

**Allegany County Public Schools**  
**2025-2026 School Improvement Plan for Middle Schools**

School: Washington Middle School  
Moran

Principal: Mr. Charles R.

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**I. VISION, MISSION, AND CORE VALUE**

**Mission Statement**

At Washington Middle School, we prioritize a positive, student-centered learning environment. Our mission is to inspire students to embrace learning enthusiastically, achieve their personal best, and demonstrate care and respect for one another. We are committed to equity, safety, and inclusivity and strive to ensure that every student experiences academic growth and success through engaging and meaningful learning opportunities.

**Vision**

Washington Middle School is committed to cultivating lifelong learners in a respectful, responsible, and inclusive environment that nurtures intellectual curiosity and empowers students to become engaged and productive citizens.

**Core Values**

At Washington Middle School, we believe all students should:

- attend school regularly and take an active role in their education.
- experience success academically, socially, and emotionally.
- engage in learning through collaboration, exploration, and independent inquiry.
- develop critical thinking, problem-solving, and effective communication skills.
- build a strong foundation for postsecondary education and career readiness.
- uphold respect, integrity, and ethical behavior in all interactions.

Teachers at Washington Middle School are committed to:

- fostering regular school attendance and a passion for learning.
- believing in the potential of every child to succeed.

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- creating safe, inclusive, and welcoming classrooms.
- supporting students' academic, social, and emotional development.
- delivering high-quality, engaging instruction aligned with current standards.
- setting and maintaining high expectations for all students.
- encouraging curiosity, creativity, and active participation in learning.
- utilizing research-based practices, including the Gradual Release of Responsibility model and Universal Design for Learning.

We encourage all members of our community to:

- support students' academic, social, and emotional well-being.
- build strong partnerships that promote perseverance and achievement.
- advocate for consistent school attendance as a foundation for success.
- uphold the value of quality education for all students.

|                                                                                |          |   |     |   |   |
|--------------------------------------------------------------------------------|----------|---|-----|---|---|
| 2024-2025 MD Report Card Star Rating (the number represents stars earned)      | 1        | 2 | 3   | 4 | 5 |
|                                                                                | No       |   | Yes |   |   |
| Is this school identified as Target Support of Improvement (TSI) ?             | X        |   |     |   |   |
| If yes, state the identified subgroup(s).                                      |          |   |     |   |   |
| Is this school identified as Additional Target Support of Improvement (ATSI) ? |          |   | X   |   |   |
| If yes, state the identified subgroup(s).                                      | B and SE |   |     |   |   |
| Is this school identified as Comprehensive Support and Improvement (CSI) ?     | X        |   |     |   |   |
| If yes, state the identified area.                                             |          |   |     |   |   |
| Is this school identified as Low Performing?                                   |          |   | X   |   |   |

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A response of yes to any of the above requires the plan to include specific focus of the identified subgroup(s). Goals should be specific with evidence based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies to fidelity. Documentation must include ongoing monitoring of progress and improvement.

**II. SCHOOL DEMOGRAPHICS**

**Number of years the principal has been in the building? 1**

| <b>Table 1</b>         |           |           |       |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators         | 0         | 3         | 3     |
| Teachers               | 1         | 40        | 41    |
| Itinerant staff        | 7         | 0         | 7     |
| Paraprofessionals      | 2         | 8         | 10    |
| Support Staff          | 0         | 8         | 8     |
| Other                  | 7         | 13        | 20    |
| Total Staff            | 17        | 72        | 89    |

**A. Staff Demographic Demographics**

**B. Student**

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**III. ATTENDANCE**

| Table 2                        |                    |                      |
|--------------------------------|--------------------|----------------------|
| SUBGROUP DATA                  | 2025-2026<br>COUNT | 2025-2026<br>Percent |
| American Indian/Alaskan Native | 0                  | 0.0%                 |
| Hawaiian/Pacific Islander      | 0                  | 0.0%                 |
| African American               | 46                 | 8.1%                 |
| White                          | 441                | 78.1%                |
| Asian                          | 4                  | 0.7%                 |
| Two or More Races              | 57                 | 10.1%                |
| Hispanic/ Latino               | 17                 | 3.0%                 |
| Special Education              | 96                 | 17.0%                |
| LEP                            | 3                  | 0.5%                 |
| Males                          | 294                | 52.0%                |
| Females                        | 270                | 47.8%                |
| Gender X                       | 1                  | 0.2%                 |
| <b>Total Enrollment</b>        | <b>565</b>         | <b>565</b>           |
| FARMS Rate (20242025)          | <b>565</b>         | <b>100%</b>          |

| Table 4a                   | 2022-2023       | 2023-2024       | 2024-2025       |
|----------------------------|-----------------|-----------------|-----------------|
| Grade Level – School Level | Attendance Rate | Attendance Rate | Attendance Rate |
| Grade 6                    | 88.5%           | 88.7%           | 90.1%           |
| Grade 7                    | 86.9%           | 87.6%           | 88.1%           |
| Grade 8                    | 87.6%           | 86.7%           | 88.4%           |

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| <b>Table 4b: Subgroup Attendance Rate</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>2024-2025</b> |
|-------------------------------------------|------------------|------------------|------------------|
| All Students                              | 87.6%            | 87.7%            | 88.4%            |
| Hispanic/Latino of any race               | 88.6%            | 81.9%            | 86.1%            |
| American Indian or Alaska Native          | 94.2%            | n/a              | n/a              |
| Asian                                     | 98.3%            | 92.2%            | 93.3%            |
| Black or African American                 | 82.7%            | 86.5%            | 84.9%            |
| Native Hawaiian or Other Pacific Islander | n/a              | n/a              | n/a              |
| White                                     | 87.9%            | 88.3%            | 89.1%            |
| Two or more races                         | 86.3%            | 83.8%            | 86.0%            |
| Male                                      | 88.0%            | 87.3%            | 88.2%            |
| Female                                    | 87.1%            | 88.1%            | 88.6%            |
| EL                                        | 96.3%            | 94.9%            | 97.2%            |
| Special Education                         | 84.5%            | 83.4%            | 84.3%            |
| Free/Reduced Meals (FARMS)                | 84.7%            | 84.9%            | 85.6%            |

**Chronically Absent**

Chronically absent is defined as missing 10% or more of days enrolled in a school year. MD Report Card reports students NOT chronically absent.

| <b>Table 5</b>                      | <b>2023</b> | <b>2024</b> | <b>2025</b> |
|-------------------------------------|-------------|-------------|-------------|
| Not Chronically Absent (percentage) | 57.1%       | 54.3%       | 57.2%       |

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|                                       |   |   |   |
|---------------------------------------|---|---|---|
| Report Card Points Earned (out of 15) | 1 | 1 | 1 |
|---------------------------------------|---|---|---|

|                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ATTENDANCE FOCUS AREA</b><br><b>*ATTENDANCE PRIORITY GOAL</b><br>Grade Band(s) or Subgroup(s) | Reducing rate of chronic absenteeism<br>All Grades 6-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Focus Area Goal                                                                                  | During the 2025-2026 school year, the percentage of students who are chronically absent will decrease from 43% to 38%, as measured by PowerSchool attendance data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Root Cause(s):                                                                                   | <p><b>Problem:</b> Nearly half of students currently meet the definition of chronic absence, which is directly tied to academic achievement and student well-being.</p> <p><b>Why?</b> Students are facing multiple barriers, such as transportation issues, unstable housing, health challenges, or lack of motivation.</p> <p><b>Why?</b> Families may lack access to support services or are unaware of available school/community resources.</p> <p><b>Why?</b> The school's outreach and intervention systems may not be consistently identifying and addressing at-risk students early.</p> <p><b>Why?</b> Attendance data may not be used proactively, and Tier 2/Tier 3 supports are reactive rather than preventive.</p> <p><b>Why?</b> The school's attendance improvement process focuses more on tracking absences than on analyzing attendance patterns and building relationships to re-engage students.</p> <p><b>Root cause:</b> The chronic absenteeism issue stems from systemic barriers outside of the school's control combined with the absence of successful, proactive interventions.</p> |
| Barriers:                                                                                        | Students do not regularly attend school due to a variety of reasons including: illness and other health concerns, the lack of transportation, and family circumstances and situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Needed Resources:                                                                                | Incentives: certificates, items for Commander Cravings store, quarterly prizes, field trips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Strategies:                                                                                      | <ul style="list-style-type: none"> <li>• Create a tiered attendance support plan that includes targeted interventions for students with 5+, 10+, and 15+ absences.</li> <li>• Assign attendance mentors (teachers, support staff, community partners) to chronically absent students for weekly check-ins.</li> <li>• Conduct family attendance conferences after 10 absences to identify and to address barriers to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>attendance (transportation, health, housing, etc.).</p> <ul style="list-style-type: none"> <li>• Partner with community agencies to provide wraparound supports (e.g., transportation assistance, clothing drives, mental health referrals, etc.).</li> <li>• Provide PBIS incentives for students showing improved attendance over each marking period.</li> <li>• Home visits by School Resource Officer and Pupil Personnel Worker to encourage attendance</li> </ul>                                                 |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Community Schools Coordinator funding</li> <li>• PBIS committee funding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• Initial identification of chronically absent students: September 2025</li> <li>• Ongoing monitoring: biweekly through June 2026</li> <li>• Attendance Steering Committee (launch November 2025)</li> <li>• Goal completion: June 2026</li> </ul>                                                                                                                                                                                                                                   |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• The Community School Leader will design an attendance reward system that rewards students on a weekly, monthly and quarterly basis.</li> <li>• Weekly review of student attendance by Pupil Services Team to track progress of Tier 2 and Tier 3 students, as well as identify students for weekly attendance rewards.</li> <li>• Quarterly data reviewed by School Improvement Team and PBIS committee, as well as identify students for quarterly attendance rewards.</li> </ul> |

| ATTENDANCE FOCUS AREA 1: <del>ATTENDANCE</del> <i>ATTENDANCE PRIORITY GOAL</i> Tracking & Progress |                                                                                                         |                       |                                                                                         |                                                                           |                                                                                                |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Evidence Based Practice to Support Goal                                                            | Data Measures                                                                                           | Timeframe             | Lead                                                                                    | Resources                                                                 | Progress                                                                                       |
| Tiered Attendance Support System                                                                   | PowerSchool attendance reports; biweekly Pupil Services Team logs; Tier 2 and Tier 3 student monitoring | Sept 2025 – June 2026 | Administration; Attendance Steering Committee; Pupil Personnel Worker; Community School | PowerSchool analytics; Attendance tracking tools; Mentor assignment lists | <b>Ongoing</b> — biweekly monitoring of at-risk students with interventions adjusted as needed |

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|                                        |                                                                                                                 |                       |                                                 |                                                                                  |                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                                        | sheets                                                                                                          |                       | Coordinator                                     |                                                                                  |                                                                                             |
| Positive Behavior & Incentive Programs | PBIS incentive records;<br>Commander Cravings redemption data;<br>Quarterly attendance reports                  | Sept 2025 – June 2026 | PBIS Committee;<br>Community School Coordinator | PBIS funding;<br>Incentive items (certificates, store rewards, field trips)      | <b>Expected</b> — steady increase in attendance rates across marking periods                |
| Community Partnership Supports         | Records of wraparound service referrals (transportation, clothing, mental health); Attendance improvement plans | Sept 2025 – May 2026  | Community School Coordinator;<br>Counselors     | Local agency partnerships;<br>Funding from Community Schools and PBIS committees | <b>Developing</b> — additional partnerships forming to remove barriers impacting attendance |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ATTENDANCE FOCUS AREA 2:</b><br>Grade Band (s) or Subgroup (s) | Increase overall attendance rate for ALL students.<br>All Grades 6-8                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Focus Area Goal                                                   | During the 2025-2026 school year, the school's overall attendance rate will increase from 88% to 90%, as measured by quarterly attendance reports in PowerSchool.                                                                                                                                                                                                                                                                                                                                                                  |
| Root Cause(s):                                                    | <p><b>Problem:</b> Overall student attendance has remained stagnant at approximately 87% for several years.</p> <p><b>Why?</b> Many students and families may not see daily attendance as a priority or may face external challenges.</p> <p><b>Why?</b> Limited school-family communication and inconsistent outreach make families feel unseen or unsupported.</p> <p><b>Why?</b> Some families feel disengaged or disconnected from the school community and don't see a clear link between attendance and student success.</p> |

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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p><b>Why?</b> There hasn't been a structured, data-driven attendance protocol integrated with PBIS or clearly assigned staff roles for proactive monitoring.</p> <p><b>Why?</b> Attendance responsibilities are spread across staff without a coordinated system for early intervention or consistent follow-up.</p> <p><b>Root cause:</b> Lack of a consistent, schoolwide system for monitoring attendance, proactive communication, and connecting attendance improvement with PBIS recognition has led to stagnant overall attendance rates.</p> |
| Barriers:                                        | Students do not regularly attend school due to a variety of reasons including: illness and other health concerns, the lack of transportation, and family circumstances and situations.                                                                                                                                                                                                                                                                                                                                                                |
| Needed Resources:                                | Incentives: certificates, items for Commander Cravings store, quarterly prizes, field trips                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Strategies                                       | <ul style="list-style-type: none"> <li>• Use the school's PBIS program and system of incentives, recognitions, and rewards to encourage consistent school attendance.</li> <li>• Identify students with 5 absences each quarter to provide tiered supports (phone calls, parent meetings, referrals to Community Schools Coordinator and/or Pupil Personnel Worker).</li> <li>• Celebrate improved attendance (not just perfect attendance) to motivate consistent progress.</li> </ul>                                                               |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• PBIS committee resources</li> <li>• Community Schools Coordinator funds</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• Implementation begins September 2025</li> <li>• Quarterly reviews: November, February, April, and June</li> <li>• Attendance Steering Committee (launch November 2025)</li> <li>• Goal completion: June 2026</li> </ul>                                                                                                                                                                                                                                                                                      |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• Monthly review of attendance trends by PBIS, PST, and School Improvement Teams</li> <li>• Quarterly reports to SIT and PBIS</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

**IV. GRADUATION RATE– High Schools Only**

**V. SCHOOL SAFETY/ SUSPENSIONS**

**Table 8: SUSPENSIONS**

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| Subgroup                     | All Students |           |           |
|------------------------------|--------------|-----------|-----------|
|                              | 2022-2023    | 2023-2024 | 2024-2025 |
| Total Referrals              | 1108         | 948       | 802       |
| All Suspensions              | 143          | 163       | 177       |
| In School                    | 7            | 1         | 0         |
| Out of School                | 136          | 162       | 177       |
| Sexual Harassment Offenses   | 7            | 11        | 3         |
| Harassment/Bullying Offenses | 13           | 13        | 1         |

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

**Behavior Data Summary and Action Plan:**  
**2024–2025 School Year Review**

During the 2024–2025 school year, the total number of referrals decreased by 15.4% compared to the previous year (2023–2024).

- In-School Suspensions (ISS): Decreased from 1 to 0.
- Out-of-School Suspensions (OSS): Increased from 162 to 177.
- Total Suspensions: Increased by 14 incidents, from 163 to 177.
- Sexual Harassment Offenses: Decreased from 11 to 3 (a reduction of 8 incidents).
- Harassment/Bullying Offenses: Decreased from 13 to 1.

**Focus for 2025–2026**

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Although overall referrals declined, suspension data indicate a need for ongoing behavioral interventions, particularly for students with repeated infractions. The primary focus is on students who are chronically referred (6 or more office managed referrals a year). This targeted group represents 11.6% of the school's population and accounts for 70.07% of all behavioral incidents.

**Goal:** During the 2025–2026 school year, the goal will be to reduce the percentage of students identified as having chronic behavior issues from 11.6% to 9%, as measured by the number of repeat behavior referrals processed by the administrative staff.

| FOCUS AREA 1 <del>BEHAVIOR</del> PRIORITY GOAL: * REDUCE CHRONIC REFERRALS Tracking & Progress |                                                                    |                       |                                                                                                                                       |                                                                                                                                     |                                                                                                           |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Evidence Based Practice to Support Goal                                                        | Data Measures                                                      | Timeframe             | Lead                                                                                                                                  | Resources                                                                                                                           | Progress                                                                                                  |
| Positive Behavioral Support (PBIS)                                                             | Student participation in the PBIS programs and rewards             | Sept 2025 – June 2026 | Administration; Members of the PBIS Committee; Guidance Counselors; Community School Coordinator                                      | PBIS funding; Incentive items (certificates, store rewards, field trips) Community Schools                                          | <b>Ongoing</b> — Weekly incentives and quarterly rewards Unannounced treats Contest to promote engagement |
| Behavior Contract                                                                              | Decrease in identified students' number of referrals to the office | Sept 2025 – June 2026 | Administration: Guidance Counselors; School Psychologist; County Professional Counselors; and School-based Social worker; Project YES | Individualized student contracts (ISPs or BIPs) which may include Check-In/ Check-Out system; Break passes; Counseling; Project YES | <b>Expected</b> — steady decrease in targeted students' number of referrals across marking periods        |

**VI. EARLY LEARNING (Elementary Only)**

Not applicable

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**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

**Long Term Goal:** To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

**Short Term Goal:** to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data ( to be filled in after the release of 2025 Report card in December)

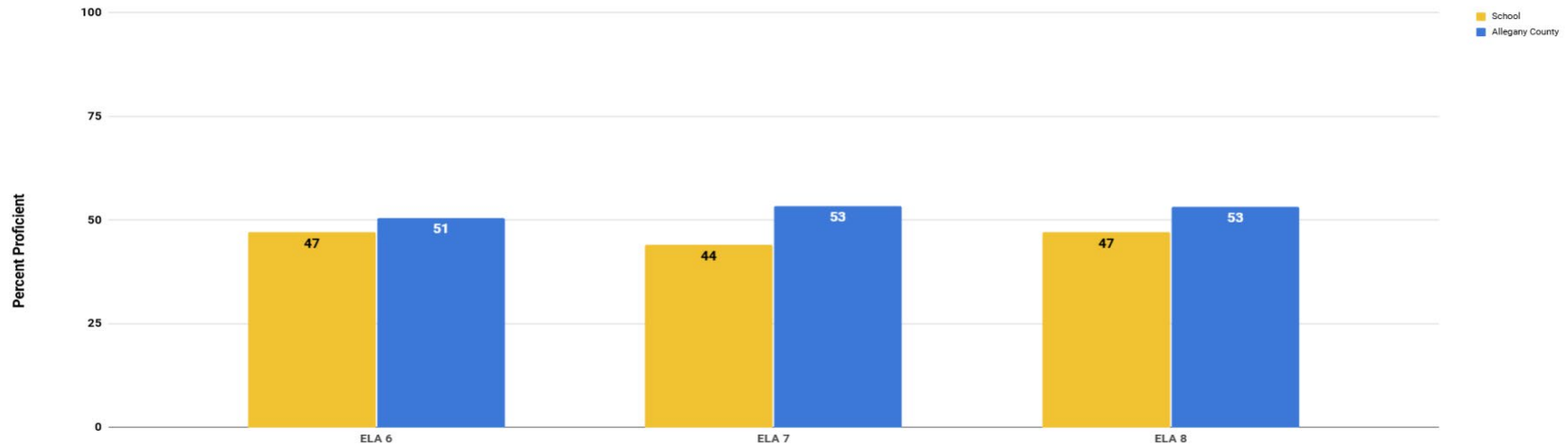
| <b>2025 ELA Report Card Results</b>      |      |       |
|------------------------------------------|------|-------|
|                                          | 2024 | 2025  |
| ELA Proficiency out of 5                 | 1.9  | 2.3   |
| ELA Average levels out of 5              | 2.3  | 2.95  |
| ELA Growth out of 12.5                   | 5.5  | 7     |
| Total ELA Report Card Points out of 22.5 | 9.7  | 12.25 |

