informational Text as measured by the STAR 360 Diagnostic (Informational Text Level Grade Equivalent) <p>FARMS: 30/44 Students Males: 28/44 Students Females: 16/44 Students IEP's: 13/44 Students</p>
3. Learning Content Standards	<p>RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
4. Target (Outcome)	<p>Statement</p> <ul style="list-style-type: none"> ● Identified student population will demonstrate at least one year's growth as measured by the STAR 360 ELA Diagnostic Report. (Informational Text Grade Level Equivalent)
Highly Effective	<ul style="list-style-type: none"> ● 88%, or more, of the identified students will demonstrate at least one year's growth as measured by the STAR 360 ELA Diagnostic Report.
Effective	<ul style="list-style-type: none"> ● 70-87% of the identified students will demonstrate at least one year's growth as measured by the STAR 360 ELA Diagnostic Report.

Developing	<ul style="list-style-type: none"> ● Less than 70% of the students will demonstrate at least one year's growth as measured by the STAR 360 ELA Diagnostic Report.
5. Evidence of Growth	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> ● Identified students will be given the opportunity to complete the STAR 360 ELA Diagnostic every four weeks. ● Identified students will complete differentiated Explode the Code assessments weekly. Assessments are paper/pencil, as well as online.
6. Rationale	<ul style="list-style-type: none"> ● Students with significant gaps, as measured by PARCC, STAR 360 and various reading inventories, in reading comprehension, fluency and ability are in need of TIER 3 interventions which are intense in frequency and instruction.
7. Strategies	<ul style="list-style-type: none"> ● Analyze and demonstrate understanding of text utilizing: <ul style="list-style-type: none"> * explicit details * examples * inferences

**INDICATOR #1
LANGUAGE ARTS**

Data evaluated:

- 2016-17 PARCC School Performance Level Summary for entire student population:

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6	10.4%	20.9%	29.6%	33.9%	5.2%
7	9.8%	23.0%	36.1%	27.0%	4.1%
8	15.5%	17.5%	26.2%	40.8%	0%

- 2016-17 PARCC School Performance Level Summary for Economic Disadvantaged Students (FARMS):

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6	15.7%	31.4%	35.3%	15.7%	2.0%
7	11.1%	30.2%	41.3%	17.5%	0.0%
8	27.0%	13.5%	32.4%	27.0%	0.0%

2016-17 PARCC School Performance Level Summary for Student with Disabilities (IEP):

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6	54.5%	27.3%	18.2%	0.0%	0.0%
7	57.1%	42.9%	0.0%	0.0%	0.0%
8	77.8%	0.0%	11.1%	11.1%	0.0%

- 2016 - 2017 ELA PARCC Writing

Grade	Did Not Yet Meet or Partially Met	Approached Expectations	Met or Exceeded Expectations

	Expectations		
6th	39%	19%	42%
7th	56%	15%	30%
8th	42%	29%	29%

LANGUAGE ARTS 2017-2018 SIP PLAN - RACE/ACE STRATEGY

GRADE/ TEACHER	# of Students Tested	# of Students earning a 2 or LOWER on the grading rubric	PERCENTAGE of Students earning a 2 or LOWER on the grading rubric	# of students earning a 2 or LOWER and qualifies for FARMS	# of students earning a 2 or under and ar on an IEP/504
6TH - TEETS	19	17	89%	10	12
6TH - RUSH	97	51	53%	24	4
6TH GRADE TOTAL	116	68	59%	34	16
7TH - TEETS	20	20	100%	14	10
7TH - SNIDER	95	83	87%	29	5
7TH GRADE TOTAL	115	103	89%	43	15
8TH- TEETS	19	18	95%	12	11
8TH- PEDDICOR D	99	75	76%	39	3
8TH GRADE TOTAL	118	93	79%	51	14

Conclusions:	<ul style="list-style-type: none"> ● Parcc data shows that students struggle with written constructed responses; specifically with citing text evidence and supporting the text evidence.
GOAL 1:	<ul style="list-style-type: none"> ● Students will cite and explain text evidence when given a question requiring short constructed written responses.
Objectives:	<ul style="list-style-type: none"> ● Students will identify and support text evidence when answering written constructed response questions.
	<ul style="list-style-type: none"> ● Students will be able to identify text evidence in a passage and understand the evidence’s role in a written response.
Strategies:	<ul style="list-style-type: none"> ● Citing and explaining text evidence and how it relates to a given question.
	<ul style="list-style-type: none"> ● Using text evidence to support class discussions on literature, etc.
	<ul style="list-style-type: none"> ● Guided practice and explicit modeling using rubrics.
Staff Development:	<ul style="list-style-type: none"> ● Utilizing rubrics to grade written responses
EVALUATION	<p><i>Click on blue link to the left to enter FORMATIVE and SUMMATIVE statements for Goal #1 on the EVALUATION SHEET.</i></p>