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

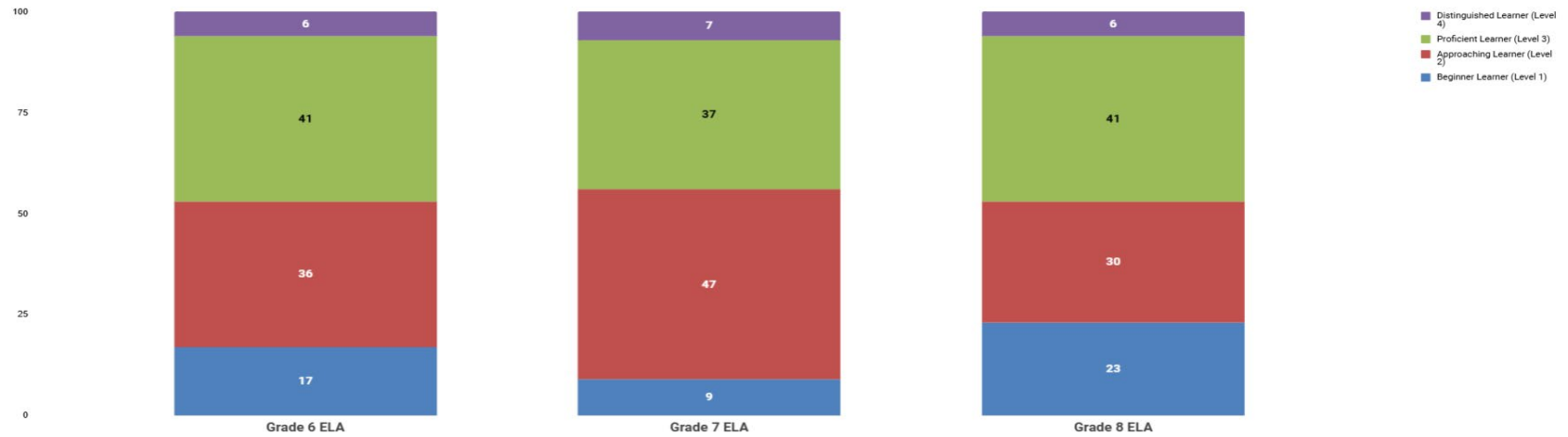
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*Washington Middle 2025 ELA Proficiency Rates*



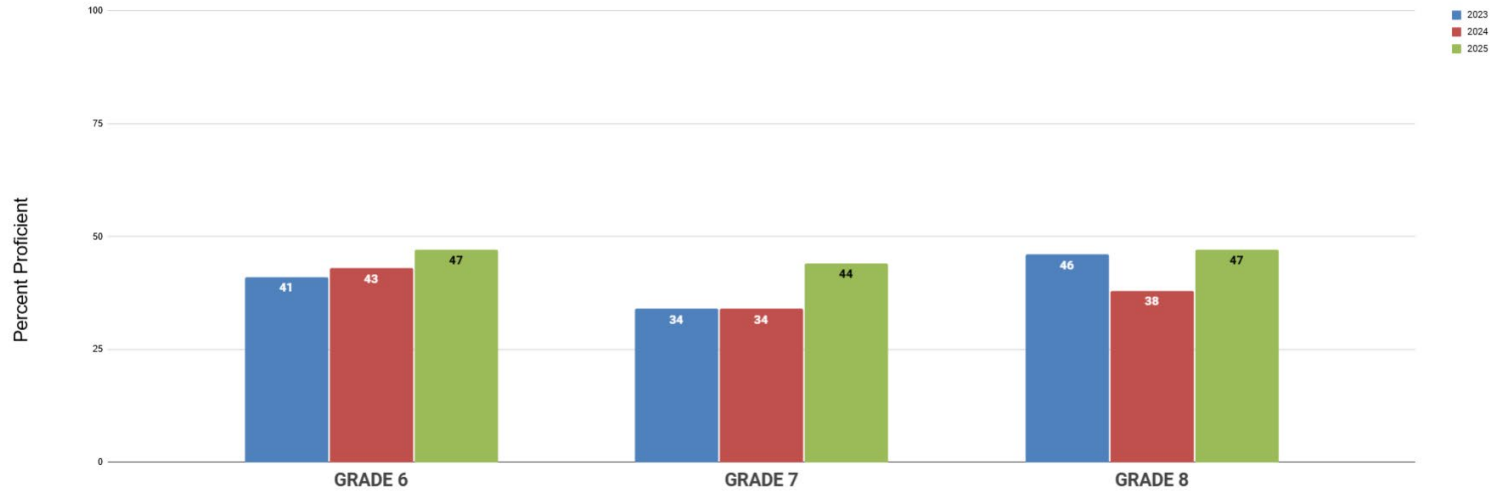
*Washington Middle 2025 MCAP ELA Proficiency Levels*



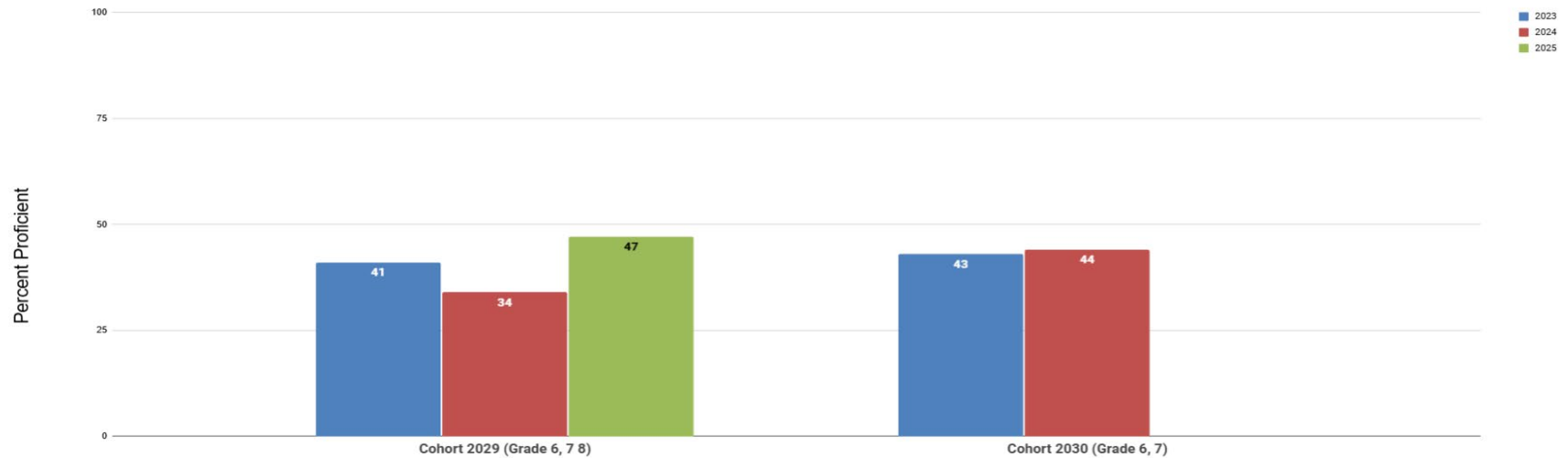
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***Washington Middle ELA Proficiency Trend***  
2023-2025 Trend



***Washington Middle ELA Cohort Proficiency Growth***



## **2. ELA FOCUS AREAS**

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| ELA FOCUS AREA 1:<br>*ELA PRIORITY GOAL * | Written Expression                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------|------------------|------------------------|------------------|--------------|---------|-----|-----|-----|----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|----|-----|
|                                           | During the 2025-2026 school year, students will increase their written expression scores evident by an increase of 2% points in the students scoring proficient for each grade level, as measured by the Reporting Category Roster Report. Increase will be as follows: <ul style="list-style-type: none"><li>• Grade 6 - 52% to 54%</li><li>• Grade 7 - 45% to 47%</li><li>• Grade 8 - 48% to 50%</li></ul>                                                                                                                                                                                                                                                                                                                                                   |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Focus Area Goal                           | The increase will help close the gap between Washington and other schools in the county and state.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
|                                           | <p><b>Problem:</b> Students need to improve their written expression scores for all areas of writing.</p> <p><b>Why?</b> Students' written responses lack detailed explanations and sufficient development of ideas.<br/><b>Why?</b> Students struggle to elaborate on their thinking and to connect their ideas with text -based evidence.<br/><b>Why?</b> Students have limited stamina and experience writing extended, multi -paragraph responses.<br/><b>Why?</b> Classroom writing tasks are often brief, focusing on short responses rather than sustained writing practice.<br/><b>Why?</b> Instructional time and pacing often prioritize reading comprehension and quick assessments over process based writing, revisions, and timely feedback.</p> |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Root Cause(s):                            | <p><b>Root Cause:</b> Students have limited experience and stamina with extended writing tasks, leading to underdeveloped explanations and weak elaboration in their written expression.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
|                                           | <p><b>W.6-8.1</b> Write arguments to support claims with clear reasons and relevant evidence.<br/><b>W.6-8.2</b> Write informative/explanatory texts to examine a topic and to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br/><b>W.6-8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>                                                                                                                                                                                                                                                                          |                  |                        |                  |                        |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Focus Content Standard(s):                | <table><tr><th>Grade Level</th><th>Maryland Proficiency</th><th>ACPS Proficiency</th><th>Washington Proficiency</th><th>Gap vs. Maryland</th><th>Gap vs. ACPS</th></tr><tr><td>Grade 6</td><td>52%</td><td>56%</td><td>52%</td><td>0%</td><td>-4%</td></tr><tr><td>Grade 7</td><td>52%</td><td>53%</td><td>45%</td><td>-7%</td><td>-8%</td></tr><tr><td>Grade 8</td><td>46%</td><td>52%</td><td>48%</td><td>2%</td><td>-4%</td></tr></table>                                                                                                                                                                                                                                                                                                                   | Grade Level      | Maryland Proficiency   | ACPS Proficiency | Washington Proficiency | Gap vs. Maryland | Gap vs. ACPS | Grade 6 | 52% | 56% | 52% | 0% | -4% | Grade 7 | 52% | 53% | 45% | -7% | -8% | Grade 8 | 46% | 52% | 48% | 2% | -4% |
| Grade Level                               | Maryland Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ACPS Proficiency | Washington Proficiency | Gap vs. Maryland | Gap vs. ACPS           |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Grade 6                                   | 52%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 56%              | 52%                    | 0%               | -4%                    |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Grade 7                                   | 52%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 53%              | 45%                    | -7%              | -8%                    |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |
| Grade 8                                   | 46%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 52%              | 48%                    | 2%               | -4%                    |                  |              |         |     |     |     |    |     |         |     |     |     |     |     |         |     |     |     |    |     |

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| Barriers:                                       | <ul style="list-style-type: none"> <li>• Students struggle to organize and structure their ideas before writing, which affects clarity and coherence in multi-paragraph responses.</li> <li>• The current ELA curriculum pacing restricts the time needed for students to fully engage in the writing process, including drafting, revising, and editing.</li> <li>• Students have difficulty elaborating on ideas, providing clear reasoning, and connecting thinking to textual evidence or examples.</li> <li>• Students often do not revise or edit their writing, limiting improvement in content, clarity, and mechanics.</li> <li>• Students lack confidence in their writing skills, may feel frustrated, and struggle to sustain focus and effort during extended writing tasks.</li> </ul>                                                                                                                                                                                                |
| Needed Resources:                               | <ul style="list-style-type: none"> <li>• High-quality exemplars that demonstrate the expectations are not available for MCAP..</li> <li>• Provide access to writing prompts aligned with the HMH Essential Questions for each unit that meet MCAP expectations and requirements.</li> <li>• Professional Development on written language skills, especially strategies for inclusive classes.</li> <li>• Refine benchmark written responses that require students to construct multi-paragraph answers, demonstrating clear reasoning, and textual evidence.</li> <li>• DBQs (Document-Based Questions) moved to the ELA curriculum for all students.</li> <li>• Purchase HMH Writable program to allow opportunity to provide immediate feedback and view examples of exemplary responses.</li> </ul>                                                                                                                                                                                              |
| Strategies and/or evidence-based interventions: | <p><b>2025-2026 Implementation of New Strategies</b></p> <ul style="list-style-type: none"> <li>• Implement the RACE writing strategy across all content areas <ul style="list-style-type: none"> <li>◦ Deliver explicit DBQ to Tier I instruction to all students to build skills in analyzing sources and constructing evidence-based responses.</li> <li>◦ Incorporate explicit instruction on writing for Science and Social Studies</li> </ul> </li> <li>• Improve feedback <ul style="list-style-type: none"> <li>◦ Explicitly instructing students on the peer review procedure and strategies.</li> <li>◦ Model exemplary writing using student samples to highlight strong organization, detailed elaboration, and effective use of evidence.</li> <li>◦ Use Google Docs to view students' written responses in real time and to provide targeted comments and feedback directly on their responses.</li> </ul> </li> <li>• Building stamina and confidence with timed writing.</li> </ul> |

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|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>○ Incrementally extend time spent on brief writing.</li> </ul> <p><b>2025-2026 Ongoing Strategies</b></p> <ul style="list-style-type: none"> <li>● Continued explicit writing instruction including planning, drafting, revising, editing, and publishing.</li> <li>● Maintain weekly grade-level co-planning sessions and quarterly vertical-team planning to support curriculum alignment and collaborative instructional strategies.</li> <li>● Continue to utilize the MCAP writing rubric for classroom writing assignments to align instruction and assessment with state expectations.</li> <li>● Utilize checklists and rubrics for students to evaluate their responses.</li> <li>● Continue using grade-level schoolwide Student Learning Outcome (SLO) to pre- and post-assess students' written language skills and growth throughout the year.</li> <li>● With assistance of MCIE, encourage the use of co-teaching models and small group instruction for students in inclusive classrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>● English Language Arts Supervisor's budget</li> <li>● Principal's budget for instructional materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>● August 2025 - September 2025: Students' scores on MCAP and iReady will be shared with teachers and analyzed to determine students' placement and needs. MCAP scores for recent years and three iReady scores from the previous year will also be shared when applicable.</li> <li>● September 2025 - October 2025: Writing SLO PreAssessment all grade levels</li> <li>● October 2025 - November 2025: End of Unit Writing Task- Students will complete a narrative essay, following the full writing process with timely feedback, and the finished product is assessed using the MCAP rubric.</li> <li>● November 2025: Review of MCAP scoring rubrics and scoring of SLO to determine students' needs on informational writing tasks.</li> <li>● December 2025 - February 2026: End-of-Unit Task- Students will complete an informative essay, following the full writing process with timely feedback, and the finished product is assessed using the MCAP rubric.</li> <li>● March 2026 - April 2026: End-of-Unit Task- Students will complete an argumentative essay, following the full writing process with timely feedback, and the finished product is assessed using the MCAP rubric.</li> <li>● April 2026 - Post SLO writing assessment and scoring to determine additional needs prior to MCAP.</li> <li>● August 2025 - June 2026: Integrate consistent written response practice, including timed writes, year-</li> </ul> |

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|                       | round to strengthen writing skills, support evidence-based thinking, and track student growth.                                                                                                                                                                                                                                                                                                      |
| Monitoring Procedure: | <ul style="list-style-type: none"> <li>• Students' performance on the Spring 2026 MCAP</li> <li>• Benchmark assessments for each unit in the HMH series</li> <li>• Formative assessments including timed writing assignments, Response Logs, "HMH Analyze the Text" responses, exit tickets, and peer reviews</li> <li>• Real-time monitoring students' responses utilizing Google Docs.</li> </ul> |

| ELA FOCUS AREA 1 <del>ELA</del> PRIORITY GOAL*Tracking & Progress    |                                                                                                                     |                      |                                   |                                                                                                                                                                                  |                                                                                                                       |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Evidence Based Practice to Support Goal                              | Data Measures                                                                                                       | Timeframe            | Lead                              | Resources                                                                                                                                                                        | Progress                                                                                                              |
| Explicit (Systematic) Instruction in Writing Using the RACE Strategy | MCAP Rubrics<br>scoring End of Unit Writing Tasks and Benchmarks<br>ACPS Student Rubrics<br>ACPS Student Checklists | Aug 2025 – May 2026  | ELA Coach, Grade 6–8 ELA Teachers | HMH <i>Into Literature</i><br>HMH Teacher's and Leader's Corner<br>RACE Strategy Resources<br>HMH Writing and teacher developed prompts<br>ELA DBQs moved to Tier I instruction. | Ongoing — weekly PLCs and walkthroughs to monitor use of the RACE strategy<br>Share students' writing samples at PLCs |
| Feedback                                                             | Observation data from coaching.                                                                                     | Sept 2025 – May 2026 | ELA Coach, Grade 6–8 ELA Teachers | MCAP Rubrics<br>Checklists                                                                                                                                                       | Ongoing – weekly PLCs looking at                                                                                      |

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|-----------------|----------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                 | Students' writing samples<br>Benchmarks<br>Timed writing scores<br>SLO data<br>MCAP results<br>Teachers' reflections |                     |                        | AI resources from HMH prompts and exemplars<br>Google Docs<br>Peer Reviews<br>Newsela                                                 | exemplars and scoring results (Range Finding), and analyzing learning walk data, |
| Writing stamina | MCAP Rubrics for responses<br>Checklists<br>Timed writes<br>Observation<br>Students' and teachers' reflections       | Aug 2025 – May 2026 | ELA Coach and Teachers | HMH prompt generator<br>Commonlit<br>Newsela<br>Weekly timed writing prompts gradually increasing in time and expectations<br>Rubrics | Ongoing— steady growth in students' stamina and quality of written response      |

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| <b>ELA FOCUS AREA 2:</b> | Informative Reading                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Focus Area Goal</b>   | During the 2025-2026 school year, Washington Middle School Grade 6 students will demonstrate an increase from 34% to 39% of students scoring proficient in their ability to accurately respond to questions based on informational text standards as measured by the 2026 MCAP Reporting Category Roster Report.                                                                                      |
| <b>Root Cause(s):</b>    | <p><b>Problem:</b> Students are performing below expectations on MCAP Reading Informational Text standards RI.6.4-6.3.</p> <p><b>Why?</b> Students struggle to understand and analyze informational text at a 6th -grade reading level.</p> <p><b>Why?</b> Students are more comfortable with surface -level comprehension (recall questions) than on deep analysis and evidence-based responses.</p> |

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|                                                                                                                                                                          | <p><b>Why ?</b> Students struggle to cite textual evidence, to determine central ideas, and to explain how key details develop those ideas in informational texts.</p> <p><b>Why?</b> Students often do not fully comprehend the text, making it difficult to recognize relevant evidence or to summarize central ideas accurately.</p> <p><b>Why?</b> Students lack strong vocabulary, background knowledge, and strategies to break down complex informational texts to identify the central idea and evidence.</p> <p><b>Root cause:</b> Students have limited vocabulary, background knowledge, and comprehension strategies, leading to difficulty understanding and analyzing informational texts at grade level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |                        |                  |                        |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
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| Focus Content Standard(s):                                                                                                                                               | <p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <table><tr><th>Standard</th><th>Maryland Proficiency</th><th>ACPS Proficiency</th><th>Washington Proficiency</th><th>Gap vs. Maryland</th><th>Gap vs. ACPS</th></tr><tr><td>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td><td>52%</td><td>51%</td><td>47%</td><td>-5%</td><td>-4%</td></tr><tr><td>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td><td>51%</td><td>46%</td><td>41%</td><td>-10%</td><td>-5%</td></tr><tr><td>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td><td>38%</td><td>36%</td><td>32%</td><td>-6%</td><td>-4%</td></tr></table> | Standard         | Maryland Proficiency   | ACPS Proficiency | Washington Proficiency | Gap vs. Maryland | Gap vs. ACPS | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 52% | 51% | 47% | -5% | -4% | RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 51% | 46% | 41% | -10% | -5% | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | 38% | 36% | 32% | -6% | -4% |
| Standard                                                                                                                                                                 | Maryland Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ACPS Proficiency | Washington Proficiency | Gap vs. Maryland | Gap vs. ACPS           |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
| RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                             | 52%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 51%              | 47%                    | -5%              | -4%                    |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
| RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 51%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 46%              | 41%                    | -10%             | -5%                    |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
| RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                | 38%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 36%              | 32%                    | -6%              | -4%                    |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
| Barriers:                                                                                                                                                                | <ul style="list-style-type: none"><li>• Students struggle with reading grade-level material.</li><li>• Students possess varying degrees of factual, cultural, and social knowledge.</li><li>• Instruction focuses more on reading narrative nonfiction and literary text.</li><li>• Many students are less motivated by informational text.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                        |                  |                        |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |
| Needed Resources:                                                                                                                                                        | <ul style="list-style-type: none"><li>• Continue weekly co-planning sessions to design instruction that explicitly and implicitly builds the</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                  |                        |                  |                        |                  |              |                                                                                                                              |     |     |     |     |     |                                                                                                                                                                          |     |     |     |      |     |                                                                                                                                                           |     |     |     |     |     |

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|                                                 | <p>background knowledge and vocabulary for students needing to comprehend complex texts.</p> <ul style="list-style-type: none"> <li>• Additional training in the Science of Reading.</li> <li>• Use Reading Lab time for all students to develop the skills required to understand and to interpret informational texts.</li> <li>• Strengthen collaboration with social studies and science curriculum leaders and teachers to integrate reading instruction across content areas and reinforce background knowledge.</li> <li>• Utilize the HMH READ 180 intervention class during an additional period in the day to help students develop strategies and skills for understanding informational texts while engaging with materials at their individual reading levels.</li> <li>• Use i-Ready lesson scores to identify individual students' learning needs and to target specific skill gaps.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Strategies and/or evidence-based interventions: | <p><b>2025-2026 Implementation of New Strategies</b></p> <ul style="list-style-type: none"> <li>• Utilize strategies compiled by Jennifer Serravallo in <i>The Reading Strategies Book 2.0</i>.</li> <li>• Incorporate co-teaching strategies in inclusive classrooms with the assistance of MCIE.</li> <li>• Collaborate with science and social studies teachers to improve reading comprehension in the content areas.</li> <li>• Incorporate small group instruction (rotations) during Reading Lab for i-Ready lessons based on informational text and reading strategies.</li> </ul> <p><b>2025-2026 Ongoing Strategies</b></p> <ul style="list-style-type: none"> <li>• Assess and evaluate students' prior knowledge before engaging with the text.</li> <li>• Preview the text and set a purpose for reading linked to a common topic or text set.</li> <li>• Connect new vocabulary to students' prior knowledge or experiences.</li> <li>• Utilize HMH textbook reading informational strategies across all informative text including: annotating text, Notice and Note strategies, text feature identification, etc.</li> <li>• Provide students with text-dependent questions that require them to cite evidence from the text to support their responses.</li> <li>• Utilize visuals, graphic organizers, and multimedia to support comprehension..</li> <li>• Utilize interactive notebooks or binders to serve as reference points for students.</li> <li>• Increase the use of additional resources including Newsela, CommonLit, EdPuzzle, etc..</li> </ul> |
| How will it be funded?                          | <ul style="list-style-type: none"> <li>• English Language Arts Supervisor's budget</li> <li>• Principal's budget for instructional materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• August 2025 - September 2025 - Students' scores on MCAP and i-Ready will be shared with teachers and analyzed to determine students' placement and needs. MCAP scores for recent years and three i-Ready scores from the previous year will be shared when applicable.</li> <li>• August 2025 - June 2026 <ul style="list-style-type: none"> <li>• Continue to meet weekly as an ELA grade-level team for approximately 80 minutes to continue working on Unit Internalization (before the start of each unit) and Lesson Internalization Plans (before teaching each story) to anticipate the potential needs of students who struggle with informational text.</li> <li>• During weekly ELA co-planning and collaboration time, teachers will integrate informational texts and paired texts that connect to core informational and literary texts..</li> <li>• Increase opportunities for students to read high-quality, grade-level informational texts during Reading Lab.</li> <li>• Conduct learning walks for the purpose of collecting school-wide trends on the use of district-approved resources.</li> <li>• The coach will observe ELA teachers and conduct pre- and post-conferences to improve instructional practice and to enhance student learning outcomes.</li> <li>• The coach will model lessons and co-teach lessons to demonstrate effective instructional strategies and to support teacher implementation.</li> <li>• ELA teachers will meet monthly with MCIE representatives to work on co-teaching strategies.</li> </ul> </li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• Summative assessments include students' performance on the Spring 2026 MCAP and benchmark assessments for each unit in the HMH series.</li> <li>• Formative assessments (annotation, graphic organizers, discussions, exit tickets, and written responses citing evidence) will be used to monitor student understanding.</li> <li>• Learning Walks will monitor the effective implementation of evidence-based instructional practices aligned to ELA standards and school improvement goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>FOCUS AREA 3:</b> | Determining the meaning of words or phrases                                                                                                                                                                 |
| Focus Area Goal      | During the 2025-2026 school year, students in all grades will increase their knowledge of word meaning on standards for informational and literary texts by 5% as measured by the 2026 Spring MCAP results. |
| Root Cause(s):       | <b>Problem:</b> Students struggle with word and phrase meaning.                                                                                                                                             |

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|                            | <p><b>Why?</b> Students struggle with determining word and phrase meaning when using context clues, connotation, and morphology strategies.</p> <p><b>Why?</b> Students lack sufficient experience and practice applying vocabulary strategies in meaningful contexts.</p> <p><b>Why?</b> Students have limited exposure to diverse and complex texts where challenging words and phrases appear.</p> <p><b>Why?</b> Students' vocabulary knowledge and word -learning skills are underdeveloped, making it difficult to infer meaning independently.</p> <p><b>Why?</b> Students lack strong foundational knowledge of word meanings, roots, prefixes, suffixes, and figurative language, which limits their ability to decode and to interpret new words.</p> <p><b>Root Cause:</b> Students struggle with word and phrase meaning because they lack foundational vocabulary knowledge and experience applying word -learning strategies, making it difficult to independently determine meaning in complex texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Focus Content Standard(s): | <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.6.4</b> 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> <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7</p> |

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|                                                                                                                                                                                                                                                                                        | reading and content, choosing flexibly from a range of strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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|                                                                                                                                                                                                                                                                                        | L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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|                                                                                                                                                                                                                                                                                        | <table><tr><th>Standard</th><th>Maryland Proficiency</th><th>ACPS Proficiency</th><th>Washington Proficiency</th><th>Gap vs. Maryland</th><th>Gap vs. ACPS</th></tr><tr><td>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</td><td>67%</td><td>65%</td><td>58%</td><td>-9%</td><td>-7%</td></tr><tr><td>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td><td>50%</td><td>45%</td><td>45%</td><td>-5%</td><td>0%</td></tr><tr><td>RL.6.4 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.</td><td>69%</td><td>69%</td><td>64%</td><td>-5%</td><td>-5%</td></tr><tr><td>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</td><td>62%</td><td>63%</td><td>57%</td><td>-5%</td><td>-6%</td></tr><tr><td>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td><td>59%</td><td>57%</td><td>49%</td><td>-10%</td><td>-8%</td></tr><tr><td>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td><td>55%</td><td>54%</td><td>44%</td><td>-11%</td><td>-10%</td></tr><tr><td>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td><td>67%</td><td>69%</td><td>64%</td><td>-3%</td><td>-5%</td></tr><tr><td>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td><td>53%</td><td>50%</td><td>41%</td><td>-12%</td><td>-9%</td></tr><tr><td>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td><td>66%</td><td>66%</td><td>60%</td><td>-6%</td><td>-6%</td></tr></table> | Standard         | Maryland Proficiency   | ACPS Proficiency | Washington Proficiency | Gap vs. Maryland | Gap vs. ACPS | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | 67% | 65% | 58% | -9% | -7% | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | 50% | 45% | 45% | -5% | 0% | RL.6.4 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. | 69% | 69% | 64% | -5% | -5% | L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 62% | 63% | 57% | -5% | -6% | RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 59% | 57% | 49% | -10% | -8% | RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 55% | 54% | 44% | -11% | -10% | L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | 67% | 69% | 64% | -3% | -5% | RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 53% | 50% | 41% | -12% | -9% | RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 66% | 66% | 60% | -6% | -6% |
| Standard                                                                                                                                                                                                                                                                               | Maryland Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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Proficiency | Gap vs. Maryland | Gap vs. ACPS           |                  |              |                                                                                                                                                                              |     |     |     |     |     |                                                                                                                                          |     |     |     |     |    |                                                                                                                                                                                                |     |     |     |     |     |                                                                                                                                                                              |     |     |     |     |     |                                                                                                             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| RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                                                                                                                                               | 50%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.                                                                             | 59%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 55%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                                                                                            | 67%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                             | 53%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                         | 66%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Barriers:                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>Teachers lack time to implement vocabulary instruction in an already packed curriculum, especially with</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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**Allegany County Public Schools**  
**2025-2026 School Improvement Plan for Middle Schools**

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|                                                 | <p>a focus on writing instruction.</p> <ul style="list-style-type: none"> <li>• Students lack access to sufficient supplemental resources and structured routines to effectively acquire and apply essential vocabulary, which limits their ability to build comprehension across diverse texts and genres.</li> <li>• Students, especially struggling readers, do not make connections between new vocabulary words or phrases because they lack prior knowledge of a topic.</li> <li>• Students with lower reading proficiency often read less independently and have reduced exposure to diverse vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Needed Resources:                               | <ul style="list-style-type: none"> <li>• Continued weekly co-planning time to develop vocabulary instruction.</li> <li>• Additional ELA instruction time to provide opportunities for teachers to explicitly teach vocabulary. This may include the movement of vocabulary instruction or curriculum into the Reading Lab class.</li> <li>• Vocabulary instruction materials are needed. Teachers need time to research programs or materials to best instruct students.</li> <li>• Implementation of morphology instruction for all grade levels.</li> <li>• Funding is needed to purchase ACPS-approved vocabulary material.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strategies and/or evidence-based interventions: | <p><b>2025-2026 Implementation of New Strategies</b></p> <ul style="list-style-type: none"> <li>• Students need to read a series of texts within a connected topic, as the <i>Science of Reading</i> recommends. Findings identify the potential for an increase in the vocabulary students acquire of up to 4 times with topic-specific vocabulary.</li> <li>• Morphology lessons were developed during Summer of 2025. Grade 8 teachers were trained prior to the start of the school year. Weekly lessons for Grade 8 students are added in the curriculum.</li> <li>• Grade 8 teachers and co-teachers are developing morphology lessons for grade 6 and 7 teachers and designing activities to increase students' application of newly acquired vocabulary.</li> <li>• Before and during reading a story, teachers will explicitly teach vocabulary through student-friendly definitions, repeated exposure, and meaningful use of words in context.</li> </ul> <p><b>2025-2026 Ongoing Strategies</b></p> <ul style="list-style-type: none"> <li>• Increase and extend opportunities focusing on: <ul style="list-style-type: none"> <li>○ academic vocabulary</li> <li>○ synonyms and antonyms</li> <li>○ morphology of words and learning word parts (roots and affixes) to build vocabulary that</li> </ul> </li> </ul> |

**Allegany County Public Schools**  
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|                                                  | <ul style="list-style-type: none"> <li>○ builds on previously acquired knowledge from one grade to the next</li> <li>○ connotation and denotation</li> <li>○ figurative language</li> <li>○ multiple-meaning words</li> <li>○ continue to build context clues skills</li> <li>○ evaluating and identifying appropriate definitions for vocabulary words</li> <li>○ focus on technical terms with informational text cross curricular</li> <li>● Incorporating activities using <ul style="list-style-type: none"> <li>○ interactive notebooks or vocabulary journals to solidify word meaning and usage</li> <li>○ computer programs</li> <li>○ word walls or vocabulary books</li> <li>○ utilize graphic models, words, or concept maps like the Frayer Model</li> <li>○ visualizing skills</li> <li>○ pre- and post-assessments</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>● English Language Arts Supervisor's budget</li> <li>● Principal's budget for instructional materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>● August 2025 - September 2025 - Students' scores on MCAP and i-Ready will be shared with teachers and analyzed to determine students' placement and needs. Teachers have access to historical i-Ready data for their students, which can be used to identify trends and inform instruction.</li> <li>● August 2025 - June 2026 <ul style="list-style-type: none"> <li>● ELA grade-level teams will continue to meet weekly for approximately 80 minutes to identify resources, share strategies, and plan lessons that address students' vocabulary needs.</li> <li>● Teachers will work as a vertical team to locate and to select vocabulary resources aligned to their grade-level standards.</li> <li>● The coach will observe ELA teachers and conduct pre- and post-conferences to improve instructional practice and to enhance student learning outcomes.</li> <li>● The coach will model lessons and co-teach lessons to demonstrate effective instructional vocabulary strategies and support teacher implementation.</li> <li>● ELA teachers will meet monthly with MCIE representatives to work on vocabulary instruction strategies.</li> <li>● Fidelity to the HMH Read 180 to assist with students' vocabulary needs at their current grade level.</li> </ul> </li> </ul> |

**Allegany County Public Schools**  
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| Monitoring Procedure: | <ul style="list-style-type: none"> <li>• Students' performance will be monitored with both formative and summative assessments.</li> <li>• Summative assessments include the benchmark for each unit, i-Ready vocabulary score on Diagnostic Assessment given three times a year, and 2026 MCAP results.</li> <li>• Formative assessments will be conducted by classroom teachers to check students' mastery of vocabulary, word meaning, to provide data to inform targeted instruction and differentiation.</li> </ul> |
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**B. MATHEMATICS**

**Long Term Goal:** to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

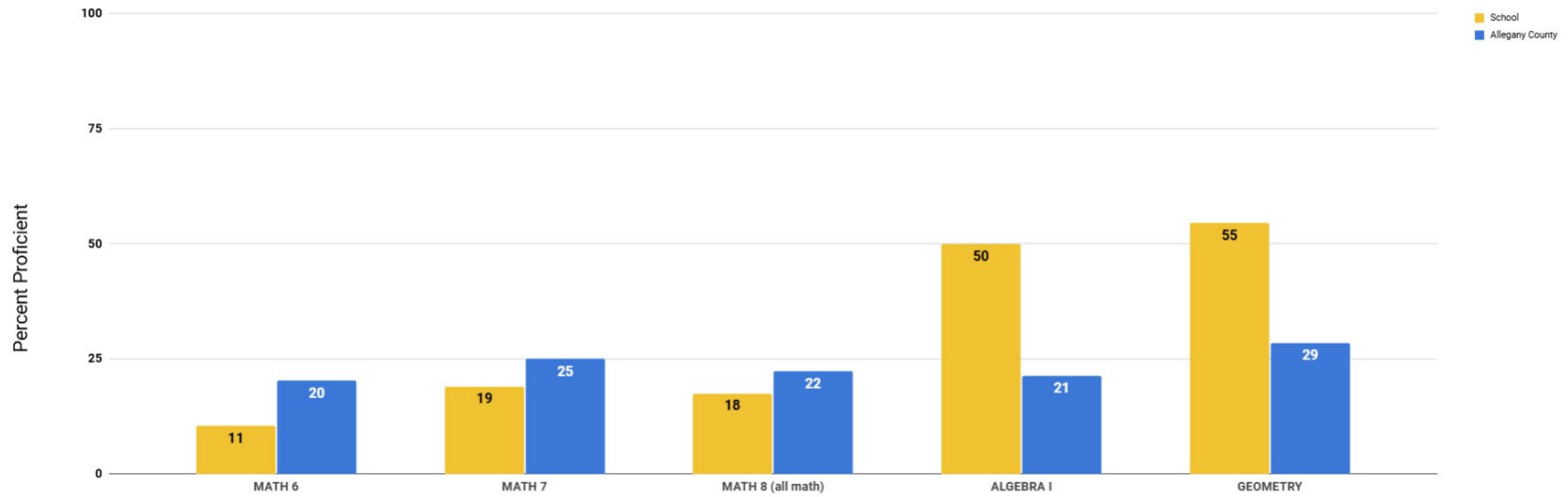
| 2025 Math Report Card Results             |      |      |
|-------------------------------------------|------|------|
|                                           | 2024 | 2025 |
| Math Proficiency out of 5                 | 0.9  | 0.77 |
| Math Average levels out of 5              | 2.2  | 2.2  |
| Math Growth out of 12.5                   | 5.5  | 6.0  |
| Total Math Report Card Points out of 22.5 | 8.6  | 8.97 |

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

# Allegany County Public Schools

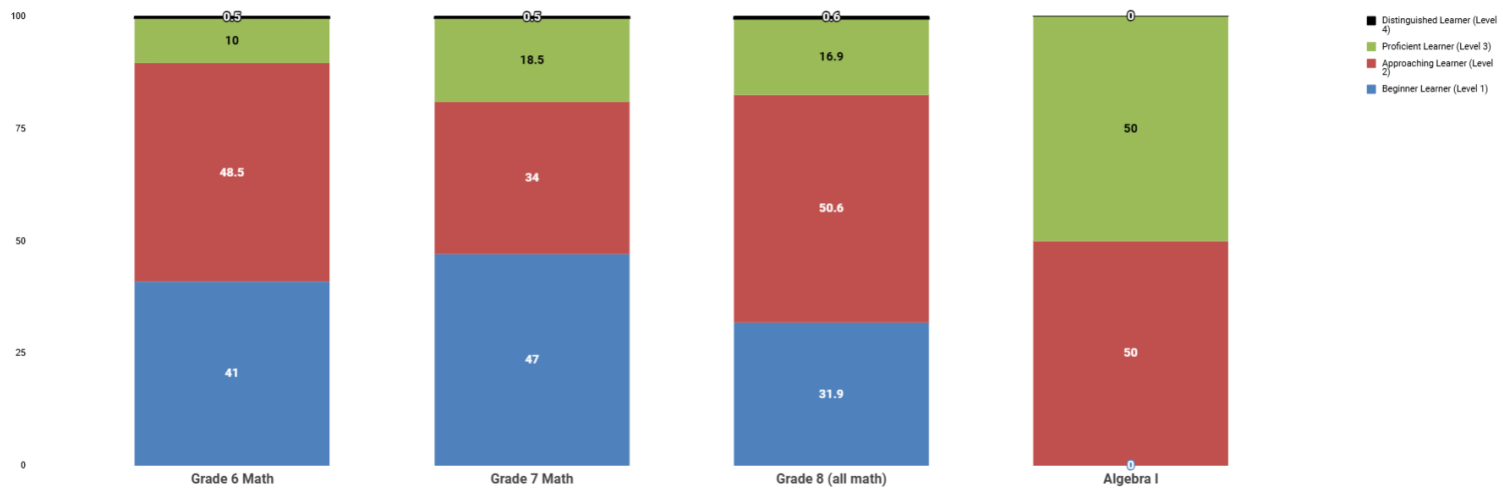
## 2025-2026 School Improvement Plan for Middle Schools