**INDICATOR #2
MATH**

Data evaluated:

- 2016-17 PARCC School Performance Level Summary for entire student population:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	13.9%	24.3%	33.9%	26.1%	1.7%
7	4.1%	24.6%	33.6%	36.1%	1.6%
8	32.1%	15.1%	39.6%	13.2%	0%
Algebra I	2%		26.0%	72.0%	0%

- 2016-17 PARCC School Performance Level Summary for Economic Disadvantaged Students (FARMS):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	19.6%	31.4%	31.4%	17.6%	0%
7	3.2%	33.3%	42.9%	20.6%	0%
8	30.8%	15.4%	46.2%	7.7%	0%
Algebra I			36.4%	63.6%	

2016-17 PARCC School Performance Level Summary for Student with Disabilities (IEP/504):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6th	54.5%	27.3%	18.2%	0%	0%
7th	28.6%	57.1%	14.3%	0%	0%
8th	87.5%	0%	12.5%	0%	0%
Algebra I				100%	

- September 2017 Star 360 Diagnostic Grade Equivalent (GE) Summary

Grade	0.0-0.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0+
6th	0%	1.2%	3.6%	14.3%	20.2%	23.8%	22.6%	6.0%	2.3%	6.0%
7th	0%	1.0%	1.0%	16.5%	8.8%	18.7%	19.8%	7.7%	7.7%	18.8%
8th	0%	0%	0%	3.4%	17.2%	9.2%	17.2%	8.0%	9.2%	35.8%

- September 2017 Star 360 Diagnostic Grade Equivalent (GE) Summary for Economically Disadvantaged Students (FARMS)

Grade	Below Grade Equivalency	Grade Equivalency or above
6	48%	52%
7	74%	26%
8	45%	55%

- September 2017 Star 360 Diagnostic Grade Equivalent (GE) Summary for Student with Disabilities (IEP/504)

Grade	Below Grade Equivalency	Grade Equivalency or above
6	76%	24%
7	94%	6%
8	64%	36%

Conclusions:

- The targeted group will be those students who tested below grade level on Star 360 Diagnostic Math Assessment.

GOAL:

- Students will show improvement of at least one grade level equivalency on Star 360 Diagnostic Math Assessment.

Objectives:

- Increase knowledge of the five domains: Numbers and Operations, Algebra, Functions, Geometry, and Probability/Statistics

	<ul style="list-style-type: none"> ● Attend to precision and persevere in problem solving
	<ul style="list-style-type: none"> ● Develop sense of reasonableness of numbers
	<ul style="list-style-type: none"> ● Reason abstractly and quantitatively
Strategies:	<ul style="list-style-type: none"> ● Provide opportunities for students to use the 8 Practices of Mathematics in daily lessons
	<ul style="list-style-type: none"> ● Utilize a variety of resources, including Pearson technology
	<ul style="list-style-type: none"> ● Reteach and remediate as necessary
	<ul style="list-style-type: none"> ● Ongoing formative assessments to determine student progress
	<ul style="list-style-type: none"> ● Utilize PAWS and after school program as needed
Staff Development:	<ul style="list-style-type: none"> ● Utilization of STAR 360 reports (Diagnostic, Growth and Instructional Planning)
EVALUATION	<p><i>Click on blue link to the left to enter FORMATIVE and SUMMATIVE statements for Goal #1 on the EVALUATION SHEET.</i></p>

**INDICATOR #3
SCIENCE**

Data evaluated:

- 2016-17 ELA PARCC School Performance Level Summary for entire student population:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	10.4%	20.9%	29.6%	33.9%	5.2%
7	9.8%	23.0%	36.1%	27.0%	4.1%
8	15.5%	17.5%	26.2%	40.8%	0.0%

- 2016-17 ELA PARCC School Performance Level Summary for Economic Disadvantaged Students (FARMS):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	15.7%	31.4%	35.3%	15.7%	2.0%
7	11.1%	30.2%	41.3%	17.5%	0.0%
8	27.0%	13.5%	32.4%	27.0%	0.0%