**Washington Middle 2025 Math Proficiency Rates**



**Washington Middle**

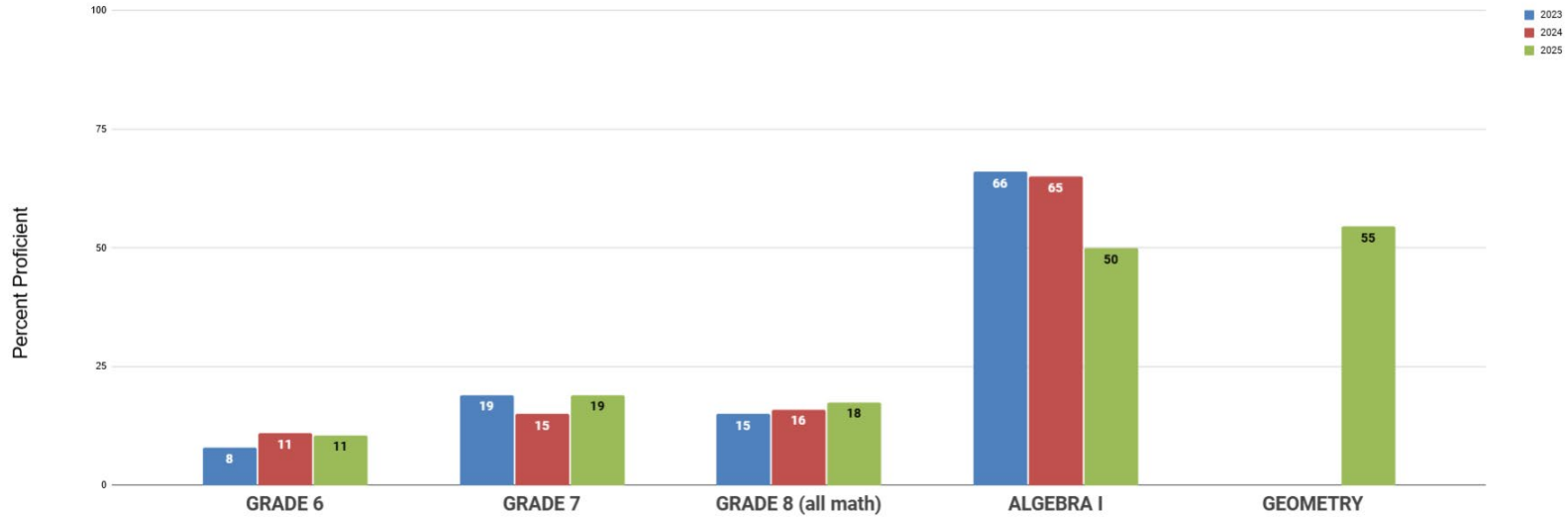
**MCAP MATH Proficiency Levels**



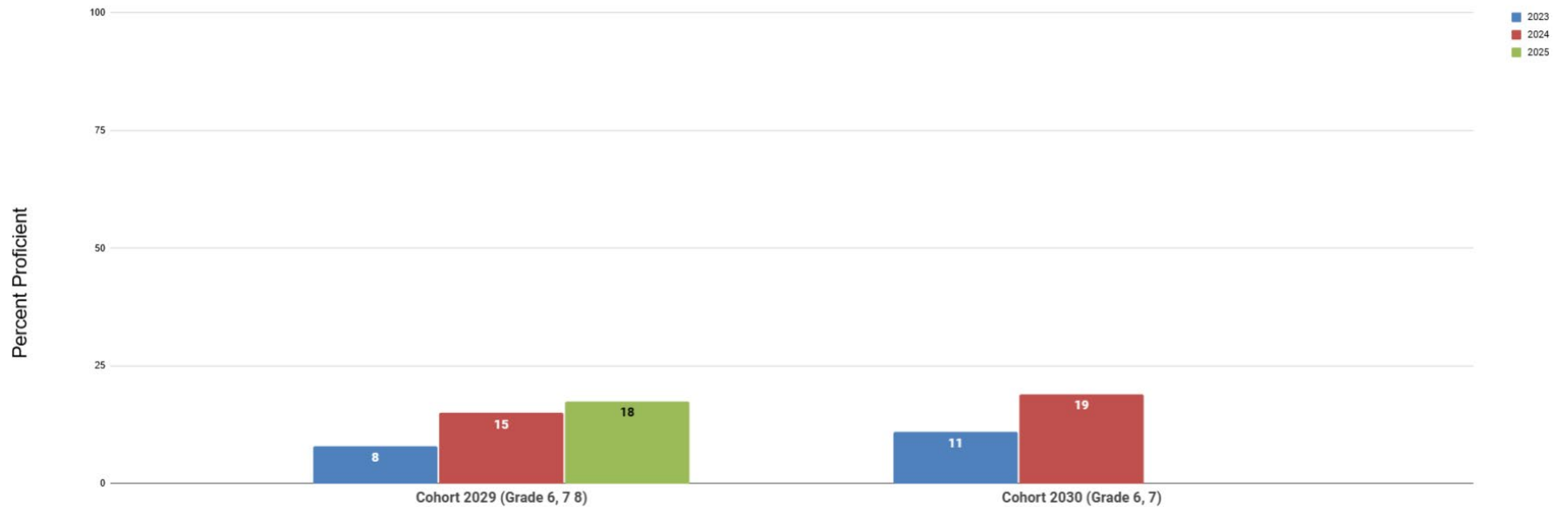
# **Allegany County Public Schools**

## **2025-2026 School Improvement Plan for Middle Schools**

***Washington Middle Math Proficiency Trend***  
2023-2025 Trend



***Washington Middle Math Cohort Proficiency Growth***



**Allegany County Public Schools**  
**2025-2026 School Improvement Plan for Middle Schools**

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MATH FOCUS AREA 1:</b><br><b>*MATH PRIORITY GOAL *</b> | The Number System (Grades 6-7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Focus Area Goal                                           | Washington Middle School will increase proficiency in targeted mathematics standards within the Number System domain (Grades 6–7) by at least 5 percent by the end of the 2025–2026 school year, as measured by the 2026 MCAP assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Root Cause(s):                                            | <p><b>Problem:</b> Students at Washington Middle School perform below the district average in Number System standards (rational numbers, absolute value, GCF/LCM, and integer operations), with proficiency gaps ranging from 9–18%.</p> <p><b>Why?</b> Many students struggle to apply operations with integers and rational numbers to real -world problems.</p> <p><b>Why?</b> Students lack a deep conceptual understanding of what rational numbers and integer values <i>represent</i> on the number line.</p> <p><b>Why?</b> Instruction often emphasizes procedures (rules for signs, steps in algorithms) <i>over visual and contextual representations</i> that build meaning.</p> <p><b>Why?</b> Pacing demands, limited instructional time, and pressure to cover all standards lead teachers to move quickly through units without sufficient time for concrete and representational learning experiences.</p> <p><b>Why?</b> Intervention and reteaching structures are inconsistent across grade levels, and common planning time is not always used to unpack standards or align strategies.</p> <p><b>Root Cause:</b> The proficiency gap in Number System standards stems from a lack of consistent, conceptually focused instruction and structured intervention time to develop deep understanding of rational numbers and integer relationships.</p> |
| Focus Content Standard(s):                                | <p>Evidence Statement Analysis (ESA) of the 2025 MCAP results identified twelve standards in which Washington Middle School (WA) performed below the average proficiency rate for ACPS. The table below displays the ACPS and WA proficiency rates, along with Washington's proficiency gap relative to the ACPS average.</p> <p><i>Note: Some standards may have been assessed with a limited number of WA students, or may not have been assessed at all.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Allegany County Public Schools**  
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|                   | Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ACPS Proficiency | WA Proficiency | Gap  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|------|
|                   | 6.NS.7c-1 Understand the absolute value of a rational number as its distance from 0 on the number line.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 68%              | 50%            | -18% |
|                   | 6.NS.B.4-1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 58%              | 44%            | -14% |
|                   | 7.NS.A.2a-2 Interpret products of rational numbers by describing real-world contexts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 31%              | 20%            | -11% |
|                   | 6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ} > -7^{\circ}$ to express the fact that $-3^{\circ}$ is warmer than $-7^{\circ}$ .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60%              | 50%            | -10% |
|                   | 6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 66%              | 57%            | -9%  |
|                   | 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 42%              | 33%            | -9%  |
|                   | 6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 37%              | 28%            | -9%  |
|                   | 6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $2/3 \div 3/4$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain $2/3 \div 3/4 = 8/9$ because $3/4$ of $8/9$ is $2/3$ . In general, $a/b \div c/d = ad/bc$ . How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? | 37%              | 28%            | -9%  |
|                   | 6.NS.B.4-2 Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 43%              | 35%            | -8%  |
|                   | 7.NS.A.2b-1 Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 33%              | 25%            | -8%  |
|                   | 6.NS.B.3-2 Fluently subtract multi-digit decimals using the standard algorithm for each operation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 74%              | 66%            | -8%  |
|                   | 6.NS.B.3-3 Fluently multiply multi-digit decimals using the standard algorithm for each operation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 48%              | 40%            | -8%  |
| Barriers:         | <ul style="list-style-type: none"> <li>Varied student background knowledge and learning gaps from prior grades.</li> <li>Limited intervention time during the instructional day.</li> <li>Inconsistent Tier Implementation fidelity of i-Ready Classroom Mathematics lessons.</li> <li>Need for more differentiated tasks and small-group materials aligned to deficit standards.</li> </ul>                                                                                                                                                                                                                                                                                                                                          |                  |                |      |
| Needed Resources: | <ul style="list-style-type: none"> <li>i-Ready Standards Mastery and Diagnostic Reports for data-driven small-group planning.</li> <li>Targeted intervention resources (e.g., manipulatives, visual models, task cards).</li> <li>Professional learning for staff focused on conceptual understanding and scaffolding rational number</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |                  |                |      |

**Allegany County Public Schools**  
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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | operations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Strategies and/or evidence-based interventions:  | <ul style="list-style-type: none"> <li>• Tier I Focused Instruction – Prioritize daily Number System warm-ups and embed visual fraction/decimal models.</li> <li>• Targeted Math Lab Interventions – Reteach priority standards during Math Lab and co-curricular tutoring sessions using small-group and hands-on approaches.</li> <li>• PLC Data Cycles via Math Co-Planning – Conduct weekly Math Co-Plannings and use them to analyze i-Ready and formative assessment data; adjust instruction accordingly.</li> <li>• Monthly Math Tasks / Donut Challenge – Engage students in real-world Number System applications with incentives for improvement and accuracy.</li> <li>• Coaching Support – Math Coach models lessons and facilitates instructional rounds emphasizing rational number fluency and conceptual reasoning.</li> </ul>                                               |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Co-Curricular funds for tutoring and intervention materials.</li> <li>• School-based budget for instructional manipulatives and student incentives.</li> <li>• Professional development funded through ACPS mathematics initiatives and instructional coaching support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• <i>August 2025</i>- Full implementation of iReady Classroom Mathematics curriculum.</li> <li>• <i>August 2025- June 2026</i>- High-quality Tier I instruction for all students.</li> <li>• <i>August 2025- June 2026</i>- Targeted intervention is provided during all math labs.</li> <li>• September 2025 - Baseline review of i-Ready BOY Diagnostic; identify target students by standard</li> <li>• <i>October 2025 - May 2026</i> - Tutoring during co-curricular is provided to targeted students.</li> <li>• <i>October 2025 - May 2026</i> - Monthly math tasks are provided to all students with incentives (pre vs post-assessment)</li> <li>• January 2026 - MOY Diagnostic: review growth and adjust groupings/interventions</li> <li>• April - May 2026 - EOY Diagnostic and MCAP data collection; evaluate proficiency gap</li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• i-Ready Diagnostics (BOY, MOY, EOY) Measure progress by standard and compare to ACPS averages.</li> <li>• PLC Data Reviews (Math Co-Plannings)– Monitor formative assessments and reteaching outcomes.</li> <li>• Teacher Implementation Checks – Walkthroughs conducted by coach, supervisor, or administration using i-Ready walkthrough checklists.</li> <li>• Student Work Samples – Analyze monthly Math Task submissions for conceptual growth.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

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| <b>MATH FOCUS AREA 1 (<del>MATH</del> PRIORITY GOAL)* Tracking &amp; Progress</b> |                                                                                                                                                     |                      |                                      |                                                                                                                 |                                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Evidence Based Practice to Support Goal</b>                                    | <b>Data Measures</b>                                                                                                                                | <b>Timeframe</b>     | <b>Lead</b>                          | <b>Resources</b>                                                                                                | <b>Progress</b>                                                                                   |
| Explicit (Systematic) Instruction                                                 | i-Ready Diagnostic data by standard (BOY, MOY, EOY); Lesson walkthrough data using i-Ready Implementation Checklist; PLC notes on reteaching cycles | Aug 2025 – May 2026  | Math Coach, Grade 6–7 Math Teachers  | i-Ready Classroom Math curriculum; Standards Mastery reports; Instructional walkthrough tools                   | Ongoing — weekly PLCs and monthly walkthroughs to monitor consistency and pacing                  |
| Mathematical Language and Discourse                                               | Observation data from coaching cycles; Student work samples from Math Tasks; PLC reflections; Student feedback during Math Lab                      | Sept 2025 – May 2026 | Math Coach, Administration           | Sentence frames and discussion prompts from i-Ready Classroom; Anchor charts; Task cards                        | Progressing— students demonstrating improved ability to explain reasoning and use math vocabulary |
| Conceptual Understanding & Procedural Fluency                                     | i-Ready growth by domain; Math Task (Donut Challenge) pre/post scores; Tutoring attendance and growth logs; MCAP 2026 results                       | Aug 2025 – May 2026  | Math Coach, Teachers, Administration | Manipulatives (integer chips, number lines); Visual fraction/decimal models; Small group intervention materials | Expected — steady growth indicated by MOY data; final evaluation at EOY/MCAP 2026                 |

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|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MATH FOCUS AREA 2:</b>         | Reasoning (Grades 6-8)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Focus Area Goal</b>            | Washington Middle School will increase proficiency in targeted mathematics standards within the Mathematical Reasoning standards—those requiring students to explain, justify, and represent relationships—by at least 5 percent by the end of the 2025–2026 school year, as measured by the 2026 MCAP assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Root Cause(s):</b>             | <p><b>Problem:</b> Students at Washington Middle School perform below the district average in mathematical reasoning standards that require explanation, justification, and representation of solutions.</p> <p><b>Why?</b> Students struggle to construct and explain logical reasoning when solving mathematical problems.</p> <p><b>Why?</b> Students have limited experience with tasks that require them to <i>justify</i> or <i>explain</i> their thinking in written or verbal form.</p> <p><b>Why?</b> Classroom instruction often prioritizes procedural fluency and final answers rather than reasoning processes and error analysis.</p> <p><b>Why?</b> Teachers face pacing constraints and assessment pressures that reduce time for open-ended problem-solving and discussion.</p> <p><b>Why?</b> Collaborative planning and instructional feedback cycles have not consistently emphasized reasoning-focused instructional strategies.</p> <p><b>Root Cause:</b> The proficiency gap in mathematical reasoning stems from limited integration of justification, discourse, and reasoning opportunities in daily instruction and insufficient time for students to explain their thinking using models, representations, and academic language.</p> |
| <b>Focus Content Standard(s):</b> | <p>Evidence Statement Analysis (ESA) of the 2025 MCAP results identified multiple standards in which Washington Middle School (WA) performed below the average proficiency rate for ACPS. The table below displays the ACPS and WA proficiency rates, along with Washington's proficiency gap relative to the ACPS average.</p> <p><i>Note: Some standards may have been assessed with a limited number of WA students, or may not have been assessed at all.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Allegany County Public Schools**  
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|                                                                                                                                                        | <table><tr><th>Standard</th><th>ACPS Proficiency</th><th>WA Proficiency</th><th>Gap</th></tr><tr><td>8.R.1a Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.</td><td>51%</td><td>33%</td><td>-18%</td></tr><tr><td>6.R.2c Base explanations and reasoning on a number line diagram.</td><td>71%</td><td>57%</td><td>-14%</td></tr><tr><td>6.R.2b Base explanations and reasoning on the relationship between multiplication and division.</td><td>34%</td><td>24%</td><td>-10%</td></tr><tr><td>7.R.3b Given an equation, present the solution steps as a logical argument that concludes with a set of solutions, if any.</td><td>35%</td><td>25%</td><td>-10%</td></tr><tr><td>7.R.1a Base explanations and reasoning on a coordinate plane diagram.</td><td>47%</td><td>38%</td><td>-9%</td></tr><tr><td>8.R.1c Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions, if any.</td><td>34%</td><td>26%</td><td>-8%</td></tr><tr><td>8.R.1e Apply geometric reasoning in a coordinate setting and use coordinates to draw geometric conclusions.</td><td>12%</td><td>4%</td><td>-8%</td></tr><tr><td>7.R.2b Base explanations and reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.</td><td>42%</td><td>34%</td><td>-8%</td></tr><tr><td>7.R.2c Base explanations and reasoning on a number line diagram.</td><td>54%</td><td>47%</td><td>-7%</td></tr><tr><td>8.R.1b Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.</td><td>43%</td><td>36%</td><td>-7%</td></tr><tr><td>8.R.3a Form chains of reasoning that will justify or refute propositions or conjectures.</td><td>18%</td><td>11%</td><td>-7%</td></tr><tr><td>7.R.1c Present solutions to multi-step problems in the form of valid chains of reasoning, adhering to precision.</td><td>21%</td><td>14%</td><td>-7%</td></tr></table> | Standard       | ACPS Proficiency | WA Proficiency | Gap | 8.R.1a Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. | 51% | 33% | -18% | 6.R.2c Base explanations and reasoning on a number line diagram. | 71% | 57% | -14% | 6.R.2b Base explanations and reasoning on the relationship between multiplication and division. | 34% | 24% | -10% | 7.R.3b Given an equation, present the solution steps as a logical argument that concludes with a set of solutions, if any. | 35% | 25% | -10% | 7.R.1a Base explanations and reasoning on a coordinate plane diagram. | 47% | 38% | -9% | 8.R.1c Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions, if any. | 34% | 26% | -8% | 8.R.1e Apply geometric reasoning in a coordinate setting and use coordinates to draw geometric conclusions. | 12% | 4% | -8% | 7.R.2b Base explanations and reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. | 42% | 34% | -8% | 7.R.2c Base explanations and reasoning on a number line diagram. | 54% | 47% | -7% | 8.R.1b Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. | 43% | 36% | -7% | 8.R.3a Form chains of reasoning that will justify or refute propositions or conjectures. | 18% | 11% | -7% | 7.R.1c Present solutions to multi-step problems in the form of valid chains of reasoning, adhering to precision. | 21% | 14% | -7% |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------|----------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------|------------------------------------------------------------------|-----|-----|------|-------------------------------------------------------------------------------------------------|-----|-----|------|----------------------------------------------------------------------------------------------------------------------------|-----|-----|------|-----------------------------------------------------------------------|-----|-----|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------------------------------------------------------------------------------------------------------------|-----|----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|------------------------------------------------------------------|-----|-----|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|------------------------------------------------------------------------------------------|-----|-----|-----|------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| Standard                                                                                                                                               | ACPS Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WA Proficiency | Gap              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 8.R.1a Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. | 51%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 33%            | -18%             |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 6.R.2c Base explanations and reasoning on a number line diagram.                                                                                       | 71%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 57%            | -14%             |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 6.R.2b Base explanations and reasoning on the relationship between multiplication and division.                                                        | 34%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 24%            | -10%             |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 7.R.3b Given an equation, present the solution steps as a logical argument that concludes with a set of solutions, if any.                             | 35%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25%            | -10%             |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 7.R.1a Base explanations and reasoning on a coordinate plane diagram.                                                                                  | 47%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 38%            | -9%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 8.R.1c Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions, if any.    | 34%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 26%            | -8%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 8.R.1e Apply geometric reasoning in a coordinate setting and use coordinates to draw geometric conclusions.                                            | 12%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4%             | -8%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 7.R.2b Base explanations and reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.   | 42%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 34%            | -8%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 7.R.2c Base explanations and reasoning on a number line diagram.                                                                                       | 54%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 47%            | -7%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 8.R.1b Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. | 43%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 36%            | -7%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 8.R.3a Form chains of reasoning that will justify or refute propositions or conjectures.                                                               | 18%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 11%            | -7%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| 7.R.1c Present solutions to multi-step problems in the form of valid chains of reasoning, adhering to precision.                                       | 21%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 14%            | -7%              |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| Barriers:                                                                                                                                              | <ul style="list-style-type: none"><li>• Overemphasis on procedural accuracy over conceptual understanding and explanation.</li><li>• Limited time for classroom discourse and student justification.</li><li>• Student discomfort with written and verbal explanations of reasoning.</li><li>• Inconsistent instructional focus on modeling reasoning standards in Tier I lessons.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |                  |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| Needed Resources:                                                                                                                                      | <ul style="list-style-type: none"><li>• Sentence stems, anchor charts, and rubrics for mathematical argumentation.</li><li>• Training and coaching on facilitating mathematical discourse and reasoning routines.</li><li>• Access to exemplar student work and reasoning -aligned rubrics for calibration.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |                  |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |
| Strategies and/o r evidence-based interventions:                                                                                                       | <ul style="list-style-type: none"><li>• Tier I Reasoning Integration– Embed daily opportunities for students to explain or justify solutions using visual, numerical, and verbal representations.</li><li>• Math Discourse Routines– Implement structured discussion protocols such as “My Thinking, Your Thinking,” “Prove or Disprove,” and “Which One Doesn’t Belong.”</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                  |                |     |                                                                                                                                                        |     |     |      |                                                                  |     |     |      |                                                                                                 |     |     |      |                                                                                                                            |     |     |      |                                                                       |     |     |     |                                                                                                                                                     |     |     |     |                                                                                                             |     |    |     |                                                                                                                                                      |     |     |     |                                                                  |     |     |     |                                                                                                                                                        |     |     |     |                                                                                          |     |     |     |                                                                                                                  |     |     |     |

**Allegany County Public Schools**  
**2025-2026 School Improvement Plan for Middle Schools**

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• Co-Planning for Reasoning – Use weekly Math Co-Plannings to review student work and plan reasoning-focused tasks and questioning strategies.</li> <li>• Targeted Intervention – Provide small-group reasoning support during Math Labs and tutoring, emphasizing explanation of thinking and correction of misconceptions.</li> <li>• Coaching Support – Math Coach models reasoning-based lessons and provides feedback during walkthroughs focused on discourse and justification.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Title I and Co-Curricular funds for reasoning manipulatives and tutoring materials.</li> <li>• School-based budget for classroom resources and incentives supporting reasoning routines.</li> <li>• ACPS Professional Learning and Instructional Coaching resources for teacher development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• <i>August 2025</i>- Introduce reasoning focus across all math classrooms through Tier I lessons</li> <li>• <i>August 2025- June 2026</i>- High-quality Tier I instruction for all students.</li> <li>• <i>August 2025- June 2026</i>- Implement reasoning/discourse warm-ups and student justification routines</li> <li>• September 2025 - Review i-Ready BOY Diagnostic; identify reasoning deficits by standard</li> <li>• <i>October 2025 - May 2026</i> - Conduct reasoning-based Math Tasks and classroom discourse cycles</li> <li>• <i>October 2025 - May 2026</i> - Monthly math tasks are provided to all students with incentives (pre vs post-assessment)</li> <li>• January 2026 - Review MOY Diagnostic and student work to assess reasoning growth</li> <li>• April - May 2026 - EOY Diagnostic and MCAP analysis to evaluate reasoning proficiency gap reduction</li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• i-Ready Diagnostics (BOY, MOY, EOY): Track progress in reasoning-related standards.</li> <li>• PLC Analysis of Student Work: Evaluate student justifications and explanations in written tasks.</li> <li>• Instructional Walkthroughs: Use math reasoning lookfor tools to ensure reasoning and discourse are embedded.</li> <li>• Student Artifacts: Collect reasoning journals, explanations, and Math Task responses for evidence of conceptual growth..</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                           |                       |
|---------------------------|-----------------------|
| <b>MATH FOCUS AREA 3:</b> | Geometry (Grades 6-8) |
|---------------------------|-----------------------|

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|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Statistics & Probability (Grade 6 & 8)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Focus Area Goal            | Washington Middle School will increase student proficiency in Geometry and Statistics & Probability standards by at least 5 percent by the end of the 2025–2026 school year, as measured by the 2026 MCAP assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Root Cause(s):             | <p><b>Problem:</b> Performance in Geometry and Statistics &amp; Probability standards is lower compared to other math domains.</p> <p><b>Why?</b> These domains are often given lower instructional priority by educators.</p> <p><b>Why?</b> Curriculum pacing requires more in-depth instruction and practice for the major standards identified in the MCAP High Level Blueprints.</p> <p><b>Why?</b> Teachers allocate more time to these major standards to ensure students are prepared for the most heavily assessed content on the MCAP.</p> <p><b>Why?</b> As a result, Geometry and Statistics &amp; Probability are frequently taught near the end of the year, when instructional time is limited.</p> <p><b>Root Cause:</b> Geometry and Statistics &amp; Probability are deprioritized and scheduled late in the pacing guide, leading to reduced instructional time and emphasis compared to major domains.</p> |
| Focus Content Standard(s): | <p>Evidence Statement Analysis (ESA) of the 2025 MCAP results identified ten standards in which Washington Middle School (WA) performed below the average proficiency rate for ACPS. The table below displays the ACPS and WA proficiency rates, along with Washington's proficiency gap relative to the ACPS average.</p> <p><i>Note: Some standards may have been assessed with a limited number of WA students, or may not have been assessed at all.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                   | Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ACPS Proficiency | WA Proficiency | Gap  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|------|
|                   | 8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 50%              | 0%             | -50% |
|                   | 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.                                                                                                                                                                                                                                                                                                                                                               | 48%              | 25%            | -23% |
|                   | 6.G.A.2-1 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V=lw$ and $V=Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.                                                                                                                                                          | 44%              | 27%            | -17% |
|                   | 8.G.A.1b Angles are taken to angles of the same measure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 39%              | 26%            | -13% |
|                   | 8.G.A.1c Parallel lines are taken to parallel lines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 17%              | 4%             | -13% |
|                   | 8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.                                                                                                                                                                                                                                                                                                                                                                                                                                              | 34%              | 23%            | -11% |
|                   | 8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.                                                                                                                                                                                                                                                                                                                                 | 36%              | 25%            | -11% |
|                   | S.ID.B.6c Fit a linear function for a scatter plot that suggests a linear association.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 51%              | 25%            | -26% |
|                   | S.ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20%              | 0%             | -20% |
|                   | S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the real-world context of the data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 49%              | 38%            | -11% |
| Barriers:         | <ul style="list-style-type: none"> <li>• Student misconceptions about spatial relationships and measurement.</li> <li>• Insufficient use of manipulatives, models, and realworld data sets.</li> <li>• Lack of cross-grade connections between geometry, algebra, and statistics concepts.</li> <li>• Limiting opportunities for students to develop conceptual understanding.</li> <li>• The implementation of the new i -Ready Mathematics curriculum has adjusted the sequence and pacing of content in middle school mathematics, affecting the balance of instructional time across domains.</li> </ul> |                  |                |      |
| Needed Resources: | <ul style="list-style-type: none"> <li>• Hands-on materials: nets, cubes, 3D modeling tools, rulers, graph paper.</li> <li>• Technology tools: Desmos, iReady, or other interactive geometry tasks, and data simulations.</li> <li>• Professional development: building conceptual understanding of Geometry and Statistics strands.</li> <li>• Common planning time for vertical alignment and lesson modeling with the Math Coach.</li> </ul>                                                                                                                                                              |                  |                |      |
| Strategies and/or | <ul style="list-style-type: none"> <li>• Conceptual Lesson Design– Integrate manipulatives and visual models when teaching 3D figures and right triangles.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                  |                |      |

**Allegany County Public Schools**  
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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| evidence-based interventions:                    | <ul style="list-style-type: none"> <li>• Real-World Data Projects – Incorporate scatterplots, slope, and correlation tasks using school or community data sets.</li> <li>• Hands-on Geometry Labs – Engage students in applied measurement challenges (e.g., building-height or ramp-distance problems).</li> <li>• Small-Group Tutoring &amp; Math Lab – Provide targeted reteaching for students below proficiency on Geometry standards.</li> <li>• PLC Data Cycles – Focus on one Geometry or Statistics standard per cycle with common formative assessments.</li> <li>• Student Goal Tracking – Students monitor progress on these standards using i-Ready and classroom assessments.</li> </ul> |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Co-Curricular – tutoring and small-group intervention support.</li> <li>• ACPS funds – technology licenses</li> <li>• School budget – materials for geometry and statistics investigations.</li> <li>• District professional learning – math content coaching and vertical planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• <i>August 2025</i>- Identify target standards for growth</li> <li>• <i>August 2025- June 2026</i>- High-quality Tier I instruction for all students., including realworld projects or labs</li> <li>• September 2025 - Conduct baseline diagnostic analysis (i-Ready BOY)</li> <li>• <i>October 2025 - May 2026</i> - Monthly math tasks are provided to all students with incentives (pre vs post-assessment)</li> <li>• January 2026 - Review MOY data; reteach identified priority standards</li> <li>• April - May 2026 - EOY diagnostics and MCAP evaluation</li> </ul>                                                                                  |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• i-Ready Diagnostics (BOY, MOY, EOY) for Geometry and Statistics domains.</li> <li>• Common Formative Assessments at the end of units developed by PLC.</li> <li>• Teacher walkthroughs for evidence of manipulatives, visuals, and student engagement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |

**Allegany County Public Schools**  
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**C. SCIENCE**

**Long Term Goal:** to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data ( to updated after the release of 2025 Report card in December)

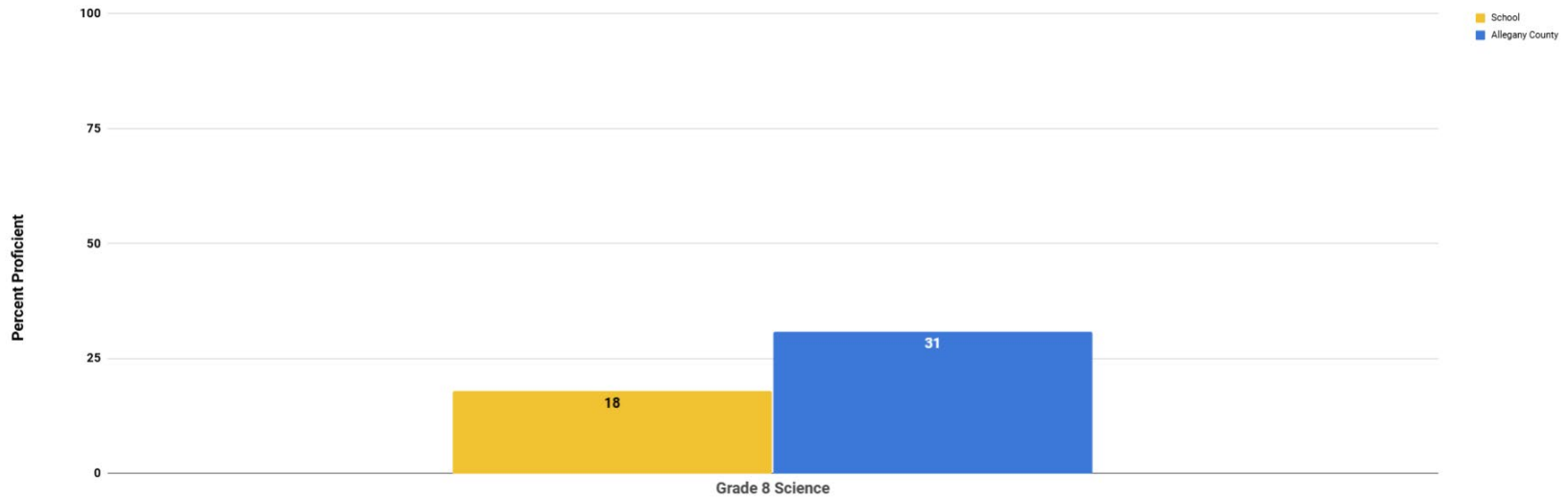
| <b>2025 Science Report Card Results</b> |      |      |      |
|-----------------------------------------|------|------|------|
|                                         | 2023 | 2024 | 2025 |
| Science Proficiency out of 3.5          | 0.7  | 0.5  | 0.6  |

**Data charts:** Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

# Allegany County Public Schools

## 2025-2026 School Improvement Plan for Middle Schools

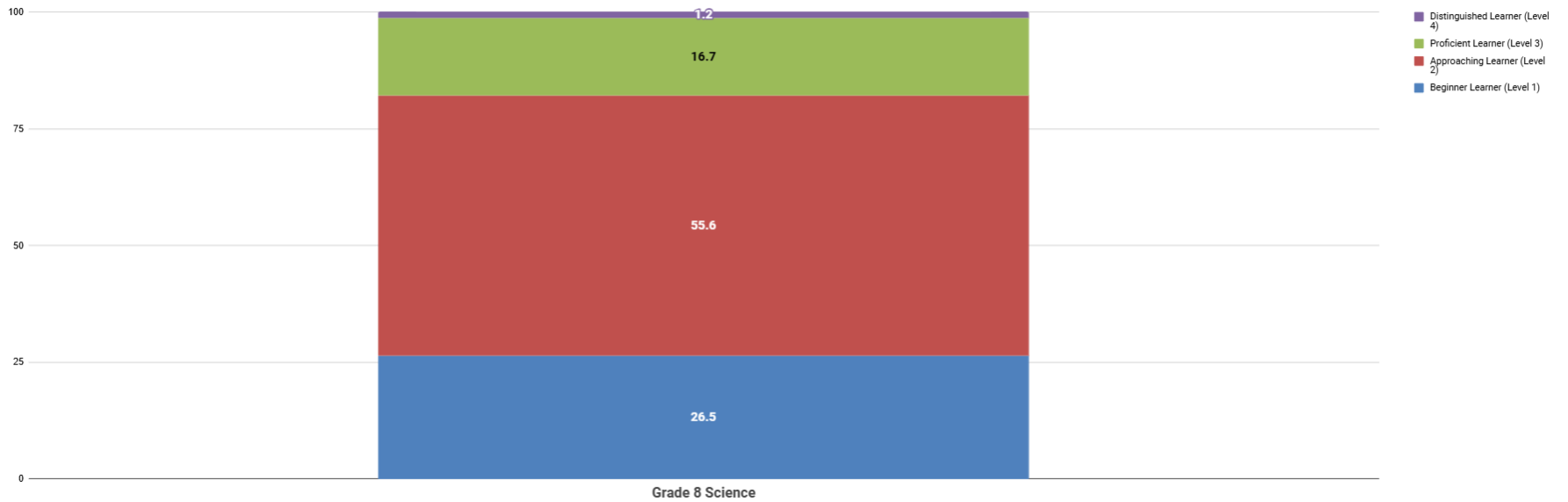
*Washington Middle 2025 Science Proficiency Rates*



# **Allegany County Public Schools**

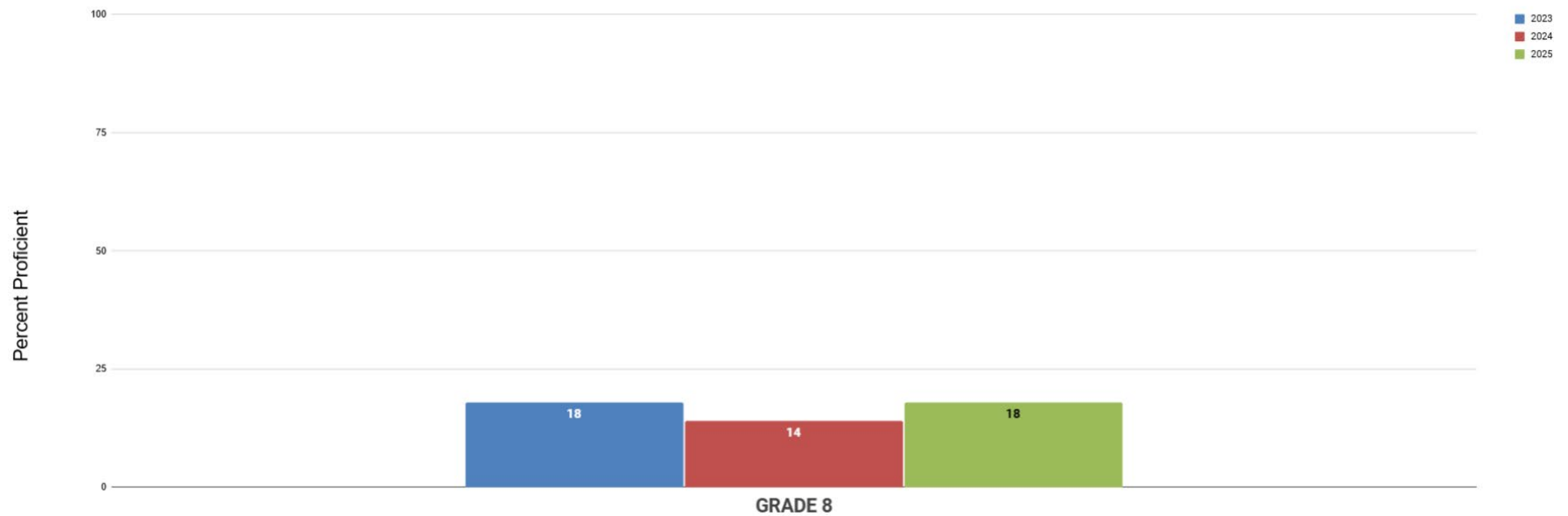
## **2025-2026 School Improvement Plan for Middle Schools**

***Washington Middle 2025 MCAP Science Proficiency Levels***



***Washington Middle Science Proficiency Trend***

2023-2025 Trend



**Allegany County Public Schools**  
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|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS AREA 1:</b><br><b><i>*SCIENCE PRIORITY GOAL *</i></b> | Physical Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Focus Area 1:</b>                                           | Argumentative writing supporting physical science skills and processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Focus Area Goal</b>                                         | During the 2025-2026 school year, through the use of scientific reasoning, synthesis, and argumentative writing skills, the number of students scoring either proficient or advanced on MISA will increase by at least 5%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Root Cause(s):</b>                                          | <p><b>Problem:</b> Students are performing below expectations on MISA with proficiency levels consistently falling below 20%.</p> <p><b>Why?</b> Students read below grade level and have difficulty reading, comprehending, and effectively responding to MISA constructed response items.</p> <p><b>Why?</b> Students need more instruction and practice reading, comprehending, and analyzing various science methods and ideas.</p> <p><b>Why?</b> Students need more instruction and practice transferring writing skills and knowledge, learned in ELA, to science when drawing conclusions and supporting claims.</p> <p><b>Why?</b> Science teachers need additional training to better support students' writing to support claims.</p> <p><b>Why?</b> Teachers need to ensure increased opportunities for students to write extended responses.</p> <p><b>Root cause:</b> Students need more consistent writing opportunities, and teachers need more training in writing strategies.</p> |