2016-17 ELA PARCC School Performance Level Summary for Student with Disabilities (IEP):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6th	54.5%	27.3%	18.2%	0.0%	0.0%
7th	57.1%	42.9%	0.0%	0.0%	0.0%
8th	77.8%	0.0%	11.1%	11.1%	0.0%

- 2016 - 2017 ELA PARCC Writing

Grade	Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
6th	39%	19%	42%
7th	56%	15%	30%

8th	42%	29%	29%
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- PARCC scores from 2016-2017 shows reading informational text, specifically science and technical subjects, is one of the weakest areas in grades sixth through eighth. The target standards listed on the PARCC Evidence Statements are as follows:

2016-2017 Grade 6 PARCC Data:

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
1	L 6.5.3	L.6.5	Language
2	RL 6.9.1	RL.6.9	Reading: Literature
3	RST 6.2.4	RST.6-8.2	Reading: Science & Technical Subjects
4	RI 6.8.1	RI.6.8	Reading: Informational Text

2016-2017 Grade 7 PARCC Data:

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain
1	RI 7.6.3	RI.7.6	Reading: Informational Text
2	RL 7.2.2	RL.7.2	Reading: Literature
3	RH 7.2.1	RH.6-8.2	Reading: History/Social Studies
4	RST 7.9.3	RST.6-8.9	Reading: Science & Technical Subjects

- A science pretest, which includes, informational text, was given at each grade level. Less than 5% of 6th, 7th and 8th grade students passed with a 70% or better.

Conclusions:	<ul style="list-style-type: none"> • Content area reading remains a deficit at each grade level. Focus needs to be placed on skills required to master informational text.
GOAL 3:	<ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of science and technical texts
Objectives:	<ul style="list-style-type: none"> • After reading an informative article, text, and or other real world source students will be able to answer questions that demonstrate comprehension of material. • Students will identify text features necessary for successful mastery of informational text.
Strategies:	<ul style="list-style-type: none"> • Highlight and/or outline key elements from the reading. • Take notes and/or create illustrations to demonstrate knowledge of key concepts.

	<ul style="list-style-type: none"> ● Use graphic organizers to identify main elements/ideas from informational text.
	<ul style="list-style-type: none"> ● Analyze lab data and interpret graphs or charts.
	<ul style="list-style-type: none"> ● Reinforce content through real world activities such as class demonstrations and laboratory exercises.
	<ul style="list-style-type: none"> ● Review and reteach as needed.
Staff Development:	<ul style="list-style-type: none"> ● Modeling strategies ● Utilization of rubrics
EVALUATION	<p><i>Click on blue link to the left to enter FORMATIVE and SUMMATIVE statements for pGoal #3 on the EVALUATION SHEET.</i></p>

SOCIAL STUDIES

Data evaluated:

- 2016-17 ELA PARCC School Performance Level Summary for entire student population:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	10.4%	20.9%	29.6%	33.9%	5.2%
7	9.8%	23.0%	36.1%	27.0%	4.1%
8	15.5%	17.5%	26.2%	40.8%	0.0%

- 2016-17 ELA PARCC School Performance Level Summary for Economic Disadvantaged Students (FARMS):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6	15.7%	31.4%	35.3%	15.7%	2.0%
7	11.1%	30.2%	41.3%	17.5%	0.0%
8	27.0%	13.5%	32.4%	27.0%	0.0%

2016-17 ELA PARCC School Performance Level Summary for Student with Disabilities (IEP):

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
6th	54.5%	27.3%	18.2%	0.0%	0.0%
7th	57.1%	42.9%	0.0%	0.0%	0.0%
8th	77.8%	0.0%	11.1%	11.1%	0.0%

- 2016 - 2017 ELA PARCC Writing

Grade	Did Not Yet Meet or Partially Met Expectations	Approached Expectations	Met or Exceeded Expectations
6th	39%	19%	42%
7th	56%	15%	30%
8th	42%	29%	29%