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|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus Content Standard(s):                        | <p><b>MS-PS3-5:</b> Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p><b>MS-PS3-5.4b:</b> Reasoning and synthesis- Students present oral or written arguments to support or refute the given explanation or model for the phenomenon.</p>                                                                                                                                                                                                                                                                                                                                                            |
| Barriers:                                         | <ul style="list-style-type: none"> <li>• Science and ELA are taught independently, so students may not make the connection and transfer their ELA writing skills when answering sciencebased questions.</li> <li>• Science teachers need training in the best writing practices and the Science of Reading.</li> <li>• Science and ELA teachers lack consistent coplanning time.</li> <li>• Students lack perseverance when responding in written form.</li> <li>• Many students struggle with reading and writing about informational text.</li> </ul>                                                                                                                                                              |
| Needed Resources:                                 | <ul style="list-style-type: none"> <li>• Review materials</li> <li>• Supplemental materials to help with reading and writing concepts (such as Newsela)</li> <li>• Co-planning time between science and ELA teachers</li> <li>• Additional professional learning opportunities for science teachers regarding ELA writing practices and the Science of Reading</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| Strategies and/or evidence - based interventions: | <ul style="list-style-type: none"> <li>• Use ACPS Coplanning days for collaboration and sharing of strategies between ELAand science teachers</li> <li>• Implement High quality Tier I instruction via Gradual Release of Responsibility/Universal Design for Learning (GRRUDL)</li> <li>• Incorporate the RACE Writing Strategy to Science as well as ELA</li> <li>• Discuss writing samples, including real student artifacts</li> <li>• Model Think Alouds for students to shape shared responsibility for learning</li> <li>• Teach and utilize the Claim-Evidence-Reasoning (CER) strategy</li> <li>• Use secondary resources such as: Legends of Learning, Open Science Education, Newsela, iTEMPRA</li> </ul> |
| How will it be funded?                            | School and district funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Steps towards full implementation with timeline:  | August 2025-June 2026: Tier 1 instruction for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Monitoring Procedure:                             | <ul style="list-style-type: none"> <li>• August 2025-June 2026: Formative and summative assessment results</li> <li>• March 2026 MISA results</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>SCIENCE FOCUS AREA 1 <del>SCIENCE PRIORITY GOAL</del> Tracking &amp; Progress</b> |                                                                                                                                |                      |                                           |                                                                                            |                                                                                                         |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Evidence Based Practice to Support Goal</b>                                       | <b>Data Measures</b>                                                                                                           | <b>Timeframe</b>     | <b>Lead</b>                               | <b>Resources</b>                                                                           | <b>Progress</b>                                                                                         |
| Explicit Writing Integration in Science                                              | Classroom formative and summative writing samples; Argumentative constructed responses on unit assessments; MISA practice data | Aug 2025 – June 2026 | Science Teachers; Science Mentor Teachers | RACE writing strategy materials; ELA collaboration tools; Newsela texts                    | <b>Ongoing</b> — students showing growth in written explanations and claim-evidence-reasoning structure |
| Collaborative Planning with ELA Teachers                                             | Co-planning logs; Observation data from shared lessons; Student writing samples comparing ELA and science responses            | Aug 2025 – June 2026 | Science & ELA Teachers; Administration    | Scheduled co-planning time; Shared rubrics; Professional development on writing strategies | <b>Progressing</b> — increased consistency in writing expectations across content areas                 |
| Gradual Release & Modeling of Scientific Reasoning                                   | Lesson walkthrough data; Student work samples using GRR/UDL framework; Student reflections                                     | Aug 2025 – June 2026 | Science Teachers; Instructional Coaches   | GRR/UDL templates; Modeling scripts; Anchor charts for reasoning and synthesis             | <b>Developing</b> — teachers incorporating modeling and think-alouds into regular instruction           |

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| <b>FOCUS AREA 2:</b>              | Earth & Space Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Focus Area Goal</b>            | During the 2025-2026 school year, the rate of Washington students scoring proficient on Earth and Space skills will increase by 5% as measured by the Spring 2026 MISA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>.Root Cause(s):</b>            | <p><b>Problem:</b> There is a lack of comprehensive understanding when integrating concepts and ideas taught in sixth grade Earth Science classes as to how they correlate and apply to physical science concepts in eighth grade classes.</p> <p><b>Why?</b> Students do not retain or recall prior knowledge from sixth grade when they encounter related topics in eighth grade.</p> <p><b>Why?</b> Instruction in sixth grade may focus on isolated facts or topics rather than emphasizing enduring concepts or cross-cutting connections across science disciplines.</p> <p><b>Why?</b> Curriculum pacing guides and assessments emphasize content coverage over conceptual understanding and application.</p> <p><b>Why?</b> The curriculum framework and assessment expectations prioritize discrete standards and testable items rather than long-term integration or vertical alignment across grade levels.</p> <p><b>Why?</b> There is limited structured collaboration time or communication between grade-level science teachers to plan for conceptual continuity and intentional scaffolding of ideas.</p> <p><b>Root cause:</b> There is insufficient vertical alignment and collaboration among science teachers, leading to fragmented instruction and limited emphasis on conceptual connections across grade levels.</p> |
| <b>Focus Content Standard(s):</b> | <p><b>MS-ESS3-2:</b> Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p><b>MS-ESS3-2.2.a.iv:</b> Students analyze data to identify and describe patterns in the datasets, including types of damage caused by natural hazard events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Barriers:</b>                  | <ul style="list-style-type: none"> <li>• The test is administered two years after the standard curriculum has been taught.</li> <li>• There is a lack of analysis and correlating Earth and Space science concepts into Physical Science concepts.</li> <li>• There is a disconnect between science and other content area skills, such as analyzing data and writing to support ideas and theories.</li> <li>• A lack of special educators to consistently provide comprehensive support in science classrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Needed Resources:</b>          | <ul style="list-style-type: none"> <li>• Common planning time for vertical alignment of curriculum</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                  | <ul style="list-style-type: none"> <li>• Collaborative planning sessions involving science and ELA teachers, and science and math teachers</li> <li>• Review/integrated materials</li> <li>• Integrated science learning and review games</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Strategies and/or evidence-based interventions:  | <ul style="list-style-type: none"> <li>• Collaborative planning, teaching, and learning methods among science teachers</li> <li>• Collaborative planning, teaching, and learning methods among science, ELA, and math teachers</li> <li>• Integration of Earth Science into Physical Science lessons</li> <li>• GRUUDL, RACE Writing Strategy, Question/Answer writing samples, Modeling Think Alouds, Legends of Learning, Quizizz, Quizlet, EdPuzzle, Gizmos, PhET Simulations, Kesler Science, Open Science Education, Newsela, MWEs, formative assessments such as bellringers/warm up questions and exit slips</li> </ul> |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Science Supervisor's budget</li> <li>• Principal's budget for instructional materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• Review previous year's MISA scores to identify strengths and weaknesses.</li> <li>• August 2025-June 2026: Tier 1 instruction for all students utilizing strategies listed above.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• August 2026: Formative and summative assessment results</li> <li>• March 2026: MISA results</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>FOCUS AREA 3:</b> | Life Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Focus Area Goal      | During the 2025-2026 school year, the rate of Washington students scoring proficient on life science skills will increase by 5% as measured by the Spring 2026 MISA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Root Cause(s):       | <p><b>Problem:</b> Students struggle to demonstrate understanding of the investigating practices in the area of life science.</p> <p><b>Why?</b> Students have difficulty using data, graphs, and models to show how traits change over time within a population.</p> <p><b>Why?</b> Students have not had consistent opportunities to practice analyzing mathematical or computational representations in science class.</p> <p><b>Why?</b> Instruction tends to focus more on factual recall of content than on applying concepts like cause and effect or modeling and reasoning with data.</p> <p><b>Why?</b> Teachers may feel less confident in integrating mathematical reasoning and data analysis skills within life</p> |

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|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <p>science instruction.</p> <p><b>Why?</b> There is limited professional development and collaborative planning time focused on NGSS-aligned practices that combine data analysis, modeling, and crosscutting concepts.</p> <p><b>Root cause:</b> Lack of consistent, scaffolded instruction and practice using data, models, and mathematical reasoning to explain biological phenomena due to insufficient teacher support and professional development in integrating NGSS-aligned, data-driven instructional practices.</p>                                                                                                                                                                                                                                         |
| Focus Content Standard(s):                      | <p><b>MS-LS3-2:</b> Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p><b>MS-LS4-6:</b> Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>                                                                                                                                                                                                                                                                                                                                                            |
| Barriers:                                       | <ul style="list-style-type: none"> <li>• Limited student proficiency in data literacy, graph interpretation, and proportional reasoning.</li> <li>• Lack of access to interactive models or simulations to visualize population changes over time.</li> <li>• Inconsistent integration of math and science skills during instruction.</li> <li>• Insufficient background knowledge of how environmental factors influence population survival and adaptation.</li> <li>• Teacher comfort level and planning time needed to effectively use NGSS-aligned modeling and analysis strategies.</li> </ul>                                                                                                                                                                    |
| Needed Resources:                               | <ul style="list-style-type: none"> <li>• Access to digital simulations (e.g., PhET or Gizmos)</li> <li>• Professional development on integrating math skills into science lessons.</li> <li>• Data sets and graphic organizers for interpreting and analyzing population trends.</li> <li>• Collaborative planning time for vertical and horizontal alignment between life science units.</li> <li>• Anchor charts, vocabulary supports, and sentence stems to support academic discourse and writing in science.</li> </ul>                                                                                                                                                                                                                                            |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> <li>• Implement claim-evidence-reasoning (CER) writing routines using data from models or simulations.</li> <li>• Incorporate hands-on and digital modeling to demonstrate inheritance and variation</li> <li>• Use scaffolded data interpretation tasks where students progressively analyze graphs, histograms, and simulations to identify trends in trait distribution.</li> <li>• Integrate mathematical reasoning strategies (ratio, percentages, proportional reasoning) within science lessons</li> <li>• Conduct formative assessments using visual data and prompt students to explain cause-and-effect relationships between environmental change and trait prevalence. Provide cross-curricular collaboration</li> </ul> |

**Allegany County Public Schools**  
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|                                                  |                                                                                                                                                                                                                                       |
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|                                                  | between science and math teachers to reinforce shared data skills                                                                                                                                                                     |
| How will it be funded?                           | <ul style="list-style-type: none"> <li>• Science Supervisor's budget</li> <li>• Principal's budget for instructional materials</li> </ul>                                                                                             |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• Review previous year's MISA scores to identify strengths and weaknesses.</li> <li>• August 2025-June 2026: Tier 1 instruction for all students utilizing strategies listed above.</li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• August 2026: Formative and summative assessment results</li> <li>• March 2026: MISA results</li> </ul>                                                                                       |

**D. SOCIAL STUDIES**

**Long Term Goal:** to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

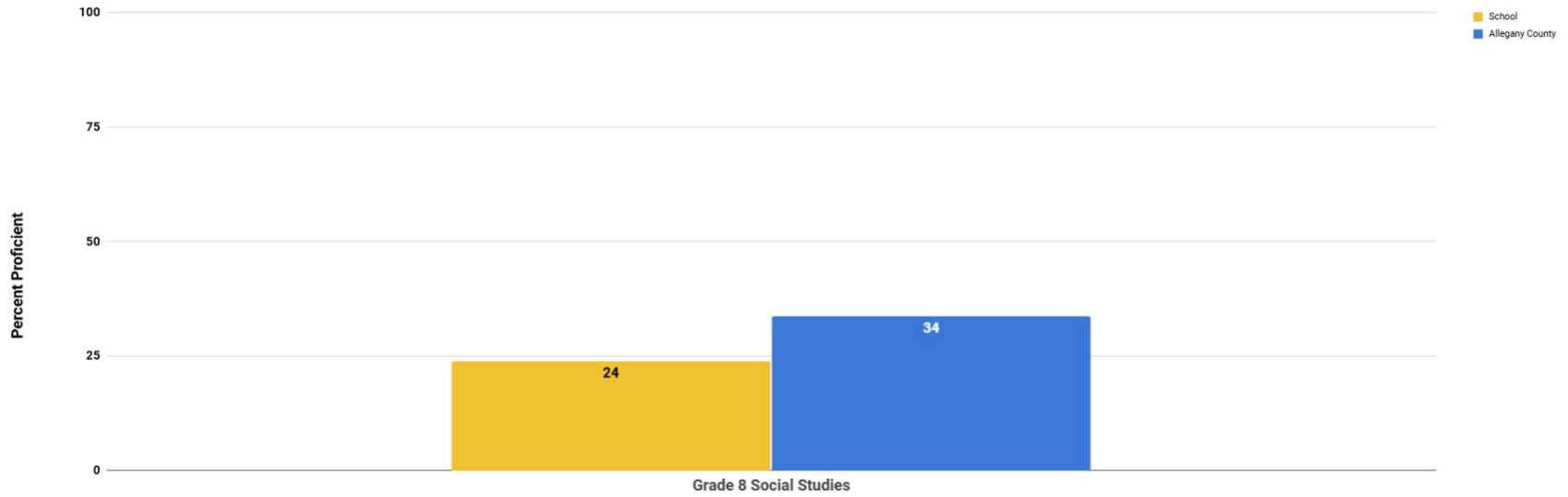
| <b>2025 Social Studies Report Card Results</b> |      |      |      |
|------------------------------------------------|------|------|------|
|                                                | 2023 | 2024 | 2025 |
| Social Studies Proficiency out of 3.5          | 0.5  | 0.8  | 0.8  |

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

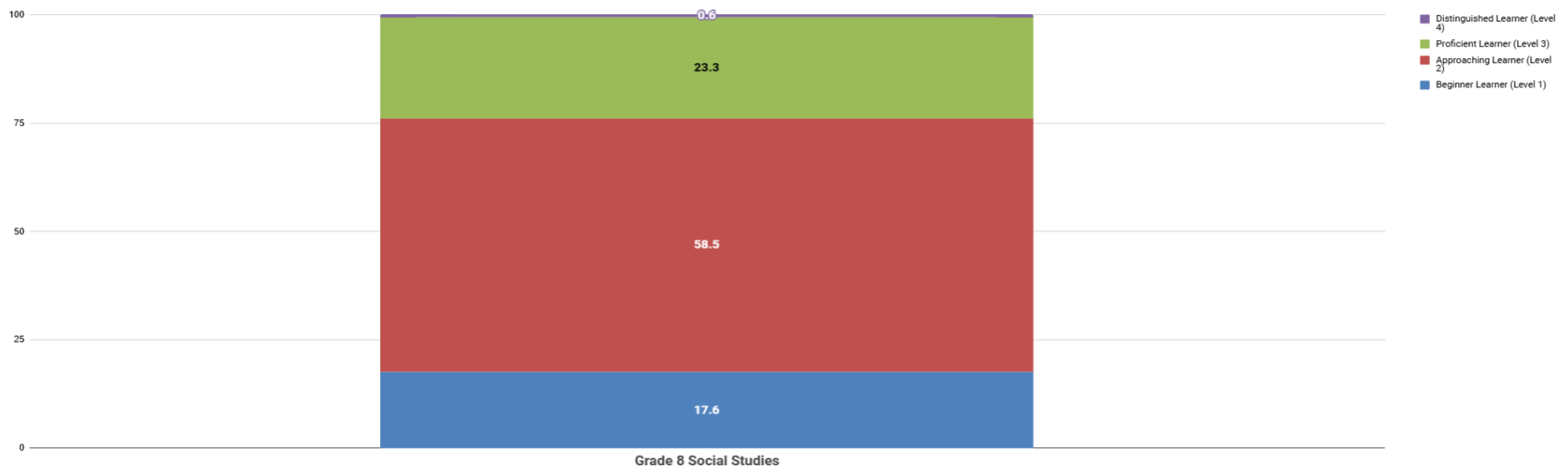
# **Allegany County Public Schools**

## **2025-2026 School Improvement Plan for Middle Schools**

***Washington Middle 2025 Social Studies Proficiency Rates***



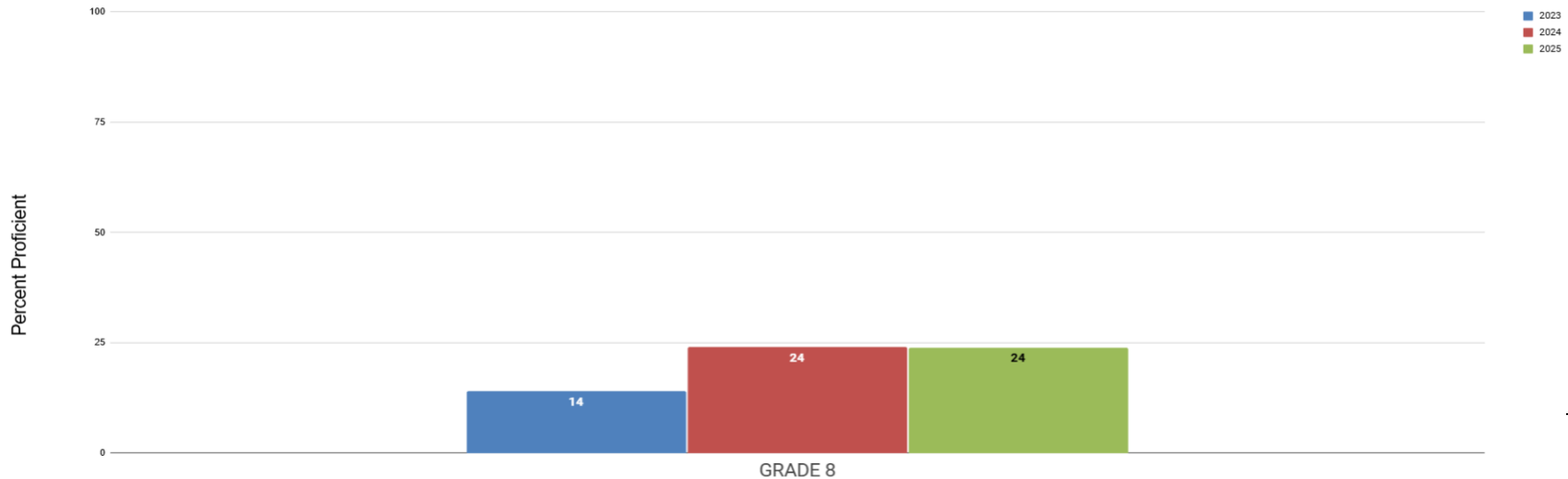
***Washington Middle 2025 MCAP Social Studies Proficiency Levels***



# Allegany County Public Schools

## 2025-2026 School Improvement Plan for Middle Schools

**Washington Middle Social Studies Proficiency Trend**  
2023-2025 Trend



|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>GOAL *</b>   | EBAS Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Focus Area Goal | During the 2025-2026 school year, students will increase their ability to investigate civics, geography, economics, history, and global cultures using literacy and evaluation skills in order to make claims, cite evidence, and provide elaboration/reasoning through a written response, increasing the percentage of grade 8 students scoring proficient by 5% on the 2026 MCAP .                                                                                                                                                                                                                                                                                                                            |
| Root Cause(s):  | <p><b>Problem:</b> Students struggle to write complete responses to answer social studies-related questions.</p> <p><b>Why?</b> Students often provide short or incomplete answers that lack explanation, evidence, or supporting details.</p> <p><b>Why?</b> Students are unsure how to organize their thoughts or structure their responses using a clear writing framework.</p> <p><b>Why?</b> Students have not had consistent instruction or practice using response writing strategies (such as RACES or CLAIM-EVIDENCE-REASONING) in social studies.</p> <p><b>Why?</b> Teachers may focus more on content knowledge than on explicitly teaching or reinforcing writing skills within social studies.</p> |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------|------------------|------------------------|-----------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
|                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Why?</b> Writing is often seen as the responsibility of English Language Arts, and cross-curricular literacy integration has not been systematically implemented.</p> <p><b>Root cause:</b> Lack of consistent, explicit instruction and reinforcement of structured writing strategies across content areas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                        |                  |                        |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |
| Focus Content Standard(s):                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>C3 Framework Standards (Grades 6 –8)</b></p> <p><b>D3.1.6-8</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of sources to guide the selection.</p> <p><b>D3.2.6-8</b> Evaluate the credibility of a source by determining its relevance, accuracy, and potential bias.</p> <p><b>D4.1.6-8</b> Construct arguments using claims and evidence from multiple, credible sources.</p> <p><b>D4.2.6-8</b> Construct explanations using sound reasoning, correct sequence, and relevant evidence.</p> <p><b>D4.3.6-8</b> Present arguments and explanations clearly in writing, using appropriate organization, language, and style for the task, purpose, and audience.</p> <table><tr><td></td><td>Maryland Proficiency</td><td>ACPS Proficiency</td><td>Washington Proficiency</td><td>Gap vs Maryland</td><td>Gap vs ACPS</td></tr><tr><td>Skills and Processes – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</td><td>46%</td><td>50%</td><td>38%</td><td>-4%</td><td>-8%</td></tr></table> |                  | Maryland Proficiency   | ACPS Proficiency | Washington Proficiency | Gap vs Maryland | Gap vs ACPS | Skills and Processes – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. | 46% | 50% | 38% | -4% | -8% |
|                                                                                                                                                                                                                                                                                                                                                                                                                 | Maryland Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ACPS Proficiency | Washington Proficiency | Gap vs Maryland  | Gap vs ACPS            |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |
| Skills and Processes – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. | 46%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 50%              | 38%                    | -4%              | -8%                    |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |
| Barriers:                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Students have not practiced with, or have had enough experience with, the 4 point EBAS response rubric</li><li>• DBQs are seen as time-consuming instead of a potential learning growth resource</li><li>• Teachers often give DBQ assignments without scaffolds and differentiation, making the task unattainable for many students</li><li>• Common writing terminology (RACES/CER) is not consistently used across content areas</li><li>• Rubrics and feedback are not consistently used on writing assignments across content areas</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                        |                  |                        |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |
| Needed Resources:                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• Co-planning between social studies and ELA teachers</li><li>• Additional professional learning opportunities for social studies teachers regarding ELA writing practices and the Science of Reading</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                        |                  |                        |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |
| Strategies and/or evidence-based interventions:                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Utilizing scaffolding and differentiation support within DBQ online.</li><li>• Additional training opportunities on DBQ online scaffolding and differentiation strategies</li><li>• iTEMPRA released EBAS</li><li>• School-wide RACES writing implementation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                        |                  |                        |                 |             |                                                                                                                                                                                                                                                                                                                                                                                                                 |     |     |     |     |     |

**Allegany County Public Schools**  
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|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• Co-planning sessions with social studies and ELA Instructional Coach</li> <li>• Co-planning sessions with social studies and ELA teachers</li> <li>• Joint (social studies and ELA) argumentative writing activities</li> <li>• Vertical-team planning</li> <li>• MCAP rubric utilization for all classroom writing assignments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| How will it be funded?                           | School and district funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>• August–October 2025 <ul style="list-style-type: none"> <li>◦ Provide teacher PD on DBQ Online scaffolding and MCAP rubric use.</li> <li>◦ Establish a vertical team and co-planning schedule.</li> </ul> </li> <li>• November 2025 <ul style="list-style-type: none"> <li>◦ Teachers implement scaffolded DBQ lessons at least once per unit.</li> <li>◦ Introduce RACES school-wide expectations.</li> <li>◦ Students complete monthly RACES-structured writing responses.</li> <li>◦ Teachers use MCAP rubric to score at least one writing assignment per month.</li> </ul> </li> <li>• January–March 2026 <ul style="list-style-type: none"> <li>◦ Conduct mid-year student writing calibration using EBAS samples.</li> <li>◦ Increase complexity of writing tasks (multi-source responses, CER extensions).</li> <li>◦ Instructional coaches model feedback cycles and conferencing.</li> </ul> </li> <li>• April–May 2026 <ul style="list-style-type: none"> <li>◦ Students complete additional DBQ tasks with rubrics.</li> <li>◦ Teachers submit student writing samples for schoolwide calibration.</li> <li>◦ MCAP preparation using released items and EBAS samples.</li> </ul> </li> <li>• June 2026 <ul style="list-style-type: none"> <li>◦ Analyze data, reflect on implementation, and set next steps.</li> </ul> </li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>• Monthly review of student writing samples using the MCAP rubric</li> <li>• Instructional walk-throughs to monitor writing strategy implementation</li> <li>• Teacher submission of writing artifacts (RACES responses, DBQs) shared during vertical team</li> <li>• Student data analysis mid-year and end-of-year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**SOCIAL STUDIES FOCUS AREA 1** ~~SOCIAL STUDIES PRIORITY GOAL 1~~ **Tracking & Progress**

| Evidence Based | Data Measures | Timeframe | Lead | Resources | Progress |
|----------------|---------------|-----------|------|-----------|----------|
|----------------|---------------|-----------|------|-----------|----------|

**Allegany County Public Schools**  
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| Practice to Support Goal                       |                                                                                                                                               |                     |                                                         |                                                                                            |                                                                                                         |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Explicit Writing Integration in Social Studies | Classroom formative and summative writing samples; Argumentative constructed responses on unit assessments; MCAP Social Studies practice data | Aug 2025 – May 2026 | Social Studies Teachers; Social Studies Mentor Teachers | RACE writing strategy materials; ELA collaboration tools; Newsela texts                    | <b>Ongoing</b> — students showing growth in written explanations and claim-evidence-reasoning structure |
| Collaborative Planning with ELA Teachers       | Co-planning logs; Observation data from shared lessons; Student writing samples comparing ELA and science responses                           | Aug 2025 – May 2026 | Social Studies & ELA Teachers; Administration           | Scheduled co-planning time; Shared rubrics; Professional development on writing strategies | <b>Progressing</b> — increased consistency in writing expectations across content areas                 |
| Gradual Release & Modeling of EBAS Responses   | Lesson walkthrough data; Student work samples using GRR/UDL framework; Student reflections                                                    | Aug 2025 – May 2026 | Social Studies Teachers; Instructional Coaches          | GRR/UDL templates; Modeling scripts; Anchor charts for reasoning and synthesis             | <b>Developing</b> — teachers incorporating modeling and think-alouds into regular instruction           |

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| <b>FOCUS AREA 2:</b> | Geography                                                                                                                                                    |
| Focus Area Goal      | Eighth-grade students in 2026 will score at least 5% higher than eighthgrade students in 2025 in the Geography domain of the Social Studies MCAP assessment. |

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| Root Cause(s):                                   | <p><b>Problem:</b> Students consistently score below state and district students on the geography domain of the social studies MCAP assessment.</p> <p><b>Why?</b> Students struggle to accurately identify and interpret geographic concepts, locations, and spatial relationships.</p> <p><b>Why?</b> Students have limited exposure to map -reading skills, geographic tools, and applied practice in real-world contexts.</p> <p><b>Why?</b> Classroom instruction often emphasizes memorization of facts over hands -on, skill-based geography activities.</p> <p><b>Why?</b> Curriculum pacing guides and assessments focus more on content coverage rather than deeper geographic reasoning and analysis.</p> <p><b>Why?</b> There is limited vertical alignment and collaboration among social studies teachers to emphasize geography skills across grade levels, and professional development on effective geography instruction may be insufficient.</p> <p><b>Root cause:</b> Insufficient emphasis on skill-based geographic instruction and limited vertical alignment across grade levels results in gaps in map literacy, spatial reasoning, and applied geographic understanding.</p> |
| Focus Content Standard(s):                       | <p><b>Standard 3.0</b><br/> Students will employ geographic concepts, representations, perspectives, and processes to examine the role of culture, technology, and the environment in location and distribution of human activities and spatial connections throughout time in order to demonstrate an appreciation of their own place in the world and foster curiosity about humankind and the physical world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Barriers:                                        | <ul style="list-style-type: none"> <li>• The test is administered one year after the standard curriculum has been taught.</li> <li>• Geography skills may not be built progressively from year to year.</li> <li>• There is a lack of analysis and correlating geography concepts into U.S. History concepts.</li> <li>• Students have difficulty interpreting text -heavy maps, graphs, or geographic passages</li> <li>• Students struggle to understand multi-part or complex assessment questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Needed Resources:                                | <ul style="list-style-type: none"> <li>• Vertical-team planning within the social studies department</li> <li>• Additional professional learning opportunities for social studies teachers regarding ELA writing practices and the Science of Reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Strategies and/or evidence -based interventions: | <ul style="list-style-type: none"> <li>• Engage in vertical team planning to align geography instruction and expectations across grade levels</li> <li>• Utilize collaborative co-planning opportunities at the beginning of each instructional unit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                  | <ul style="list-style-type: none"> <li>● Implement Science of Reading—aligned strategies to support content-area literacy in social studies</li> <li>● Provide explicit instruction and guided practice using ThinkPort Geography modules</li> <li>● Regularly integrate DBQ Online to strengthen source analysis and evidence-based reasoning</li> <li>● Explicitly teach and reinforce geography content vocabulary through daily instruction and academic dialogue</li> <li>● Share and model effective reading comprehension instructional practices during team collaboration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| How will it be funded?                           | School and district funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> <li>● <b>Aug–Sept 2025</b> <ul style="list-style-type: none"> <li>○ Vertical alignment meeting; identify priority skills and gaps.</li> <li>○ Create common vocabulary lists and map skills progression.</li> <li>○ Develop common geography assessments</li> </ul> </li> <li>● <b>Oct–Dec 2025</b> <ul style="list-style-type: none"> <li>○ Implement Think-Alouds schoolwide.</li> <li>○ Begin “Map of the Week” routines.</li> <li>○ Use ThinkPort in each unit; co-plan geography skill integration.</li> <li>○ Walkthroughs focused on vocabulary and map skills.</li> </ul> </li> <li>● <b>Jan–Mar 2026</b> <ul style="list-style-type: none"> <li>○ Review assessment data and adjust instruction.</li> <li>○ Continue DBQ instruction</li> <li>○ Cross-grade student work analysis.</li> <li>○ Refresher PD on reading complex maps/graphs.</li> </ul> </li> <li>● <b>Apr–May 2026</b> <ul style="list-style-type: none"> <li>○ Targeted MCAP review (maps, vocabulary, spatial reasoning).</li> <li>○ Final vertical meeting; revise plans for next year.</li> <li>○ Collect evidence (plans, samples, exit tickets).</li> </ul> </li> </ul> |
| Monitoring Procedure:                            | <ul style="list-style-type: none"> <li>● Biweekly walkthroughs with look-fors (Think-Alouds, map skills, vocab use).</li> <li>● Quarterly CFAs analyzed in PLCs; re-teaching planned.</li> <li>● Monthly PLC monitoring of student work and strategy implementation.</li> <li>● Student mastery trackers reviewed monthly.</li> <li>● Vertical alignment reviews twice a year.</li> <li>● Evidence collection (lesson plans, student samples, PD logs) each quarter.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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**VIII. MD School Survey Results and Plan**

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and create an action plan for improvement.

**Community**

1. Participation and Engagement
2. Respect for Diversity

**Environment**

3. Behavior and Academic Supports
4. Physical Environment

**Relationships**

5. Staff-student Relationships
6. Student-Student Relationships

**Safety**

7. Bullying
8. Physical Safety
9. Emotional Safety
10. Substance Abuse

| <b>2025 Educator Survey Results</b> |      |      |
|-------------------------------------|------|------|
|                                     | 2024 | 2025 |
| School's Educator Score             | 5.8  | 5.5  |
| ACPS All Educator Score             | 7.20 | 8.20 |

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| <b><i>Staff Engagement Action Plan:</i></b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Primary Area of Need</b><br>State the Domain, Topic, and Average Score out of a possible 10. | Domain: Safety<br>Topic: Physical Safety<br>Average Score: 1.89/10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Topic Description:</b>                                                                       | The degree to which instructional staff feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Strategies:</b> What steps will be taken in order to obtain the desired outcome?             | <ul style="list-style-type: none"> <li>• Administration and staff will be visible in the hallways during class changes.</li> <li>• The School Safety Employee will maintain a strong daily presence, remaining visible to staff and students while monitoring both the interior and exterior of the building.</li> <li>• The School Resource Officer will have an expanded role and support the school as an educator, communicator, emergency manager, and law enforcement partner.</li> <li>• The CPI Team will receive training to prevent and de-escalate potentially harmful situations.</li> <li>• School Counselors, Mental Health Counselors, the School Psychologist, and the Special Education Facilitator will work together to address student needs and provide ongoing support.</li> <li>• The PBIS Coordinator and staff will foster a positive school climate aligned with the GO RED expectations.</li> <li>• Staff will participate in ongoing annual safety training focused on awareness, preparedness, and updated Critical Incident Plan procedures.</li> <li>• Staff will provide input on student concerns through the SRSS Internal and External surveys to identify those needing additional support.</li> <li>• The Second Step program will be used to strengthen students' social-emotional skills.</li> <li>• Guest speakers will be invited to encourage positive behaviors and help students make responsible decisions.</li> </ul> |
| <b>Initiative leader and team:</b> Who is responsible and involved in the work?                 | The school's administration will lead the initiative with the assistance of the District Assistant Supervisor of Student Services, School Safety Employees, School Resource Officer, CPI Team, School Counselors, Mental Health Counselor, School Psychologist, Special Education Facilitator, PBIS Coordinator, and Community School Coordinator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> <li>• Provide additional time for professional development for staff members on strategies to prevent behaviors and to de-escalate when behavior occurs.</li> <li>• Additional staffing of individuals to assist with students' needs and individuals to promote a safe educational environment.</li> <li>• Work with community resources for students and families</li> <li>• Training for support personnel</li> <li>• Resources to promote a positive school environment (PBIS) and to reward and foster positive behaviors</li> <li>• Supplies and training required by staff members to effectively incorporate the Second Step program into Co-Curricular classes.</li> <li>• Invite guest speakers to address the students' behavior.</li> </ul> |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?                             | <ul style="list-style-type: none"> <li>• School safety conversations at School Improvement Team (SIT) meetings and grade-level team meetings</li> <li>• Informal/formal staff surveys</li> <li>• 2025–2026 School Staffing Survey</li> <li>• Staff and students' participation in PBIS program</li> <li>• Staff members' communication with the administration</li> <li>• Student referral data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| Timeline: Include dates for implementation of action steps.                                                                                                         | <ul style="list-style-type: none"> <li>• Principal's professional development: Aug. 2025, Sept. 2025 for staff trainings.</li> <li>• PBIS team and SIT meetings: Held monthly</li> <li>• SSRS Surveys to identify teachers' concerns for students: End of each semester</li> <li>• The Second Step program will be implemented during quarter two.</li> <li>• Guest speakers will be scheduled throughout the school year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Secondary Area of Need</b><br>State the Domain, Topic, and Average score out of a possible 10 | Domain: Relationships<br>Topic: Student-student Relationships<br>Average Score: 2.45/10                                                                                                                                                                                                                                                                                                         |
| Topic Description:                                                                               | The degree to which instructional staff feel students are friendly with other students, care about their peers, get along with other students, and respect each other.                                                                                                                                                                                                                          |
| Strategies: What steps will be taken in order to obtain the desired outcome?                     | <ul style="list-style-type: none"> <li>• The School Safety Employee, School Resource Officer, CPI Team and Administration will maintain a strong daily presence to mitigate student conflicts.</li> <li>• School Counselors, Mental Health Counselor, and School Psychologist will assist students with strategies for improving peer relationships and work with small groups using</li> </ul> |

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|                                                                                                                                                                     | <p>deescalation strategies and restorative circles.</p> <ul style="list-style-type: none"> <li>• The Pupil Services Team will meet to identify and address specific student needs.</li> <li>• The PBIS Coordinator and Team will organize rewards and incentives for students to encourage positive behaviors among peers.</li> <li>• Co-Curricular teachers will utilize the Second Step program to provide social-emotional skill support.</li> <li>• Student Council will organize events and opportunities for the student body to support and encourage one another. These students will model effective communication strategies among students.</li> <li>• Student suggestion boxes will be utilized and monitored by the Student Council.</li> <li>• Guest speakers will be invited to share strategies and encouragement with students.</li> <li>• A peer tutoring and mentoring program will pair students to assist with academic needs as well as encouraging communication among peers.</li> <li>• Continue to implement a Character Counts program to encourage traits such as kindness and respect.</li> <li>• Continue using a tiered intervention system for students in need of behavior modification strategies</li> </ul> |
| Initiative leader and team: Who is responsible and involved in the work?                                                                                            | Administrators, School Safety Officials, School Counselors, Mental Health Counselors, PBIS Team, and Classroom Teachers are responsible for leading these initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> <li>• Resources to provide Character Counts awards.</li> <li>• PBIS team: Resources to promote a positive school environment and to reward and foster positive behaviors</li> <li>• Appropriate cyber behavior lesson plans</li> <li>• Implementing the Second Step program into Co-Curricular classes.</li> <li>• Resources to host guest speakers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?                             | <ul style="list-style-type: none"> <li>• School climate &amp; culture conversations at School Improvement Team (SIT) meetings and grade-level team meetings</li> <li>• Informal/formal discussions with student organizations and groups, such as Student Council and Peer tutors</li> <li>• 2025–2026 School Student Survey Results</li> <li>• Staff and students' participation in PBIS program</li> <li>• Student referral data</li> <li>• Communication between school administrators and counselors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Timeline: Include dates for implementation of action steps. | <ul style="list-style-type: none"> <li>• Character Counts awards are given each month.</li> <li>• Restorative circles, small groups, etc. will be ongoing throughout the school year.</li> <li>• The Second Step Program will be implemented in Co-curricular classes during the second quarter.</li> <li>• Monthly PBIS team meetings will be held to plan events - Sept. 2025-June 2026</li> <li>• PST meets weekly throughout the school year.</li> <li>• Peer tutoring will be implemented beginning in quarter two.</li> <li>• Student Council will plan events throughout the school year.</li> <li>• Guest speakers will be scheduled throughout the school year.</li> </ul> |
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| 2025 Student Survey Results      |      |      |
|----------------------------------|------|------|
|                                  | 2024 | 2025 |
| School's Student Score           | 2.52 | 3.04 |
| ACPS Middle School Student Score | 3.62 | 4.56 |
| ACPS All Student Score           | 5.70 | 5.95 |

| <i>Student Engagement Action Plan:</i>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Primary Area of Need</b><br>State the Domain, Topic, and Score out of 10     | Domain: Safety<br>Topic: Physical Safety<br>Score: 1.00/10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Topic Description:                                                              | The degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.                                                                                                                                                                                                                                                                                                                                                                                              |
| Strategies: What steps will be taken in order to obtain an improved outcome(s)? | <ul style="list-style-type: none"> <li>• The School Safety Employee will maintain a strong daily presence, staying visible to staff and students while monitoring interior and exterior areas.</li> <li>• The School Resource Officer will support the school as an educator, communicator, emergency manager, and law enforcement partner.</li> <li>• CPD Officers will conduct random school visits to reinforce safety and visibility.</li> <li>• The CPI Team will receive training to prevent and de-escalate potentially harmful</li> </ul> |

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|                                                                                                                                                                     | <p>situations.</p> <ul style="list-style-type: none"> <li>• School Counselors, Mental Health Counselors, the School Psychologist, and the Special Education Facilitator will collaborate to address student needs and provide ongoing support.</li> <li>• The PBIS Coordinator and staff will foster a positive school climate aligned with GO RED expectations.</li> <li>• Staff will participate in annual safety training focused on awareness, preparedness, and updated Critical Incident Plan procedures.</li> <li>• Staff will provide input on student concerns through SSRS Internal and External surveys to identify students in need of additional support.</li> <li>• The Second Step program will strengthen students' social-emotional skills.</li> <li>• Guest speakers will be invited to encourage positive behavior and responsible decision-making.</li> <li>• The Community Schools Coordinator will implement strategies that increase family and community presence in the school.</li> </ul> |
| Initiative leader and team: Who is responsible and involved in the work?                                                                                            | <p>School administration, supported by:</p> <ul style="list-style-type: none"> <li>• District Assistant Supervisor of Student Services</li> <li>• School Safety Employees</li> <li>• School Resource Officer</li> <li>• CPI Team</li> <li>• School Counselors</li> <li>• Mental Health Counselor</li> <li>• School Psychologist</li> <li>• Special Education Facilitator</li> <li>• PBIS Coordinator</li> <li>• Community School Coordinator</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> <li>• Additional staffing to assist with student needs and maintain a safe, supportive environment</li> <li>• Community resource partnerships supporting students and families</li> <li>• PBIS resources to promote a positive school climate and reward positive behaviors</li> <li>• Monthly student recognition for positive character traits</li> <li>• Implementation of Second Step curriculum in Co-Curricular classes</li> <li>• Guest speakers to reinforce positive decision-making</li> <li>• Small-group interventions for targeted student behavior improvement</li> <li>• Weekly PST meetings to determine intervention needs</li> <li>• Continued use of tiered intervention strategies for students requiring behavioral support</li> </ul>                                                                                                                                                                                                                      |