Conclusions:	PARCC data suggests that students need work in written expression, as more than half of the students at each grade level did not meet or exceed expectations in this area.
GOAL 4:	Students will answer constructed response questions, citing and explaining evidence from primary and/or secondary sources.
Objectives:	<ul style="list-style-type: none"> • Students will analyze secondary and primary sources in terms of point of view, reliability, relevance of information, and main ideas.
	<ul style="list-style-type: none"> • Students will use primary and/or secondary sources to answer constructed response questions, citing evidence to support a thesis.
Strategies:	<ul style="list-style-type: none"> • Increase student use of primary sources
	<ul style="list-style-type: none"> • Media Lessons involving the analysis of primary and/or secondary sources
	<ul style="list-style-type: none"> • Research Projects that require students to prove a thesis
	<ul style="list-style-type: none"> • Practice using a rubric for writing constructed responses
	<ul style="list-style-type: none"> • Direct instruction in reading and using maps, tables, charts, and graphs
Staff Development:	<ul style="list-style-type: none"> • Work with rubrics • Orientation & partnership with Ruth Enlow library • Discovery Education Training • Webinar on National History Day
EVALUATION	<i>Click on blue link to the left to enter FORMATIVE and SUMMATIVE statements for Goal #4 on the EVALUATION SHEET.</i>

INDICATOR #5 PUPIL SERVICES	
Data evaluated:	<ul style="list-style-type: none"> • Data from the 2016-17 PBIS incentive program • Data from the PBIS SET Assessment
Conclusions:	<ul style="list-style-type: none"> • NMS needs to increase positive incentives
GOAL 4:	<ul style="list-style-type: none"> • To improve student attendance, grades, and positive behavior through PBIS incentive program
Objectives:	<ul style="list-style-type: none"> • School-wide 92% of students will be eligible for the end of the year incentive
	<ul style="list-style-type: none"> • 90% of students will be eligible to participate in quarterly incentives based on Dojo points
	<ul style="list-style-type: none"> • Students will be given the opportunity to improve health and behavior by participating in the Walking Club
Strategies:	<ul style="list-style-type: none"> • PBIS end-of-year incentives point scale
	<ul style="list-style-type: none"> • Dojo point scale
	<ul style="list-style-type: none"> • The Walking Club will be offered 40% of the school week during student lunches
Staff Development:	<ul style="list-style-type: none"> • PBIS Team training in October
	<ul style="list-style-type: none"> • PBIS kick-off assemblies in September
	<ul style="list-style-type: none"> • Individual monitoring of student progress
EVALUATION	<p><i>Click on blue link to the left to enter FORMATIVE and SUMMATIVE statements for Goal #5 on the EVALUATION SHEET.</i></p>

EVALUATION SHEET

#	GOAL	Date <i>February</i>	FORMATIVE
1	Language Arts		<ul style="list-style-type: none"> At least 50% of the targeted students in grades 6-8 will increase their score on the Race/Ace grading rubric for written constructed responses.
2	Math		<ul style="list-style-type: none"> At least 50% of the targeted students in grade 6-8 will increase at least one grade level equivalency on Star 360 Math Diagnostic Assessment.
3	Science		<ul style="list-style-type: none"> At least 50% of the students in grade 6-8 will earn a 75% or better on the informational text assessment.
4	Social Studies		<ul style="list-style-type: none"> At least 50% of the students in grade 6-8 will show proficiency in utilizing the Social Studies Informational Text Analysis tool to analyze informational text selections.
5	Pupil Services		<ul style="list-style-type: none"> At least 90% of students are eligible to participate in the first quarter and second quarter incentive activities. 87% participated in Q1 and 85% participated in Q2. From Q1 to Q2, attendance decreased by 3%, behavior increased by 3%, and academics decreased by 1%.

#	GOAL	Date <i>May/June</i>	SUMMATIVE
1	Language Arts		<ul style="list-style-type: none"> At least 70% of the targeted students in grade 6-8 will increase their score on the RACE/ACE grading rubric for written constructed responses.
2	Math		<ul style="list-style-type: none"> At least 70% of the targeted students in grade 6-8 will increase at least one grade level equivalency on Star 360 Math Diagnostic Assessment.
3	Science		<ul style="list-style-type: none"> At least 70% of the students in grades 6-8 will earn a 75% or better on the informational text assessment.
4	Social Studies		<ul style="list-style-type: none"> At least 70% of the students in grades 6-8 will show proficiency in utilizing the Social Studies Informational Text Analysis tool to analyze informational text selections.

5	Pupil Services		<ul style="list-style-type: none">● At least 90% of students are eligible to participate in the third quarter and end-of-the-year incentive activities.● 80% of students were eligible for the Q3 incentive. 95.7% of students were eligible for end-of-the-year incentive activities.
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