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| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <ul style="list-style-type: none"> <li>• SIT and grade-level team discussions regarding school safety</li> <li>• Informal and formal staff surveys</li> <li>• 2025–2026 School Staffing Survey</li> <li>• Participation in PBIS by staff and students</li> <li>• Communication frequency and quality between staff and administration</li> <li>• Student referral data</li> </ul> |
| Timeline: Include dates for implementation of action steps.                                                                             | <ul style="list-style-type: none"> <li>• Principal PD: August 2025; Staff safety training September 2025</li> <li>• PBIS Team &amp; SIT Meetings: Monthly</li> <li>• SSRS Surveys: End of each semester</li> <li>• Second Step Implementation: Quarter 2</li> <li>• Guest Speakers: Throughout 2025–2026 school year</li> </ul>                                                   |

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| <b>Secondary Area of Need</b><br>State the Domain, Topic, and Score             | Domain: Environment<br>Topic: Physical Environment<br>Score: 1/10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Topic Description:                                                              | The physical environment refers to the degree to which students feel the school is kept clean, comfortable, and in good repair.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Strategies: What steps will be taken in order to obtain an improved outcome(s)? | <ul style="list-style-type: none"> <li>• Improve climate control (heating/cooling) to maintain consistent comfort throughout the building.</li> <li>• Update lighting in remaining areas of the school.</li> <li>• Replace remaining ceiling tiles, refresh paint, and update flooring where needed.</li> <li>• Refresh landscaping at the front of the building to improve aesthetic appeal.</li> <li>• Improve the reliability and clarity of the PA system.</li> <li>• Expand availability of outdoor recreation space.</li> <li>• Engage the Student Council in beautification and improvement projects using student suggestion boxes.</li> <li>• Develop and coordinate a Community Volunteer Team, led jointly by the Community School Coordinator, consisting of parents, grandparents, teachers, students, and community partners to support beautification, seasonal clean-up days, and school improvement projects.</li> </ul> |
| Initiative leader and team: Who is responsible and involved in the work?        | <ul style="list-style-type: none"> <li>• Principal/Administrative Team</li> <li>• Custodial Staff</li> <li>• Community School Coordinator (coordinating volunteers and community partnerships)</li> <li>• Student Council Representatives</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Community Volunteer Team (parents, grandparents, students, teachers, and community partners)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> <li>HVAC servicing and materials to support consistent climate control</li> <li>Replacement lighting, electrical materials, ceiling tiles, flooring, and paint</li> <li>Landscaping supplies, mulch, plants, tools, and seasonal cleanup materials</li> <li>PA system upgrades or replacement components</li> <li>Outdoor recreation equipment or space-enhancement materials</li> <li>Coordination time and organizational tools for the Community School Coordinator</li> <li>Supplies, tools, and project materials for Community Volunteer Team workdays</li> </ul>                                                       |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?                             | <ul style="list-style-type: none"> <li>Student responses on the 2025–2026 Student Survey related to cleanliness, comfort, and facility upkeep</li> <li>Documentation of completed facility improvements and beautification projects</li> <li>Participation rates and attendance logs for Community Volunteer Team events</li> <li>Student Council project completion and feedback</li> <li>Administrator and custodial walkthroughs and observations</li> </ul>                                                                                                                                                                                                  |
| Timeline: Include dates for implementation of action steps.                                                                                                         | <ul style="list-style-type: none"> <li>Climate/lighting/ceiling/flooring/paint projects: Summer–Fall 2025</li> <li>Landscaping refresh: Initial project in Summer 2025, followed by quarterly volunteer-supported maintenance</li> <li>PA system improvements: Completed by the end of Quarter 1</li> <li>Outdoor recreation enhancements: By Spring 2026</li> <li>Student Council projects: Monthly</li> <li>Community Volunteer Team events: <ul style="list-style-type: none"> <li>Quarterly large-scale improvement days (organized by Community School Coordinator)</li> <li>Monthly targeted maintenance or beautification projects</li> </ul> </li> </ul> |

**IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

An analysis of Washington Middle School's discipline data shows that most referrals stem from classroom disruptions, defiance, and repeated non-compliance, often linked to academic struggles and limited home support. To strengthen PBIS implementation and improve student behavior outcomes, the school will focus on the following strategies during the 2025–2026 school year:

- Strengthen Tier I Consistency – Revisit and reteach school-wide expectations quarterly, ensure consistent classroom management practices, and use common PBIS language across all settings.
- Increase Positive Reinforcement – Expand the points and rewards system, add weekly and quarterly incentives, and incorporate student leadership in planning celebrations.
- Enhance Targeted Supports – Use data to identify students for Check-In/Check-Out and small-group interventions, collaborating with the counselor and Community School Coordinator for wraparound support.
- Engage Families and Community – Communicate PBIS goals and recognition through newsletters, PTA meetings, and social media, and provide family resources for supporting positive behavior at home.

Progress will be monitored through monthly data reviews, with a goal to reduce office referrals by 10% and increase participation in PBIS recognition programs by the end of the 2025–2026 school year.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

For students who need additional support beyond Tier I PBIS expectations, Washington Middle School implements several **research-based Tier II and III interventions** designed to improve self-regulation, motivation, and positive peer interactions.

- **Mentoring and Relationship -Building Programs—Tier II** - Pairing students with trusted staff mentors to provide consistent encouragement, modeling, and problem-solving support. Research indicates that mentoring relationships can reduce chronic misbehavior and absenteeism while improving school connectedness.

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- **Social–Emotional Skill Groups–Tier II** - Small-group sessions facilitated by the school counselor or behavior interventionist that target skills such as conflict resolution, emotion regulation, and coping strategies.
- **Behavior Contracts and Goal -Setting–Tier III** - Individualized plans developed with students, parents, and staff that clearly define expectations, rewards, and consequences. Grounded in *behavioral goal theory* and *self-monitoring* practices proven to increase student ownership and responsibility.
- **Check-In/Check-Out (CICO)– Tier III** - A structured mentoring system in which students check in with a designated adult at the beginning and end of each day to review goals and receive feedback. Supported by research showing improved engagement and reduced referrals through daily positive adult connections and accountability

Progress for Tier II and III students are tracked through **behavior point sheets, teacher feedback forms, and office referral data** , reviewed biweekly by the PBIS or Student Support Team to adjust interventions as needed.

## **X. Family and Community Engagement**

### **Parent/Community Involvement Needs**

**Describe in a narrative** your school's family and community engagement. Support with data (ie. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Washington Middle School serves a diverse student population with a significant number of families facing economic hardship, housing instability, and limited access to consistent academic support at home. Many students come from single-parent or blended families.. Additionally, the school experiences a **transient student population** , with enrollment changes impacting continuity of family engagement.

Despite these challenges, Washington Middle School remains dedicated to strengthening family and community partnerships to support student success. The school emphasizes **accessibility, communication, and relationship - building** as key components of its engagement strategy.

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The **Community School Coordinator** plays a vital role in connecting families to local agencies for food, clothing, counseling, and health services. Through these partnerships, many families receive direct support from community resources last year, and the Coordinator continues to strengthen collaboration with local organizations and businesses to remove barriers to student learning.

Looking ahead, Washington Middle School will continue to expand outreach through **social media campaigns, family resource workshops, and direct communication with parents in need of additional support**. By prioritizing relationship-building and resource coordination, the school aims to foster an inclusive environment where all families—regardless of circumstance—feel valued, supported, and equipped to engage in their child's education.

**Parent Involvement Plan**

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

|                                                                                                                                                                               |                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Increase parent awareness and participation by holding <b>monthly PTA meetings</b> that include updates on academic initiatives, student progress, and upcoming instructional | <b>Launch:</b> November 2025<br><br><b>Ongoing:</b> Monthly throughout the 2025–2026 school |
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| events. Each meeting will be advertised through <b>school social media platforms (Facebook, Instagram, and School Messenger)</b> and highlighted in monthly newsletters to maximize outreach and accessibility.                                                                                                                                                                                                     | year (November–May)                                                                                                                                              |
| Utilize the <b>Community School Coordinator</b> to expand family and community engagement by connecting parents to school events, family resource workshops, and community partnerships that support academic and social-emotional growth. The Coordinator will assist with <b>outreach, event organization, and individualized family support</b> to increase parent participation in instructional activities.    | <b>Launch:</b> August 2025<br><br><b>Ongoing:</b> Continuous throughout the school year with quarterly parent engagement reports (October, January, April, June) |
| Strengthen home–school connections by inviting parents to <b>participate in or observe after -school tutoring and enrichment programs</b> . Parents will receive regular updates on their child’s progress, have opportunities to volunteer or assist during sessions, and learn strategies to support learning at home. Program staff will communicate with families biweekly to share goals and celebrate growth. | <b>Launch:</b> October 2025<br><br><b>Ongoing:</b> Monthly through the duration of the after-school program (October–May)                                        |

**XI. Professional Community for Teachers and Staff - Standard 7**

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school’s achievement gaps? (Please include Title I funded professional development activities.)

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| <b>Professional Learning 1:</b> |  |
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| Professional Learning Title                                               | <b>Math and ELA Co-Planning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Date(s), Time, and Location                                               | Weekly on Thursdays during grade-level planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Intended Audience                                                         | All math & ELA teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Method of Funding                                                         | School Funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Changes to occur as a result of Professional Learning                     | <ul style="list-style-type: none"> <li>- Increased collaboration between Math and ELA teachers to reinforce literacy and problem -solving skills across content areas.</li> <li>- Improved alignment of instructional practices using i-Ready Classroom resources and common academic language.</li> <li>- Greater teacher confidence in addressing prerequisite skill gaps through shared data analysis and strategy planning.</li> <li>- More consistent implementation of district instructional expectations in both Math and ELA classrooms.</li> </ul> |
| Knowledge and skills the participant will attain                          | <ul style="list-style-type: none"> <li>- Effective implementation of the i -Ready Curriculum.</li> <li>- Data analysis of student prerequisite skills and growth monitoring.</li> <li>- Integration of literacy strategies to support mathematical reasoning and comprehension.</li> <li>- Use of math task problem-solving frameworks and discourse strategies.</li> <li>- Understanding of district Math and ELA instructional priorities.</li> </ul>                                                                                                      |
| Method to measure implementation of knowledge and skills in the classroom | <ul style="list-style-type: none"> <li>- Administrative walkthroughs focused on evidence of co-planned strategies (use of math vocabulary, text-dependent questioning, and data-informed small groups).</li> <li>- PLC documentation and lesson plans showing integration of reading/writing into math tasks.</li> <li>- Student work samples demonstrating improved reasoning and written explanation in math tasks.</li> <li>- Review of i-Ready lesson data and classroom formative assessments for growth trends.</li> </ul>                             |

|                                 |  |
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| <b>Professional Learning 2:</b> |  |
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|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Professional Learning Title                                               | <b>i-Ready Professional Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Date(s), Time, and Location                                               | Quarterly sessions throughout the 2025–2026 school year; scheduled PD days and followup PLC meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Intended Audience                                                         | All Math & ELA teachers (Grades 6–8)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Method of Funding                                                         | Title I and/or District Professional Development funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Changes to occur as a result of Professional Learning                     | <ul style="list-style-type: none"> <li>- Improved fidelity of i-Ready Classroom Mathematics implementation across all grade levels.</li> <li>- Increased teacher capacity to use i-Ready data to differentiate instruction and target prerequisite skills.</li> <li>- Consistent use of formative and diagnostic data to guide reteaching cycles and Math Lab interventions.</li> <li>- Enhanced student engagement through the integration of i-Ready lessons and tasks aligned to priority standards.</li> </ul>                                                                             |
| Knowledge and skills the participant will attain                          | <ul style="list-style-type: none"> <li>- Deep understanding of i-Ready Classroom Mathematics structure, lesson design, and instructional routines.</li> <li>- Ability to analyze i-Ready diagnostic and standards mastery data to inform instruction.</li> <li>- Strategies for supporting students below grade level using i-Ready resources and scaffolds.</li> <li>- Knowledge of how to use reports to monitor progress and communicate data with students and families.</li> <li>- Skill in planning lessons that connect i-Ready learning to classroom problem-solving tasks.</li> </ul> |
| Method to measure implementation of knowledge and skills in the classroom | <ul style="list-style-type: none"> <li>- Lesson plan reviews showing alignment to i-Ready instructional practices.</li> <li>- Walkthrough and observation data reflecting use of i-Ready routines and academic discourse.</li> <li>- PLC notes demonstrating regular use of i-Ready data for instructional adjustments.</li> <li>- Student growth reflected in i-Ready Standards Mastery and Diagnostic reports across all testing windows.</li> </ul>                                                                                                                                         |

|                                 |                                                                                              |
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| <b>Professional Learning 3:</b> |                                                                                              |
| Professional Learning Title     | <b>Collaborative Planning</b>                                                                |
| Date(s), Time, and Location     | Twice per month on Wednesdays, 3:00–3:30 p.m. (After school in grade level or content teams) |

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| Intended Audience                                                         | All teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Method of Funding                                                         | School-based funding and district-supported planning time                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Changes to occur as a result of Professional Learning                     | <ul style="list-style-type: none"> <li>- Increased collaboration among teachers to analyze data and adjust instruction based on student needs.</li> <li>- Alignment of instructional pacing, strategies, and assessments across grade levels and content areas.</li> <li>- Greater consistency in Tier Instruction and use of evidence-based strategies across classrooms.</li> <li>- Enhanced teacher confidence in facilitating standards-based lessons that promote reasoning, discussion, and problem solving.</li> </ul> |
| Knowledge and skills the participant will attain                          | <ul style="list-style-type: none"> <li>- Proficiency in using data protocols to analyze formative and diagnostic results (i-Ready, classroom tasks, common assessments).</li> <li>- Understanding of how to identify trends, gaps, and misconceptions across student groups.</li> <li>- Skill in co-developing instructional plans that address prerequisite skills and connect learning across content areas.</li> <li>- Ability to reflect on and refine instruction through peer feedback and shared resources.</li> </ul> |
| Method to measure implementation of knowledge and skills in the classroom | <ul style="list-style-type: none"> <li>- PLC agendas, minutes, and collaborative planning templates showing data analysis and next instructional steps.</li> <li>- Observation and walkthrough evidence of collaboratively planned lessons in practice.</li> <li>- Student growth trends reflected in i-Ready Standards Mastery and formative assessment data.</li> <li>- Teacher reflections and follow-ups notes from Collaborative Planning sessions documenting implementation impact.</li> </ul>                         |

## **XII. Management Plan**

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

The School Improvement Plan will be introduced to all staff during **Principal Professional Development Day (October 2025)** in a faculty meeting led by administration. Grade-level and content-area teams will review relevant focus areas (Math, ELA, Attendance) during **Collaborative Planning sessions**. Ongoing updates and progress checks will be shared during **SIT (School Improvement Team) updates** throughout the year.

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2. How will the plan be shared with parents and community members? Please include approximate dates.

The School Improvement Plan will be presented to parents and the community during the **November 2025 PTA meeting** and posted on the **school website** following SIT approval. Key highlights will also be shared on **school social media**, emphasizing measurable goals, progress monitoring, and family engagement opportunities that support student achievement.

3. What role will classroom teachers and/or departments have in implementing the plan?

Administration and instructional coaches will work with grade level team leaders and content area teachers to create, implement, communicate, monitor, and modify the plan. Administrators meet with team leaders and teams on a bi-weekly basis. Instructional coaches, team leaders, PBIS members, and the SIT will meet with administrators on a monthly basis. Instructional coaches, team leaders, and administrators also supervise the teacher mentoring program for new staff members. They provide guidance for new staff unfamiliar with school improvement plans, and they help them to ensure that strategies and activities indicated in the plan are implemented in all classrooms.

4. How will student progress data be collected, reported, and evaluated by the SIT?

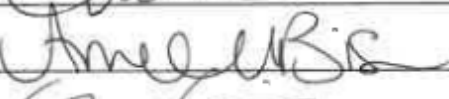
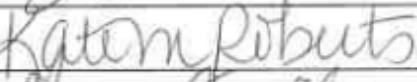
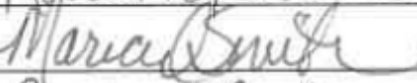
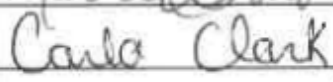
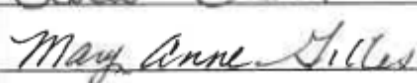
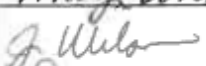
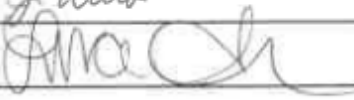
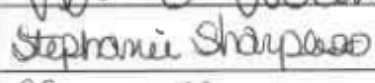
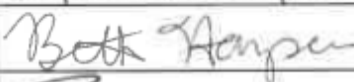
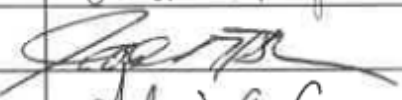
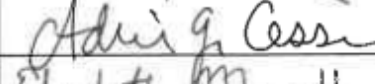
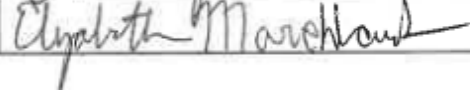
Student progress data will be collected and reviewed at each **month's SIT meeting**. The SIT will analyze **i-Ready diagnostic results (BOY, MOY, EOY) Standards Mastery reports**, **MCAP data**, and **formative assessments** aligned to SIP goals. Data will be disaggregated by grade level, subgroup, and domain to evaluate progress toward each goal. Summaries of findings will be documented in SIT meeting minutes and used to adjust interventions or professional learning as needed.

5. How will the administration monitor the plan?

Administration will monitor plan implementation through **classroom walkthroughs**, **PLC participation**, and **fidelity checks** for Tier I instruction and intervention practices. Evidence from **lesson plans, data protocols, and student work samples** will be reviewed monthly. The principal, school leadership team, and math/ELA coaches will conduct **quarterly reviews** with the SIT to evaluate progress, identify barriers, and determine next steps for sustaining growth and alignment with district goals.

**School Improvement Plan for Title I School - SIGN OFF SHEET**

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| Name                | Signature                                                                            | Role                                  |
|---------------------|--------------------------------------------------------------------------------------|---------------------------------------|
| Charles Moran       |    | Principal                             |
| Amanda Biser        |    | Assistant principal                   |
| Shaun Lewis         |    | Assistant principal                   |
| Kate Roberts        |    | Teacher                               |
| Maria Smith         |    | Teacher                               |
| Carla Clark         |    | Instructional Assistant               |
| Mary Anne Gilles    |    | ACPS/School Reading Coach/Teacher     |
| Joshua Wilson       |     | ACPS/School Math Coach/Teacher        |
| Lora Amtower        |    | Reading Interventionist/ELA Teacher   |
|                     |                                                                                      | Title I School Support Specialist     |
| Veronica Crites     |   | Title I Family Engagement Coordinator |
| Stephanie Sharpless |   | Parent/Family Member                  |
| Boeth Harper        |  | Parent/Family Member                  |
| James Beck          |  | Community Member                      |
| Adriane Cessna      |  | Community Member                      |
| Elizabeth Marchbank |  | Other School Staff                    |